



OBSERVER

Published by the American Psychological Society

Vol. 10, No. 5

September 1997

- ◆ **NIH Gets Congressional Thumbs Up...**
Behavioral research funding boosted for FY 98..... 4
- ◆ **Professional School Grads...**
How do they compare with traditional clinical program grads? 6
- ◆ **Job Prospects...**
Study analyzes trends in experimental psych 16
- ◆ **Humans and Animals...**
Uniting theories of behavior 21
- ◆ **Psychology Summit...**
Leaders will meet to shape future of field 29
- ◆ **APS Convention...**
1998 Program opened, expanded 38

★ New Feature ★

A Decade of APS..... 10



Elizabeth Loftus Is APS President-Elect

Joseph Steinmetz and Jerome E. Singer Join Board; Mahzarin Banaji is Secretary

This year, as APS nears its 10th birthday, its members have chosen two new board members and a president-elect who symbolize the excellence, achievement, and progress in scientific psychology that APS has come, in its short life, to represent.

Elizabeth Loftus, of the University of Washington-Seattle, was voted president-elect, while Joseph Steinmetz, of Indiana University, and Jerome E. Singer, of the Uniformed Services University of the Health Sciences, became the newest members of the APS Board. Additionally, Mahzarin Banaji, of Yale University, has been appointed Secretary.

"With the presence of Joe, Jerry, and Mahzarin on the Board, and with Beth serving as president-elect, APS's position as a leading advocate, and facilitator of



Loftus

SEE ELECTION ON PAGE 35

No Lonely Psychologists at Heart, Lung, Blood Institute

The NIH's cardiac, pulmonary, and circulatory research portfolio includes substantial number of psychologists as principal investigators

Psychologists can take heart in the fact that the scope of the National Heart, Lung, and Blood Institute's (NHLBI) intramural and extramural behavioral sciences research effort is substantial. In fiscal year (FY) 1996, the Institute spent more than \$87 million overall on behavioral research related to heart, lung, and blood diseases within a total institute budget of \$1.294 billion.

And, as has come to be the custom of the *Observer* to focus on the behavioral science research commitments of federal agencies, we highlight in this issue some of the particulars behind NHLBI's considerable psychological science research expenditure. (See page 3 for a list of the 63 psychologist Principal Investigators (PIs) who

SEE NHLBI ON PAGE 3

INSIDE

1998 APS Convention Call for Presenters	Insert
Departments	
Presidential Column	2
Miscellany	11
Giving Away Psychology	12
Opinion	14
Member Profile	22
Letters to the Editor	24
Teaching Tips -	
Relevance	26
People	31
Members in the News	32
The Student Notebook	40
Organizational Profile -	
Human Ethology	43
Announcements	50
Meeting Calendar	52
Employment Bulletin	55



NATIONAL MEDAL OF SCIENCE

APS William James Fellow and founding editor of *Psychological Science* William K. Estes will be awarded the prestigious 1997 National Medal of Science by the President in a White House ceremony in October. Watch for coverage in the November 1997 *Observer*...

The American Psychological Society

President	Kay Deaux
President-Elect	Elizabeth Loftus
Past President	Sandra Scarr
Past President	Richard F. Thompson
Past President	Marilynn B. Brewer
Past President	Gordon H. Bower
Past President	James L. McGaugh
Past President	Janet T. Spence
Past President	Charles A. Kiesler
Secretary	Mahzarin Banaji
Treasurer	Paul W. Thayer

Members at Large

Robert Bjork	Stephen Ceci
John Darley	Lee Sechrest
Jerome E. Singer	Joe Steinmetz

Staff

Executive Director	Alan G. Kraut
Deputy Director	Diana Green
Director of Accounting	Emily Moore
Director of Communications	Lee Herring
Assistant Editor	Elizabeth Ruksznis
Director of Meetings	William Ryan
Meetings Manager	Melanie Weiner
Director of Membership	Debra Smith
Database Manager	Patricia Moore
Membership Manager	Maria Burke
Receptionist/Membership Assistant	Shelley Clay
Science Policy Staff	Sarah Brookhart

The APS Observer

Publisher	Alan G. Kraut
Editor	Lee Herring
Assistant Editor	Elizabeth Ruksznis
Staff Writer	Don Kent

The **APS Observer** (ISSN: 1050-4672) is the monthly publication of the American Psychological Society (Federal ID Number: 73-1345573). On alternative months, beginning with February, the **Observer** consists of the **APS Employment Bulletin**. The May and June issues and the July and August issues are combined. Editorial and advertising offices are at APS, 1010 Vermont Ave., NW, Ste. 1100, Washington, DC 20005-4907; Tel: 202-783-2077, Fax: 202-783-2083, Internet: LHerring@capcon.net. Visit us on the world-wide web at URL: <http://www.hanover.edu/psych/APS>.

Contents copyright © 1997 by the American Psychological Society. All rights reserved.

All APS members receive the **Observer**. Domestic non-member subscription rates are \$35 (individual), \$50 (institution) and foreign rates are \$50 (individual) and \$65 (institution) per year. Send subscription requests to the address above. Third-class postage is paid at Merrifield, VA. **Postmaster:** Send address changes to American Psychological Society, 1010 Vermont Ave., NW, Ste. 1100, Washington, DC 20005-4907.

Contributors: Unsolicited articles, announcements, and letters to the editor should be submitted to the Editor at the address above.

The **job classified ad rate** is \$7.00 per line (approx. 34 characters fit on a line; 6-line minimum). **Copy must be received by the 15th of the month preceding the month of publication.** Advertisers are invoiced after publication. An **editorial calendar** and a **display ad rate sheet** are available upon request. Contact:

APS Observer and Employment Bulletin
1010 Vermont Ave., NW, Suite 1100
Washington, DC 20005-4907
Attn: Advertising Manager
Tel: 202-783-2077, Fax: 202-783-2083

Health and Behavior Research at NHLBI

Claude Lenfant
Director

National Heart, Lung, and Blood Institute

Cardiovascular diseases remain the leading cause of death and a major cause of disability and lowered quality of life for both men and women in the United States. An estimated 13 million people have coronary heart disease (CHD). Each year there are an estimated 1.5 million myocardial infarctions (MI) and 500,000 deaths from MIs. The costs of heart disease in the United States, both direct and indirect, exceed \$180 billion per year. Lung and blood diseases add more than \$80 billion in costs.

Behavioral and psychological factors contribute a large share to the burden of these diseases. With the help of psychological science, we at the National Institutes of Health (NIH) have made significant strides toward understanding some of these, but we have a long way to go. Since its creation in 1948, NIH's National Heart, Lung, and Blood Institute (NHLBI) has made behavioral science research an important component of the Institute's research agenda. As the NHLBI approaches its 50th anniversary, I'd like to share with you some of the significant findings over the years and give you an overview of the current program.



Depression and Social Support

A few years ago, strong evidence became available showing that heart attack patients who are depressed or have few people to count on for social support are more likely to die or to experience another heart attack.

These findings were troubling but suggested that treating depression and enhancing social support might extend life and reduce future heart attack risk for these patients. Recently, the Institute launched a major clinical trial, Enhancing Recovery in Coronary Heart Disease Patients (ENRICH), to determine whether treating depression and social isolation will prolong life or reduce the risk of another heart attack.

Other psychosocial factors contributing to cardiovascular diseases are also being investigated, including the influence of personality on risk of coronary heart disease and the effects of chronic and acute stress.

Socio-economic Status and Health

There is substantial epidemiological evidence that health is directly related to socio-economic status (SES). Therefore, it is not surprising that there is a strong link between cardiovascular disease and SES. However, traditional risk factors and access to health care do not fully explain the effects of SES on health. Other contributing factors include personality variables, differential availability of social support or other coping mechanisms, and excess environmental stress. Some studies have found that limited decision latitude at work is associated with increased incidence of cardiovascular disease. It is likely that several or all of these influences act simultaneously but to a different extent in different individuals. Effective disease prevention will depend on an improved understanding of the relationships between SES and health.

Mental Stress and Myocardial Ischemia

In recent years, it has become clear that mental stress can trigger episodes of myocardial ischemia. Although the mechanisms through which mental stress provokes ischemia are not well understood, characteristic changes in sympathetic response and in blood circulation have been described. These changes are hemodynamically different from changes observed during exercise stress testing, and may help to identify patients

NHLBI FROM PAGE 1

received research support in FY 1996, to the tune of about \$20 million in total funding.)

The majority of the NHLBI's funds support investigator-initiated research on how factors such as cardiovascular reactivity, personality, emotions, and socioeconomic status influence health and the course of illness. Many of these studies are applied research, but some are basic science and include research on humans as well as animal models, forming the foundation for applied research on treatments and prevention.

Epidemiologic studies have shown that factors such as hostility, depression, and social isolation increase the likelihood of both developing and recovering from coronary heart disease. This evidence has led psychologists to tackle the difficult task of developing effective interventions. The NHLBI has supported that effort by conducting several large collaborative studies on the effectiveness of particular psychosocial interventions.

Other articles in the *APS Observer's* federal research grant series include a focus on psychologist PIs whose research was funded by the following institutes at the National Institutes of Health:

<u>Research Funding Institute</u>	<u>Observer issue</u>
The National Institute on Aging	March 1997
National Institute on Child Health and Human Development	July/August 1996
National Institute on Neurological Disorders and Stroke	May/June 1996
The National Institute on Alcohol Abuse and Alcoholism	November 1994
The National Institute on Drug Abuse	September 1993
The National Institute of Mental Health	March 1992

Not all federal agencies can extract the psychologist PI data from their archives but are major supporters of psychological research nonetheless. One such is the Centers for Disease Control and Prevention, which was featured in the May/June 1997 *Observer*.

For example, the Enhancing Recovery in Coronary Heart Disease Patients (ENRICHED) clinical trial, will determine whether treating depression and perceived lack of social support will enhance recovery in heart attack patients. Six of eight principal investigators in that multi-center clinical trial are psychologists. All

SEE NHLBI ON PAGE 48

Feeling Lonely?

While we have scoured the National Heart, Lung and Blood Institute grantee list fairly well, we admit that we may have missed a psychologist or two. So, if your name *should* be among those PIs listed here (because you received a FY1996 grant from the NHLBI), drop us a line and we will publish a correction in the next available *Observer* issue.

NHLBI Projects Whose PIs Are Psychologists

Fiscal Year 1996

Principal Investigator

Affiliation

Grant Title

NHLBI Psychology Grants in FY 1996

Continued on page 49

Barefoot, John	Duke Univ.	Hostility, Depression, Social Environment and Coronary Heart Disease Risk
Berntson, Gary	Ohio State Univ.	Psychophysiology and Anxiogenesis
Blumenthal, James	Duke Univ.	Behavioral Treatment of Hypertension
Blumenthal, James	Duke Univ.	Enhancing Recovery in Coronary Heart Disease
Burg, Matthew	Yale Univ.	Enhancing Recovery in Coronary Heart Disease
Carney, Robert	Washington Univ.	Depression and Coronary Heart Disease
Carney, Robert	Washington Univ.	Enhancing Recovery in Coronary Heart Disease
Coyne, James	Univ. of Michigan	Social Support and Cardiovascular Disease
Curry, Susan	Center for Health Study	Pediatric Smoking Cessation Study
Dew, Mary	Univ. of Pittsburgh	Mental Health and Compliance in Cardiac Transplantation
Ewart, Craig	Syracuse Univ.	Anger and Cardiovascular Risk in Urban Youth
Freedman, Robert	Wayne State Univ.	Raynaud's Treatment Study
Freedman, Robert	Wayne State Univ.	Behavioral Treatment of Raynaud's Phenomenon
Gerin, William	Cornell Univ.	Cardiovascular and Cortisol Effects of Social Support
Girdle, Susan	Univ. of North Carolina	Smoking Estrogen and Cardiovascular Health in Women
Glasgow, Russell	Oregon Research Inst.	Planned Parenthood Smoking Intervention for Lung Health
Goldstein, Iris	Univ. of California	Ambulatory Blood Pressure and Job Stress in Nurses
Haythornthwaite, Jennifer	Johns Hopkins Univ.	Effects of Behavioral Stress on Blood Pressure Control
Hollis, Jack	Center for Health Research	Primary Care Prevention for Lung Health
Hovell, Melbourne	San Diego State University	Reducing Environmental Tobacco Smoke Exposure in Latino Asthmatics
Hurwitz, Barry	Univ. of Miami	Dynamic Autonomic Assessment in Diabetic Neuropathy
Jeffery, Robert	Univ. of Minnesota	Improving Participation in Worksite Smoking Programs

Research Gets Two Thumbs Up!

Congress Shows NIH the Money

Although summer blockbuster movies are often science fiction, here's a review of a big hit about science (funding) fact. So sit back, grab some popcorn, and let us entertain you....

Who says there are no more happy endings?

For psychology researchers, this year's boffo hit is the story of research funding at the National Institutes of Health (NIH). The plot has Congress (picture Jimmy Stewart) telling the \$13-billion NIH to train more behavioral scientists and pursue new directions in behavioral research. And it's done against the backdrop of an annual budget for NIH that will be increased at least 6 percent in fiscal year (FY) 1998, which begins on October 1. Talk about your two-fers: money and behavioral science. Like Bogey said in *Casablanca*, "I think this is the beginning of a beautiful friendship."

The story gets better in the details. Within NIH's increase, the institutes that are among the leading supporters of behavioral and social science research are receiving above-average increases. Those include the National Institute of Mental Health (NIMH), the National Institute on Drug Abuse (NIDA), and the National Institute on Alcohol Abuse and Alcoholism (NIAAA). Other institutes that support behavioral research, including child health and human development, aging, and neurology, also received significant increases.

As Time Goes By

At press time, the final scene for NIH has not been shot. That will be done when Congress returns from summer reruns. But if the traditional editing process holds, look for the House and Senate to split the difference between their proposed increases for NIH: 6 percent in the House, 7.5 percent in the Senate. Not bad, especially considering the Administration requested only a 2.6

percent increase for NIH.

The favorable treatment from Congress signals the continued exemption of NIH from the deficit reduction cuts being sustained by many other federal programs. It is also a far cry from the box office bomb of two years ago, when NIH and other federal agencies were twice shut down for extended periods because annual funding for the government was allowed to lapse by warring politicians.

Play It Again, Sam

While their numbers may diverge, the House and Senate are of a single mind where behavioral science at NIH is concerned. They praised the NIH Office of Behavioral and Social Sciences Research for increasing support for National Research Service Awards (NRSAs) to behavioral scientists at various institutes. This is seen by Congress as a step toward implementing the recommendations of the National Academy of Sciences, which called for a one-third increase in NRSAs for behavioral scientists, while putting NRSAs for biomedical scientists in a holding pattern.

Another behavioral science training initiative—B/START (Behavioral Science Track Awards for Rapid Transition)—also got a congressional nod, with both the House and Senate encouraging the wider use of B/START at NIH.

Several institutes were singled out for praise for their efforts in behavioral science. For example, NIDA received special notice for its efforts to increase the number of cognitive scientists studying issues relating to drug abuse, and NIAAA was commended for its efforts to bring new behavioral science perspectives into its portfolio. NIMH was encouraged to implement its behavioral science research

plans and to develop new mechanisms to increase the connections between basic behavioral science and biological and clinical research. Both instructions also were included in the last year's congressional directives.

The relevant excerpts of the FY 98 congressional appropriations reports are featured in the accompanying box on page 5.

Here's Looking at You, Kid

APS was instrumental in bringing these behavioral science research issues to the attention of Congress. (See the APS web site at <http://psych.hanover.edu/APS> for our testimony on NIH appropriations.) In addition, APS advocates for the NIH budget as a whole. Executive Director Alan Kraut is Past-President of the Coalition for Health Funding, an umbrella organization of more than 50 national associations representing over 40 million professionals, consumers, and volunteers. He also sits on the Steering Committee of the Ad Hoc Group for Medical Research Funding, a coalition of more than 70 national associations. These two groups are Washington's leading advocates for the NIH budget.

"We are extremely pleased with this year's budget," said Kraut, "both in terms of the increased budget for NIH overall and the congressional attention given to behavioral science. It means that NIH has the funds to do what Congress has been pushing for: to increase the number of behavioral scientists conducting NIH research and to increase the kinds of behavioral research that NIH supports."

And that's a wrap.

Double Feature: Behavioral Science Also Stars at NSF

Behavioral and social science research—in particular, the Human Capital Initiative (HCI)—also has a starring role in the FY 98 budget for the National Science Foundation (NSF).^{*} It was one of only a few areas that the Senate Appropriations Committee highlighted in its annual report on the \$3 billion-plus agency.

In what amounts to a rave review, the Senate expressed strong support for the behavioral and social sciences directorate at NSF and continued its several-year trend of encouragement for the HCI, which involves basic research on issues of national concern that are behavioral in nature. Most notably, the Senate focused on this year's HCI workshop on basic research in psychology, which was organized by APS (see the July/August 1997 *Observer* for details). APS has worked with the Senate to maintain the visibility of and support for the HCI during the turbulent budget debates of the past few years.

^{*} The HCI is a national behavior science research agenda developed by the psychological science community under the auspices of APS and adapted as an NSF initiative. See the APS web site for more information.

Close-Up

All right, Mr. DeMille, we're ready for the close-up. Here's the Senate's script:

The [Senate Appropriations] Committee continues its strong support for NSF's directorate in the behavioral and social sciences, which has made impressive strides since its establishment. These include the development of the Human Capital Initiative, which guides funding priorities by tying basic research to national concerns, which have behavior at their core. The Committee understands that the Foundation sponsored a workshop on basic research in psychology that should guide Human Capital support in cognitive science, social and developmental psychology, and multi-disciplinary research that crosscuts with biology, engineering, education, physics, and others. The Committee applauds this effort and looks forward to hearing about accomplishments of the Human Capital Initiative in the FY 99 appropriations process.

A Fiscal Cliff-hanger

In July, the House proposed a 6.6 percent increase for NSF as a whole (and

a slightly higher percentage increase for just the research portion of the NSF budget), while the Senate came in at 3.3 percent for NSF (again with a slightly higher percentage for research).

As with all FY 98 appropriations, we have to wait until the end of September for the final reel, both for NSF overall and for the FY 98 allocation to behavioral and social science programs.

Don't look for any big surprises—usually, they just split the difference between the two to come up with the final NSF budget.

We'll keep you posted on the rest of the story. But for now, th-th-that's all, folks. (See the APS web site at <http://psych.hanover.edu/APS> for our testimony on behavioral research and the FY 98 NSF budget.)

Behavioral science proposals sought by NSF's Science & Technology Centers Program ... see page 25 ...

Excerpts from the FY98 Congressional Reports On NIH Appropriations

Office of the NIH Director

Both the House and Senate said...

Training—The [Appropriations] Committee understands that the Office of Behavioral and Social Sciences Research is providing support to individual institutes to supplement their National Research Service Awards (NRSAs) for behavioral science researchers. The Committee is encouraged by this initiative, and sees it as a step in a broader, NIH-wide strategy for implementing the recommendations of the National Academy of Sciences.

Young investigators—The Committee is pleased that three institutes—NIMH, NIDA, and NIA—

have established small grant mechanisms for young investigators in behavioral science research. The Committee continues to encourage other National Institutes to develop mechanisms similar to these Behavioral Science Track Award for Rapid Transition (B/START) programs.

National Institute of Mental Health

The House and Senate said...

The Committee is aware that NIMH is undergoing a reorganization to improve connections between basic and clinical research and links between disciplines, and to reflect promising new directions in mental health research. The Committee

applauds this approach. The Committee looks forward to the NIMH Director's update of these issues for the Committee.

The House added...

The Committee ... views [this approach] as consistent with past Committee efforts to encourage NIMH to implement its national advisory council's report on behavioral research, and to encourage new mechanisms to develop basic behavioral researchers who are sensitive both to clinical and biological issues.

SEE NIH ON PAGE 15

How Do Professional Schools' Graduates Compare With Traditional Graduates?

Study examines EPPP scores in relation to various training variables

Psychology students who graduate with a professional degree (e.g., PsyD) do not perform as well as traditional PhD clinical psychology program graduates on one of the most important national standard tests for those pursuing careers in clinical practice, the Examination for Professional Practice in Psychology, (EPPP). This is according to research published in a companion article to this story published in the September 1997 issue of *Psychological Science*.*

The researchers found that higher EPPP scores were associated with larger faculty-to-student ratios, smaller-sized clinical programs, and traditional versus professional program orientation. According to the study's authors, earlier research on EPPP scores has consistently revealed that licensure candidates with the traditional clinical psychology PhD do better on licensing exams than non-traditional candidates (e.g., EdD, PsyD).

Asserting that EPPP scores may provide one of the most objective criteria "by which the adequacy of clinical psychology training programs may be evaluated," the researchers decided to examine several variables associated with the different training environments to determine their correlation with EPPP performance. These variables include the number of students and faculty, grade-point average admission requirements, GRE admission requirements, research versus applied orientation, and factors related to the program's academic quality. The relationship of these variables to EPPP performance is summarized in *Psychological Science*.

So that *Observer* readers might get a fuller picture of the specific programs' standings, we have listed here in Tables A and B information that is not available in the companion article in *Psychological*

Science. Table A lists the minimum passing EPPP score for each of the 50 states in the United States and eight Canadian provinces. The criterion for passing EPPP differs across states/provinces. So, while some states (and all Canadian jurisdictions) impose a fixed floor (ranging from 65 percent to 73 percent correct), other states set the criterion for passing at a level based on

the national score distribution. In April 1995, the passing score ranged across the states from 132 to as high as 152, and in October, it ranged from 125 to 146, according to the authors.

Table B lists the rankings of the 185 institutions of higher learning by their clinical psychology students' mean EPPP scores (and standard deviations) for the period 1988 to 1995. **L.H.**

Table A

EPPP Minimum Passing Scores of States and Provinces

Minimum Passing Score

Fixed score criteria

146 (73%)

140 (70%)

130 (65%)

Jurisdiction

Maryland

Alaska, Alberta, Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Manitoba, Massachusetts, Minnesota, Missouri, Montana, Nevada, New Jersey, North Carolina, Ohio, Oklahoma, Ontario, Oregon, Rhode Island, Saskatchewan, Tennessee, Texas, Utah, Virginia, British Columbia, New Brunswick, Nova Scotia, Quebec.

Distribution based criteria (1995)*

April 1995

140

150

142

140

133

142

140

151

151

140

152

136

140

139

136

140

148

142

151

October 1995

140

146

136

136

125

136

140

146

146

140

146

128

140

132

130

140

141

136

146

Alabama

California

District of Columbia

Indiana

Michigan

Mississippi

Nebraska

New Hampshire

New Mexico

New York

North Dakota

Pennsylvania

South Carolina

South Dakota

Vermont

Washington

West Virginia

Wisconsin

Wyoming

* These cut-off scores vary as a function of national distribution. Information was obtained from phone calls to state licensing boards and the *Handbook of licensing and certification requirements for psychologists in North America*. (1996). Montgomery, AL: Association of State and Provincial Psychology Boards.

* Laurina M. Yu, Sharon A. Rinaldi, Donald I. Templer, Louise A. Colbert, Karen Siscoe, and Katherine Van Patten (1997). Score on the Examination for Professional Practice in Psychology as a Function of Attributes of Clinical Psychology Graduate Programs, *Psychological Science*, 8, 5, pp. 340-350.

Table B

Rankings of Institutions by Mean EPPP Scores of Clinical Psychology Graduates From 1988 to 1995*

Rank	Institution	N	Mean	SD
1.0	University of Oregon	44	165.70	8.90
2.0	University of Waterloo	28	165.10	11.80
3.0	University of Pennsylvania	15	164.90	12.90
4.5	University of Delaware	29	164.60	8.50
4.5	University of California-Los Angeles	84	164.60	12.80
6.0	University of Iowa	31	164.40	9.10
7.0	University of Minnesota	48	163.90	8.80
8.0	University of Connecticut	57	163.70	13.80
9.0	Yale University	42	163.60	10.60
11.5	University of North Carolina-Chapel Hill	61	163.20	10.60
11.5	Rutgers University, PhD Program	36	163.20	11.00
13.5	University of Wisconsin-Madison	25	163.10	12.00
13.5	University of Missouri-St. Louis	46	163.10	8.60
15.5	San Diego State University	4	163.00	12.60
15.5	Northwestern University	28	163.00	10.20
17.5	University of Kansas	71	162.90	10.10
17.5	State University of New York-Buffalo	75	162.90	11.50
20.5	University of Rochester	39	162.60	11.80
20.5	University of Houston	51	162.60	10.40
20.5	Indiana University	31	162.60	11.00
20.5	Bowling Green State University	47	162.60	10.50
23.0	University of New Mexico	46	162.50	10.20
24.0	University of Alabama	54	162.30	13.00
25.0	University of Wyoming	34	162.20	8.80
27.0	State University of New York-Stony Brook	67	162.10	13.80
27.0	Loyola University	74	162.10	11.10
27.0	Emory University	48	162.10	9.80
29.0	University of Missouri-Columbia	60	161.90	12.70
31.0	Wayne State University	78	161.80	12.10
31.0	University of Virginia, Curry School of Education	5	161.80	5.50
31.0	Ohio University	68	161.80	10.70
33.0	Simon Fraser University	29	161.50	12.00
34.0	Washington University	42	161.40	10.90
35.5	University of Southern California	59	161.30	14.40
35.5	Duke University	33	161.30	13.30
37.5	University of British Columbia	25	161.20	11.30
37.5	Arizona State University	46	161.20	10.40
39.5	University of Alabama-Birmingham	5	161.00	5.10
39.5	McGill University	23	161.00	11.50
42.0	University of Illinois-Chicago	61	160.80	12.90
42.0	University of Florida	87	160.80	12.50
42.0	Northern Illinois University	26	160.80	12.00
44.5	Georgia State University	129	160.60	12.70
44.5	Auburn University	5	160.60	10.90
46.0	University of Maine	28	160.50	10.30
47.0	University of South Florida	76	160.20	10.70
49.5	West Virginia University	62	160.10	12.80
49.5	University of Virginia	43	160.10	12.10
49.5	Miami University, Ohio	42	160.10	10.30
49.5	Kent State University	75	160.10	14.30
52.5	University of Hawaii	33	160.00	12.90
52.5	Case Western Reserve University	52	160.00	12.40
55.0	Virginia Commonwealth University	62	159.90	11.20
55.0	University of Nebraska-Lincoln	59	159.90	11.70
55.0	St. Louis University	71	159.90	14.70
57.0	University of Delaware	52	159.70	14.10
58.0	University of Texas-Dallas	56	159.60	9.00
59.0	DePaul University	64	159.50	12.40

* These are scores of Clinical Psychology graduates and not simply "applied" program graduates.

CONTINUED ON NEXT PAGE

FROM PREVIOUS PAGE

Rank	Institution	N	Mean	SD
60.5	Widener University	107	159.40	12.40
60.5	Clark University	24	159.40	13.50
62.0	Louisiana State University	85	159.20	12.30
63.0	University of Miami, Florida	101	159.10	12.80
64.0	Baylor University, PsyD Program	66	158.90	11.70
65.0	University of Montana	56	158.80	14.90
66.0	American University	47	158.60	16.30
67.5	University of Virginia, School of Education	26	158.50	13.20
67.5	Syracuse University	34	158.50	13.10
70.5	University of Georgia	75	158.30	13.10
70.5	University of Washington	52	158.30	13.30
70.5	Long Island University-Brooklyn	6	158.30	11.50
70.5	Fordham University	59	158.30	12.20
73.5	Texas Technical University	39	158.20	11.20
73.5	Indiana State University	62	158.20	11.40
75.5	York University	3	158.00	7.50
75.5	Central Michigan University	28	158.00	8.90
77.0	University of Texas-Austin	36	157.90	15.40
78.0	Virginia Polytechnic Institute	60	157.80	13.70
79.5	University of North Dakota	72	157.70	12.20
79.5	Catholic University of America	64	157.70	14.10
81.0	University of Hartford	41	157.60	13.00
83.0	University of Kentucky	30	157.50	11.50
83.0	University of Western Ontario	39	157.50	10.50
83.0	State University of New York-Binghamton	44	157.50	13.10
85.5	University of North Texas	40	157.40	15.10
85.5	University of Illinois-Champaign-Urbana	29	157.40	15.50
87.0	University of Massachusetts	64	157.20	15.90
89.0	Virginia Consortium of Professional Psychology	68	157.00	13.70
89.0	University of Cincinnati	62	157.00	14.10
89.0	Fuller Theological Seminary	225	157.00	13.70
91.0	Rutgers University, PsyD Program	107	156.90	13.50
92.5	Vanderbilt University	40	156.70	13.10
92.5	University of Michigan	93	156.70	17.60
94.0	Hahneman University, PhD Program	18	156.40	11.70
95.0	University of Toledo	33	156.30	14.40
96.0	University of Utah	41	156.20	14.70
98.0	University of Arizona	56	156.10	15.90
98.0	University of Vermont	61	156.10	17.10
98.0	Brigham Young University	61	156.10	11.20
100.0	Utah State University	46	156.00	17.10
101.0	Florida State University	93	155.80	13.20
102.0	Purdue University	56	155.60	14.90
103.0	Fairleigh Dickinson University	83	155.50	10.90
104.5	University of California-Berkeley	37	155.30	16.10
104.5	University of Maryland-College Park	58	155.30	20.10
106.0	Texas A & M University	23	155.20	8.20
107.0	Temple University	45	155.10	15.20
108.5	University of Rhode Island	64	155.00	17.10
108.5	St. John's University	86	155.00	16.00
110.0	University of Windsor	50	154.80	11.70
111.0	City University of New York-Graduate School	3	154.70	16.50
112.0	University of Mississippi	57	154.60	12.70
114.0	University of South Carolina	84	154.50	17.50
114.0	Ohio State University	51	154.50	19.80
114.0	Memphis State University	73	154.50	11.00
116.0	New School of Social Research	119	154.40	12.30
117.0	George Washington University	70	154.30	15.30
118.0	University of Manitoba	50	154.20	15.00
119.5	University of North Carolina-Greensboro	35	154.10	15.60
119.5	Biola University, PhD Program	59	154.10	17.80
121.0	Michigan State University	98	154.00	20.30

Rank	Institution	N	Mean	SD
122.5	University of Nevada	31	153.90	14.50
122.5	Northwestern Medical School	99	153.90	14.40
124.5	University of Wisconsin-Milwaukee	39	153.80	14.60
124.5	Hahneman University, PsyD Program	77	153.80	13.80
126.0	University of Louisville	40	153.50	12.50
127.0	George Mason University	31	153.40	13.00
128.0	University of Arkansas	49	153.10	17.40
129.0	Boston University	109	152.90	17.80
130.5	University of South Dakota	54	152.80	15.70
130.5	Southern Illinois University-Carbondale	72	152.80	16.00
132.5	Washington State University	82	152.60	19.30
132.5	George Peabody College of Vanderbilt University	53	153.60	18.10
134.0	Long Island University	82	152.50	14.10
135.0	Biola University, PsyD Program	240	152.40	15.80
136.0	Pacific Graduate School of Psychology	159	152.20	17.10
137.0	California School of Professional Psychology, San Diego	452	152.10	18.50
138.0	University of Colorado	68	151.60	16.50
139.0	University of Denver, PsyD Program	320	151.50	14.90
140.0	California School of Professional Psychology, Alameda	538	151.40	19.20
141.0	Oklahoma State University	76	151.10	13.50
142.5	University of Pittsburgh	47	151.00	21.50
142.5	Pepperdine University	66	151.00	16.50
144.5	University of Ottawa	58	150.60	13.60
144.5	Adelphi University	212	150.60	16.00
146.5	Illinois Institute of Technology	74	150.30	13.90
146.5	California Institute of Integral Studies	32	150.30	18.60
148.0	Columbia University Teachers College	93	150.20	15.50
149.0	Concordia University	13	150.10	21.40
150.0	Western Michigan University	34	149.80	15.00
151.0	Massachusetts School of Professional Psychology	291	149.60	15.30
152.0	Pennsylvania State University	65	148.90	19.90
153.0	Nova University, PsyD Program	390	148.70	14.00
154.0	University of Tennessee-Knoxville	84	148.30	15.50
155.0	Antioch University	123	147.70	13.40
156.0	Pacific University, Professional School	85	147.40	14.40
157.0	University of Southern Mississippi	88	147.30	17.50
158.0	City University of New York-City College	95	146.60	17.60
159.0	Wright State University	238	146.50	17.50
160.5	New York University	116	146.30	20.60
160.5	Illinois School of Professional Psychology	486	146.30	16.80
162.0	University of Detroit	79	146.00	13.40
163.0	Wright Institute	195	145.60	20.40
164.5	Howard University	29	145.00	13.50
164.5	Florida Institute of Technology	380	145.00	16.70
166.0	California School of Professional Psychology, Fresno	447	144.40	16.80
167.0	Chicago School of Professional Psychology	229	144.20	14.00
168.0	Georgia School of Professional Psychology	3	143.80	18.50
169.0	California School of Professional Psychology, Los Angeles	846	142.90	19.90
170.0	Forest Institute of Professional Psychology, Hawaii	5	142.40	28.90
171.0	George Fox College	4	142.00	14.00
172.0	Wisconsin School of Professional Psychology	5	141.80	24.80
173.0	Forest Institute of Professional Psychology, Missouri	115	140.80	15.40
174.0	Spalding University	43	140.00	17.30
175.0	Forest Institute of Professional Psychology, Illinois	319	139.50	16.50
176.0	Seton Hall University, PsyD Program	33	138.90	18.00
177.0	Adler School of Professional Psychology	11	135.60	15.30
178.5	United States International University	320	135.50	22.40
178.5	Fielding Institute	19	135.50	16.70
180.0	Miami University	16	131.80	16.70
181.0	Minnesota School of Professional Psychology	7	130.90	16.40
182.0	University of California-Davis	24	130.10	24.30
183.0	Yeshiva University	243	128.60	15.10



Celebrating a Decade of APS

Next year marks the 10th anniversary of the American Psychological Society. Created to promote, protect, and advance the interests of scientifically oriented psychology in research, application, and improvement of human welfare, the Society has grown to be one of the premier scientific organizations in the world. To celebrate, the *Observer* initiates with this new column a commemoration of some of the highlights of the last 10 years. This inaugural column looks at the birth of APS, as well as how far we have come in terms of membership.

Happy Anniversary APS !!!

The genesis of APS began with a plan for reorganization at the American Psychological Association (APA). Steven Hayes, one of the core group of pioneers who began APS, wrote in the November 1993 *Observer* about the dissatisfaction at APA that had prompted attempts to reorganize APA.

"The changes in the American Psychological Association that led to the APS revolution had a direct and painful impact," wrote Hayes.

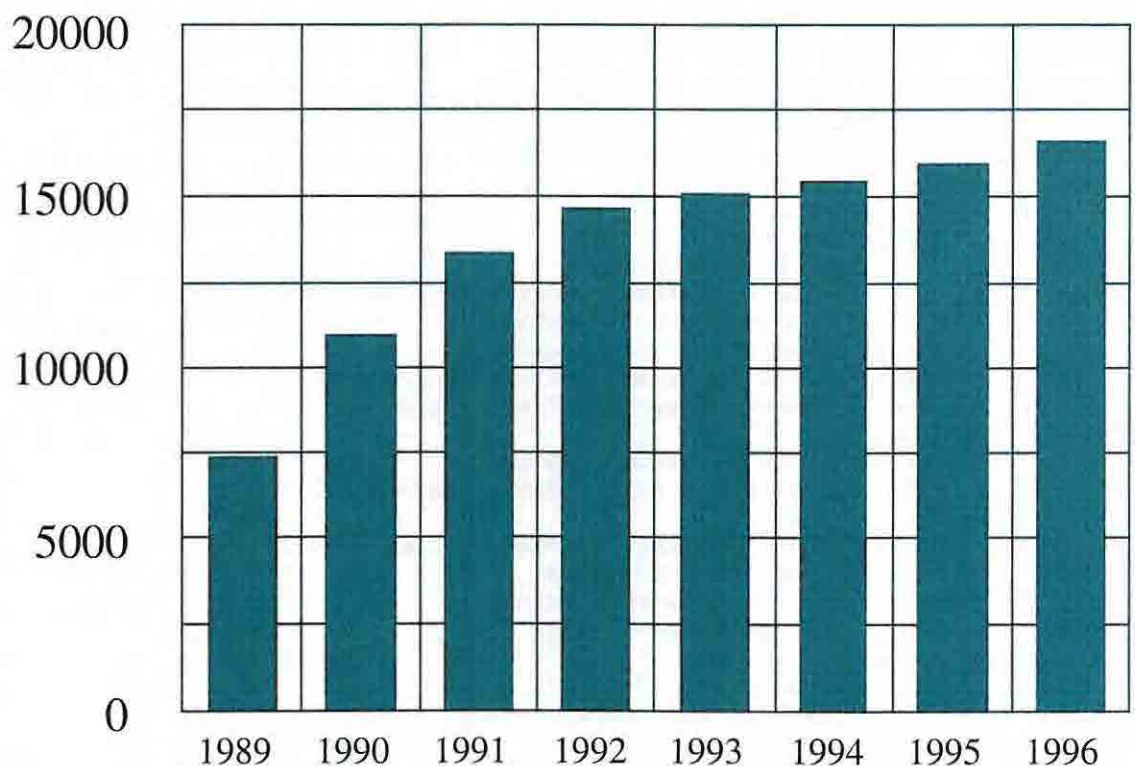
The 1988 APA reorganiza-

tion plan that would have given scientific psychologists a voice within APA, though approved by the APA Council and initially favored by all five candidates for the 1988 APA presidential election, was defeated. In response, the Assembly for Scientific and Applied Psychology (ASAP), which was formed as a refuge for the disenfranchised at APA and to support the APA reorganization, sent out its own ballot. The vote came back 419 to 13 to form APS on August 12, 1988. The rest, as they say, is history.

The 10th Annual APS Convention, to be held in Washington, DC, May 21-24, 1998, will not only include a special celebratory anniversary event, but will also feature some changes to the program that will make the meeting the best and most productive yet. See page 38 of this issue of the *Observer* for details on these changes and how they affect you as a presenter and/or as an attendee.

APS
TIMELINE

APS Membership Growth, 1989-1996



MISCELLANY

The Ninth Special Report to the US Congress on Alcohol and Health, the latest in a series of triennial reports begun in 1970, is now available from the National Institute on Alcohol Abuse and Alcoholism (NIAAA). The report highlights recent research on the effects of alcohol use, abuse, and dependence on individuals and society, new knowledge about the mechanisms of those effects, and progress since 1992 in developing interventions to prevent and treat alcohol damage. Drinking patterns and problem prevalence vary substantially by gender, age, ethnicity, and among discrete subgroups of these broad classifications. The population distribution of alcohol disorders and other alcohol damage provides clues for understanding how that damage can be mediated by individual attributes and environmental influences. The Ninth Special Report describes these interactions in 11 chapters examining topics including: genetic, psychological, and socio-cultural influences on alcohol use and abuse; actions of alcohol on the brain; effects on fetal and postnatal development; effects on behavior and safety; treatment; and health services research. The report is produced by NIAAA with guidance from a distinguished editorial advisory board. For copies, contact NIAAA at 301-443-3860.

Comprehensive treatment of drug-addicted prison inmates, when coupled with post-release aftercare, reduces the probability of their being rearrested by 57 percent and reduces the likelihood they will return to drug use by 37 percent. In a study recently published in the *Journal of Drug Issues*, research at the University of Delaware's Center for Drug and Alcohol Studies found that within 18 months after release from prison, 54 percent of untreated drug-addicted inmates were rearrested and 84 percent were back using drugs. By comparison, of the individuals receiving drug abuse treatment during their prison stay and in aftercare programs, only 23 percent had been rearrested and 53 percent had used drugs again. "The effectiveness of this 'Delaware model' for drug treatment has tremendous implications for policy makers, incarcerated individuals and their families, and for the public," said APS Charter Fellow Alan Leshner, director of the National Institute on Drug Abuse, which provided funding for the study. "This study shows that treating drug-addicted offenders while they are in prison and immediately after their release is an extremely effective strategy for reducing both public safety costs and public health costs of drug abuse and addiction."

The Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC) has launched a revised and expanded site on the world-wide web that contains complete information on its accreditation program, along with other news and resources for the animal care and use community. The site can be found at <http://www.aaalac.org>.

American Academy of Psychologists Treating Addiction

the oldest credentialing board for psychologists treating addiction

1997 Annual Symposium
October 24-26
in Sarasota, FL
12 hours of ceu's

Those attending who wish to attain Board Certification in the treatment of addictions who are willing to help in the re-norming of the written examination will have this requirement waived.

For information contact
Marc L. Zimmermann, Ph.D.
Secretary/Treasurer
10495 Old Hammond Hwy
Baton Rouge, LA 70816
Voice (504) 923-3672
FAX (504) 928-5130
E-Mail AAPTA@juno.com

Corrections

In the July/August 1997 *Observer* (page 5), James G. Greeno of Stanford University was misidentified in the photo of the April 1997 Human Capital Initiative workshop participants.

The rumors of Jack Block's death are highly exaggerated! He is indeed among the living, contrary to a footnote in the MEMBERS IN THE NEWS (page 32) section of the July/August 1997 *Observer*.

Giving Away Psychology

Misconceptions About Why People Obey Laws And Accept Judicial Decisions

Basic research can steer us toward more efficient judicial process and outcomes

Americans deal with legal authorities under a wide variety of circumstances. They may call the police during a domestic dispute or go to court for help when a business deal goes sour. People may also be compelled to deal with these same legal authorities if they are ever accused of a crime as trivial as speeding or one as serious as murder. In most cases, legal authorities are unable to give the people with whom they deal everything that those people want or feel they deserve. In fact, police officers are often required to write one hundred-dollar traffic tickets and judges must hand down 20-year sentences in court. When delivering undesirable outcomes or enforcing the law, legal authorities have two problems: (1) gaining compliance with their decisions, and (2) maintaining their legitimacy in the eyes of those with whom they are dealing.

Research by social psychologist Tom Tyler suggests that psychologists have a great deal to tell legal authorities about both of these issues. Legal authorities' current thinking is largely shaped by the belief that people are motivated entirely by self-interest when dealing with the police and the courts. They believe, as a consequence, that people are unhappy when legal authorities fail to deliver favorable outcomes. In the case of the courts, for example, it has been assumed that people are discontented when they receive unfavorable verdicts or settlements; when court costs are too high; or when delays in litigation are too long. These assumptions are typical of those which develop from what social psychologists have labeled the "myth of self-interest"—the belief that people are basically motivated by personal gains and losses.

The results of studies of the public suggest that the basis of people's actual reactions to laws and legal authorities differs substantially from that which would be predicted by this "self-interested" image of the person, suggesting that psychologists have important knowledge to give to judicial authorities. These misconceptions are found in two areas: (1) beliefs about why people generally obey the law, and (2) beliefs about why people accept decisions when they have personal experiences with the police and courts.

Why People Obey the Law

In several studies, Tyler has examined why people obey the law. One factor that shapes obedience is fear of being caught and punished for breaking the law. However, research suggests that people's behavior is more strongly influenced by their sense of what is right and wrong than by their concerns over being punished for rule breaking. One important moral

value involves judgments about whether legal authorities are legitimate and ought to be obeyed. This judgment actually has more influence on behavior than do assessments about the likelihood of punishment for breaking the law. Because people's behavior is so strongly driven by their values, it is difficult to obtain compliance with the law using only the fear engendered by potential prison sentences or fines. Recent efforts to lessen drug use by raising the penalty for the possession and sale of narcotics, and by increasing the magnitude of police efforts to stop drug trafficking, have been largely ineffective because of widespread feelings that drug laws are not legitimate and need not be obeyed. On the other hand, there is widespread voluntary compliance with tax laws, although the likelihood of being caught and punished for noncompliance is very small. Why? Because people feel that they ought to generally obey tax laws.

The question of why people obey laws is important because it determines how society responds to rule breaking. Whether the issue is discouraging people from running red lights, using drugs, or copying software or journal articles illegally, the social problem is the same: shaping public behavior to be in accord with the law. Influenced by the self-interest model, legal authorities have approached all of these problems by increasing the risk or the severity of punishment for breaking the law, making America one of the most punitive industrialized societies. Psychological research suggests that this approach is not very effective. In particular, increases in the severity of punishment, through the use of the death penalty or lifetime sentences, have been found to have minimal influence on behavior. A more effective approach is to focus upon gaining voluntary compliance with laws by developing and maintaining the legitimacy of the law and of legal authorities.

Personal Experiences With the Legal System

Tyler and other psychologists have also studied how people's views about the legal system are affected when they have personal experiences with the police and courts, as well as why people accept judicial decisions about how to settle their problems. Legal authorities, guided by the self-interest model, assume that people are less willing to accept decisions when those decisions are unfavorable to them. However, studies involving personal experiences with judicial authorities, such as judges and mediators, suggest that the primary factor that litigants consider when evaluating their personal experiences are their judgments about the fairness of the procedures used to resolve their problem.

Consider a concrete example. In Tyler's research on traffic court in Chicago he found that those who went to court to contest their tickets had their cases immediately dismissed on the theory that missing work to spend a day in traffic court was punishment enough. So those who appeared in court achieved an immediate victory—no fine, no record to influence their insurance rates, and no "points" to threaten their driver's license! Did these favorable outcomes lead to satisfaction? Interviews suggested no. In one case Tyler interviewed an angry woman standing outside the courtroom. She was upset because the judge had not listened to her explanation for why she had received a ticket. In fact, she had taken pictures to show that the traffic sign she was accused of violating was not visible from the street, and the judge had not looked at her pictures. Hence, because the procedure had not given her a fair opportunity to present her side of the case, she was upset and angry in spite of receiving a favorable outcome.

Such procedural justice judgments also influence people's willingness to voluntarily accept the directives of legal authorities. Again, consider an example. When the police are called to a home because of a domestic assault, what is it about the actions of the police that prevents further assaults from occurring in the future? One possibility is that warnings of potential arrest, or actual arrest and punishment, discourage further domestic assaults. However, research from a longitudinal study suggests that the key factor shaping the future behavior of assault suspects is their judgment of the procedural fairness of their treatment by the police who handle the complaint, not whether and how they are punished for the current assault.

Procedural justice judgments about personal experiences are also important because they shape people's views about the general legal system. They influence both people's views about particular judges and mediators and their overall evaluations of the legitimacy of the judicial system. As a consequence, experiencing unfair procedures in a particular encounter with the police or courts diminishes a person's respect for the legal system as a whole, and leads them to obey the law less frequently in their everyday lives.

The impact of procedural justice judgments has been shown in a variety of judicial settings, including both informal mediation sessions and formal trials. Further, concerns about procedural justice are found to remain central when important issues are at stake, for example, in criminal proceedings where people risk long prison terms, and in civil proceedings in which considerable sums of money are involved.

Interestingly, procedural justice judgments also matter when people are making evaluations of the legitimacy of national legal institutions, such as the Supreme Court. One example is the issue of abortion rights. What determines whether members of the general public think that the Supreme Court should be empowered to make decisions about whether abortions are or are not a legal right? Personal agreement or disagreement with the

Court's decisions is not found to be important. What matters is whether people believe that the Court makes its decisions using fair procedures. If it does, it is viewed as a legitimate institution and people both feel it should be empowered to make abortion policy and that its decisions ought to be obeyed.

These research findings have several implications. First, they show how difficulties can occur when public policies are based upon inaccurate models of human psychology. Based upon the assumption that people are unhappy about delays and court costs, the judicial system has naively implemented simplified procedures for resolving mass tort cases: For example, in cases concerning widespread worker exposure to asbestos, liability for a particular person's injuries is determined without a hearing, using answers to a questionnaire on exposure to asbestos. The courts use this approach to distribute settlements quickly. Instead of gratefully receiving their rapid settlements, however, injured parties have been angered by the denial of their "day in court." In other words, an effort of

the judicial system to reform to better meet the needs of the public has not been successful due to an inaccurate understanding of what people really want.

On the other hand, psychological findings suggest approaches that will enhance the acceptance of judicial decisions. One example is the use of mediation. While informal legal procedures such as mediation have been criticized by legal authorities, they have been found by psychologists to be very popular among litigants. In fact, civil case mediation has been found to produce a greater willingness to accept decisions than formal trials. Psychological theory can explain why mediation is popular, and, hence, can be used to suggest changes in the law and judicial institutions that will increase people's willingness to voluntarily accept judicial decisions.

The key to understanding what people value in legal procedures is an understanding of what people mean by a "fair" procedure. Studies suggest that four elements of procedures usually influence judgments about their fairness. First, whether they allow people an opportunity to state their case. Second, whether the people involved are treated with dignity and respect. Third, whether authorities are viewed as neutral, that is unbiased, honest, and principled in their decision-making. Finally, whether the authorities involved are seen as benevolent and caring (i.e., are "trustworthy").

These findings indicate that judicial authorities can gain acceptance for their decisions through the way they make those decisions. This is important, since judicial authorities are seldom in a position to give everyone everything they

Psychological theory can explain why mediation is popular, and, hence, can be used to suggest changes in the law and judicial institutions that will increase people's willingness to voluntarily accept judicial decisions.

SEE TYLER ON PAGE 46

Opinion . . .

What Do Students Still Most Need to Learn About Research in Psychology?

Robert J. Sternberg
Yale University

A psychologist wants to see whether his training program for increasing intelligence is effective. He gives 150 ten-year old children a conventional psychometric intelligence test. Next he teaches the children a two-hour lesson on 20 techniques for improving their memorization skills. Then he gives the same children the intelligence test again. He finds that scores on the intelligence test have increased significantly and concludes that his program is effective.

What is wrong with this experiment?

Many students who have taken an introductory psychology course, and most who have taken a course in experimental design, will notice that the experiment has no control group. Hence, one cannot tell whether the increase in intelligence test scores is really due to the treatment or to irrelevant variables such as taking the same test twice. What the students may fail to notice is that the main thing wrong with the experiment is that, design considerations aside, it just is not a very good experiment. For example, there is no apparent theory motivating the experiment, and the conception of intelligence underlying the treatment—if there is any—seems to have little in common with the conception of intelligence underlying conventional intelligence tests. Even with a

control group, the experiment would have little contribution to make to the advancement of the science of psychology.

In general, the training we give students of psychology often places a strong emphasis on considerations of research design and analysis. Such an emphasis is important, because research that is method-

and evaluate research in much the way as writing is often taught—with a great deal of emphasis on the mechanics, such as grammar, but with much less emphasis on the substance.

If there is anything that needs amplification in our training in research, it is an emphasis on teaching students to

recognize and generate research questions worth asking rather than just teaching them how we can answer the questions we (or others) ask. Students are often not taught about things that will matter to them as much as or even more than will mechanics, such as about what makes a research project worth doing. For example, students must

Our current training of students places much less or no emphasis on considerations of what makes research worth doing in the first place. Students learn about different kinds of research...but they often learn much less or nothing at all about what makes the research worthwhile to the field of psychology.

ROBERT STERNBERG
YALE UNIVERSITY

ologically flawed cannot tell us anything we can accept with confidence, regardless of the importance of the experimental question being asked. Moreover, a firm grasp of methodology can free researchers to pursue interesting questions of substance. But it can also result in their becoming fixated on questions of methodology at the expense of questions of substance.

Questions Worth Asking

Our current training of students places much less or no emphasis on considerations of what makes research worth doing in the first place. Students learn about different kinds of research—experimental, quasi-experimental, correlational—and about how to analyze the research (e.g., using *F*-tests, chi-square, perhaps nonparametric tests), but they often learn much less or nothing at all about what makes the research worthwhile to the field of psychology. We may find ourselves teaching students how to do

learn to evaluate potential research questions by asking:

1. Is the question scientifically important, and why or why not?
2. What is the scope or size of the question?
3. What are the best and worst possible outcomes we might predict for the research?
4. How much of an increment to psychological theory or empirical knowledge would a successful result produce?
5. Why would readers be interested in the results?

The outcome of our training practices is that our students eventually become the reviewers of articles and grant proposals many of us detest—ones who pick away at the methods and data analyses while seeming to pay little or no attention to the

SEE RESEARCH ON PAGE 19



As a means of increasing the number of U.S. citizens trained in disciplines of science and engineering of military importance, the Department of Defense plans to award approximately 90 new three-year graduate fellowships in April 1998. National Defense Science and Engineering Graduate Fellowships may be awarded for study and research leading to doctoral degrees in, or closely related to, the following disciplines:

AERONAUTICAL AND ASTRONAUTICAL ENGINEERING
BIOSCIENCES (*Includes Toxicology*)
CHEMICAL ENGINEERING
CHEMISTRY
COGNITIVE, NEURAL, AND BEHAVIORAL SCIENCE
COMPUTER SCIENCE
ELECTRICAL ENGINEERING
GEOSCIENCES (*Includes terrain, water, and air*)
MATERIALS SCIENCE AND ENGINEERING
(Includes Manufacturing Sciences and Engineering)
MATHEMATICS
MECHANICAL ENGINEERING
NAVAL ARCHITECTURE AND OCEAN ENGINEERING
OCEANOGRAPHY
PHYSICS (*Includes Optics*)

National Defense Science and Engineering Graduate Fellows selected in 1998 will receive a stipend in addition to full tuition and required fees. The stipend amount starts at \$17,000.

Recipients of 1998-1999 National Defense Science and Engineering Graduate Fellowships do not incur any military or other service obligation.

Specific information regarding the fellowship and an application package are available from Battelle Memorial Institute, a not-for-profit research institution, which is administering the program for the Department of Defense.

Additional information and an application are available from:

NDSEG Fellowship Program
 200 Park Drive, Suite 211
 P.O. Box 13444
 Research Triangle Park, NC 27709-3444
ATTN: Dr. George Outterson
 Phone: (919) 549-8505
 Fax: (919) 549-8205
NDSEG@ARO-EMH1.ARMY.MIL
<http://www.battelle.org/ndseg/ndseg.html>



Completed applications must be received by Battelle by **January 21, 1998**.

NIH FROM PAGE 5

National Institute on Drug Abuse

The House said...

The Committee commends NIDA for its pursuit of a behavioral science research portfolio to investigate such important questions as why people initiate drug use and why some become dependent on drugs. The Committee commends NIDA's recent efforts to increase the number of cognitive scientists studying issues relating to drug abuse, including the impact of drugs on learning and memory. [Note: NIDA conducted a day-long meeting on cognitive science and drug abuse at the 1997 APS convention.]

The Senate said...

The Committee agrees that research should inform the Nation's policies on treating and preventing drug abuse and

commends NIDA for its aggressive pursuit of an expanded behavioral science research portfolio to investigate such critical questions as why people initiate drug use and why some become dependent on drugs. The Committee commends NIDA's recent efforts to increase the number of cognitive scientists studying issues relating to drug abuse.

The House also said...

The Committee is pleased with NIDA's child and adolescent research initiative and encourages additional research on the basic behavioral factors in processes such as peer pressure and decision-making at these age levels. The Committee also encourages NIDA to investigate the impact of drugs of abuse on the brains of young people. The effects of long-term drug use on development and behavior as well as the increased risk for HIV infection have a

particularly devastating impact on our youth.

National Institute on Alcohol Abuse and Alcoholism

The House and Senate said...

The Committee is pleased to learn that NIAAA is exploring ways to expand and strengthen its behavioral science portfolio and in particular that it is investigating the potential contributions of research in such areas as behavioral genetics, responses to stress, developmental psychology, cognitive science, social psychology, organizational behavior, evaluation and methodology, and motivation and craving. [Note: NIAAA Director Enoch Gordis led a brainstorming session with NIAAA staff and prominent psychologists on exactly these topics at the 1997 APS Convention.]

A Comparative Survey of Job Prospects For the Period 1991-1996

A selective analysis of the APS Observer Employment Bulletin reveals trends in experimental psychology jobs

Matthew C. Bell

University of California-San Diego

Adam S. Goodie

*Max Planck Institute for
Psychological Research*

A Difficult Job Market?

How discouraging is the job market for young scientists these days? It seems that most scientists who have tried to land a job in recent years can tell you, unambiguously, "Very." Are prospects bleaker for some experimental psychologists than for others? To us, it subjectively seemed so. In an effort to answer this question more rigorously, we analyzed issues of the *APS Observer Employment Bulletin*, published by the American Psychological Society, from 1991-1996. Admittedly, the number of classified ads for jobs in a specific category is only one index of the job prospects for that category, but it is a start.

The *Observer* categorizes each job in each issue to help the job-seeker quickly scan for appropriate jobs. This categorization, however, is not necessarily systematic across issues, as different levels of categories appear from issue to issue. Over the six years examined here, 5,495 jobs had been assigned to 315 specific categories. In order to analyze these categories more fruitfully, we collapsed them into 28 broader but exclusive categories. The broader categories were chosen to try to reflect the various content areas within psychology in order to provide a general picture of job availability. The categories are admittedly imperfect and some of the specific areas could have been placed under several different general headings. We placed specific categories within what we considered to be the appropriate general category based on the job title and job description. Both the General and Specific categories and their frequencies are presented in Tables 1 and 2 below.

Findings

Our main interest was in the absolute and relative prospects for basic researchers. Because of this, we include applied behavior analysis in the "Applied" category, and organizational behavior management under "Industrial/Organizational," with apologies to our friends and colleagues in these disciplines.

We compared in Table 1 the job prospects of non-applied, specialized, experimental psychologists, namely those under the headings Animal, Behavioral/Learning, Biological, Cognitive, Developmental, Language, Neuro..., Personality, Physiological, Quantitative, Sensation/Perception and Social.* Of the 2,515 advertised jobs in these categories, only 109 (4.34%) were in fields of Animal Psychology or Behavior/Learning. In

contrast, Cognition and Language accounted for 461 (18.7%). The markets for the traditional fields of Sensation & Perception and Physiological Psychology were comparatively small (113 and 135 jobs respectively, 4.49% and 5.37%), and those for Social and Developmental Psychology were quite large (553 and 401 jobs respectively, 22.0% and 15.9%). The newer fields with the prefix "Neuro" were robust, offering 246 jobs (9.78% of the total).

It was interesting to more generally compare the percentage of jobs available to basic researchers compared to applied or clinical researchers. When the general "Experimental" category was added to the categories mentioned above, 2,923 of the

CONTINUED ON NEXT PAGE

Table 1 General Job Ad Category	Number of Ads	Percent of Exp'l Ads That Are Nonapplied, Specialized, Exp'l Jobs
Animal	7	0.28
Applied	178	
Artificial Intelligence	5	
Behavioral/Learning	102	4.06
Biological	98	3.90
Clinical	609	
Cognitive	413	16.42
Developmental	401	15.94
Educational	159	
Evolutionary	4	
Experimental	408	
Family	44	
Gender	40	
General	736	
Health	235	
History/Philosophy	8	
Industrial/Organizational	349	
Language	58	2.31
Multicultural	62	
Neuro...	246	9.78
Personality	97	3.86
Physiological	135	5.37
Public Sector	47	
Quantitative	292	11.61
Sensation/Perception	113	4.49
Social	553	21.99
Substance Abuse	79	
Miscellaneous	17	
Total	5,495	100.00

FROM PREVIOUS PAGE

5,495 total jobs (53.2%) were accounted for. This means that over half of the job listings in the *Observer* are for experimental psychologists. For those who are interested in the availability of jobs in their particular area, Table 2 presents a detailed breakdown of the job frequencies.

Conclusion

The picture is bleak indeed for some types of jobs. On the other hand, the "Cognitive Revolution" has succeeded in making Cognitive Psychology highly robust in terms of available jobs. Social Psychology and Developmental Psychology seem to have weathered the revolution well. Interestingly, despite technological advances, the traditional fields of Physiological Psychology and Psychology of Sensation & Perception represent relatively small pockets, most likely being subsumed by the neurological categories,

focusing on the underlying neurology. Somewhere, perhaps, Jean Piaget and William McDougall are smiling. Gustav Fechner, Hermann von Helmholtz, and John B. Watson are not.

Caveat

It is important to mention that this survey does not necessarily represent the actual chances of success for someone seeking a job in a particular area. For example, the small number of animal learning positions should not discourage students interested in animal learning from pursuing this area because the ratio of people to jobs may be constant across disciplines. The number of people pursuing animal learning is much smaller than the number of people pursuing cognitive psychology, for example. As an illustration of this point, graduate students studying animal learning at UCSD have been quite successful in obtaining jobs related to their graduate training, despite the scarcity of advertised positions. Of the eight graduates from the experimental

analysis of behavior program over the last six years, two have tenure-track positions in animal learning, four have postdoctoral positions in behavior analysis or a related area, one accepted a job in the private sector applying his training, and one, the most recent graduate, is actively applying for postdoctoral positions.

* While jobs listed under the general term "Experimental" are ignored by the job-seeker at his or her peril, they did not help our primary objective of comparing the robustness of the various specialties within experimental psychology, and so were not considered in the present analysis.

Address correspondence to:
Matthew C. Bell
Psychology Department, 0109
University of California-San Diego
La Jolla CA 92093
Tel: 619-534-3828
Fax: 619-534-7190
Email: mbell@ucsd.edu

Table 2

Specific Job Ad Category	Number of Ads	Specific Job Ad Category	Number of Ads	Specific Job Ad Category	Number of Ads
Animal		sport	2	clinical neuropsychology	3
animal behavior	1	testing/(assessment)	10	clinical science	2
animal cognition	4	toxicology	1	cognitive therapy	1
animal learning	1	transportation	3	counseling	73
primates	1	treatment assessment	7	etiology	1
Applied		video graphics	2	evaluation	9
applied	12	Artificial intelligence		group therapy	1
applied behavior analysis	2	information systems	1	human services	1
applied cognitive	1	information technology	1	intervention	1
applied experimental	3	networking	1	learning disorders	1
applied pediatrics	1	neural networks	1	medical/medicine	7
applied research	3	robotics	1	medication development	1
applied social	1	Behavioral/Learning		medicine	3
conflict	2	behavior analysis	11	mental disorders	1
consumer	2	behavioral	6	mental health	14
driving safety	1	behavioral science	8	mental retardation	2
eating/weight disorders	1	exper. anal. of behavior	1	mental services	2
eating disorders	2	human learning	2	pediatric/child abuse	1
ecological (community)	4	human motivation	3	psychiatric interview	1
engineering/(applied)	21	learning	54	psychiatry	3
environmental	3	learning theory	2	psychosocial (services)	2
ergonomics	2	motivation	15	psychotherapy	1
feeding/food	4	Biological		Cognitive	
forensic	1	behavioral pharmacology	10	cognition	43
forensic (clinical)	6	behavioral psychopharm.	1	cognitive	270
human dynamics	1	biological	37	cognitive neuroscience	41
human factors	49	biosonar	1	cognitive processes	1
human performance	1	pharmacology	1	cognitive psychophys.	1
justice/judicial	3	psychobiology	28	cognitive science	5
legal	7	psychopharmacology	20	cognitive systems	2
marketing	3	Clinical		decision-making	6
marketing research	3	abnormal	10	human cognition	2
professional	1	adolescent psychopathology	1	human engineering	1
program evaluation	5	adult psychopathology	1	human neurocognition	2
service delivery	1	anxiety disorders	1	human-computer interaction	6
sex therapy	2	child clinical	54	information processing	1
smoking	4	child therapy	1		
social work	1	clinical	410		

CONTINUED ON NEXT PAGE

FROM PREVIOUS PAGE

Specific Job Ad Category	Number of Ads	Specific Job Ad Category	Number of Ads	Specific Job Ad Category	Number of Ads
memory	22	obesity	4	psychological neuroscience	1
problem solving	2	occupational health	1	psychophysiology	16
reasoning	8	oncology	1	Public Sector	
Developmental		pain	1	community	13
adolescent	5	post-traumatic stress	1	criminal justice	1
adult	1	prevention	7	law	7
adulthood	2	psychoneuroimmunology	1	mental health policy	1
aging	17	psychopathology	38	military	1
child development	6	rehabilitation	4	political	2
cognitive development	3	stress	12	public health/policy	11
developmental	256	trauma	1	public policy	4
developmental disabilities	1	traumatic stress	2	science policy	2
early child education	2	weight management	1	social policy	1
early childhood education	1	History/Philosophy		urban issues	4
geriatric	1	historical	2	Quantitative	
geriatric neuropsychology	1	history/systems	4	biostatistician	1
gerontological	4	philosophical	1	mathematical	10
human development	16	theory & models	1	measurement	3
infancy	2	Industrial/Organizational		psychometrics	71
lifespan	15	human resources	2	quantitative	58
lifespan (development)	33	human resources mgmt.	6	quantitative/methodological	138
parenting	1	industrial/organizational	268	research methods/design	9
pediatric	22	industrial	5	survey methodology	2
pediatric neuropsychology	6	organizational	12	Sensation/Perception	
perceptual development	1	organizational (social)	36	audition	4
social development	5	organizational behavior	3	haptic perception	2
Educational		personnel	10	hearing	1
computer-based instruction	1	policy research (analysis)	7	olfaction	1
educational	76	Language		ophthalmology	2
educational policy	2	communication	1	optics	1
gifted education	1	language	10	pattern perception	1
instructional technology	3	language development	5	perception	13
literacy	2	language disorders	1	perception/sensation	56
music education	2	linguistics	4	psychoacoustics	1
reading	1	mass communication	1	psychophysics	6
school	63	psycholinguistics	29	sensation	3
science education	1	speech language	3	sensation/perception	9
special education	5	speech perception	4	sensory communication	2
teacher education	1	Multicultural		vision	1
training	1	African-American studies	5	visual cognition	2
Evolutionary		American Indian studies	2	visual perception	8
behavioral genetics	3	black studies	2	Social	
evolutionary psychology	1	cross-cultural	2	emotion (& motivation)	12
Experimental		cultural	2	group dynamics	1
experimental	394	ethnic minority	2	prosocial behavior	1
experimental applied	2	ethnic studies	26	social	380
experimental psychopath.	11	Latino studies	9	social (applied)	7
human experimental	1	minorities	3	social cognition	7
Family		minority issues	7	social issues	6
family	6	multi-cultural	1	social-motivation	1
family structure	1	multicultural education	1	social-personality	130
family studies/life	19	Neuro...		sociocultural	1
family therapy	6	behavioral neuroscience	44	violence	7
marriage & family therapy	12	cognitive neuropsych.	12	Substance Abuse	
Gender		experimental neuropsych.	1	addiction	1
gender	7	brain	1	addictive behaviors	2
women's studies	8	functional neuroanatomy	1	alcohol	2
women/females	25	molecular neuroscience	1	drug abuse	7
General		neurobehavioral	1	drug abuse/(treatment)	34
general	18	neurobiology	10	drug alcohol abuse	5
general (chair & director)	478	neurochemistry	1	substance abuse	18
interdisciplinary	1	neuroethology	7	substance abuse/addiction	10
internship	1	neuropharmacology	2	Miscellaneous	
postdoctoral	229	neurophysiology	3	administrative	1
research	7	neuropsychiatry	1	humanities	1
research assistant	2	neuropsychopharmacology	2	laboratory coordinator	2
Health		neuropsychology	104	marine mammal biology	1
AIDS	5	neuroscience	55	media lab	1
AIDS prevention	2	Personality		parapsychology	1
behavioral medicine	4	personality	30	political science	2
cancer prevention	1	personality (assessment)	67	sleep	2
epidemiology	1	Physiological		social sciences	3
exercise	1	biopsychology	17	sociology	1
health	142	drugs and behavior	1	technology	1
HIV/(std) risk behavior	3	electrophysiology	3	writing	1
informatics (medical)	1	motor processes	3		
injury control	1	physiological	94		

RESEARCH FROM PAGE 14

substance. Such reviewers often seem to be experts at finding what is wrong, rather than what is right with the research at hand, so that the reviewers' evaluations are at their most positive not when the research is substantively outstanding, but when there is nothing methodologically wrong with the research.

Research Worth Doing

Psychology textbooks pay little or no attention to the question of substantive research quality. Perhaps they can ill afford to, because they are written to be as nonoffensive as possible. Even undergraduate and some graduate research experiences sometimes seem to be aimed more at giving students experience in doing research than in doing research that is truly worth doing. Doing research, rather than doing good research, can become the coin of the realm.

Of course, methodological "correctness" is easier to teach and judge than is substantive quality or impact; and it is easier to judge methodology objectively. But eventually, we may find ourselves to be like the individual who drops a coin in one place, but looks for it in another place because the other place is better illuminated. We do not want to shy away from important issues merely because they are difficult ones.

To the extent that there are different standards for evaluating substantive quality, then students need to learn what the alternative standards are. For example, researchers disagree on the extent to which it is important for research to be clearly theoretically motivated. Our goal should not be to dictate taste and judgment, but to teach students to cultivate their own.

It is quality of work, ultimately, that makes the difference to a field. Methodological adequacy is a necessary condition for quality, but it is not sufficient. We cannot just hope that our students will attend on their own to the question of why research is substantively valuable or not, or hope that they will figure out how to judge substantive quality.

Improving Quality Now

There are steps we could take right away in order to increase our students' sensitivity to questions regarding quality and importance of research. These steps would augment, rather than take away from, what we are doing right now.

1. We could place more emphasis in existing courses on analyzing why the research our students are studying is worth studying—why it has been selected as worthy of consideration among all the many thousands of research studies that have been done. In effect we would be trying to develop students' taste in research problems.
2. We could teach students the kinds of questions that they should be asking about their own and others' research that go beyond just methodology, such as the questions described above regarding potential scientific importance, scope, and outcomes.
3. We could give assignments in which students critically evaluate the scientific contribution of empirical work, or

compare and contrast the contributions of two or more works.

4. We could teach more about scientific creativity—what it is, what leads to it, and how it can be developed. Unfortunately, very few psychology departments now even have courses on creativity.
5. We could serve as better role models in our teaching, research, and peer reviews, placing more emphasis on substantive contributions than we have in the past.

Those who read the scientific research of investigators in a variety of disciplines often conclude that psychologists are among the better trained in how to do research. I believe they are. Where there is still room for improvement, however, is in our training regarding what makes research worth doing, and why some research makes an enduring contribution and other research is dead on arrival in a journal. We can improve our training of students—and the quality of the science of our field. ♦

PH.D. AND SPECIAL M.A. PROGRAMS IN MATHEMATICAL BEHAVIORAL SCIENCES UNIVERSITY OF CALIFORNIA, IRVINE

The Ph.D. program in Mathematical Behavioral Sciences at the University of California, Irvine (UCI) is designed to provide the highest level of training in current mathematical modeling and in mathematical skills appropriate for the behavioral sciences. It is ideally suited to students with highly developed mathematical skills and multiple interests who do not necessarily identify strongly with any one substantive field. The program is administered by an interdisciplinary group of faculty including the departments of anthropology, cognitive sciences, economics, engineering, mathematics, psychology, political science, and sociology. The program leads to the Ph.D. degree in Social Science with a concentration in Mathematical Behavioral Science.

Three major sources of support exist: (a) a limited number of scholarships, for which the faculty may recommend entering graduate students; (b) research assistantships through faculty-specific research grants awarded at the discretion of each grant's principal investigator, and (c) teaching assistantships funded by the campus and awarded by the School on a competitive basis.

A terminal M.A. program exists for students in Ph.D. programs at research universities. It is intended to provide a minor in mathematical modeling and methods when that is not available at their home university. It is tailored to the student's educational background and interests. Depending upon the background, the degree can be completed in 2 years or less. Evidence must be provided that the student is in good standing in the Ph.D. program and that the program agrees to the plan.

For information and application materials, please contact: Graduate Advisor, School of Social Sciences, Irvine, CA 92697-5100, or by e-mail to immaldon@uci.edu. Telephone: (714) 824-7352. Web site: <http://www.socsci.uci.edu/mbs/index.html>. UCI is an Equal Opportunity Employer/Educator committed to excellence through diversity.

PSYCHONOMIC BULLETIN & REVIEW

EDITOR

Henry L. Roediger III, *Rice University*

ASSOCIATE EDITORS

Phillip J. Best, *Miami University*

Elizabeth D. Capaldi, *University of Florida*

James E. Cutting, *Cornell University*

Reid Hastie, *University of Colorado*

Randi C. Martin, *Rice University*

Richard Schweickert, *Purdue University*

Psychonomic Bulletin & Review provides broad coverage of topics in all areas of experimental psychology. The journal is primarily dedicated to the publication of theory and review articles; brief reports of outstanding experimental work are also included. Areas of coverage include animal learning and behavior, sensation and perception, cognitive psychology and development, psycholinguistics, memory, psychobiology and cognitive neuroscience, educational psychology, and social cognition—in short, all areas of psychology that rely on experimental methods.

SELECTED ARTICLES, 1997

Zoltán Dienes & Dianne Berry, *Implicit Learning: Below the Subjective Threshold*

Andrew Neal & Beryl Hesketh, *Episodic Knowledge and Implicit Learning*

In Jae Myung & Mark A. Pitt, *Applying Occam's Razor in Modeling Cognition: A Bayesian Approach*

Ronald Baenninger, *On Yawning and its Functions*

Hank Davis, Allison A. Taylor, & Christina Norris, *Preference for Familiar Humans by Rats*

Published quarterly, beginning in March. Institutions, \$105; Individuals, \$46; Students, \$24. Add \$7 postage outside U.S., Canadian orders add 7% GST. / Students: enclose proof of student status.

For information on other Psychonomic Society publications, see our web site at <http://www.sig.net/~psysoc/home.htm>

Please bill my VISA or MasterCard: Payment of \$____ (U.S.) enclosed.

No.: _____

Purchase order enclosed.
Please bill at institutional rate.

Name _____

Address _____

Expires: _____ Signature: _____

PLEASE SEND INFORMATION ON:

Other Psychonomic journals Psychonomic Society membership

Back / special issues

Other _____

City _____

State (Country) _____

Zip Code _____



PSYCHONOMIC SOCIETY PUBLICATIONS • 1710 FORTVIEW ROAD, AUSTIN, TX 78704

PHONE: (512) 462-2442 • FAX: (512) 462-1101

Uniting the Behavioral Study Of Humans and Animals

Study of the commonalities among humans and animals permits more inclusive theories of behavior

Because today's humans and animals share common evolutionary ancestors, the rudiments of human mental function should be evident in the perceptual capabilities and behavioral repertoire of animals. In fact, the impetus for the earliest studies in animal psychology (or comparative psychology) was the belief that animal systems represented less complicated arenas in which the simple elements of human mental function might be found and examined.

It is this cross-species linkage that the participants in an APS Convention symposium this past May urged the audience to keep in mind as they emphasized that studies of animal and human behavior should not be allowed to become irrelevant to each other.

Titled "Comparing human and animal Behavior: A key component for unifying psychological science," the session's speakers proceeded through comparative studies of human and animal perception and behavior, sometimes revealing profound and even unexpected similarities and sometimes revealing expected, but also some surprising, contrasts.

Language, mental life, consciousness, and the reportability of cognitive processes represent, of course, the major separators of people from animals. Regardless of how intractable these general differences may be, the specific differences between species remind us that there is more than one way to design and operate a brain.

Complete Picture of Human Mind

Symposium chair Edward A. Wasserman of the University of Iowa opened the session with the assertion that "real progress toward the unification of psychology can be made by the comparative study of human and animal behavior." He reminded the audience that the issue is as old as experimental psychology itself and that, "in 1894, Wilhelm Wundt had said, 'A complete picture of the mind will require a comparative study of humans and animals.'"

Charles Darwin set the stage to some degree for comparative psychology when he "addressed the stereotyped view of animals, the view that they operate by instinct alone, have no language, and have no moral sense," said symposium presenter Russell M. Church of Brown University in his opening remarks. "Darwin tried to refute each of these assertions, saying that animals show both instinct and reason, many animals communicate, and many animals are altruistic; the difference is one of degree, not of kind." But the evidence, said Church, "was at that time anecdotal, and whether you believed it or not was largely a matter of opinion. The situation is not much different today."

Speaking of 'Time'

"Perhaps the issue of whether or not it is useful to compare human and animal behavior cannot be answered in general, but only in specific cases," said Church, as he proceeded to provide examples from research on timing, conducted both with nonhuman animals and people. "Until the mid-1980s, the study of timing in nonhuman animals and people were two very different fields; the problems were different, the methods were different, and the theories were different. But then collaborations began to develop between experts in human and animal timing, and a general view began to develop that humans



Ed Wasserman opened the symposium on comparative psychology, which included speakers (not shown) Russell Church, Robert Cook, Herbert Terrace, and discussant John Anderson.

SEE COMPARATIVE ON PAGE 44

Call for Proposals

New Announcement for 1997/1998

The McDonnell-Pew Program in Cognitive Neuroscience

Career-Development Matching Grants for New Faculty

Institutions with strong psychology or cognitive science programs considering hiring new junior faculty with an expertise in cognitive neuroscience into tenure-track positions within departments of psychology are invited to submit applications to a new initiative of the McDonnell-Pew Program in Cognitive Neuroscience. The McDonnell-Pew Program in Cognitive Neuroscience will match the institutional start-up funds provided to new faculty on a dollar-for-dollar basis, up to a maximum of \$50,000 per year for three years. The McDonnell-Pew Program could award up to 3 matching grants in 1998. The matching grants are intended for institutions recruiting a cognitive neuroscientist into junior, tenure-track faculty positions in psychology departments. These awards should provide cognitive neuroscientists with additional incentive to consider positions offered by institutions or departments that do not have a strong program in cognitive neuroscience in place. The Career Development Matching Grants are intended to be competitive, and highly prestigious, providing support at a critical point in a junior scientist's career. **Detailed information and application guidelines can be obtained from www.jsmf.org, via email (info@jsmf.org), or by calling (314)721-1532 and requesting that a copy of the information posted on the website be mailed. Application deadline is March 30, 1998.**

Member Profile . . .

Psychologist in Unique Position as Head of Medical School Department

The traditional find-it-fix-it model of medical practice may soon be a relic of the past, and that won't be too soon for psychologist Robert M. Kaplan.

"If you look at the traditional way that physicians have been trained, you see that the purpose of medicine has been to find the patient's problem with a diagnostic procedure and then follow that up and fix it with surgery or medicine," Kaplan said.

"That doesn't work in the majority of cases, however. Most older people, for example, have multiple problems. If you fix one problem, others remain. Finding and fixing one may actually leave residual problems that are worse than the first one.

"For example, in screening older men for prostate cancer you'll find a lot of cases. About 50 percent of men over 70 could potentially be diagnosed with it. But since the interval between prostate cancer diagnosis and death from prostate cancer is about 20 years, most of the 70-plus men will die of causes other than prostate cancer in the interval." And if you treat the prostate cancer, explained Kaplan, you risk inducing other problems such as impotence and incontinence.

"So a lot of our effort has been spent on shifting the focus of what medicine is about—shifting it from a find-it-fix-it science to essentially a decision science, where you are making decisions about complicated issues that often are quite ambiguous."

"What I have been arguing for in the last few years is essentially a reconceptualization of the objectives of medical care," Kaplan said.

Psychologist Chair

A psychologist whose major research interest is health outcome measurement, Kaplan heads, as interim chair, the Department of Family and Preventive Medicine within the Medical School of the University of California-San Diego.

The department has approximately 55 faculty members, more than half of them physicians and has several hundred employees. It trains and oversees about one-third of all

medical student research projects. It offers three different residencies and two postgraduate programs. The department handles about 40,000 patient visits a year and operates 13 separate community clinics, research sites and other facilities in and around San Diego. Its annual operating budget is approximately \$15 million and it currently has commitments for over \$50 million in support of research activities.

Kaplan calls it "the best-funded department of family medicine in this country, so far as we know." He characterizes it as "a very research-oriented medical school where the environment very much rewards research—in fact, rewarding research maybe to a level only a little bit less than that of clinical activity."

Health Outcomes and the Centrality of Behavioral Science in Medical Education

Responding to a lead question, Kaplan says, "In some respects it's unusual for a psychologist like me to be the department chair. "But in other respects it's not, because a major aspect of all the research being done in all the divisions of the department is related to social and behavioral science. In a more

clinical environment it might be more difficult."

So it's really quite normal?

"I see it that way," Kaplan responded with a lilt. "It seems to fit well with the directions in which we are going."

When Kaplan began to study health outcomes in the 1970s "no one had any idea of what health outcomes were," he said.

ROBERT M. KAPLAN
UNIVERSITY OF CALIFORNIA-SAN DIEGO

A lot of our effort has been spent on shifting the focus of what medicine is about—shifting it from a find-it-fix-it science to essentially a decision science, where you are making decisions about complicated issues that often are quite ambiguous. What I have been arguing for ... is essentially a reconceptualization of the objectives of medical care.

"Over the course of time, however, there has been greater interest in documenting medical health care in terms of the probability for producing benefits," Kaplan said. "More recently a University of California President's Commission looked at the future of medical education and recommended that social and behavioral sciences be a more central part of the medical school curriculum."

The reconceptualization that Kaplan is promoting requires not only training health care providers to use complicated information to make better decisions. It also emphasizes patient involvement and sharing in decision-making, which calls for

bringing patients up to a level of understanding of their particular health problems that will enable them to share knowledgeably in the decision process, Kaplan pointed out.

Cognitive science has a major role to play in this development, starting with basic studies of how people process medical information, Kaplan said. Cognitive science findings can plot better ways to frame information and present the literature to people, to help them process the information and take part in consultations with providers." There are important opportunities for using interactive video in this effort, he believes.



Kaplan

Shared Decision-making

Shared decision-making might also help correct the anomalous situation in which the likelihood of having a certain medical or surgical procedure varies as a function of where you live, Kaplan said. Breast cancer patients in Utah, for example, have about 15 times higher probability than those living in New Jersey of having a mastectomy, rather than a lumpectomy, Kaplan said, although the probability of surviving in either case is almost identical.

"Patients assume they [are treated according to] procedures that their condition requires and the decision would be independent of whatever doctor they go to," Kaplan said. "But in fact the evidence suggests that it's a doctor choice issue—in some areas the providers prefer to do it a certain way. It has not been a patient choice issue."

Kaplan functions "like a telephoto lens and a wide-angle lens, working on long range planning and trying to get some sense of what medicine will be like in 25 years," while dealing concurrently with the mundane, "spending an awful lot of time with faculty personnel issues, faculty space issues, and budget issues." Much of his time is spent dealing with the department's widespread educational programs where "something goes wrong in at least one of them in the average day."

That doesn't leave much time to do research or add to his publication record of about 300 articles and chapters on outcome measurement, behavioral medicine, epidemiology, psychometrics, and many areas of health services research.

But he knew what to expect. He had worked in the department off and on for about 20 years, the last nine years of which was as chief of one of its divisions.

So everyone knew what they were getting when they asked Kaplan to take the job?

"I'm not sure about that," Kaplan responded.

Kaplan is serving as chair of the department while a selection committee goes about the recruitment of the new incumbent, which may take from one-and-a-half to two years. He says he is not a candidate for the position "at this time." **D.K.**



FIRST ANNOUNCEMENT & CALL FOR PAPERS

First International Conference on Child & Adolescent Mental Health 2-6 June 1998 • Hong Kong

Review the latest thinking and practice...

At workshops, keynote lectures, oral and poster presentations, commercial exhibits

Invited speakers include...

Prof Thomas Achenbach, *University of Vermont, USA*
Prof Alan Kazdin, *Yale University, USA*
Opening lecture by Prof Qicheng Jing, *Institute of Psychology, China*

Abstracts for oral and poster presentation are invited.

Abstract submission deadline: 14 November 1997

For further information contact:

Sarah Wilkinson, Child & Adolescent Mental Health Conference Secretariat, Elsevier Science Ltd, The Boulevard, Langford Lane, Kidlington, Oxford OX5 1GB, UK

Tel: +44 (0) 1865 843691; Fax: +44 (0) 1865 843958

E-mail: sm.wilkinson@elsevier.co.uk

<http://www.elsevier.nl/locate/iccamh>

John Templeton Foundation REQUEST FOR PROPOSALS SCIENTIFIC STUDIES ON FORGIVENESS

Deadlines

Letter of Intent:

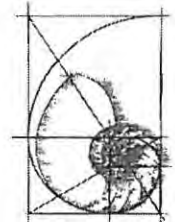
October 15, 1997

Full project submission:

December 1, 1997

Award announcements:

March 1, 1998



The John Templeton Foundation seeks to sponsor innovative scientific studies in the area of forgiveness. The Foundation is open to considering a wide range of approaches and methodologies relevant to this area. Proposed studies should be scientifically valid and methodologically rigorous. A more detailed program description with application forms can be downloaded from www.templeton.org/rfp.htm. Further information on the John Templeton Foundation can be found on the web site or contact:

The John Templeton Foundation
"Forgiveness Research"

P.O. Box 8322, Radnor, PA 19087

Phone: (610) 687-8942 Fax: (610) 687-8961

Letters to the Editor

Head Start and the Panacea Standard

Dear Editor:

In the May/June issue of the *Observer*, Sandra Scarr characterized Head Start as a program that fails to close the gap in reading and math, prevent school failure, and improve adult achievements. While research may be limited regarding adult outcomes, one must ask also, "To what extent is each outcome connected to the intended goals of the program?" Head Start is a federal program that provides comprehensive services aimed at enhancing the cognitive, social, emotional and physical well-being of low income children. When judged by these standards, empirical data suggests Head Start has been effective in meeting its intended goals.

In 1985 the Department of Health and Human Services (HHS) released a report synthesizing the results of 210 studies. While dated, this report stands as the most recent comprehensive synthesis of research on program impact. Results suggest that Head Start children demonstrate immediate gains in cognitive functioning, social competence and overall health status. Beyond individual effects, Head Start programs have improved the accessibility of community-based services for Head Start and non-Head Start families. Head Start programs have also been successful in effecting change in health, education, and social service institutions in their communities.

More recently, Currie and Thomas (1995) compared Head Start children with their non-Head Start siblings on academic and health-related outcomes. Participants were drawn from a subsample of the National Longitudinal Survey of Youth (NLSY) data set. Findings revealed immediate gains in academic performance for Caucasian and African-American children. Gains were sustained up until age 10 for Caucasian but not African-American children. Caucasian Head Start children over 9 years-of-age were also

less likely to repeat a grade compared to other Caucasian children. Finally, African-American and Caucasian children evidenced higher rates of immunizations prior to age 5 compared to children with no pre-school experiences.

It has been argued (see GAO, 1997) that there is a need for additional large-scale studies that assess short-term and long-term effects based upon Head Start as it is currently implemented. In doing so, however, it is important to assess the quality of multiple contextual factors (i.e., home, school and community) in order to fully understand pathways through which long-term impacts may occur. It is also important for researchers to go beyond evaluating the merits of the program solely upon its achieving cognitive outcomes, given that Head Start focuses on the *whole* child. Finally, if we demand that social programs live up to their stated goals, we also must judge these programs based on their accomplishing *these* goals and not other goals that may go beyond the scope of any single social program to achieve, no matter how desirable these other goals may be. By failing to judge these programs accordingly, we run the risk of promoting the notion that panaceas really do exist.

TAMMY L. MANN
EARLY HEAD START
NATIONAL RESOURCE CENTER
WASHINGTON, DC

References

- Currie, J., and Thomas, D. (1995). Does Head Start make a difference? *American Economic Review*, 85, 3, 341-364.
- McKey, R., Condelli, L., Ganson, H., Barrett, B.J., McConkey, C., and Plantz, M. (1985). *The impact of Head Start on children, families and communities: Final report of the Head Start evaluation, synthesis and utilization project*. Washington, DC: CSR, Inc.
- US GAO (1997). *Head Start: Research provides little information on impact of current program*. Washington, DC: US Government Accounting Office.

Head Start and the Panacea Standard: A Reply to Mann

Dear Editor:

A powerful example of anti-PC behavior is to criticize Head Start, the icon of poverty programs. I agree with Mann that Head Start is not a panacea and should not be held to inappropriate standards, but the program has been sold to Congress to prevent school failure and improve adult outcomes among low income children. The frequent recitation of adult outcomes from High Scope, although not a Head Start program, documents the extended goals that have been used to justify Head Start funding.

The paucity of reliable research on Head Start outcomes is stunning. After 28 years of Head Start funding, scientifically responsible research has seldom been reported (or funded). Early studies, reviewed by HHS (the Department of Health and Human Services) in 1985, included few, if any, true experimental designs from which solid inferences about Head Start efficacy could be made. Comparison of children whose parents managed to enroll them in Head Start with those who didn't, is highly suspect, to say the least. For more than 25 years, Head Start administrators and advocates have known that responsible research on long-term outcomes was not being funded. For Mann and the GAO to point this out in 1997 is at best disingenuous.

The recent study of children of NLSY participants (Currie & Thomas, 1996) depends on within-family sibling comparisons, a vast improvement over between-family comparisons, because many background characteristics that correlate with cognitive development and school achievement (e.g., parental education, family income, and neighborhood) are the same for siblings. Thus, possible Head Start benefits can be assessed apart from highly probable differences between participating and nonparticipating families. When true experimental-control group designs could be easily implemented, however, sibling comparisons are second-best (why was

one sibling enrolled and the other not?). Even so, the slim benefits to enrolled siblings among those most at risk for school failure (low-income African-American children) do not justify the continued funding of Head Start as we now know it.

Head Start's educational component costs approximately \$5,000 per child for a part-time, part-year program. The same dollars could purchase early education/day care in full-time, full-year community and private child care programs, with the same or better educational outcomes for low-income children (Scarr, 1996). With welfare reform sending more low-income mothers into the labor force, the need for full-time early education/day care is acute. Head Start's current format is expensive, antiquated, and lacks demonstrated effectiveness.

Reaching non-PC conclusions about Head Start has professional costs. Fortunately, I do not intend to apply for Head Start research funds or to participate in their research conferences, so that threats from PC supporters do not affect my work, as they have that of many others.

SANDRA SANDRA
APS PAST-PRESIDENT
PAST CHAIRMAN AND CEO
KINDERCARE LEARNING CENTERS, INC.
KAILUA-KONA, HI

References

Scarr, S. (1996). Child care research, social values, and public policy. *The American Academy of Arts and Sciences Bulletin*, 1, 28-45.

The Editor welcomes your letters

Submit letters (350 words max.) via postal mail, e-mail, or via computer file on disk (PC/DOS/Windows or Apple/Macintosh). Indicate which word processor you used, or, save your file as a text file. Send to:

Lee Herring, Editor
APS Observer
1010 Vermont Ave, NW, Ste. 1100
Washington, DC 20005
Fax: 202-783-2083
Email: lherring@capcon.net



Rightful Compunction

Dear Editor:

As we know, for many children, the reinforcing properties of negative (i.e., bad) attention is often very powerful—much more powerful than no attention at all. Although this problem commonly presents itself among ten year olds, should it plague an organization of the same age? I am referring to your response to the animal rights protest of the recent national APS conference. In the July/August post-conference issue of the *Observer*, under the title "Animal Rites of Passage" (p.18), it is stated in celebratory fashion, that "APS has arrived! After delivering nine annual scientific conferences ... APS is finally on the radar screen of animal rights organizations, apparently." I am asking whether such a self-congratulatory exclamation is a representative viewpoint of the APS membership.

I attended the keynote address, thereby witnessing the disruptive protest in its entirety. Initially there was confusion; however, from my perspective, the event lasted long enough for it to become quite clear to most everyone in attendance what was happening, in contradiction to the statement that "the brief incident was over before the crowd of 1,000 knew what (was) going on."

I am certain that among those in the audience one would have found a substantial contingency of members who were cheering as several of our esteemed colleagues forcibly dismissed the unwanted intruder. However, certainly there were others among us, who questioned, as did I, the appropriateness of the action taken. (I can only imagine the consequences that would have transpired had the protestor not been so passive.) Furthermore, quite possibly there were others, yes, good ole APS members, who sat in silent empathy for the "lone animal rights protestor." After the "incident," in the halls of the hotel, was there really any evidence whatsoever of a shared positive affect, indicative of the immediate fact that "we had finally arrived?" The mixture of behavior I observed might be best explained in terms of the novelty of the situation, mild fear, and compunction.

Though anthropocentric dogmatism has waned for many of us, it seems that for many others, nothing less than total dismissal of the moral ambiguity associated with some animal research is good enough.

So, to where then, have we "arrived?" Is there no middle ground in this debate? Now looking back on those events spoken of, I find no glory in which to bask, and am certain that we all would agree that our inherent value as an organization is based on something other than the degree to which we are opposed by other organizations.

EDWARD SNODGRASS
APS STUDENT AFFILIATE
HATTIESBURG, MS

Get Centered at NSF

Psychological scientists are being strongly encouraged to apply for Science and Technology Centers grants from the National Science Foundation (NSF). Centers are interdisciplinary in nature and receive long-term funding. In the past, each center has received \$30-40 million over ten years. NSF currently funds a Center in cognitive science at the University of Pennsylvania.

The goals of the Centers program are to promote basic research collaborations that break down traditional barriers between disciplines and encourage a pool of scientists with the breadth of experience necessary to meet the changing needs of science and society.

NSF is expected to make an announcement shortly detailing the requirements for applying for new Centers awards. The announcement will appear on the web site of NSF's Office of Science and Technology Infrastructure: www.nsf.gov/od/osti. You can also reach that office at 703-306-1040.

Teaching Tips

TEACHING TIPS provides the latest in practical advice on the teaching of psychology. TEACHING TIPS is aimed at current and future faculty of two- and four-year colleges and universities.

Complementing the Annual APS Institute on the Teaching of Psychology, TEACHING TIPS will inform teachers about the content, methods, and profession of teaching. Chief editor Baron Perlman and Co-editors Lee McCann and Susan McFadden, all of the University of Wisconsin-Oshkosh, welcome your comments and suggestions.

Send article ideas or draft submissions directly to Barry Perlman, TEACHING TIPS Editor, Dept. of Psychology, Univ. of Wisconsin-Oshkosh, Oshkosh, WI 54901-8601; Tel.: 920-424-2300; Fax: 920-424-7317, Bitnet: PERLMAN@OSHKOSHW; Internet: PERLMAN@UWOSH.EDU

The Function of Behavior

A topic to bring relevance into the classroom, the function of teaching

James S. Nairne
Purdue University

As instructors of introductory psychology, we try hard to bring relevance into the classroom. We want the course material digestible and meaningful, but our best efforts can be met by blank stares, or, at worst, empty chairs. Are your students mystified by the topics in the introductory course? Do they fail to understand why coverage of learning is filled with drooling dogs and key-pecking pigeons? Are they turned-off by topics such as attribution theory, the availability heuristic, or synaptic transmission? Do they wonder why there is a section on biology?

Part of the problem may be our ingrained tendency, as instructors, to do things backwards in the classroom: We typically present an abstract topic, such as classical conditioning or attribution theory, and delay treatment of its relevance, function, and purpose until deep into the discussion. Rather than leading with the function, as we should, we lead with the topic itself (e.g., classical conditioning) and expect the student to assume, by fiat, that it's important. Such an organizational scheme is fraught with difficulties—not

just pedagogical ones, but philosophical ones as well.

Stop Teaching Like a Structuralist!

To place the argument in historical context, consider what James Rowland Angell said about the proper way to treat mental processes in his American Psychological Association presidential address in 1906:

It makes a great difference whether one is directing attention primarily to the discovery of the way in which a mental process operates, and the conditions under which it appears, or whether one is engaged simply in teasing apart the fibers of its tissues. The latter occupation is useful and for certain purposes essential, but it often stops short of that which is as a life phenomenon the most essential. (pp. 64-65.)

Angell's comments in this case were directed at the Structuralists who proposed that the topics of psychology were best attacked by breaking them into fundamental *elements*—much like a chemist analyzes a chemical compound. Along with fellow functionalists like

William James, Angell was convinced that this approach was fundamentally misguided. It is not possible to understand a psychological process, he argued, without focusing first on the function that the process serves for the organism—that is, its adaptive value. To use an analogy that William James made famous, you cannot expect someone to understand a house by picking apart its bricks and mortar. You need a clear idea of what the structure is for—what function the house is designed to serve—before things like bricks and mortar will begin to make sense. They are understandable only in terms of the role they play in some larger picture.

Sounds fairly noncontroversial, doesn't it? I suspect that most modern psychologists would agree with Angell and James, and the field continues to embrace many of the basic tenets of the functionalist approach. Yet for some reason when we get into the classroom we continue to present psychology as if we were all Structuralists rather than Functionalists. We force-feed our students lots of facts about a topic—we break it down into bits—and we relegate function to a secondary role.

Our Introductory Textbooks Are Part of the Problem

If you need convincing, open virtually any introductory text and examine the chapter outlines. You will find that the subject-matter in each of the chapters is broken down into a series of elements; in the case of learning it's a set of procedures called classical conditioning, operant conditioning, and observational learning. These *elements* are then broken down further in sub-topics—acquisition, extinction, generalization, and so on.

You will find nothing in the organizational structure of most learning chapters to indicate anything about function or purpose—there will be little, if anything, in the organization to indicate why these topics are important, or even relevant to the study of learning. Only deep in most chapters, if at all, will you find any reference to relevance or function, usually in sections called “Applications.”

Is it any wonder students rarely have any idea why we cover the topics we do? We have engaged the student in “teasing apart the fibers” of learning rather than directing their attention to the function and purpose of these processes in everyday life. I am convinced that relegating function to a secondary role is a recipe for disaster in the classroom. Not only is it a poor pedagogical technique, producing bored and mystified students, but it fails to build on one of the most important lessons of twentieth century psychology: You cannot understand a psychological process without first considering its proper context.

The Prescription: Frame Your Lectures Around Adaptive Problems

What is the secret to putting function first in the classroom? Rather than leading with the facts and methods specific to various topics (e.g., classical and operant conditioning), try framing your lecture around a relatively simple set of real-world adaptive problems. Then, the solutions inherent in a particular psychological process (e.g., conditioning) can be illustrated in relation to that real-world problem (or other problems) under consideration.

For example, one of the most important things that we *learn* about in our environment is that certain events are reliable predictors of other specific events. For example, it's useful to know that if we're walking along a mountain trail and hear a sudden nearby rattling sound, we could encounter a dangerous snake on our path. Classical conditioning is a set of procedures that tells us how people learn about signals in their environment. It's not merely a procedure for getting a dog to drool in response to a ringing bell; it's a preparation for studying how expectancies are acquired—how we learn that certain events predict the occurrence of other events. By leading with the adaptive problem—learning about signals—the student is prepared to understand and appreciate classical conditioning for what it really is: a set of procedures that help psychologists learn about the signaling properties of events.

With operant conditioning, a similar logic applies. Humans and other animals need to learn about the consequences of their behavior. Children need to learn that if they flick the tail of a cat once too often, they might receive an unwelcome surprise; the family dog will learn that if he hangs around the dinner table, an occasional scrap of pork chop might come his way. This is not rocket science, students immediately recognize that learning about the consequences of behavior is important, and operant conditioning makes sense as a tool for helping them understand how we solve this important adaptive problem.

Finally, for observational learning, again, there is obvious adaptive value in learning by observing others. Think about what the world would be like if we could only learn through direct trial and error. We might learn to avoid eating certain foods, for example, but only after eating them and getting sick. Our children could learn not to play in the street, but only if they successfully leap out of oncoming traffic in time. Observational learning (e.g., modeling) thus becomes a relevant and meaningful topic to the student.

Notice that we don't have to change the topics that are covered. Traditional “learning” material is simply re-framed to

emphasize function first. Classical, operant, and observational learning are presented as *solutions* to everyday adaptive problems.

The Advantages of Adaptive Problem-solving

I am convinced that framing your lectures around practical problems offers a number of advantages:

- The subject-matter of psychology becomes more relevant. You are giving students a reason why they should care about a procedure such as classical conditioning, and they are likely to pay more attention and learn more, as a result.
- The resulting discussion naturally promotes critical thinking. When you lead with an adaptive problem, the student is forced to figure out why the process or procedures being discussed actually help resolve the problem. How exactly do the principles of classical conditioning help us learn about the signaling properties of events? What is it about the procedures of operant conditioning that tell us how we learn about the consequences of behavior? You don't need any special trick to get the students to think critically—it falls directly out of the organizational structure.
- This organizational structure also makes it easier to remember what the chapter is about. It's easier to remember that we talked about signals and consequences than to remember abstract terms such as classical and operant conditioning. Giving the student four or five *adaptive problems* provides a nice rubric for chapter organization and helps to classify and categorize the details of the lectures.
- I believe that psychology as a whole gains cohesion when the material is presented with a functional theme. People don't act haphazardly; they think, act, and feel for reasons. We're always trying to resolve some on-line

SEE TEACHING TIPS ON PAGE 42

Three Psychologists Named Guggenheim Fellows

Three psychologists were among the 164 artists, scholars, and scientists recently named Guggenheim Fellows by the John Simon Guggenheim Memorial Foundation.

Guggenheim Fellows are appointed on the basis of unusually distinguished achievement in the past and exceptional promise for future accomplishment. The list of new fellows includes poets, novelists, playwrights, painters, sculptors, photographers, film makers, choreographers, physical and biological scientists, social scientists, and scholars in the humanities. Three psychologists were among 41 mathematicians, scientists, and economists honored this year. The psychologists and their research topics are:

Mahzarin R. Banaji, Associate Professor of Psychology, Yale University; Visiting Scholar, Harvard University: The nature of implicit prejudice (APS Charter Fellow)

Boaz Keysar, Associate Professor of Psychology, University of Chicago: Knowledge in language use (APS Charter Member)

Michael Tomasello, Professor of Psychology, Emory University: The phylogenetic and ontogenetic origins of human cultural learning

During its 73-year history, the Foundation has granted nearly \$176 million in Fellowships. This year, Fellowship awards totaled \$4,890,000. The Foundation relies on an extensive network of advisory panels that make recommendations to the Committee of Selection. For this year's awards, the Committee of Selection consisted of Roger D. Abrahams, Hum Rosen Professor of Folklore and Folklife, University of Pennsylvania; Joel Cohen, Professor of Populations, Rockefeller University; Natalie Zemon Davis, Northrop Frye Professor of Literary Theory, University of Toronto; Edward Hirsch, Poet and Professor of English, University of Houston; J. Robert Schrieffer, University Professor and Chief Scientist, National High Magnetic Field Laboratory, Florida State University, Tallahassee, and University of Florida, Gainesville; and Neil Smelser, Director, Center for Advanced Study in the Behavioral Sciences.



AMERICAN
PSYCHOLOGICAL
SOCIETY

APS Employment
Bulletin ads are now
accessible on the
Internet!

Advertisers now automatically
reach their audience of job
seekers through APS's Gopher
and WWW servers.

Want the best candidates for your
academic, applied, or research
position openings?

Advertise in the
American Psychological Society's

APS Observer Employment Bulletin

(ISSN: 1050-4672)



**Three easy ways to place your ad
in the bulletin . . .**

- ◆ **Fax:**
202-783-2083
- ◆ **Internet:**
EWR@capcon.net
- ◆ **Mail:**
APS OBSERVER
Elizabeth Ruksznis, Editorial Assistant
1010 Vermont Ave., NW, Suite 1100
Washington, DC 20005-4907
(202) 783-2077 (ext. 3022)

Here's why you should . . .

- ◆ The *Observer* has the most competitive ad rates.
- ◆ Readers include nearly 15,000 academic, applied, and research psychologists in all subdisciplines.
- ◆ Ads are searchable on Internet before they are received in the mail.
- ◆ There are no typesetting charges for display ads.
- ◆ There is a short, three-week lead time to publish your ad.
- ◆ Readers easily find ads with the one-of-a-kind job subject index in each issue.

Employment line-ads are \$7 per line (34 characters fit on a line). Display-ad rates and a publication calendar are available on request. Include PO # with order.

APS ◆ 1010 Vermont Ave., NW, Suite 1100 ◆ Washington, DC 20005-4907 ◆ Tel. 202-783-2077 ◆ Fax 202-783-2083

Summit to Shape the Future of Scientific Psychology

Nothing less than the future of scientific psychology—that will be the topic when the leaders of more than 100 psychological science organizations gather in May 1998.

The theme of the Summit is “advancing the scientific base of psychology.” It is the latest in a series of APS-sponsored Summits, which have provided a forum for discussion of scientific and educational issues in psychology. Those discussions have led to consensus within the field on topics ranging from a national behavioral science research agenda to PhD program accreditation, as well as action plans for pursuing initiatives in those areas.

New and Productive Ways

“Clearly, these meetings have helped psychology,” said James Blascovich, who in addition to serving as co-chair of the 1998 Summit is hosting the meeting at the University of California-Santa Barbara. The Summit will also be co-chaired by Milton D. Hakel, who is a founder of APS and currently is chair of the Human Capital Initiative (HCI) Coordinating Committee.

“The Summits that were held at the beginning of the decade helped psychological societies organize themselves in new and productive ways,” said Blascovich. “Many of us who participated in the earlier ones felt that organizing one now should help psychology maintain and add to its momentum as an important scientific enterprise worthy of public and private support.”

Summary of the Summits

In 1989, soon after APS was formed, the initial Summit was held in Norman, Oklahoma, bringing representatives from the full range of scientific psychological organizations together for the first time. In January 1990, 100 Summit participants met in Tucson, Arizona, to begin the process of developing a national behavioral science research agenda, which later became known as the Human Capital Initiative.

At the 1991 meeting, some 150 Summit participants

endorsed the Human Capital Initiative, which ever since has been guiding support for psychological research in many federal agencies and in Congress. The Tucson Summit was also the first multi-organizational body to propose a separate administrative structure for social and behavioral science at the National Science Foundation (NSF), a proposal that led to the establishment of NSF’s Social, Behavioral, and Economic Science Directorate a few years later.

In 1992, the Summit focused on the impact of accreditation on the scientist-practitioner model of professional psychology. That Summit was successful in broadening what many organizations felt was too narrow a perception of how professional training should be regulated. A multi-organizational committee soon became the oversight group in charge of psychology’s accreditation. Another outcome was the creation of the Academy of Clinical Psychological Science, an organization of PhD psychology programs devoted to the development of clinical

researchers in psychology training programs.

In 1998, we are continuing the effort to promote the science of psychology. The focus will be on identifying strategies for encouraging the growing body of knowledge in psychology and reducing some of the barriers to further growth. Updating the Human Capital Initiative will be a part of this, but we also expect that the Summit will result in a proposal of new actions to enhance psychological science.

KAY DEAUX
APS PRESIDENT

The Effort Continues

“In 1998, we are continuing the effort to promote the science of psychology,” said APS President Kay Deaux. “The focus will be on identifying strategies for encouraging the growing body of knowledge in psychology and reducing some of the barriers to further growth. Updating the Human Capital

Initiative will be a part of this, but we also expect that the Summit will result in a proposal of new actions to enhance psychological science.”

Responsibility for planning and organizing the Santa Barbara Summit is being shared by a number of individuals, including Robert Bjork, Bruce Overmier, Lee Sechrest, Beth Loftus, and Jerry E. Singer as well as Deaux, Hakel, and Blascovich.

In addition to APS, the Summit meeting is being supported by federal and private research agencies as well as by the individual participating organizations.

See future issues of the *Observer* for additional coverage of the Santa Barbara Summit. ♦

Guide Offers Advice on Mentoring Science and Engineering Students

A successful mentor encourages students to develop to their fullest potential and offers assistance with their search for a suitable career, thus creating an environment where the students' accomplishments are limited only by the extent of their talent. But who mentors the mentors?

A new guide from the Committee on Science, Engineering, and Public Policy—a joint committee of the National Academy of Sciences, National Academy of Engineering, and Institute of Medicine—offers mentoring advice for faculty, administrators, and all others who counsel science and engineering students. It also outlines specific steps that institutions can take to improve the quality of the mentoring that their students receive.

"The changing employment conditions of scientists and engineers has also changed what constitutes good mentoring," said David Challoner, chair of the group that oversaw the project. "This guide, produced at the urging of graduate students and postdoctoral fellows, will provide new sources of information to faculty that can assist them."

Third in a series on science and engineering education and careers, the guide was written with input from experienced mentors as well as students. It features a list of the fundamental practices of a successful mentor, vignettes that illustrate good and bad examples of mentoring, advice for new mentors, and pointers on the different kinds of guidance needed by undergraduate, graduate, and postdoctoral students as well as junior faculty.

The most direct way to improve the quality of mentoring is to reward good efforts. The guide stresses that mentoring goals need to become embedded in institutional policies and systems. Evaluations of faculty for promotions and tenure should include an assessment of how well they have served in the role of mentor. Other steps that institutions can take include:

- ◆ Offering guidance for new faculty and advisers through briefings, workshops, the assignment of senior mentors, and information about campus and Internet resources. Periodic discussions could permit senior faculty to describe good practices. Other topics to explore include professional standards, ethical values, and the balance between a career and personal life.
- ◆ Providing counselors who are not only knowledgeable about various academic choices but also can offer students and their advisers up-to-date information on the full range of educational and career opportunities open to scientists and engineers, including industrial internships, part-time and summer placements, and classes outside their discipline.
- ◆ Monitoring quality of faculty performance through departmental oversight, student evaluations, time-to-degree data, and student performance.
- ◆ Holding annual seminars that update faculty on the latest employment trends and internship opportunities and on issues such as appropriate faculty-student relations and cultural and ethnic concerns.
- ◆ Creating an institutional award for distinguished mentors. The White House Office of Science and Technology Policy and the American Association for the Advancement of Science have recently instituted such awards on the national level. Recognition at the institutional level is a key first step.

Additional sections of the guide address career planning, time management, professional development, responsible scientific conduct, and writing. To assist the mentors, lists of important bibliographical and internet resources on mentoring and related topics are provided.

Development of this guide was supported by the Robert Wood Johnson Foundation and the Burroughs-Wellcome Fund. The National Academy of Sciences, National Academy of Engineering, and Institute of Medicine are private, non-profit institutions that provide science, technology, and health policy advice under a congressional charter.

Copies of *Advisor, Teacher, Role Model, Friend: On Being A Mentor to Students in Science and Engineering* are available from the National Academy Press for \$7.50 for single copies plus shipping charges of \$4 for the first copy and \$.50 for each additional copy. Call 202-334-3313 or 800-624-6242 from outside the Washington, DC, area.

People

Recent Appointments, Awards, Promotions...

APS Charter Fellow **George W. Albee**, a professor emeritus of psychology at the University of Vermont and professor at the Florida Mental Health Institute, was given the Lifetime Achievement Award by the American Association of Applied and Preventive Psychology (AAAPP) at its annual meeting in Washington, DC, May 24, 1997. At the meeting, which was held as a satellite meeting to the Ninth Annual APS Convention, Albee also delivered its keynote address. He is the recent recipient of the Distinguished Contribution Award from the New England Psychological Association (NEPA), of which he served as president in 1980. In addition, he has served as director of the Task Force for the Presidential Commission on Mental Health under Presidents Eisenhower and Carter. In 1993, the World Federation for Mental Health (WFMH) and the Vermont Conference on Primary Prevention of Psychopathology established the Albee Lecture on Prevention to be delivered in his honor at the biannual meeting of the WFMH.



Former APS Board Member **Nancy Cantor** has been appointed provost and executive vice president for academic affairs at the University of Michigan. Cantor currently serves as Vice Provost for Academic Affairs-Graduate Studies, and Dean of the Horace H. Rackham School of Graduate Studies at the University of Michigan. She received her PhD from Stanford University in 1978 and served at the assistant and associate professor levels at Princeton University before joining the University of Michigan faculty in 1983. She returned to Princeton in 1991 to take the position of chair of the psychology department and stayed there until she rejoined the University of Michigan faculty in 1996.



She returned to Princeton in 1991 to take the position of chair of the psychology department and stayed there until she rejoined the University of Michigan faculty in 1996.

People News Welcomed . . .

The Editor invites submissions of announcements of noteworthy promotions, appointments, etc., for possible publication in the **People** news section of the *Observer*. Send with photo to: *APS Observer*, 1010 Vermont Ave., NW, #1100, Washington, DC 20005-4907; Email: LHerring@APS.Washington.DC.US

APS Charter Fellow **Robyn M. Dawes**, of Carnegie Mellon University, has been awarded the Charles J. Queenan Jr. University Professorship. The professorship, named in honor of the incoming chairman of the university's Board of trustees, recognizes Dawes's exceptional and challenging research in the fields of psychological evaluation and human decision-making. Dawes's research involves intuitive expertise, human cooperation, retrospective memory, methodology, and AIDS policy.



Dawes, who received his PhD from the University of Michigan in mathematical psychology, is the first recipient of this professorship.

APS Charter Member **Harmon Hosch** has been appointed for a two-year period as Program Director of the Law and Social Science Program within the Social, Behavioral and Economic Sciences Directorate at the National Science Foundation (NSF). Hosch earned his PhD from the New School for Social Research in New York City. He has been on the faculty of the Department of Psychology at the University of Texas-El Paso (UTEP) since 1975. Hosch's primary research has focused on juror and jury decision-



Hosch is pictured here at the Ninth Annual APS Convention.

making. In addition, he has conducted cross-cultural research exploring culturally dependent differences in personality and psychopathology among Mexicans, Mexican-Americans, and Anglo-Americans. Hosch served as a Fulbright Scholar in Mexico during 1982-83 academic year.

Hosch serves as a member of the Advisory Committee for the National Consortium for Violence Research and is NSF's liaison with the Consortium. The Law and Social Science Program supports scientific research on law and law-like systems of rules. The Program encourages theoretically focused empirical studies aimed at advancing scientific knowledge of the impact of law; the nature, sources, and consequences of variations and changes in legal institutions and legal decision-making; and dynamics of normative ordering in society.

APS Charter Member **James Ramsey Speer** has been appointed Dean of the College of Liberal Arts at Stephen F. Austin State University in Nacogdoches, Texas. Speer has been a member of the Stephen F. Austin faculty since receiving his PhD from Stanford University in 1980. He was associate dean from 1994 to 1996 and interim dean thereafter until his recent appointment.

APS Members In the News . . .

The news media in recent weeks has featured interviews with, or mentioned, several APS members on various research-related topics. The members are listed here along with their affiliation, the name of the publication/broadcast in which they were quoted/mentioned, and a brief description of the topic. The list is merely a sampling of the media coverage of members.

The *Observer* editor welcomes readers to submit such news item summaries for publication in future issues of this column. Send a copy of the original published story. Or, in the case of TV/radio broadcasts, send a description of the program, broadcast station name and city, interviewee and his/her affiliation, and date of the broadcast.

Elliot Aronson, Univ. of California-Santa Cruz, *The Chronicle of Higher Education*, June 20, 1997: Changing hypocritical behavior

Linda Bartoshuk, Yale Univ. School of Medicine, *The Scientist*, June 9, 1997; *Science News*, July 12, 1997: Some people inherit the aversion to bitter-tasting fruits and vegetables

Roy Baumeister, Case Western Reserve Univ., *Shape*, Sept. 1997: Role of ego & self esteem in relationship breakup

Jay Belsky, Pennsylvania State Univ., *Self*, July 1997: Stress as indication of early menarche

Garrett L. Berman, Roger Williams Univ., *USA Today*, June 16, 1997: Effects of having cameras in courtrooms

George A. Bonanno, Catholic Univ. of America, *BBC Radio News*, July 30, 1997: Laughter and bereavement

Richard Bootzin, Univ. of Arizona, *The Arizona Daily Star*, Aug. 3, 1997: Using "chronotherapy" to cure insomnia

Paul A.S. Breslin, Monell Chemical Senses Center, *Science News*, July 12, 1997: Salt suppresses the bitterness in some foods causing them to taste sweet

Sheldon Cohen, Carnegie Mellon Univ., *The Washington Post*, June 25, 1997: Active life may prevent colds

Paul Costa, National Institute on Aging, *USA Weekend*, May 16-18, 1997: Memory loss in middle age

John Dovidio, Colgate Univ., *The Chronicle of Higher Education*, July 25, 1997: Affirmative action

Joseph Ferrari, De Paul Univ., *Discover*, June, 1997: Procrastination

Alan Fridlund, Univ. of California-Santa Barbara, *The New York Times*, June 3, 1997: Why people laugh

Avery Gilbert, Synesthetics, Inc., *Science*, Aug. 1, 1997: Cross-model matching of odor quality to auditory pitch; *Cosmopolitan*, Aug. 1997: Role of body odors in attraction and mate selection

Irving Gottesman, Univ. of Virginia, *The Washington Post*, June 6, 1997: Genes' role in elderly people's mental abilities

Fernando Gonzales, Center of Excellence for Research on Training, *The Atlanta Journal*, Aug. 3, 1997: Decision-making in life-or-death situations

Christine Harris, Univ. of California-San Diego, *The New York Times*, June 3, 1997: Why people laugh

Timothy Jay, North Adams State College, *First*, July 28, 1997: When children use profanity

Oliver John, Univ. of California-Berkeley, *The Sunday Telegraph* (London, UK), May 25, 1997: Narcissism

Anie Sanantz Kalayjian, Mt. St. Vincent Univ., *The Star-Ledger*, Mar 6, 1997: Disasters and perspective

Ann Kearney-Cooke (no affiliation), *Shape*, Sept. 1997: Positive body image

Dacher Keltner, Univ. of California-Berkeley, *BBC Radio News*, July 30, 1997: Laughter and bereavement

George F. Koob, Scripps Research Institute, *The Washington Post*, June 27, 1997: Marijuana may be more dangerous than perceived

Patricia Kuhl, Univ. of Washington-Seattle, *Science*, Aug. 1, 1997: How babies use mother's vowel sound to make their own

Alan I. Leshner, National Institute on Drug Abuse, *The Washington Post*, June 17, 1997: What addiction really means; June 27, 1997: Marijuana may be more dangerous than perceived; *Parade*, July 27, 1997: Studies on pregnant women using crack cocaine

Linda J. Levine, Univ. of California-Irvine, *The Chronicle of Higher Education*, July 11, 1997: Memory for emotions

SAMHSA Video Looks at Children's Mental Health

Approximately one in 10—or as many as 6 million young people—may have a serious emotional disturbance that severely disrupts his or her ability to function at home, in school, or in the community. One in five children has a mental, emotional, or behavioral problem, and two-thirds of children with mental health problems are not getting the help they need.

To help raise awareness of the need for a full array of coordinated, community-based systems of care, the Substance Abuse and Mental Health Services Administration (SAMSHA) has released "Voices of Strength: An Inside Look at Children's Mental Health." The 20-minute video highlights the stories of young people and their families who have struggled with serious emotional disturbances.

SAMSHA is the federal government's lead agency for improving the quality and availability of substance abuse prevention, addiction treatment, and mental health services and is a public health agency in the US Department of Health and Human Services.

According to Nelba Chavez, SAMSHA administrator, the stories related in the video show that families who are dealing with mental health can have healthy futures instead of accepting defeat. "These determined families found community resources, built upon their individual and family strengths, and developed new skills to help them succeed," she said.

The video is part of the larger public education campaign "Caring for Every Child's Mental Health: Communities Together," designed to raise awareness that every child's mental health is important, and caring families and communities working together can help.

For information about children's mental health and local resources, contact the SAMSHA Center for Mental Health Services (CMHS) at 1-800-789-CMHS.

Michael Lewis, Institute for the Study of Child Development, *Wisconsin Public Radio*, May 30, 1997; *BUZZ Show*, WDBZ Radio, June 11, 1997; *CNN Morning News*, June 30, 1997: Increasing car seat use for toddlers of inner city families

Elizabeth Loftus, Univ. of Washington, *Columbia Journalism Review*, July/August 1997: Recovered memories of childhood abuse

Malcolm Macmillan, Deakin Univ., *The Sunday Herald* (Melbourne, Australia), July 6, 1997: Interview about Frank Sulloway's *Born to Rebel*

Traci Mann, Univ. of California-Los Angeles, *American Health*, May 1997; *Chronicle of Higher Education*, May 1997; *The New York Times*, May 7, 1997; *New Scientist*, May 10, 1997; *The Washington Post*, June 10, 1997; *CNN Headline News*, May 1-May 4; *CBS News Radio*, Apr. 30-May 1: Prevention of eating disorders

Gerald E. McClearn, Pennsylvania State Univ., *The Washington Post*, June 6, 1997: Genes' role in elderly people's mental abilities

Martha K. McClintock, Univ. of Chicago, *The New York Times*, July 1, 1997: Puberty may start at age 6 as hormones surge

Marianne Miserandino, Beaver College, *The Chronicle of Higher Education*, July 18, 1997: Teaching psychology in Vienna, Austria

John Monahan, Univ. of Virginia Law School, *The Washington Post*, June 12, 1997: Grade inflation

Richard Ofshe, Univ. of California-Berkeley, *Columbia Journalism Review*, July/August 1997: Recovered memories of childhood abuse

Paul Pintrich, Univ. of Michigan, *The Washington Post*, July 11, 1997: Who asks for help in 7th and 8th grade math classes

Michael Posner, Univ. of Oregon-Eugene, *The New York Times*, July 15, 1997: How second languages are stored in human brain

William Riley, Medical College of Virginia, *Cooking Light*, July 1997: Shyness

Richard W. Robins, Univ. of California-Davis, *The Sunday Telegraph* (London, UK), May 25, 1997: Narcissism

David A. Smith, Ohio State Univ., *Shape*, Sept. 1997: The demand-withdrawal process between couples

Claude M. Steele, Stanford Univ., *The New York Times*, July 27, 1997: Stereotype vulnerability; Aug. 3, 1997: Self-doubt

Dianne Tice, Case Western Reserve Univ., *Discover*, June 1997: Procrastination

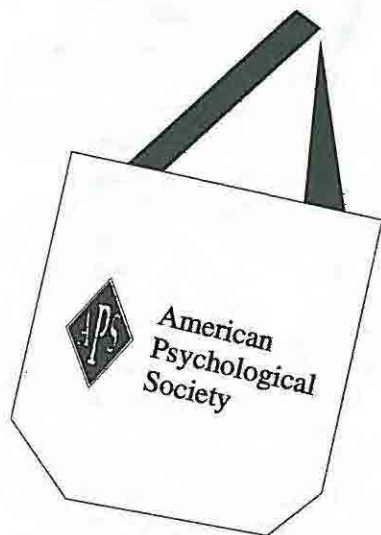
David Washburn, Georgia State Univ., *The Atlanta Journal*, Aug. 3, 1997: Effects of fatigue, excitability, and concentration on judgment

Thomas R. Zentall, Univ. of Kentucky-Lexington, *Science News*, June 7, 1997: Behavior genetics

Members in the News

Send your media sitings to:
APS Observer
Members in the News
1010 Vermont Ave., NW
Ste. 1100
Washington, DC 20005
fax: 202-783-2083
Lee Herring, Editor
lherring@capcon.net

Check out the items from the APS Membership Store!



Call 202-783-2077 or
FAX 202-783-2083 or
aps@capcon.net

Name _____
Address _____
City _____ State ___ Zip _____
Phone # _____
Items to purchase: _____

Total \$ _____ + shipping \$ _____
_____ Check _____ Charge _____

Signature _____
Card: (Circle one) _____ Mastercard or _____ Visa
Acct # _____ Exp. _____

Lapel pins-\$5.00 • (Fellow or APS)

Washington **Key Chains**-\$7.00 •

Portfolios-\$8.00 • **Canvas bags**-\$8.00 •

1996-97 APS Membership **Directory**-

\$20.00 Members, \$17.00 Students, \$35.00 Nonmembers

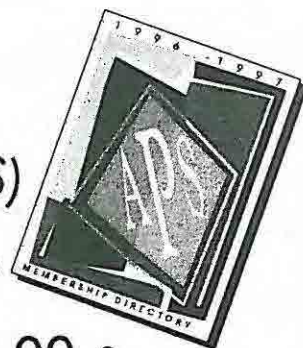
\$1.50 for shipping of all individual items except the APS directory.

\$5.00 for shipping of multiple items &/or the APS directory.

Visa, MasterCard and checks are accepted.

For more information contact us at the APS office.

Call 202-783-2077 or Fax 202-783-2083



ELECTION FROM PAGE 1

scientific psychology continues to be strong," said APS Executive Director Alan Kraut. "I am sure that under the talents of all of the Board members, APS will achieve continued growth and success as the society enters its second decade."

More and Better

Loftus has served on the APS Board, but her involvement in APS goes back to even before the Society existed.

"For years I was on the various committees at the American Psychological Association [APA] to try and reorganize APA. I can't even remember the names of them all. There were committees way before ASAP [the assembly of scientific and applied psychologists that eventually became APS]. In the early days of APS, it was a matter of sheer survival. Now with the stability the Society has developed, we can take more time to think about how to do things better. Education and communication are two of the most important things."

[Loftus in fact resigned her membership at APA in January 1996 over the organization's continuing political move away from scientific and scholarly concerns.]

"One of the major activities that psychological scientists and educators engage in is the acquisition and dissemination of knowledge," she said. "APS is actively involved in facilitating these activities in numerous ways: by worrying about the funding for new research, by producing journals that can publish and make available that research, and by providing a forum for teachers of psychology to gain the new information. We're doing these things very well now, and continually thinking about how to do more and do it better.... So I don't think the 'course' needs to change, just the continuing

creativity and effort put into finding even newer ways to do it 'more and better.'"

Loftus hopes that her contributions to APS as president-elect and, next year, as president, will further the APS manifesto of giving away psychology in the public interest.

"We need to get the word out about the importance of the work we (collectively) do when we teach classes, and write articles and books. We also need to be able to communicate our accomplishments to the larger society, which, after all is 'paying' for those accomplishments," she said. "I'd like to see more good psychological science in the major publications that reach world-wide audiences."

As an example of how this can be done, Loftus cited an article she recently wrote for the September issue of *Scientific American*. "Look for the mention of the American Psychological Society!"

Currently a professor of psychology and an adjunct professor of law at the University of Washington-Seattle, Loftus' career includes many honors and accomplishments including several fellowships at Stanford University and numerous

active in the Psychonomic Society, the British Psychological Society, and the Society of Experimental Psychologists. After receiving her BA in mathematics and psychology at UCLA, she went on to earn both her MA and PhD in psychology from Stanford University.

Loftus is the third consecutive woman to be voted APS president-elect and will be the fifth woman overall to serve as president. She said the strong presence of women in the Society's leadership is representative of the field of psychology as a whole and that she is proud to join the leadership ranks.

"It is the case that the field of psychology is appealing more and more to women, as are many other fields that were traditionally male-dominated. You only have to look out into your undergraduate classes and see that three quarters or even more of the class are women," she said. "The kind of women who have been involved in APS—my immediate predecessors like [Sandra] Scarr and [Marilynn] Brewer and [Kay] Deaux—are pretty dynamite and dynamic women."

[Janet Spence was APS's first woman elected to the APS presidential post and was the first official APS president.]

In addition to the honor she feels to be in such company, Loftus said she is pleased to have been selected by her peers. And, having often been the target of controversy in her research career, she feels reaffirmed by the vote. Her work in memory and the validity and reliability of memories—work she has been involved in throughout her career—has often made her a target of controversy over the past few years as a number of highly publicized court cases on child sexual abuse

resulted in convictions on the basis of so-called recovered memories. Loftus' research has illustrated that memory,

One of the major activities that psychological scientists and educators engage in is the acquisition and dissemination of knowledge. APS is actively involved in facilitating these activities in numerous ways: by worrying about the funding for new research, by producing journals that can publish and make available that research, and by providing a forum for teachers of psychology to gain the new information. We're doing these things very well now, and continually thinking about how to do more and do it better.

BETH LOFTUS
UNIVERSITY OF WASHINGTON-SEATTLE
APS PRESIDENT-ELECT

National Science Foundation and National Institutes of Health grants. She has been awarded three honorary degrees and has been elected to several honor societies. A Charter Fellow of APS, Loftus is also

CONTINUED ON NEXT PAGE

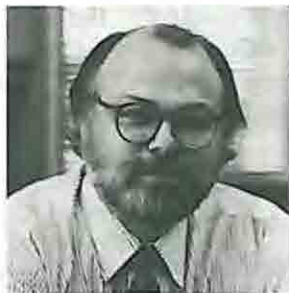
FROM PREVIOUS PAGE

which can be fragile and inventive, can be interfered with. False memories, she said, can be triggered with suggestion and the feeding of false information. Some therapists, lawyers, police, and alleged victims have targeted Loftus' research, as well as her personally, with often vicious criticism and insult.

"There are people out there who seem to forget that I have been doing work on memory and memory distortion since I was a graduate student in the 1960s. And, I got my PhD in 1970, so this represents almost 30 years of work. Some people act as if I just dropped in on the scene to complain about accusations of sex abuse, but that is so far from the truth," she said. "I was not prepared to find myself in a spot in the world where there are so many angry and hostile people ready to tell lies and spread rumors. And that is kind of what life has been like lately, but I feel I am doing the most important thing I can be doing. So this election means a tremendous amount to me."

Biologically Speaking

APS Charter Member and Fellow Joseph Steinmetz joins the APS Board with excitement tempered with a few mixed feelings, he jokes. "Of course you always have mixed feelings about the amount of work that it will probably involve," says the psychobiologist, "but I have felt strongly that the biological area should be well represented in the organization, so I am excited about getting in and working on behalf of colleagues in that area, as well



Steinmetz

as all of the other areas of psychology."

Long active in the society, Steinmetz is also a member of the Society for Neuroscience, the International Brain Research Organization, the Council of Graduate Departments of Psychology, and Sigma Xi. He is also the recipient of the Indiana University Outstanding Young Faculty Award and the national Troland Research Award. After earning a BS in psychology/chemistry and an MA in experimental psychology from Central

I would like to see more integration between the areas of psychology that this discipline actually represents. I think the annual meeting does a good job of doing that, this year in particular, but I think that the discipline itself, as it is represented at most universities, is changing. APS certainly should change to reflect those changes in the field.

JOSEPH STEINMETZ
INDIANA UNIVERSITY
APS BOARD MEMBER

Michigan University, Steinmetz attended Ohio University, where he earned his PhD in physiological psychology in 1983. He then spent two years at Stanford University as a National Institute of Mental Health Postdoctoral Fellow.

Currently a professor and chairperson of the psychology department at Indiana University, Steinmetz's involvement with APS has been felt most keenly at the Society's annual meeting. A member of the program committee in 1994 and 1995, and chair of the San Francisco meeting in 1996, Steinmetz furthered both his involvement in APS and his desire to see physiological psychology fully integrated and represented in the field by chairing a highly successful satellite meeting, The Biological Basis of Behavior, that drew some 220 attendees at the 1997 convention.

Steinmetz proposed the meeting in an attempt to attract more psychophysicologists, psychobiologists, and behavioral neuroscientists to the annual convention. Featuring lectures, symposia, and poster sessions, the satellite meeting drew twice as many participants as expected, and, instead of being a separate meeting, this

year will be worked into the main convention program. Pleased with the success of the meeting, Steinmetz said that his intention in proposing the meeting mirrors what he hopes he can contribute as a member of the APS Board.

"I would like to see more integration between the areas of psychology that this discipline actually represents. I think the annual meeting does a good job of doing that, this year in particular, but I think that the discipline itself, as it is represented at most universities, is changing. APS certainly should change to reflect those changes in the field," said Steinmetz. "There is a lot of redefinition of study areas in particular, and I think what we are seeing in most institutions is actually a de-emphasizing of several discrete units of study and more of a push toward interdisciplinary studies."

This integration and representation can be achieved in every outreach facet of APS, said Steinmetz. "The meeting for example, is one place to represent the shift," he said and added that the Society's publications and lobbying efforts should reflect it as well.

"I think that APS has and will continue to have a stronger and stronger voice," continued Steinmetz, who said that in the past five years, APS seems to have truly become a voice and a force to be reckoned with. "I think APS is becoming more and more nationally recognized as the leading organization for the voice of scientific psychology and I see that increasing. I see, in the national press, locally, and in my own institution, an increase in the interest in APS and in what good the Society can do for the field of scientific psychology."

Putting the "Science" into Scientific Psychology

APS Fellow and new Board Member Jerome E. Singer says that what he likes best about APS is its focus on the science of psychology, rather than on the

CONTINUED ON NEXT PAGE

FROM PREVIOUS PAGE

singularities of psychology.

"I think that the organization has the potential to be what I seek in a professional organization, which is a society working for the science of psychology in order to do things for society and not concerning itself with just guild issues or only one branch of psychology," he said. He added, "There are a lot of legitimate needs that psychology has. It is just that the part that I am interested in seems to be underrepresented [in other professional organizations]. APS has been filling those needs for me."

Singer said that, as a Board member, he hopes to continue that tradition. For now though, he says his prime objective is learning everything he can about the infrastructure, issues, and initiatives of APS so that he can best serve the organization.

Currently a faculty member of the Uniformed Services University of the Health Sciences, Singer earned his PhD from the University of Minnesota in 1961.



Singer

Moving Right Along . . .

Meanwhile, current APS President Kay Deaux, a social psychologist, distinguished professor, and administrator at the Graduate School of the City University of New York, took symbolic possession of the APS reins at the recent Ninth Annual Convention, held in Washington, DC, last May. As the organization celebrates its 10th anniversary in 1998, Deaux said she is looking at the Society's position in the field of psychological science.

"One of my goals as president is to find ways to bring more people into the activities of the Society. On the one hand, we want to remain a 'lean' organization, rather than getting encumbered with layer upon layer of governance and committees and the like. At the same

time, it is important that we deal with a full range of issues that are important to the research and teaching community in psychology, insofar as we are able," she said and invited APS members to contact her with any concerns or suggestions that they have for activities and initiatives that can carry APS forward toward the next century. (Deaux's email address is: kdeaux@email.gc.cuny.edu.)

Deaux's research interests include gender and social identification, and for the past 10 years her work has focused on categories of social identification, such as gender, ethnicity, occupation, and political affiliation. Now a Charter Fellow of APS, Deaux earned her PhD in 1967 from the University of Texas-Austin.

Proud of APS and its accomplishments in its first decade, Deaux said that the strength the Society built in its infancy makes it possible to now look toward new goals.



Deaux

"As an organization, APS has had a remarkable period of growth since its founding. We have 15,000 members at this point, making us larger than most organizations in the behavioral and social sciences with much longer histories. Our flagship journal *Psychological Science*, now in its eighth year of publication, has already become one of the most heavily cited journals in the field, and our sister journal, *Current Directions in Psychological Science*, is increasingly recognized as an important journal as well—particularly as a valuable aid for teaching," she said. "We also have become immensely influential in Washington, lobbying with ever-increasing effectiveness for the funding of science—witness the success of the Human Capital Initiative at the National Science Foundation, and the B/START grants at NIMH [National Institute of Mental Health] and NIDA [National Institute on Drug Abuse] and other federal agencies. I think there

is still room for membership growth, though probably not at the rate we have experienced in the Society's first nine years. It is time for us to explore other ways in which we can serve our members and advance the behavioral and social sciences."

Spreading the Message

As one of her first presidential duties, Deaux appointed Mahzarin Banaji, an APS Charter Fellow, as Secretary of the Board. The secretary is one of the two non-voting members of the Board (the other is Treasurer, a post currently held by Paul Thayer). According to Deaux, the Secretary is primarily charged with bringing new perspective to the Board. It is a one-year position that is eligible for reappointment up to three years.

"I am pleased to have the opportunity to serve on the APS Board," said Banaji. "Promoting an understanding of psychological science among the funding public is an issue I am particularly concerned about, and I look forward to working with the remarkable group that constitutes the Board this year."

Banaji, who succeeds Milt Hakel, received her PhD from Ohio University and spent a year as a National Institute on Alcohol Abuse and Alcoholism postdoctoral fellow at the University of Washington before accepting a position in 1986 at Yale University, where she remains today. Her research interests include the role of



Banaji

unconscious processes in social judgment, the role of emotion in memory, and the development of self in social context. She has served as associate editor of the *Journal of Experimental Social Psychology* and is currently associate editor of *Psychological Review*. ♦

APS Opens up and Expands Program for 1998 Convention

Recent meeting of program committee nets changes, enhancements, and additions

Call it evolution.

As APS celebrates a decade of the advancement of, commitment to, and the giving away of scientific psychology, a recent meeting of the APS convention program committee provided the groundwork for a new annual meeting format that reflects the growth, depth, and uniqueness of the Society.

"I think that we all had a common goal of preserving the components of the convention that seemed to work and tinkering with the parts that we felt might need some adjustment," said Morton Gernsbacher, chair of the 1998 APS Program Committee. The committee met in Madison, WI, in August and, according to Gernsbacher, engaged in a productive exchange that she hopes will make next year's meeting the best yet. "There was some wonderful sharing, creating, and generating of good ideas about what we might want to do a little bit differently in the future and what already works very, very well," she said.

Cornerstones of the convention, including the Keynote address and the Bring-the-Family address will continue to anchor the meeting, but the committee made several major changes to the program that, in addition to creating a more diverse convention, open the meeting up to include more types of presentations, and thus, more opportunities for member participation.

"The program will be one that should interest all of the members of APS. Responding to interests of members, the committee is developing a program that provides a balance between specialty topics and integrative themes," said APS President Kay Deaux. "As it has before, the program will combine invited and submitted material; but this year, there will be greater opportunity for individual members to have a forum for talking about their latest ideas and findings."

The Sincerest Form of Flattery

In looking at how to enhance the annual meeting, the program committee developed two new formats for presentation, inspired by an already fundamental part of the APS macrocosm: the journals.

Modeled on the success of *Psychological Science* as a venue for presenting concise, leading-edge research reports and articles, a new convention venue, dubbed Hot Topics, has been added to the program. This new format for presentation will feature short, oral, submitted reports on leading-edge topics.

"Our goal in creating that forum was to provide a venue for

people to present some of their latest research or some topic (or idea that was new and exciting to them) in a 15-minute time format with five minutes for discussion. Other conferences use that format and call them slide presentations or paper presentations, but we didn't want to limit ourselves to any one specific media," said Gernsbacher. "We called them 'Hot Topics' to capture the notion that this will be concise, leading-edge presentations about an individual's research program or recent research accomplishments without limiting the presenter to a single medium. This mapped

well on to what we see in *Psychological Science*—state-of-the-art, brief research reports and research articles."

Gernsbacher added that the Hot Topics format also provides a greater opportunity for APS members to present and be a part of the spoken portion of the convention. "One of our concerns was that in the past the submitted symposium was one of the only ways of getting on to the spoken pro-

gram. Now we are giving people the opportunity to present in an independent fashion, even though submitted symposia are still welcome."

The success and format of APS's other journal, *Current Directions in Psychological Science*, will be mimicked in another new format called Integrative Symposia. These invited symposia will feature cross-cutting and exciting research—of interest to the broad membership of APS—presented in a debate-like format.

"We envision that these cross-cutting integrated symposia will have a little bit of a provocative flavor to them in the sense that there could be, for example, two people who feel adamantly in favor of a particular approach who debates it with two people who feel relatively adamantly that the particular approach is not particularly advantageous," said Gernsbacher.

As we know, APS was established to have a unique identity. It has unique media with regard to its journals, and I see the changes we have made in the program as a move more toward a unique format for the convention.... We will have time for more specialized, more content-specific presentations in the morning and more integrative, cross-cutting presentations in the afternoons. We have tried to appeal to each level of membership. We are excited about all of our lineup.

MORTON ANN GERNSBACHER
APS CONVENTION PROGRAM CHAIR

The 1998 APS Convention New This Year

Hot Topics
Integrated Symposia
New Poster Session Times
Outstanding Student Poster Award

Special workshop:
Writing Psychology Textbooks:
A Nuts and Bolts Workshop
for Prospective Authors

CALL FOR SUBMISSIONS 1998

THE
AMERICAN
PSYCHOLOGICAL
SOCIETY



10th
Annual Convention
May 21-24, 1998

5th
Annual Institute on
The Teaching of Psychology
May 21, 1998

Washington, DC

Submissions must be postmarked
no later than December 15, 1997

CALL FOR SUBMISSIONS 1998

Completely
Redesigned
For 1998!

Who Says That You Can't Have It All???

CHECK OUT THE ALL NEW AND EXCITING
APS ANNUAL CONVENTION
AND HELP US CELEBRATE OUR 10TH ANNIVERSARY!!!

On May 21-24, 1998, APS holds its 10th Annual Convention in Washington, DC. To celebrate "a decade of commitment to the science of psychology," the **APS Convention Program Committee has completely re-designed the 10th Annual Convention.** Now participants will have more opportunities to present their research through a variety of new and exciting formats.

The 1998 convention program will be one of interest to all APS members, striking a balance between specialty topics and integrative themes. Cornerstones of the convention, including the Keynote Address and the Bring-the-Family Address, have been preserved. Several major changes to the program have been made, creating a more diverse convention and opening up the meeting to include more types of presentations and more opportunities for member participation.



Morning sessions will be devoted to specialized content-specific presentations. Afternoons will feature integrative, cross-cutting presentations. Poster sessions are scheduled during lunches and evening receptions, giving convention attendees more time to visit with exhibitors, view posters, and network with colleagues, without missing other exciting elements of the convention program.

We will also continue with our tradition—begun in 1995 and in keeping with trends at other scientific meetings—of a more streamlined review procedure for posters. If you are an APS Member or Student Affiliate in good standing, we will expedite the review of your poster and notify you in late February of your acceptance. So now when you submit an acceptable poster proposal, you can start planning your trip and requesting funding almost immediately.



Hot Topics is a new presentation forum organized into 15-minute individual oral presentations scheduled during the morning, area-specific portion of the meeting program. A 5-minute period for questions and comments from the audience will follow each presentation. Hot Topics will allow researchers to present their "hottest" research findings and ideas using slides, overheads or whatever media would best convey the topic. The program committee will organize the Hot Topic presentations into sessions based on common research themes. **Submissions not accepted as Hot Topics, can be presented as posters if the submitter chooses.**

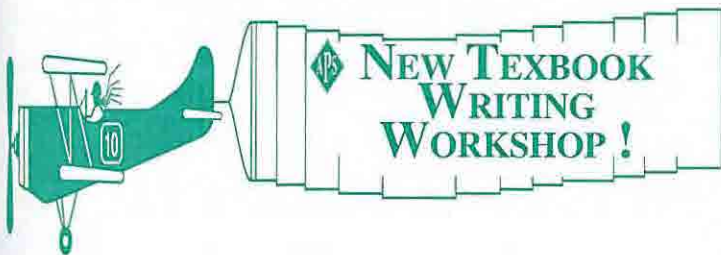
SPECIAL HOTEL RATES

At APS, we continue to make affordable meetings our priority. This year we are delighted to offer hotel room rates at the Washington Hilton of \$105 single or double occupancy (see page 15).



In addition, the Program Committee has established the "APS Outstanding Student Poster of the Year Award," given to the best student poster presenter. This poster will be selected from a group of posters featured during the **Showcase Poster Session**, a special session held at the opening reception. The Showcase Poster Session will feature those posters judged by reviewers to be among the best of the submissions in each content area. The winner of the "APS Outstanding Student Poster of the Year Award" will receive an award certificate, a free 1999 convention registration, and free one-year APS membership. To be considered for this award check the appropriate box on page 9.

On Saturday evening, May 23rd go "Back to the Future with APS." To celebrate our 10th Anniversary we have planned a truly special dance event you won't want to miss. Return to the past through our APS musical time machine and rock around the clock with music from the 50s, twist through the 60s, disco to the 70s, breakdance with the 80s, and macarena in the 90s.



A new workshop will be added to the convention on Sunday, May 24th. Writing Psychology Textbooks: A Nuts and Bolts Workshop for Prospective Authors will be a four-hour workshop covering virtually every aspect of textbook writing in a format that combines formal content presentation with group discussion and question-and-answer exchanges. The emphasis will be on offering practical information and advice on topics such as:

- Deciding if textbook writing is right for you
- How a book idea becomes a book
- Writing a textbook prospectus
- Finding (or choosing) a publisher
- Negotiating book contracts
- Choosing and working with co-authors
- The organizing, writing, and editing process
- The economics of publishing
- The impact of textbook writing on your life

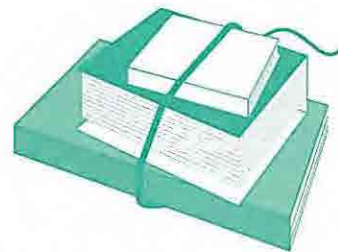
To assure that participants get what they want out of the workshop, each pre-registrant will have an opportunity to submit discussion topics of special interest. Doug Bernstein, workshop leader, currently has six psychology textbooks in print or in production. The workshop will be based on his experiences in the world of publishing over the last 25 years. For registration information, see page 14.



THE APS INSTITUTE ON THE TEACHING OF PSYCHOLOGY

Don't forget to make plans to attend the Fifth Annual APS Institute on the Teaching of Psychology. This one-day preconference on May 21st will combine substantive talks by leaders in scientific psychology that will be more pertinent than ever to the interests and concerns of psychology faculty. In addition, poster and roundtable presentations will feature innovative teaching strategies and effective classroom tools.

Teachers of psychology at two- and four-year colleges and universities and graduate students will benefit from the experience of their peers in an informal atmosphere that encourages group interaction. Combination discounts on Teaching Institute and APS Convention registration fees once again will be available. At APS we continue to make an affordable meeting our priority. See page 11.



The exhibit hall hours have been re-designed to give convention attendees more time to view posters and meet with exhibitors without missing other exciting elements of the new APS convention program. The exhibit hall will be the scene of exhibits featuring the latest in publications and services. In addition to hundreds of poster presentations, APS will host two exciting receptions in the exhibit hall, giving members a chance to network with colleagues.

PROPOSAL COVER SHEET
1998 CONVENTION OF THE AMERICAN PSYCHOLOGICAL SOCIETY

Submitter Name: _____ Mr. Ms. Dr.

Mailing Address: _____ Phone: _____

_____ Fax: _____

_____ Email: _____

Proposal Title (12 words or fewer): _____

Format (check only one):

- Hot Topic (page 7) Address with Commentators (page 8) Multispecialty Symposium (page 8)
 Symposium (page 8) Poster (page 9)

Subject Area (Please indicate with a check mark the one area of psychology—and only one—with which you would like us to group your proposal. Your selection will assist the committee in determining appropriate reviewers and/or scheduling.):

- | | | |
|---|--|---|
| <input type="checkbox"/> Biological/Physiological | <input type="checkbox"/> Educational | <input type="checkbox"/> General |
| <input type="checkbox"/> Clinical | <input type="checkbox"/> Experimental | <input type="checkbox"/> Personality/Social |
| <input type="checkbox"/> Cognitive | <input type="checkbox"/> Industrial/Organizational | <input type="checkbox"/> Quantitative |
| <input type="checkbox"/> Developmental | | |

Subject Index Codes

- | | | |
|---|--|---|
| <input type="checkbox"/> Applied experimental (01) | <input type="checkbox"/> Health (24) | <input type="checkbox"/> Psychology and Law (47) |
| <input type="checkbox"/> Attention/Performance (02) | <input type="checkbox"/> History of Psychology (25) | <input type="checkbox"/> Psychophysiology (48) |
| <input type="checkbox"/> Behavior analysis/modification (03) | <input type="checkbox"/> Industrial/Organizational (26) | <input type="checkbox"/> Psychology of Women (49) |
| <input type="checkbox"/> Behavior genetics (04) | <input type="checkbox"/> Intelligence (27) | <input type="checkbox"/> Psychometrics (50) |
| <input type="checkbox"/> Clinical (05) | <input type="checkbox"/> Judgment/Decision making (28) | <input type="checkbox"/> Psychopathology (51) |
| <input type="checkbox"/> Cognitive (06) | <input type="checkbox"/> Learning, animals (29) | <input type="checkbox"/> Psychopharmacology (52) |
| <input type="checkbox"/> Community (07) | <input type="checkbox"/> Learning, humans (30) | <input type="checkbox"/> Psychotherapy (53) |
| <input type="checkbox"/> Comparative (08) | <input type="checkbox"/> Mathematical (31) | <input type="checkbox"/> Public policy (54) |
| <input type="checkbox"/> Computers in Psychology (09) | <input type="checkbox"/> Media (32) | <input type="checkbox"/> Quantitative/Statistical methods (55) |
| <input type="checkbox"/> Consumer (10) | <input type="checkbox"/> Memory (33) | <input type="checkbox"/> Rehabilitation (56) |
| <input type="checkbox"/> Counseling (11) | <input type="checkbox"/> Mental retardation/Learning disabilities (34) | <input type="checkbox"/> Religion (57) |
| <input type="checkbox"/> Cross-cultural (12) | <input type="checkbox"/> Military (35) | <input type="checkbox"/> School (58) |
| <input type="checkbox"/> Developmental, child/adolescent (13) | <input type="checkbox"/> Neuropsychology (36) | <input type="checkbox"/> Sensation/Perception (59) |
| <input type="checkbox"/> Developmental, lifespan (14) | <input type="checkbox"/> Neuroscience (37) | <input type="checkbox"/> Sexuality/Sexual behavior (60) |
| <input type="checkbox"/> Educational (15) | <input type="checkbox"/> Organizational behavior (38) | <input type="checkbox"/> Social, attitudes (61) |
| <input type="checkbox"/> Emotion (16) | <input type="checkbox"/> Personality (39) | <input type="checkbox"/> Social, cognition (62) |
| <input type="checkbox"/> Engineering/Human factors (17) | <input type="checkbox"/> Philosophical (40) | <input type="checkbox"/> Social, groups (63) |
| <input type="checkbox"/> Environmental (18) | <input type="checkbox"/> Physiological (41) | <input type="checkbox"/> Social, interpersonal relationships (64) |
| <input type="checkbox"/> Ethnic minority (19) | <input type="checkbox"/> Political (42) | <input type="checkbox"/> Social issues (65) |
| <input type="checkbox"/> Experimental, animals (20) | <input type="checkbox"/> Population (43) | <input type="checkbox"/> Sports/Exercise (66) |
| <input type="checkbox"/> Experimental, humans (21) | <input type="checkbox"/> Program evaluation (44) | <input type="checkbox"/> Substance Abuse (67) |
| <input type="checkbox"/> Forensic (22) | <input type="checkbox"/> Psychobiology (45) | <input type="checkbox"/> Systems & Methods (68) |
| <input type="checkbox"/> Gender issues/Sex roles (23) | <input type="checkbox"/> Psycholinguistics (46) | <input type="checkbox"/> Teaching of Psychology (69) |

Amount of Time Requested (check only one):

- 15-minute Hot Topic 50-minute address with commentators
 80-minute symposium Poster session

Special Requests (additional av equipment for nonposter sessions, etc.): _____

- Enclosure Checklist:**
- Proposal Cover Sheet (2 copies for posters; 2 copies for addresses, debates, symposia)
 - Participant Information Form (2 copies for posters; 2 copies for addresses, debates, symposia)
 - Supporting Documents (2 copies for posters; 2 copies for addresses, debates, symposia)
 - Self-addressed, stamped envelopes (2)
 - Computer diskette (see instructions on page 5 and samples on page 10)
 - Printout of the computer file on plain white paper
 - Postmarked by December 15, 1997

Submitter Name: _____

1998 PARTICIPANT INFORMATION: Hot Topic
(To be printed in convention program)

Complete this page, and the PROPOSAL COVERSHEET, and send *two collated and stapled copies* of both forms and supporting documents (see page 5) to APS, 1010 Vermont Ave, NW, Suite 1100, Washington, DC 20005-4907. Each submitter must also send a computer diskette containing most of the requested information on this form (see instructions on page 5 and sample on page 10).

TITLE (12 words or fewer): _____

PRESENTER (Only one presenter per Hot Topic.):

(name) _____

(affiliation) _____

(mailing address) _____

AUTHOR #2 (name, affiliation):

AUTHOR #3 (name, affiliation):

AUTHOR #4 (name, affiliation):

AUTHOR #5 (name, affiliation):

ABSTRACT (50 words or fewer): _____

SUBJECT INDEX CODE(S) (see Proposal Cover Sheet for subject codes; list three and only three applicable codes in ascending numerical order):

___/___/___ Additional subject codes will not be included in the program.

Yes, please consider this submission for a poster presentation if it is not accepted as Hot Topic.

Submitter Name: _____

1998 PARTICIPANT INFORMATION: ADDRESS WITH COMMENTATORS or SYMPOSIUM
(To be printed in convention program)

Complete this form and the PROPOSAL COVERSHEET and send *two collated and stapled copies* of both forms and appropriate supporting documents (see page 5) to APS, 1010 Vermont Avenue, NW, Suite 1100, Washington, DC 20005-4907. Each submitter is also required to send a computer diskette containing most of the information requested on this form (see instructions on page 5 and samples on page 10).

TITLE (12 words or fewer): _____

	APS Member	APS Student Affiliate	Nonmember
CHAIR/MODERATOR (name, affiliation, and full mailing address):	<input type="checkbox"/>	N/A	N/A

SPEAKER #1 (name, affiliation): _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

SPEAKER #2 (name, affiliation): _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

SPEAKER #3 (name, affiliation): _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

SPEAKER #4 (name, affiliation): _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

DISCUSSANT (name, affiliation): _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

ABSTRACT (50 words or fewer): _____

SUBJECT INDEX CODE(S) (see Proposal Cover Sheet for subject codes; list up to three applicable codes in ascending numerical order):

___/___/___ Additional subject codes will not be included in the program.

Submitter Name: _____

1998 PARTICIPANT INFORMATION: POSTER
(To be printed in convention program)

Complete this page, and the PROPOSAL COVERSHEET, and send *two collated and stapled copies* of both forms and supporting documents (see page 5) to APS, 1010 Vermont Ave, NW, Suite 1100, Washington, DC 20005-4907. Each submitter must also send a computer diskette containing most of the requested information on this form (see instructions on page 5 and sample on page 10).

TITLE (12 words or fewer): _____

	APS Member	APS Student Affiliate	Nonmember
FIRST AUTHOR (name, affiliation, and full mailing address):	<input type="checkbox"/>	<input type="checkbox"/>	N/A

AUTHOR #2 (name, affiliation):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AUTHOR #3 (name, affiliation):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AUTHOR #4 (name, affiliation):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Additional authors, if any, may be listed on a separate page.

ABSTRACT (50 words or fewer): _____

SUBJECT INDEX CODE(S) (see Proposal Cover Sheet for subject codes; list three and only three applicable codes in ascending numerical order):

____/____/____ Additional subject codes will not be included in the program.

Yes, please consider my poster for the APS Outstanding Student Poster of the Year Award.
Only APS Student Affiliates are eligible for the APS Outstanding Student Poster of the Year Award.

SPONSOR (If the first author is an APS Student Affiliate and none of the other authors are APS Members, an APS Member must sponsor the proposal by signing and printing his/her name here. Sponsorship does not imply authorship or any direct involvement with the research being discussed):

Printed Name

Signature

Computer Diskette Preparation: Samples

The following rules and samples are to assist you in preparing the computer diskette which must accompany your submission. As noted earlier, APS relies heavily on these diskettes when preparing copy for the *Program*, so your cooperation is greatly appreciated.

To make our instructions as clear as possible, we have compiled both a set of general rules and a set of samples. A different sample is shown for each of the presentation formats. To better illustrate how the information should be organized and entered, the samples are designed to mimic the way the file would appear to you in the "Reveal Codes" mode, with [HRt] indicating a hard return, [SRt] indicating a soft return or wrap, and so on. (These samples have been selected from previous convention programs, but the individual entries may have been edited to better suit this specific purpose.)

GENERAL RULES

1. Do not set any margin specifications; use default margins.
2. Do not select any specific fonts; use default font.
3. Do not bold, underline or italicize any characters. If there are words or characters that you would like to have receive special treatment, please indicate that special treatment on the Participant Information Sheet. For example, if you refer to the title of someone's work in your abstract and wish it to be underlined in the *Program*, underline the words on the form but not in the computer file. When the copy pulled from your diskette is proofed against your Participant Information Sheet, we will make the necessary notation for our typesetter.
4. Do not use hard returns except where indicated in the appropriate sample. Titles, abstracts, and other information exceeding one line in length should be allowed to wrap.

SAMPLES

Hot Topic

Charting the Conversational Territory of Cognitive[SRt]
Development[HRt]
Presenter: Marie Englehart, University of California-Los[SRt]
Angeles[HRt]
[Tab]This paper challenges the interpretation that performance[SRt]
on cognitive tasks often reflects a conceptual deficit using[SRt]
illustrations from research of theories of mind and number. [SRt]
Children's understanding is seen to be more comprehensively[SRt]
revealed in settings where they share the intended[SRt]
conversational implications and the physical territory to which[SRt]
questions refer. [HRt]
(16)[HRt]
Co-Authors:[HRt]
Rhonda Scharlatt, University of California-San Diego[HRt]
Brian Antonelli, University of California-Los Angeles

Address with Commentators

Charting the Conversational Territory of Cognitive[SRt]
Development[HRt]
Chair: Sebastian Saldivar, University of California-Los[SRt]
Angeles[HRt]
Speaker: David Sears, University of Queensland[HRt]
[Tab]This paper challenges the interpretation that performance[SRt]
on cognitive tasks often reflects a conceptual deficit using[SRt]
illustrations from research of theories of mind and number. [SRt]
Children's understanding is seen to be more comprehensively[SRt]
revealed in settings where they share the intended[SRt]
conversational implications and the physical territory to which[SRt]
questions refer. [HRt]
(16)[HRt]
Commentators:[HRt]
John Stevens, University of California-San Diego[HRt]
Melissa Beck, University of California-Los Angeles

Poster

[Indent]CHEATHAM, Robert: University of Southern California;[SRt]
PETERSEN, August S., THOMAS, Robert, and BEITEL, Anne:[SRt]
University of California-Santa Cruz[HRt]
[Indent]Perceptions of Joking Insults: Indications of Positive[SRt]
Relationships but Negative Individuals[HRt]
[Tab]The social consequences of joking insults were investigated. [SRt]
Subjects read transcripts of fictitious dyadic conversations and[SRt]
rated the relationship of the dyad and the personal characteristics[SRt]
of its members. Regardless of gender, dyads making joking insults[SRt]
elicited the judgments of positive relationships but negative[SRt]
individuals. [HRt]
(58)(59)(61)

Symposium/Multispecialty Symposium

Teaching Critical Thinking Skills[HRt]
Chair: Michael Whooley, North Carolina Central University[HRt]
[Tab]This symposium presents strategies for teaching critical[SRt]
thinking to undergraduates. We present a five step approach[SRt]
to critical thinking, several interactive demonstrations that[SRt]
challenge students to evaluate material, and strategies for[SRt]
assessing the effectiveness of our teaching. [HRt]
(62)[HRt]
Presenters:[HRt]
Kevin Chetham, California State University-San Bernardino[HRt]
Can Critical Thinking be Taught?[HRt]
Carl Boone, University of Illinois-Urbana[HRt]
Classroom Exercises to Promote Critical Thinking[HRt]
Randall Fusey, North Carolina State University[HRt]
Seeking Parsimonious Explanations of Supposedly Psychic[SRt]
Phenomena[HRt]
Discussant: Susan Emerson, Davidson College

NEW AND IMPROVED

Fifth Annual APS Institute on The Teaching of Psychology

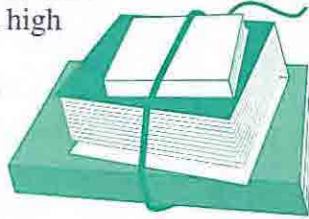
A One-day Preconference at the 1998 APS Convention

On May 21, 1998, APS will hold its Fifth Annual Teaching Institute in conjunction with the 1998 APS Convention in Washington, DC. This one-day event is open to teachers of psychology at two- and four-year colleges, universities and high schools, graduate students, and other individuals with an interest in teaching.

Presentations by leaders in scientific psychology will be more closely-related than ever to the interests and concerns of psychology faculty. In addition, poster and roundtable presentations will feature innovative teaching strategies and effective classroom tools. Poster presentations and roundtable discussions

will allow you to interact informally with peers and exchange information on innovative and successful teaching strategies, classroom demonstrations, course organizations and more. This exciting combination gives you both substantive scientific research and the tools with which to share this information more effectively with your students.

Each year, over 400 of your teaching colleagues have benefited from this valuable training. Don't miss your chance to participate as both an attendee and a presenter in this truly special event. See you in Washington, DC!



Submission Instructions

APS members and other interested individuals are invited to submit proposals for poster presentations or topics to be discussed at the Participant Idea Exchange. Submissions should be related to the teaching of psychology; this includes, but is not limited to, teaching techniques, innovations, evaluation and philosophy.

Posters

Posters should focus on methods for teaching psychology, such as particularly effective or innovative courses or course organizations, strategies (including demonstrations) for promoting active learning, ways of integrating course material, helpful use of technology, and the like. Poster presentations should incorporate illustrative materials such as tables, graphs, photographs, and large-print text, and materials should be clearly readable from a distance of 3-4 feet. No audiovisual equipment will be provided, but a 4' high x 8' wide freestanding bulletin board will provide display space for your presentation (push pins will be provided). Presenters should bring at least 200 handouts of the complete presentation to distribute at the poster session.

To submit a poster proposal, Fill out each section of the Teaching Institute Proposal Cover Sheet (see page 12), paying careful attention to the instructions shown at each step, including: (a) your name, affiliation, full mailing address, and daytime telephone number, (b) the title of the poster, (c) the names and affiliations of all authors, and on a separate single-spaced page, a summary of not more than 250 words. Graphs, tables and photographs need not be included.

Registration Policy

All participants, including presenters, will be asked to pay the appropriate registration fee. Fee information and registration forms are enclosed and attractive combination discounts on APS Teaching Institute and APS Convention registration fees will be available.

Participant Idea Exchange

Topics proposed for the Participant Idea Exchange may relate to any aspect of teaching psychology, including problems in teaching particular courses, student diversity issues, the ethics of teaching, student discipline and classroom management problems, sexual harassment concerns, or the like. Each accepted topic will be the focus of an informal discussion at a different roundtable and will be led by the person who proposed the topic. Participants may select tables at will and join or leave each table as they wish.

To submit a Participant Idea Exchange topic, Fill out each section of the Teaching Institute proposal cover sheet, paying careful attention to the instructions shown at each step, including: (a) your name, affiliation, full mailing address, and daytime telephone number, (b) the topic for discussion.

Computer Diskette:

In addition to the written documents, each submitter is required to send a computer diskette containing the written information requested above. (Rather than retyping the information, we use the diskette to prepare the Program copy; copy is proofed against the form, however, the two should match.) The elements required are: proposal title, names and affiliations of author or authors, 250-word (maximum) summary.

Diskettes should be either IBM/PC-compatible (3.5") or Macintosh-compatible (3.5"), and the name of the submitter, presentation format, and diskette format should appear on the diskette label. **The file itself must be in either a WordPerfect (8.0 or earlier versions) or ASCII/DOS format if prepared on an IBM-compatible machine or in a MacWrite or text only format if prepared on an Apple or Macintosh machine.** (Please be sure to provide a file in one of these formats and not an idiosyncratic file created by your particular word processor.) **All files must be named "ABSTRACT.TXT" regardless of format.**



*FIFTH ANNUAL APS INSTITUTE ON THE
TEACHING OF PSYCHOLOGY
PROPOSAL COVER SHEET*

Submitter Name: _____ Mr. Ms. Dr.

Affiliation: _____

Mailing Address: _____ Phone: _____

_____ Fax: _____

_____ Email: _____

Proposal Title (12 words or fewer): _____

Format (check only one):

- Participant Idea Exchange
- Poster

Proposal Summary: Please attach a summary of not more than 250 words.
Graphs, tables and photographs need not be included.

Registration Policy

All participants, including presenters, will be asked to pay the appropriate registration fee.
Fee information and registration forms are enclosed and attractive combination discounts on
APS Teaching Institute and APS Convention registration fees will be available.

- Enclosure Checklist:
- Proposal Cover Sheet (2 copies)
 - One-page proposal summary (2 copies)
 - Self-addressed, stamped envelopes (2)
 - Computer diskette
(see instructions on page 11)
 - Printout of the computer file on plain white paper
 - Postmarked by December 15, 1997

Wait! There's More . . . Don't Forget to Register



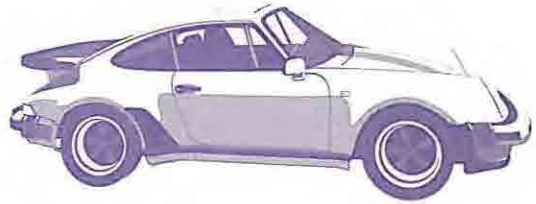
At APS, we continue to make affordable meetings our priority. Combination discounts on Teaching Institute and APS Convention registration fees once again will be available. This year we are delighted to offer hotel room rates at the Washington Hilton of \$105 single or double occupancy (see page 15). The Washington Hilton and Towers is located on Connecticut Avenue, the Park Avenue of Washington. The hilltop neighborhood in the Kalorama-Dupont Circle area is within walking distance of many embassies, historic and cultural landmarks and fashionable places to shop and dine.

Advance housing registration is strongly encouraged since an April 17 deadline for early registration has been set. After April 17, the Washington Hilton does not guarantee that rooms will be available or that they will honor the special rate. Room reservations should be made on the official Housing Reservation Form (see page 15). Additional housing forms will be mailed upon request from the APS Office (202/783-2077).



TRAVELING BY PLANE

APS has selected USAirways and Delta Airlines as the official carriers of the Tenth APS Annual Convention. Each airline is offering discounts to our attendees of 5% to 10% off published airfares, and Uniglobe Travel has offered its services for conference ticketing. Please call Uniglobe Travel at 800/752-6646 or contact USAirways convention desk directly at 800/334-8644 and refer to Goldfile #33140365. When booking through Delta Airlines, please call Uniglobe Travel, or Delta's convention desk at 800/241-6760 and refer to File #105324A. In either case, please identify yourself as an APS convention attendee. Your use of these special arrangements helps you save money and helps APS earn credit toward future Society meetings and events.



TRAVELING BY CAR

In continuing partnership with APS, Hertz Rent-a-Car invites attendees at the Tenth APS Annual Convention to avail themselves of the APS association discount on car rentals. Hertz offers you a wide selection of cars, many with unlimited free mileage. Advance reservation is required and some restrictions apply, so call early to get the car of your choice. To reserve your rental car, please call Hertz at 800/544-0058 and specify File # CV 41802. Once again, your use of these special arrangements helps you save money and helps APS earn credit toward future Society meetings and events.

Washington is circled by the Capitol Beltway, formed by Interstates I-495 and I-95. Interstate 66 leads from Washington west to Virginia. Route 50 heads east to Annapolis, MD, the Chesapeake Bay and the beaches. Interstate 95 heads north to Baltimore, Philadelphia and New York. Interstate 270 heads north to Frederick, MD, and beyond. If traveling by car, you may wish to request specific directions from the Concierge Desk at 202/483-3000.

TRAVELING BY TRAIN

For train fares and schedules, call AMTRAK at 800/872-7245. This number operates 24 hours a day, 7 days a week. The AMTRAK terminal is located at 50 Massachusetts Avenue, NE, about 15 minutes from the hotel. Taxi fare from the train terminal to the hotel is approximately \$7.



For further information on Washington DC, the Washington DC Convention and Visitors Association phone number is 202/789-7000.

AMERICAN PSYCHOLOGICAL SOCIETY ADVANCE REGISTRATION FORM



10th ANNUAL CONVENTION
MAY 21-24, 1998
**WASHINGTON HILTON
AND TOWERS**

REGISTRANT INFORMATION

(Please type or print clearly.)

Dr. Mr. Ms.

Name:

Last

First *MI*

Institution: *As you wish it to appear on your badge. Do not exceed 35 characters.*

Mailing Address:

Street Address

Street Address

City *State*

Zip code *Country*

Telephone (day): _____

Special Needs: *Please check here and list any special needs that we may assist you with during the meeting (wheelchair accessibility, assisted listening device, etc):*

In order to take advantage of APS Member Special Promotions and Convention Discounts, please see APS membership promotional material.

Registration forms should not be mailed/faxed after May 11, 1998. After that date, please bring completed form to on-site registration at the convention. Thank you.

Checks and money orders should be made payable to the American Psychological Society in US dollars only OR you may pay via credit card by completing the section below.

MasterCard Visa Account # _____ Expiration Date _____

Name (as it appears on card) _____ Signature (required) _____

By signing this, I understand that if this form is faxed/post marked later than 4/17/98 I will not be entitled to the 'early bird' discount.

- ◆ MAIL to APS 1997 Convention, P.O. Box 90457, Washington, DC 20090-0457.
- ◆ FAX to 202-783-2083 (credit card registrations ONLY)

REGISTRATION FEES ("Early Bird" refers to postmarked or faxed by 4/17/98. Those interested in signing up for the Teaching Institute are advised to register early as enrollment is limited.)

◆ APS Teaching Institute	Early-Bird	On-Time	
APS Member, Fellow	\$50	\$65	\$ _____
APS Student Affiliate	\$25	\$40	\$ _____
Nonmember of APS	\$80	\$95	\$ _____

◆ APS Convention Only	Early-Bird	On-Time	
APS Member, Fellow	\$85	\$100	\$ _____
APS Student Affiliate	\$55	\$70	\$ _____
Nonmember of APS	\$135	\$150	\$ _____
Dependent/Significant Other	\$20	\$25	\$ _____

(Dependents/significant others may not be psychology students nor psychology professionals; list name for badge below—do not use a separate form; appropriate fee must be paid for each individual.) Please note, children under 16 are not required to pay the dependant fee when accompanied by a registered adult.

Last *First* *MI*

Last *First* *MI*

◆ APS Convention AND Teaching Institute	Early-Bird	On-Time	
APS Member, Fellow	\$115	\$130	\$ _____
APS Student Affiliate	\$70	\$85	\$ _____
Nonmember of APS	\$185	\$200	\$ _____

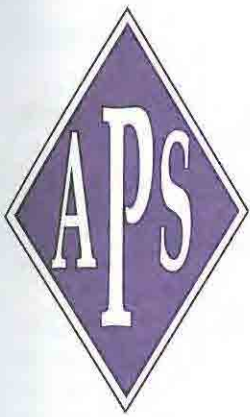
◆ **Special Workshop:** (Registration is limited; combination discounts not applicable)
**Writing Psychology Textbooks:
A Nuts and Bolts Workshop
for Prospective Authors**
Sunday, May 24, 1998 \$40 \$ _____
9AM-1PM

TOTAL AMOUNT OF REGISTRATION FEES \$ _____ 4310.02

VOLUNTARY CONTRIBUTION:
To help keep convention costs affordable, I would like to contribute: \$ _____ 4410.01

TOTAL AMOUNT OWED \$ _____
(Refunds must be requested in writing prior to May 1, 1998; no refunds will be made after that date.)

2 Ways to Register!



AMERICAN PSYCHOLOGICAL SOCIETY CONVENTION HOUSING FORM

10TH ANNUAL CONVENTION
MAY 21-24, 1998
**WASHINGTON HILTON AND
TOWERS**

Please type or print. Complete the entire form, particularly arrival and departure dates. Send applications immediately to ensure desired accommodation at convention rates. Send for arrival no later than **April 17, 1998**, directly to the Washington Hilton at:
Washington Hilton and Towers
1919 Connecticut Avenue, NW
Washington, D.C. 20009
Phone: 202-483-3000 ♦ Fax: 202-797-5755
or call toll free: 888-324-4586

APS SPECIAL CONVENTION RATE = \$105 per night plus tax for single or double rooms
Reservations received after April 17, 1998, will be made on a space available basis.

GUEST INFORMATION

Name: _____
Last First MI

Mailing Address: _____

City State Zip code/Postal Code Country (if not USA)

Telephone (day): _____ Telephone (evening): _____

Room Type: Single (1 Person) Double (2 People/1 Bed) Double (2 People/2 Beds) Triple (3 People/2 beds) Quad (4 People/2 Beds)
Single and double rooms are guaranteed at \$105 plus tax per night. Please add \$20 per extra person, per night for triple and quad rooms. Rooms containing two beds cannot accommodate cots or roll-away beds.

Names of Other Occupants: (Maximum of three others): Persons sharing a room should send only one housing form. Room confirmation will be sent only to the person requesting the reservation.

Last First MI

Last First MI

Last First MI

Special Requests: Smoking Non-smoking Handicapped Accessible Other: _____

ARRIVAL/DEPARTURE INFORMATION

Arrival: _____ (Check-in time: 3PM)
Day Date Time

Departure: _____ (Check-out time: 12NOON)
Day Date

DEPOSIT INFORMATION

All reservations at the Washington Hilton & Towers require one night's deposit or a credit card guarantee within ten days of the receipt of your confirmation.

(A) Enclosed is a check or money order for \$ _____.

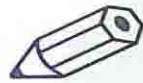
(B) Enclosed is my credit card information authorizing my account to be charged a deposit of one night's room and tax.

Check credit card: American Express Carte Blanche Diners Club Discover MasterCard Visa

Credit Card Number _____ Expiration Date _____

Print name as it appears on card _____ Signature (required) _____

Reservations subject to cancellation at 4PM if not guaranteed for late check-in. Don't be a no-show. Failure to cancel your reservation 72 hours prior to arrival will result in one night's room and tax being charged to your credit card.



CHECKLIST



Have I done the following?

- Clearly and completely filled out the Proposal Cover Sheet?
- Filled out the correct Participant Information Sheet?
(Does not apply to Teaching Institute submissions.)
- Enclosed the supporting materials?
- Enclosed a computer diskette with the requested information?
- Enclosed two copies of each form and any supporting documents, and two self-addressed stamped envelopes?
- Mailed my proposal packet to APS so it is postmarked no later than December 15, 1997?
- Enclosed the completed Convention Registration Form and payment no later than April 17, 1997?
- Completed the enclosed Convention Housing Form and sent it to the Washington Hilton by April 17, 1997?
(Do not send this form to the APS office.)

Check the APS Website for further information on the
10th Annual Convention
of the American Psychological Society

<http://www.hanover.edu/psych/APS/aps.html>
or
<http://www.hanover.edu/aps/>

The Program Committee constantly seeks to improve the annual meeting by incorporating your ideas, recommendations, and submissions.

For more information on programmatic issues or to seek advice on your submission, contact:

Morton Ann Gernsbacher, Program Committee Chair, University of Wisconsin-Madison
tel.: 608-262-6989, fax: 608-262-4902, MAGernsb@facstaff.wisc.edu

For administrative questions, contact:

Melanie Weiner, Meetings Assistant, American Psychological Society
202-783-2077, ext. 3017, mweiner@capcon.net

American Psychological Society
1010 Vermont Avenue, NW ♦ Suite 1100 ♦ Washington, DC 20005-4907

Poster Premiere

One of the most notable changes to the 1998 convention will be the scheduling of the poster presentations. Instead of running at the same time as the main convention program, 1998's poster sessions will be combined with lunchtime or early evening receptions.

"We wanted to ensure that those people presenting posters would both have a good audience to view their posters and be able to attend other components of the program," said Gernsbacher. "In the past, we have run the poster sessions contiguously during the day which meant they were in competition with other parts of the program. On an experimental basis we will move the posters out of what we call contested time or competitive time and into their own time."

Also new this year, and of special interest to student poster presenters, is a new award that will be presented: Outstanding Poster Presentation by a Student. This poster will be selected from a group of posters featured at the Showcase Poster Session, a special session held at the opening reception. The showcase poster session will feature posters judged by reviewers to be among the best of the presentations submitted in each content area.

Gernsbacher said that the winner of the poster award will receive a certificate, free registration to the 1999 convention, and a free year of membership to APS. "We wanted to take an opportunity to recognize and honor the students who are coming to our convention and presenting posters," she said.

Teaching Teaching

In its fifth year, the annual Teaching Institute Preconference

promises to be the most informative yet. Organizer Doug Bernstein, of the University of Illinois-Urbana-Champaign, has designed a program that will provide practical, useful, and cutting-edge information for the academic setting.

"I came out of the Program Committee meeting with a clear plan for the 1998 Teaching Institute," said Bernstein. "The content of the eight invited addresses will be more closely related than ever to the interests and concerns of psychology faculty. Some of those addresses will consist of research updates in specific areas of psychology, while others will focus on practical ideas for improving the teaching of particular courses. And of course, we will continue the tradition of inviting proposals for teaching-related posters and participant idea exchanges."

Bernstein will also be organizing a special workshop at the convention titled: *Writing Psychology Textbooks: A Nuts and Bolts Workshop for Prospective Authors*. To be held on Sunday, May 24th, this four-hour session will cover virtually every aspect of textbook writing in a format that combines formal content presentations with group discussion and a question-and-answer period.

The Best of Both Worlds

In light of the opportunities for increased specialization, integration, and presentation provided by the new formats being introduced to the 1998 meeting, the one-day Biological Basis of Behavior satellite meeting, held for the first time at the 1997 meeting, will be integrated into the biological track of the APS meeting.

"I am very excited about the changes to the structure of the program that are being implemented by the program committee," said Joe Steinmetz, who, in addition to organizing and chairing last year's Biological Basis of Behavior meeting, was chair of the 1996 APS convention, and was recently elected to the APS Board. "I have talked to a number of APS members over the last few years and they have said that although they like the integrative, broad program that APS puts together every year, many researchers would like to also see some 'specialization,' that is, a concentration of research presentations in their respective research interest areas. Last year, we attempted to provide this for members interested in biology and behavior by holding a successful satellite meeting in this area that included 20-minute oral research presentations. While a good temporary measure (it attracted a number of members

interested in biology and behavior, members who wouldn't normally come to the APS meeting), the satellite meeting was not ideal because it was separate and not integrated with the rest of the meeting. The changes made this year by the program committee negate the need for this satellite meeting. In essence, we now have 'the best of both worlds'—we can offer members a forum to meet and exchange ideas with other psychologists interested in the same research area as well as offer members the more



The APS Program Convention Committee met recently with members of the APS Board and APS staff in Madison, Wisconsin. Pictured (left to right): Richard McFall; Program Chair Morton Gernsbacher; APS Meetings Assistant Melanie Weiner, APS President Kay Deaux, Teaching Institute Chair Doug Bernstein, APS Executive Director Alan Kraut, APS Meetings Director Bill Ryan, Joe Steinmetz, APS Deputy Director Diana Green, and Randy Engle.

general, interdisciplinary program that has been an important central feature of past APS meetings. I am most certainly looking forward to next year's meeting!"

Gernsbacher said that the program committee hoped to make the convention as unique as APS itself.

"As we know, APS was established to have a unique identity. It has unique media with regard to its journals, and I see the changes we have made in the program as a move more toward a unique format for the convention. I think that some of these ideas were just waiting to hatch," she said. "We will have time for more specialized, more content-specific presentations in the morning and more integrative, cross-cutting presentations in the afternoons. We have tried to appeal to each level of membership." Gernsbacher is very excited that these changes will fit the bill. "We started with the maxim 'Don't fix it if it's not broken,' so we kept in place what we think are some of the unique and already successful contributions of the APS convention. We are excited about all of our lineup." ♦

The Student Notebook

M. Kimberly Beal - Editor

Show Me the Money!

The APSSC Executive Council is proud to announce several opportunities for funding and recognizing outstanding student research. In this edition of the STUDENT NOTEBOOK there are calls for the Student Research Competition, Student Grant Competition, Ethnic Minority Concerns Committee (EMCC) Research Competition, Student Travel Awards, and Student Reviewer Nominations. To allow as many students as possible to take advantage of these great opportunities, only one award per student will be given. Please indicate on your entries if you are entering in more than one competition, and the order of preference for the awards. The APSSC Travel Award, however, is open to everyone, even if you are applying for other awards.

APSSC Student Research Competition

The APSSC Executive Council wishes to promote and acknowledge outstanding research conducted by its members. For this reason the APSSC Student Research Competition (SRC) was created. The SRC allows students to submit their scholarly work for review by a panel of their peers. The panel chooses the best entries to receive the Student Research Competition Award. All student affiliates are encouraged to submit high-quality original research to the Seventh Annual APSSC Student Research Competition. Up to four students (three graduate and one undergraduate) will be selected to receive a cash award of \$250 for their outstanding research. In addition, the students who are selected will be invited to present their research in a special symposium at the 1998 APS Convention in Washington, DC, in May, instead of their poster presentation.

The guidelines for application are outlined below.

To enter the SRC you must be able to answer "YES" to each of the following questions:

1. I am a graduate or undergraduate student affiliate of APS.
2. I am the first author on my research project.
3. I have submitted this entry as a poster to the 1998 APS Convention in Washington, DC, in accordance with the "Call for Submissions" procedures found in the *APS Observer*.

If your answers to the above three questions were "YES" and you wish to enter the SRC, follow these application instructions:

- I. Submit a type-written double-spaced summary of your project in the following format:
 - A. Title Page: The title page should include the applicant's name, affiliation, address, telephone number, and e-mail address.
 - B. Project Summary: The project summary should begin on a separate page, be 8 to 10 double-spaced pages, and include the following information in the order listed:
 1. Project title (without author's name)
 2. Purpose and rationale of the study
 3. Methodology
 4. Results (including any important statistics)
 5. Conclusion and implications of the study
- II. A one-page letter of recommendation from a member of your faculty who has been involved in your research project. The recommendation should include:
 - A. The purpose and goal of the project.
 - B. The student's role and level of involvement in the project.
 - C. The significant contributions the student made during the research.
 - D. The student's general understanding of the research topic.

III. Send four (4) copies of your project summary, four (4) copies of the letter of recommendation, and your APS membership number (found on the mailing label of the *Observer* or obtained by contacting the APS office) to:

Jeremy Moreland ♦ Attn: APSSC Student Research Competition ♦ Dept. of Psychology
Texas Christian Univ. ♦ PO Box 298920 ♦ Fort Worth, TX 76129

Submissions for the research competition must be postmarked no later than January 15, 1998. Additional inquiries about the Student Research Competition should be directed to Jeremy at the above address or via e-mail to: JLMORELAND@DELTA.IS.TCU.EDU.

Travel Assistance to Next Year's APS Convention

The APS Annual Convention offers student affiliates a rare opportunity to present research, become familiar with other work being done in their field, and interact with prospective colleagues. The substantial cost associated with traveling to the convention, however, prevents many students from making the trip. The APS Student Travel Award, established by the APS Board of Directors and the administration of the APS Student Caucus, provides limited financial assistance to many students who wish to attend this important educational and professional event.

Travel funds are available to both graduate and undergraduate student affiliates who will be presenting research at the convention and who demonstrate financial need. Students receiving travel assistance are asked to volunteer some of their time to help with registration, the job bank, or the combined book exhibit at the conference. Awards will consist of \$125 cash to help defray the cost of convention travel. In order to be eligible to receive a Travel Award, you must be a student affiliate of APS, and your completed application must be received on or before February 10, 1998.

Requests for applications for travel awards should be sent to:

Jennifer Thomas
Dept. of Psychology
Texas Christian Univ.
Fort Worth, TX 76129
JCGARCIA@DELTA.IS.TCU.EDU

APSSC Student Grant

In 1994, the APSSC Executive Council created a funding source for APS affiliate members as an effort to assist and support student research. The main function of the APSSC Student Grant program is to allocate funding to be applied toward the purchase of research materials prior to data collection. It is intended to provide partial financial support to both graduate and undergraduate student affiliates of APS for the completion of their projects. Based on the eligible submissions, up to four graduate students will receive cash awards of \$250 each, and up to five undergraduates will receive cash awards of \$100 each.

To apply for the Student Grant, you must provide the following information:

- I. Complete and send a cover letter with the following information:
 - A. Your name, current address, telephone number, and e-mail address
 - B. Your current academic status (graduate or undergraduate)
 - C. Your area of research
 - D. Your APS membership number (found on the mailing label of the *Observer* or obtained by contacting the APS office)
 - E. The number of students involved in conducting your research project
 - F. Full name of the director of the research
- II. Complete an 8- to 10-page (double-spaced) type-written project summary containing a detailed description of your project including, but not limited to:
 - A. Research project's title (without author's name) at the top of each page
 - B. Summary of previous related research
 - C. Specific aims of the research (i.e., justify importance of research)
 - D. Clearly stated hypothesis of the research
 - E. Proposed methodology
 - F. Possible theoretical implications of the research project

In addition, your narrative should address: (1) the ability of the project to advance the field of psychology; (2) the project's ability to explain or assist in explaining some psychological phenomenon; and (3) the research design in relation to fulfilling these two previous criteria (in a clear conceptual manner).
- III. Verification that the research project has been approved by the Human Subjects Review Board or by the Animal Subjects Review Board for ethical treatment of subjects.

Send all of the above information including four (4) copies of both the cover letter and the project summary to:

Jeremy Moreland ♦ Attn: APSSC Student Grant Award ♦ Dept. of Psychology
Texas Christian Univ. ♦ PO Box 298920 ♦ Fort Worth, TX 76129

All application materials should be received no later than February 10, 1998. Additional inquiries about the Student Grant should be directed to Jeremy at the above address or via e-mail to: JLMORELAND@DELTA.IS.TCU.EDU

Call for Reviewer Nominations

The American Psychological Society Student Caucus (APSSC) Executive Council is currently seeking nominations for qualified reviewers for the 1997-1998 APSSC Student Research Competition and for the Student Grant Award. To be considered a qualified reviewer, the nominee must be a graduate student who is a student affiliate of APS and can demonstrate expertise in one of the following areas of psychological research:

Clinical ♦ Cognitive ♦ Developmental ♦ Educational or School
Industrial/Organizational ♦ Physiological ♦ Social

Students interested in being a reviewer for either of these competitions should send a letter requesting consideration, stating the area of research that he/she has expertise in, and a letter of recommendation from a faculty member to:

Jeremy Moreland ♦ Attn: APSSC Reviewer Nominations ♦ Dept. of Psychology
Texas Christian Univ. ♦ PO Box 298920 ♦ Fort Worth, TX 76129

Nominations must be received by January 15, 1998.

APSSC Officers ♦ 1997-1998

Each Executive Council Member welcomes students and others to contact them about any concerns or questions relevant to the member's respective office.

Executive Council

President

Susan R. Yoder
Department of Psychology
Kent State University
Kent, OH 44242
Office: 330-672-2166
FAX: 330-672-3786
Email: sperry1@kent.edu

Past-President

Nikki Scarberry
Department of Psychology
Texas Christian University
Forth Worth, TX 76129
Office: 817-921-7414
Fax: 817-921-7110
Email: nscarberry@delta.is.tcu.edu

Graduate Advocate

Jeremy Moreland
Department of Psychology
Texas Christian University
PO Box 298920
Fort Worth, TX 76129
Email: jlmorland@delta.is.tcu.edu

Undergraduate Advocate

David Samonds
86 Dana St.
Amherst, MA 01002
Email: dsamonds@student.umass.edu

Communications Director

Otto H. MacLin
Department of Psychology
University of Nevada-Reno/296
Reno, NV 89557
Office: 702-784-4710
Fax: 702-784-1358
Email: otto@scs.unr.edu

Volunteer Coordinator

Jennifer C. Thomas
Department of Psychology
TCU Box 298920
Texas Christian University
Fort Worth, TX 76129
Office: 817-921-7414
Fax: 817-921-7681
Email: jcgarcia@delta.is.tcu.edu

Student Notebook Editor

M. Kimberly Beal
Interdisciplinary Prog. in Social Psych./296
University of Nevada-Reno
Reno, NV 89557
Office: 702-784-6420
Fax: 702-784-4506
Email: kimbeal@equinox.unr.edu

Ethnic Minority Concerns Committee

Natesha Bailey
Tesda@aol.com

Mentorship Committee

TBA

STUDENT NOTEBOOK CONTINUED ON NEXT PAGE

APSSC Executive Council Additions

In addition to the members profiled in last month's Student Notebook, two more people have joined the APSSC Executive Council. Jeremy Moreland will be taking Deana Julka's position as Graduate Advocate, and Natesha Bailey has been appointed the Ethnic Minority Concerns Committee Chair.

Jeremy Moreland Graduate Advocate

I will be starting my fourth year of graduate study in the general experimental psychology program at Texas Christian University. My research interests include investigating the effectiveness of verbal-spatial display characteristics as learning tools for users with individual differences in cognitive strength. I am also interested in examining the use of learning strategies to gain insight into the cognitive processes involved in learner-display interactions.

Natesha Bailey Ethnic Minority Concerns Committee (EMCC) Chair

I am currently entering my first year of graduate school at the University of Baltimore. I will be working on my Masters degree in applied psychology with an emphasis in industrial/organizational psychology. I will pursue my interest in employee assistance programs while attending the university. My goals are to increase awareness of minority-related issues in psychology and to stimulate a greater interest in researching topics that concern minorities.

APS Student Affiliates . . . Express Yourself

The APS STUDENT NOTEBOOK is your space; take advantage of it! We are always seeking contributions from student affiliates: Brief articles (500-600 words), letters to the editor, or graduate school experiences. Through the STUDENT NOTEBOOK you can share your thoughts with other students across the nation. Send your draft contribution to:

M. Kimberly Beal
APS STUDENT NOTEBOOK Editor
Interdisciplinary PhD Program in Social
Psychology/296
University of Nevada, Reno
Reno, NV 89557
Office: 702-784-6420, FAX: 702-784-4506
Email: kimbeal@equinox.unr.edu

problem—even if it's something as simple as crossing the street without getting hit by a car. Many of our behaviors are best understood as adaptive reactions to the problems we face.

- Finally, when we stress the idea that our behaviors reflect the problems we face, it is easier to get students to appreciate the importance of individual differences. People from different cultures or socio-economic classes, for example, are faced with unique sets of problems to solve, and many of the individual differences that we see reflect this fact. A discussion of individual differences and cultural diversity flows naturally from the problem-solving approach.

Apply Adaptive Problem-solving Widely

We've only considered the topic of learning, but this same approach can be used to present most other topic areas in the introductory course, or other courses.

- **Biological Processes.** When you're talking about biological processes you can introduce the mechanics of neural transmission by highlighting the problem of internal communication. If you're driving and a small child runs into your path, that message needs to get from the environment to your brain and down to the muscles controlling your arms and legs.

- **Sensation and Perception.**

Similarly, when teaching sensation and perception, it is clear that we need a way to translate environmental messages, which come in the form of electromagnetic or physical energy, into the electrochemical language of the nervous system. We need some internal *translator* to change what are quite different external messages into a common internal code. The principles of transduction help us solve this very important adaptive problem.

Further, once the message reaches the brain, we need to maintain stability in the image interpretation. As you watch someone move across a room, the two-

dimensional retinal array changes dramatically, but we still see the same person, who remains constant in appearance, shape, and size. How? Well, the answer lies in a discussion of organizational principles in perception. Again, the idea is to introduce the topic as a kind of *solution* to an easy-to-understand adaptive problem.

- **Social Psychology.** As a final example consider attribution theory. I suggest that once again you lead with a concrete adaptive problem. Suppose you're walking down the street, and you see a sloppily-dressed man weaving toward you. Do you help him? Do you avoid him or hide from him? In cases like this, we need to interpret the behavior of others; to assign causes to behaviors so we can react appropriately. Attribution theory and social schemas are then *solutions* to an important and easy-to-understand adaptive problem.

Put Function First!

I encourage you to try the adaptive problem-solving approach in your lectures. I've found that it works extremely well. Putting function first provides a nice counterbalance to textbooks, which always seem to do it backwards. This is one way to get our students enthusiastic about the subject-matter. Lead with the function of the topic and your students will thank you as a result.

Suggested Readings

- Angell, J.R. (1907). The province of functional psychology. *Psychological Review*, 14, 61-91.
- Nairne, J.S. (1997). *Psychology: The Adaptive Mind*. Pacific Grove, CA: Brooks/Cole Publishing.

James S. Nairne is Professor of Psychological Sciences at Purdue University. He received his PhD from Yale University in 1981 and he has been teaching introductory psychology ever since. Address correspondence to: West Lafayette, IN 47907; e-mail: nairne@psych.purdue.edu; fax: 765-496-1264.

Organizational Profile

The International Society For Human Ethology

Origins and Purpose

The International Society for Human Ethology (IHSE) aims to promote ethological perspectives in the scientific study of humans worldwide. It encourages empirical research in all fields of human behavior using the full range of methods developed in biology and the human behavioral sciences, and operating within the conceptual framework provided by evolutionary theory. The goals of ethology are to document and integrate both proximate and ultimate explanations of behavior as it develops ontogenetically and phylogenetically.

Membership

ISHE is an international society with a membership of approximately 425 individuals in 36 countries. The society is highly interdisciplinary; members come from backgrounds and departments in psychology, anthropology, biology, primatology, psychiatry, nursing, and, of course, ethology. Members receive the *Human Ethology Bulletin* on a quarterly basis. Annual dues are US\$25/year or US\$60/3 years, with a reduced rate of US\$10/year or US\$25/3 years for students and professors emeriti/ae.

The "Organizational Profile," a regular feature of the *APS Observer*, informs the research community about organizations devoted to serving psychological scientists and academics. It is difficult for anyone to keep abreast of the various organizations of potential personal interest. This section should help in that task. The Editor welcomes your suggestions as to organizations warranting coverage.

OFFICERS

<i>President</i>	Charles B. Crawford, <i>Simon Fraser Univ.</i>
<i>VP/Pres-Elect</i>	Linda Mealey, <i>Univ. of Queensland</i>
<i>Past-President</i>	William R. Charlesworth, <i>Univ. of Minnesota</i>
<i>Secretary/Webmaster</i>	Karl Grammer
<i>Treasurer</i>	Barbara Fuller, <i>Univ. of Colorado</i>
<i>Membership</i>	Nancy Segal, <i>California State Univ.-Fullerton</i>
<i>Editor</i>	Glenn Weisfeld, <i>Wayne State University</i>

BACKGROUND

ISHE was founded in 1972 to promote the exchange of knowledge and opinions concerning human ethology between scientists in a variety of disciplines. Key figures in the initiation of the society were its first President, Irenaus Eibl-Eibesfeldt, Daniel G. Freedman, and William Charlesworth. The core topics of ethological inquiry are the same now as they were in 1972 and they include: Fundamental and universal human behaviors such as infant attachment, emotion, dominance and other social relationships, nonverbal communication, courtship, and ritual. The methods and scope of inquiry have, however, expanded. Originally based on longitudinal naturalistic observations and cross-cultural fieldwork, ethologists now use, in addition, more technological methods borrowed from medicine, neurophysiology, behavior genetics, and computer science.

Ethology has close ties to many disciplines both within psychology (e.g., evolutionary psychology, comparative psychology, developmental psychology, and linguistics), and without (e.g., behavioral ecology, evolutionary biology, physical anthropology, and cultural anthropology). Recently, the arts have also come to the attention of theorists and practitioners. The underlying theme that brings all these disciplines together is the belief that human behavior, cognition, and affect have evolved through the processes of natural and cultural selection, and that a Darwinian framework provides the best vantage from which to design and interpret research.

ISHE provides a forum for interdisciplinary discussion via its quarterly publication, the *Human Ethology Bulletin*. The *Bulletin* features book reviews, a current bibliography, information about related societies and meetings, and animated discussion from the membership. More intimate exchanges unfold at the five-day Congress, which is held in alternate years on alternate sides of the Atlantic. (The 1994 Congress was held in Toronto; the 1996 Congress was held in Vienna.) The 1998 Congress will be held August 19 through August 23 at Simon Fraser University in Vancouver, British Columbia, Canada.

Contact:

Membership/subscription:

Barbara Fuller,
Univ. of Colorado
School of Nursing
4200 E. 9th Ave.
Denver, CO 80262
Fax: 303-270-8660
fullerb@essex.hsc
.colorado.edu

Bulletin:

Glenn Weisfeld
Psychology Dept.
Wayne State Univ.
Detroit, MI 48202
fax: 313-577-7636
weisfeld@gopher.chem
.wayne.edu.

Meeting information:

Charles Crawford
Psychology Dept.
Simon Fraser Univ.
Burnaby, Canada V5A 1S6
Fax: 604-291-3427
usercbc@cc.sfu.ca.

Web page:

<http://evolution.humb.univie.ac.at>

COMPARATIVE FROM PAGE 21

and other animals might use similar mechanisms to time in the second to minute range, much like they use similar mechanisms to see and hear."

In one type of timing experiment, subjects are trained to distinguish tones of short or long duration, then are asked to classify additional examples (many of which are intermediate in duration) as 'short' or 'long.' The similarities between performances of rats and humans are many. The subjective dividing line between the 'short' and 'long' tones ("T $1/2$ ") occurs at the geometric mean of the two. [That is, at the square root of 'short' times 'long.' Thus, 2 seconds is the geometric mean of 1 second and 4 seconds, while the more common meaning of average, the arithmetic mean, or one-half the sum of 'short' plus 'long,' would be 2 and $1/2$ seconds.] The response is symmetrical about T $1/2$. The curve for humans is steeper than for rats, which is to say humans can tell the difference between tones that differ less in duration, but otherwise the graphs of the human and rat data have similar characteristics.

A common model for the sense of timing involves a pacemaker that emits pulses. The brain registers the number of pulses of the pacemaker and compares it (by ratio) to the number remembered from the trained interval with the number in the presented interval. This model can account for the shape of the response in both species.

Church contrasted this pacemaker-accumulator model with an alternative multiple-oscillator model, in which only the phase of each internal clock (i.e., "day" or "night") is registered, not the number of cycles. This time-sensitive system involves (an unspecified number of) internal "clocks," or periodic processes, ranging in length of cycle from less than one second up to the diurnal range. A composite measure of the pattern of phases of the array of clocks is remembered, and compared. This model also can account for the T $1/2$ point and for the symmetry of response around T $1/2$. An impressive bonus of this phase array model is that it can account for systematic errors made by both rats and humans, in which certain durations are routinely underestimated, and others overestimated.

"It would be really nice to have one theory of timing that worked for both animals and humans. I see no reason why we can not achieve this goal," concluded Church.

Visual Cognition and Artificial Division

Presenter Robert G. Cook of Tufts University studies the visual cognition of birds and humans. The original idea behind animal studies was to elucidate the basic elements of psychology, maintained Cook in his opening remarks, but "despite the importance of comparative questions in the early development of psychology, as expressed in the work of Thorndike, Pavlov, Skinner, Lashley and Hebb, modern psychology treats animal and human cognitive functioning as essentially unrelated enterprises."

This split in the study of human and animal thought and behavior, he lamented, "is an unfortunate and highly artificial division—one that prevents the development of a true cognitive science." Cook described experiments in which pigeons were

trained to locate the odd area within a visual display (as, for example, the darker part, or the area with dots of a different shape). The birds recognized the target regions very much as we would. And for one sample display that left the audience wondering, Cook said, "There's a target here; you can't see it; the birds can't either!" The pigeons evidently process visual information such as color, orientation, and brightness, through several channels at once, just as humans do.

But despite the many similarities of visual function, there is a crucial difference between the neuroanatomy of bird vision and human vision. In most birds, the primary visual function is mediated by a "tectofugal" pathway, in conjunction with a secondary "thalamofugal" pathway. In humans and other mammals, the relative importance of these two visual pathways is reversed.

For example, whereas birds with damage to the tectofugal pathway show the greater loss of function, in people it is damage to the geniculo-striate (or thalamofugal) pathway that causes the greater loss of visual function. Some people with such brain damage have "blind sight," in which they claim they are blind; yet, when asked to walk across a room, they can avoid obstacles placed in their path, without knowing how they do so! Because blind sight in humans is presumably mediated by the tectofugal pathway, the pathway of primary importance for bird visual function, Cook reasons that among other benefits, "the study of bird vision should lead to a greater understanding of human blind sight."

Grammar Precursor

Symposium speaker Herbert S. Terrace of Columbia University has conducted innovative experiments on the ability of animals to learn arbitrary sequences. His work was prompted by scientific reports of language use by apes. "There was a claim," he explained, "that a lexical sequence was the equivalent of a grammatical sentence."

But in comparative exploration across species, Terrace has examined the ability of monkeys, pigeons, and people to memorize lists and finds major differences between birds and apes but, not too surprisingly, great similarities between apes and people. For example, while pigeons are able to learn which element of a series is first, and which is last, their memory performance is very poor concerning the order of internal members of a series when the internal members are presented without the first or last element.

Apes and humans, meanwhile, do perfectly well on the internal items presented in isolation. Furthermore, there are many similarities in the way in which apes and humans accomplish the task of serial learning. As symposium discussant John R. Anderson of Carnegie-Mellon University summarized, "Pigeons are not capable of the transitive inferences that primates are."

These striking similarities (between the memory strategies of apes and humans for these arbitrary sequences) indeed raise the question as to whether this sort of sequential learning is a precursor of the human capacity for grammar. In any case, the results suggest that the distinction between birds and primates

CONTINUED ON NEXT PAGE

FROM PREVIOUS PAGE

is, at least in this case, greater than the distinction between humans and apes.

Causal Judgment

Edward A. Wasserman of the University of Iowa has uncovered striking similarities between causal judgment by college students and the associative learning process in animals as studied by Pavlov and Thorndike. "Mathematical models of associative learning not only can predict human causal judgment, but these models often outperform" the alternative theories that assume people are intuitive statisticians or logicians.

In addition to the basic rules of classical conditioning, there operates, says Wasserman, "psychological rivalry between concurrently presented stimuli; in animal studies this is called 'cue competition,' while in human studies it is referred to as 'causal discounting.'" One aspect of this rivalry is the so-called "relative validity effect." Twenty years after their first pigeon studies, Wasserman and colleagues examined the relative validity effect in causal judgment in humans. "Not only did we replicate the earlier data, but it led to a revision of Rescorla and Wagner's theory of associative learning," said Wasserman.

In these studies, human subjects were provided with descriptions of a hypothetical case of a patient experiencing a food allergy. The allergic reaction was described as occurring after meals that included foods A or B alone or in combination with food X. In all experiments, X was equally likely to be present or absent in cases where the allergic reaction occurred. That is, statistics would say that X should not be a cause. The strength of the association of A and B with the allergic reaction was varied. The less strongly A or B were correlated with the allergic reaction, the more causality was ascribed to X; and the more A or B controlled the allergic reaction, the less causality was attributed to X, despite the fact that X was followed by allergic reaction in exactly half the examples. Furthermore, the causal rating for X changed after trials in which X was not presented. After a trial in which A or B without X was followed by the allergic reaction, the causal rating for X fell; and after a trial in which A or B without X was followed by no allergic reaction, the causal rating for X rose.

Wasserman pointed out that the original Rescorla and Wagner model has equations for (1) the stimulus followed by the reinforcer, and (2) the stimulus without the reinforcer. To model his results, in which trials that did not present stimulus X affected the causal rating of stimulus X, Wasserman adds two more equations: (3) stimulus not presented, reinforcer presented, and, (4) stimulus not presented, reinforcer not presented either. For each equation, there are coefficients indicating the strength of the presented and nonpresented stimuli; as these coefficients approach zero in equations 3 and 4, Wasserman's model approaches the Rescorla and Wagner original. The salience of nonpresented stimuli may differ from situation to situation and from species to species.

Universal Principles, Different Worlds

Discussant Anderson concluded, "It is not possible to understand the learning or behavior of an organism without understanding how it is adapted to its environment. Humans and animals face environments that are in many ways similar. However, to the extent that species live in 'different worlds,' there will not be species-universal principles of learning and behavior. Even in the case of similar learning and behavior, the neural mechanisms underlying them are not always the same."

Anderson applauded the fact that these studies of mechanisms of perception help cognitive research to escape from the "disembodied cognition [approach] in which they just assumed that some representation of the external world was dumped into working memory."

Anderson still believes that humans have deliberate cognitive strategies, while rats and pigeons do not. "But," he says, "there is human learning that occurs without a subject being able to report it." This non-reportable knowledge plays an important role in human behavior and constitutes a much more efficient way of getting things done than conscious and reportable procedural rules. If you had to know how you know everything you know, you would be caught in an infinite loop and would become incapacitated by virtue of the overwhelming intellectual administrative effort required to accomplish such detailed tracking. "So," he asks, "why should any knowledge be left in this inefficient reportable declarative form?"

"So it can be reasoned and communicated about," he suggests. "Knowledge exists in conscious form if and only if it is the kind of knowledge a species wants to communicate." That is to say, reportability of knowledge may be "a reason for a species to have a mental life." **Paul M. Rowe**

Paul M. Rowe is a freelance science writer based in Washington, DC.

STOP!

Have you visited
APS on the Web yet?

Check out the AMERICAN PSYCHOLOGICAL SOCIETY'S World-Wide-Web homepage on the Internet and discover a whole world of information of relevance to the academic, applied, and research psychologist.

URL: <http://www.hanover.edu/psych/APS/aps.html>
or
URL: <http://psych.hanover.edu/aps/>



**AMERICAN
PSYCHOLOGICAL
SOCIETY**

TYLER FROM PAGE 13

want. They can, however, make decisions in ways that all parties to a dispute will feel are fair. Hence, the findings of psychological research are hopeful, and suggest effective ways for judicial authorities to manage discontent.

Public Discontent and the Exercise of Authority

While the findings outlined are hopeful, it is possible that recent changes within American society will make it more difficult for procedural mechanisms to serve as the basis for the viable exercise of authority. One potential problem is discontent with judicial authorities. The relationship between procedural fairness and the legitimacy of authorities is reciprocal. People are more likely to regard authorities as legitimate if those authorities exercise authority in fair ways. But, the actions of authorities who are already viewed as legitimate are also more likely to be interpreted as fair. Hence, authorities benefit from having prior legitimacy, and have more difficulty when they are not already respected by those with whom they deal. Public support for authorities is a valuable form of social capital, and it is more difficult to effectively manage without it. How can legitimacy be created and maintained? By exercising authority through the use of procedures that people evaluate as fair.

Diversity and Multiculturalism

A second potential problem is the changing character of American society. Although America has always been a society composed largely of immigrants, recent immigration patterns have raised questions about the future viability of legal and political authority within American society. One issue is increasing ethnic diversity. The procedural justice strategy is based upon the assumption that people of varying ethnic/racial backgrounds share a common concern with procedural fairness and define the meaning of fair procedures in similar ways. Interestingly, studies within the United States suggest that ethnic and racial diversity poses little threat to judicial authorities. There is widespread agreement across ethnic and racial groups both about the meaning of procedural fairness and that decisions should be deferred to if they are arrived at in a fair manner.

The other potential problem posed by diversity is not diversity itself but multiculturalism. Multiculturalism involves the loyalty of ethnic and racial minorities to their own subcultures. Traditionally, American society has encouraged immigrants and minorities to assimilate into mainstream American society, abandoning loyalty to the values of their ethnic or racial subgroups. Increasingly, however, minorities have resisted such pressure, arguing for the maintenance of their subcultural values within the context of a multicultural society. Is such a society a threat to the viable exercise of legal authority?

Psychological research suggests that it need not be. While the ability of authorities to function effectively using procedural strategies is enhanced when people identify with American values and institutions, that ability is not diminished if people also identify with their own cultural values. Hence, biculturalism need not threaten society. So, it is much more important that immigrants learn English than that they not continue to speak Spanish or Russian. On the other hand, if people identify only with their ethnic subgroup, and not with American society, then procedural mechanisms are less effective.

Those people who identify only with their own ethnic subgroup decide whether to accept a decision made by an authority by judging its favorableness, not the fairness of the procedures used to reach it.

In other words, research suggests that multiculturalism need not pose a threat to the operation of the American legal and political systems—but also that it could. What matters is the way multiculturalism is enacted. Tyler is currently testing these arguments in a large-scale survey of white and minority residents of Oakland and Los Angeles funded by the National Science Foundation and the Public Policy Institute of California. His study examines how both diversity and multiculturalism influence the basis upon which people are willing to accept the decisions made by legal authorities.

As the research outlined makes clear, the policies of legal institutions and authorities are shaped by assumptions about the psychology of human nature. Tyler's findings suggest that some of these core assumptions about human nature, which shape current judicial policies and institutions, are inaccurate. This research can help the judicial system to more accurately understand both why people generally obey legal rules and why they accept the decisions made by particular legal authorities. Such knowledge suggests the types of judicial policies and practices which will enhance public compliance with law. This research illustrates one of the important ways that psychology can give away its findings, in this case to benefit the judicial system.

References

- Dale T. Miller and Rebecca K. Ratner (1996). The power of the myth of self-interest. In Leo Montada and Melvin Lerner (Eds.), *Current societal concerns about justice*. New York: Plenum.
- Tom R. Tyler (1990). *Why people obey the law*. New Haven: Yale.
- Robert J. MacCoun (1993). Drugs and the law: A psychological analysis of drug prohibition. *Psychological Bulletin*, 113, 497-512.
- Tom R. Tyler (1990). *Why people obey the law*. New Haven: Yale.
- Raymond Paternoster, Robert Brame, Ronet Bachman, and Lawrence W. Sherman (1997). Do fair procedures matter? The effect of procedural justice on spouse assault. *Law and Society Review*, 31, 163-204.
- For a review of this literature, see E. Allan Lind and Tom R. Tyler (1988). *The social psychology of procedural justice*. New York: Plenum.
- Jonathan D. Casper, Tom R. Tyler, Bonnie Fisher (1988). Procedural justice in felony cases. *Law and Society Review*, 22, 483-507.
- E. Allan Lind, Carol T. Kulik, Maureen Ambrose, and Maria V. de Vera Park (1993). Individual and corporate dispute resolution. *Administrative Science Quarterly*, 38, 224-251.
- Tom R. Tyler and Gregory Mitchell (1994). Legitimacy and the empowerment of discretionary legal authority: The United States Supreme Court and abortion rights. *Duke Law Journal*, 43, 703-814.
- Tom R. Tyler, Robert J. Boeckmann, Heather J. Smith, and Yuen J. Huo (1997). *Social justice in a diverse society*. Boulder: Westview.
- Roselle L. Wissler (1995). Mediation and adjudication in small claims court: The effects of process and case characteristics. *Law and Society Review*, 29, 323-358.
- Tom R. Tyler, and E. Allan Lind (1992). A relational model of authority in groups. In M. Zanna (Ed.), *Advances in Experimental Social Psychology*, 25, 115-191.
- Tom R. Tyler, Heather J. Smith, Yuen J. Huo (1996). Member diversity and leadership effectiveness. In B. Markovsky, M. Lovaglia, and R. Simon (Eds.), *Advances in Group Processes*, 13, 33-66.
- Yuen J. Huo, Heather J. Smith, Tom R. Tyler, and E. Allan Lind (1996). Superordinate identification, subgroup identification, and justice concerns: Is separatism the problem, is assimilation the answer? *Psychological Science*, 7, 1, 40-45.

who are at risk for cardiac events triggered by mental stress.

Research is needed on why hemodynamic changes observed in patients during exercise do not predict their responses to mental stress, the serotonergic and dopaminergic systems, and the response of the coronary endothelium to stress-related neurohormones.

Mechanisms Precipitating Acute Cardiac Events

The study of mechanisms that precipitate or trigger heart attacks, arrhythmias, or sudden death has been limited by the fact that they occur when the affected individual is not available for observation or study. Nevertheless, we have important clues about these mechanisms. For example, the well-documented morning increase in all major cardiovascular events indicates an important role of the patient's physiology, activities, and behavior. Emotions such as anger may confer increased risk directly through neural and neuroendocrine pathways and may lower the threshold at which other triggers become effective.

Heart Disease in Women

Studies have found that women have a worse prognosis, both medical and psychosocial, than men following certain CHD events and treatments, but the reasons are not fully understood. For example, a recent study of bypass surgery patients found that women have less favorable physical and psychosocial risk profiles at the time of surgery.

Gender differences in susceptibility to stress-provoked myocardial ischemia are also thought to be important factors in the understanding of heart disease in women. Gender differences in cardiovascular reactivity are well documented, but not well understood. In part, these are the result of neuroendocrine influences, but also could be related to differences in receptor density or distribution, hemodynamic control variables, or psychological characteristics.

Genetic Influences

After taking into consideration all risk factors present in an individual, a history of CHD in the family adds a statistically significant additional amount of risk. Genetic research is not a new area of the behavioral sciences. Behavior genetics studies have helped us understand the extent to which cognitive, behavioral and psychological characteristics are inherited. However, we still need to learn more about the role of psychosocial and behavioral factors as moderators of phenotypic expression in cardiovascular disease.

Health-related Quality of Life

Health care professionals have become increasingly interested in the effects of medical treatments on the quality of patients' lives. The NHLBI routinely includes assessments of patients' quality of life in clinical trials and other studies of heart, lung, and blood diseases. These assessments have led to a number of important findings that have benefitted patients. For example, NHLBI trials have found that weight loss, either alone or in combination with drug therapy, improves quality of life and may, in fact, attenuate sexual dysfunction in men treated with certain antihypertensive drugs, such as chlorthalidone. Evidence suggests that reducing blood pressure itself may have beneficial effects on quality of life. Thus, in most individuals, hyperten-

sion can be treated with few, if any, effects on individuals' quality of life, encouraging adherence to treatment.

Prevention Research

The Institute supports a substantial research effort for primary and secondary prevention of disease including, among others, major commitments to community-based risk factor reduction studies, studies of diet and physical activity in children and adults, nonpharmacological interventions for hypertension, and prevention of smoking. Some of these efforts are specifically designed for minorities, in whom the incidence and prevalence of many diseases is higher than among non-minorities. Each of these areas presents unique challenges to behavioral research, as age, culture, socioeconomic status, and community variables exact their own requirements for optimal success.

Nowhere is the need for research more urgent than in the area of smoking cessation and prevention of smoking. Currently, the NHLBI funds several dozen smoking-related studies. These studies primarily address patients at risk for or suffering from cardiovascular and respiratory diseases. The recognition that cigarette smoking can affect us early in life has influenced the direction of NHLBI research. The effects of smoking during pregnancy, on perinatal outcomes, and on newborns are being assessed as are the effects of exposure to environmental tobacco smoke on children with and without asthma. Further research is needed to help prevent smoking in children and adolescents and to reach certain subgroups in which smoking is most prevalent.

Asthma

The management of asthma in both children and adults is affected by socio-cultural, financial, and ethnic factors. For example, this chronic disease affects a disproportionate number of African Americans and Latinos. Current research efforts focus on identifying which behavioral elements, such as peak-flow monitoring, are most effective in day-to-day asthma management. Psychologists play a major role in developing adherence plans and retaining patients in clinical trials.

Sleep Center

An estimated 70 million Americans at all stages of life have a sleep problem or disorder. The National Center for Sleep Disorders Research, located within the NHLBI, coordinates research, training, and education programs on sleep, sleep disorders, sleep deprivation and sleepiness with other NIH institutes, other federal agencies and public organizations. Ongoing research includes studies of sleep disturbances and the natural patterns of sleep to determine the effects on productivity, cognitive performance, quality of life and relationship to cardiovascular and pulmonary health.

Task Force on Behavioral and Social Sciences Research

In 1995, the NHLBI convened a task force of leading scientists in psychology, public health, and medicine to review the Institute's health and behavior research programs. The task force's report, expected by the end of this year, promises to be an important resource for all scientists. With this report to help guide us—and the interest and commitment of behavioral scientists—we're hopeful that the next 50 years at NHLBI will bring great advances in health and behavior research on heart, lung, and blood diseases. ♦

NHLBI FROM PAGE 3

eight participating clinical centers and the data coordinating center include psychologists among the study staff as co-investigators.

Multidisciplinary Research

This particular example illustrates an important point: the multi-disciplinary nature of much of the behavioral research conducted at NHLBI often involves psychologists, even if they are not principal investigators per se. A number of medical and surgical clinical studies involve psychologists in a health quality of life component, to support adherence, or to study psychosocial aspects of the disease or its treatment. In many instances, physicians and other health professionals have become interested in psychological issues and pursue research in collaboration with psychologists. Today, it is not unusual for psychologists to play prominent roles in program project grants, centers, large clinical trials and epidemiological studies, whether as principal investigators or co-investigators.

Finally, the NHLBI's institutional training grants support the development of new psychological scientists at the pre-and post-doctoral level. The Institute's career development awards assist more senior investigators who have outstanding research potential. For further information, contact the individuals named in the program descriptions below. They will be able to discuss your research proposal or ideas or direct you to a program director with a more direct interest in your research topic.

Psychology-relevant Extramural Research Programs At the National Heart, Lung, and Blood Institute

◆ Division of Epidemiology and Clinical Applications

The *Behavioral Medicine Research Group* supports basic and clinical research related to biopsychological and sociocultural factors in heart, lung, and blood diseases. This includes research on associations between lifestyle factors and personality variables that contribute to the etiology of disease; cardiovascular and neuroendocrine responses to stress; environmental and socio-economic

influences on health; development and testing of non-pharmacological interventions for specific diseases; effects of treatment on health quality of life; behavioral methods for modifying risk factors for disease (e.g., development of smoking cessation programs); and research on basic psychological principles relevant to these topics.

For information contact: Peter G. Kaufmann, PhD, Behavioral Medicine Research Group, 6701 Rockledge Dr. MSC 7936, Bethesda, MD 20892-7936; tel.: 301-435-0404; Peter_Kaufmann@nih.gov.

The *Prevention Scientific Research Group* oversees a program of intervention research for primary and secondary prevention of cardiovascular disease through identification and reduction of risk factors. Topics addressed include diet, physical activity, obesity, hypertension, hypercholesterolemia, and health-care seeking behavior.

For information contact: Denise Simons Morton, MD, PhD, Prevention Research Group, 6701 Rockledge Dr. MSC 7936, Bethesda, MD 20892-7936; tel.: 301-435-0377; SimonsD@gwgate.nhlbi.nih.gov.

◆ Division of Lung Diseases

The *Division of Lung Diseases* supports preventive, basic, epidemiologic, genetic, and clinical research in respiratory diseases. The Division has two major program areas: *Airway Biology and Disease Program* and *Lung Biology and Disease Program*.

Behavioral research is a component of several clinical and demonstration and


education projects. Behavior modification is the focus of rehabilitation programs in chronic obstructive pulmonary diseases (COPD), and is central to all smoking cessation interventions for pulmonary patients; research on management of asthma in children and adults, including socio-cultural, financial, and ethnic variables that affect prevalence, morbidity and mortality rates from asthma; and, studies of the effects of sleep disturbances and the natural patterns of sleep on productivity, cognitive performance, quality of life, and relationship to cardiovascular and pulmonary health.

For information contact: James Kiley, PhD, Airway Biology and Disease Program, NHLBI/DLD, Two Rockledge Ctr., 6701 Rockledge Dr., Bethesda, MD 20892-7952; tel.: 301-435-0202; KileyJ@gwgate.nhlbi.nih.gov.

NHLBI Funding Mechanisms

The NHLBI supports individual research grants (R01), new investigator (FIRST, R29) awards; program project grants (P01); small business research (SBIR; R41, R42, R43, R44), small grants that are restricted to analysis of existing data sets. The NHLBI also provides extensive support for institutional (T31, T32) and individual (F32, F33) pre-and post-doctoral training and research career development awards (K1, K2, K7, K12) to more advanced investigators in a wide variety of research disciplines. In addition, the NHLBI is especially interested in training of minorities. More information on NHLBI's research and training programs can be obtained from the Institute's home page at www.nhlbi.nih.gov/nhlbi/nhlbi.htm. ◆

Mark Your Calendar Now!!!!



The American Psychological Society's
10th Annual Convention
is May 21-24, 1998
in Washington, DC

Join APS In Celebrating 10 Years of Excellence In Psychological Science

For information, contact the APS Meetings Department at 202-783-2077

NHLBI Projects Whose PIs Are Psychologists

Fiscal Year 1996

NHLBI Psychology Grants in FY 1996

Continued from page 3

Principal Investigator	Affiliation	Grant Title
Jennings, J. Richard	Western Psychiatric Inst./Clinic	Cognitive and Cerebrovascular Sequels of Hypertension
Johnson, Ernest	Morehouse School of Medicine	Stress and Anger Management for Hypertension
Kelsey, Robert	SUNY-Stony Brook	Cardiovascular Adaptation to Recurrent Stress
Ketterer, Mark	Henry Ford Hospital	Psychophysiological Investigations of Myocardial Ischemia
Klesges, Robert	Univ. of Memphis	Population-wide Smoking Cessation/Prevention Program
Krantz, David	Uniformed Services Univ. of the Health Sciences	Biobehavioral Triggers of Ventricular Arrhythmias
Lando, Harry	Univ. of Minnesota	Promoting Smoking Cessation in Hospital Patients
Lane, James	Duke Univ.	Caffeine Effects on Stress Reactivity
Lasater, Thomas	Memorial Hospital, RH	Smoking Cessation Program for Low Income Pregnant Women
Light, Kathleen	Univ. of North Carolina	Blood Pressure Control: Racial and Psychosocial Influence
Light, Kathleen	Univ. of North Carolina	Enhancing Cardiovascular Health After Menopause
Lollis, Charles	Morehouse College	Stress and Anger Management for Those with Hypertension
Lovallo, William	Univ. of Oklahoma	Caffeine Influences on Exercise and Psychological Stress
Mahler, Heike	Univ. of California-San Diego	Spouse Preparation and Recovery of Coronary Artery Bypass Graft (CABG) Patients
Manuck, Stephen	Univ. of Pittsburgh	Biobehavioral Studies of Cardiovascular Disease
Matthews, Karen	Univ. of Pittsburgh	Antecedents of the Type-A Behavior Pattern
Matthews, Karen	Univ. of Pittsburgh	CHD Risk, Behavioral Stress, and Reproductive Hormones
McCubbin, James	Clemson Univ.	Stress, Estrogen, Opioids and Atherogenesis in Women
Mermelstein, Robin	Univ. of Illinois	Recycling Attempts and Relapsers in Smoking Cessation
Niaura, Raymond	Miriam Hospital	Nicotine Dependence and Smoking Relapse
Ockene, Judith	Massachusetts Medical Center	Smoking Interventions for Low Income Pregnant Women
Orleans, Tracy	Fox Chase Cancer Center	Assisting Older Smokers Using Transdermal Nicotine
Pomerleau, Cynthia	Univ. of Michigan	Binging and Weight Gain Upon Smoking Cessation in Women
Powell, Lynda	Rush-Presbyterian	Enhancing Recovery in Coronary Heart Disease
Quittner, Alexandra	Indiana University-Bloomington	Trial of Family Interventions for Cystic Fibrosis
Raczynski, James	Univ. of Alabama	Psychophysiological Investigations of Myocardial Ischemia
Raczynski, James	Univ. of Alabama	Enhancing Recovery in Coronary Heart Disease
Rand, Cynthia	Johns Hopkins University	Adherence Intervention for Minority Children With Asthmatics
Robinson, Leslie	Univ. of Memphis	Meta-analysis of Post-smoking Cessation Weight Gain
Rosen, Raymond	UMDNJ-Robert Wood Johnson Fdn.	Sleep Academic Award
Sawchenko, Paul	Salk Institute	Pathways Integrating Stress and Cardiovascular Responses
Schneiderman, Neil	Univ. of Miami	Biobehavioral Bases of CHD Risk and Management
Schneiderman, Neil	Univ. of Miami	Enhancing Recovery in Coronary Heart Disease
Scheier, Michael	Carnegie-Mellon Univ.	Effects of Personality and Context on Recovery from Coronary Artery Bypass Surgery
Severson, Herbert	Oregon Research Inst.	Modification of Maternal Smoking: Pediatric Intervention
Sheffield, David	East Tennessee State U.	Social Support and Myocardial Ischemia
Sherwood, Andrew	Duke Univ.	Biobehavioral Mechanisms of Blood Pressure Regulation
Sherwood, Andrew	Duke Univ.	Menopausal Effects in Cardiovascular Stress Responses
Siegel, Jerome	Univ. of California-Los Angeles	Control of Muscle Tone by the Nucleus Magnocellularis
Siegler, Ilene	Duke Univ.	Surveillance and Analysis of the UNC Alumni Heart Study
Spring, Bonnie	Finch Univ.	Promoting Smoking Cessation and Reducing Weight Gain
Stoney, Catherine	Ohio State Univ.	Effects of Behavioral Stress on Lipids and Lipoproteins
Suarez, Edward	Duke Univ.	Hostility and CHD: SNS, Lipid and Cell Molecular Mechanisms
Toobert, Deborah	Oregon Research Inst.	Lifestyle Management for Women with CHD and Non-Insulin Dependent Diabetes Mellitus
Treiber, Frank	Medical College of Georgia	Antecedents of Hypertension: Role of Race and Stress
Turner, J. Rick	Medical College of Georgia	Sociodemographic Regulation of Cardiovascular Function and Structure
Zimmerman, Barry	CUNY-Graduate School	Enhancing Family Self-regulation of Asthma in Minorities

Announcements

SERVICES

I'LL BRING OUT THE BEST IN YOUR BOOK OR PAPER. Perceptive editing for style, flow, clarity. Expert at adapting scholarly writing to general audiences. More than 20 years of experience. Karen Feinberg, (513) 542-8328 (Cincinnati); E-mail: 73732.1064@compuserve.com.

DISSERTATION COMPLETION CONSULTING: Individualized program assists with all aspects of dissertation and thesis research. By phone, by FAX, by mail, or in person. Write: The Academic Information Center, Dissertation Completion Project, 9974 Scripps Ranch Blvd., Ste. 294, San Diego, CA 92131, or call "toll-free" 1-(888) 463-6999.

RESEARCH FUNDING AND AWARDS

The **Mensa Education and Research Foundation (MERF)**, in conjunction with Mensa International Limited, will make four to five awards of \$500 to be given in each of two categories (new investigator and senior investigator) for research or interpretive scholarship relating to intelligence or intellectual giftedness. Eligible research may cover psychological, sociological, educational, biochemical, neurological, or any other aspect of the field, or may involve research in intelligence testing, particularly relating to the upper end of the IQ distribution. Papers must have been published in a refereed journal or presented at a juried professional conference no earlier than Jan. 1, 1994, and must not exceed 30 pages in length. Deadline is Dec. 31, 1997. Contact: Caroline E. Mossip, MERF, PO Box 4125, Wayne, NJ 07474-4125; tel.: 973-838-4714; email: 102160.1337@compuserve.com.

The **Environmental Design Research Association (ERDA)** announces a new award program that recognizes environmental design research and practice. The program, the first to highlight the relationship between place-based research and design, includes two categories of awards: (1) design research awards that recognize projects that investigate the relationship between physical form and human behavior or experience; and (2) place design awards that recognize completed projects that demonstrate excellence as human environments. The program is open to designers and researchers in environmental psychology. Deadline is Nov. 15, 1997. Contact: Janet Singer, EDRA, PO Box 7146; Edmond, OK 73803-7146; tel.: 405-330-4863; edra@telepath.com; http://www.aecnet.com/edra/.

Human Development and Social Change—Radcliffe Research Support Program offers grants of up to \$5000 for postdoctoral data

drawing on the center's data resources. Deadline is Oct. 15, 1997. Contact: The Henry A. Murray Research Center, Radcliffe College, 10 Garden Street, Cambridge, MA 02138; 617-495-8140; email: mrc@radcliffe.edu; http://www.radcliffe.edu/murray.

CALL FOR PAPERS/PROPOSALS

The ninth **Greater New York Conference on Social Research**, Nov. 20-21, 1997, at Fordham Univ., is inviting papers from college and graduate students from the Greater New York area (CT, NJ, NY, PA) in the social sciences. Deadline is Oct. 23, 1997. Contact: Dennis P. Carmody, 201-915-9418.

The **McDonnell-Pew Program in Cognitive Neuroscience** is seeking proposals for its new Career Development Matching Grants for New Faculty initiative. Institutions with strong psychology or cognitive science programs considering hiring new junior faculty with an expertise in cognitive neuroscience into tenure-track positions within departments of psychology are invited to submit applications. The program will match the institutional start-up funds provided to new faculty on a dollar-for-dollar basis, up to a maximum of \$50,000 per year for three years. Detailed information and application guidelines can be obtained from www.jsmf.org; via email at info@jsmf.org; or by calling 314-721-1532. See ad in this issue for more details.

The **First International Conference on Child & Adolescent Health**, to be held June 2-6, 1998, in Hong Kong, is seeking abstracts for oral and poster presentations. Abstract deadline is Nov. 14, 1997. Contact: Sarah Wilkinson, Child & Adolescent Mental Health Conference Secretariat, Elsevier Science Ltd., The Boulevard, Langford Lane, Kidlington, Oxford OX5 1GB, UK; tel.: +44 (0) 1865 843691; fax: +44 (0) 1865843958; email: sm.wilkinson@elsevier.co.uk; http://www.wilsevier.nl/locate/iccammh. See ad in this issue for more details.

A forthcoming special issue of *Behavioral Sciences and the Law* will be devoted to Behavioral Science and Mental Health Issues in Law Enforcement. Possible topics include but are not limited to: criminal investigation; interrogation tactics; waiver of rights by suspects; voluntariness of confessions; reliability of lineups and other identification procedures; criminal profiling; crime scene analysis; management of mentally impaired suspects and perpetrators; treatment of distressed and impaired law enforcement personnel; police personnel selection procedures; psychological and psychiatric consultation to law enforcement agencies; and police corruption and brutality. Manuscripts should be 20-35 double-spaced pages adhering to the style requirements of the *American Psycho-*

logical Association Publication Manual or the 15th Edition of the *Uniform System of Citation*, contain a 150-word abstract, and be submitted in triplicate to: Charles Patrick Ewing, Senior Editor, Behavioral Sciences and the Law, 723 O'Brien Hall, State University of New York, Buffalo, NY 14260. For further information direct e-mail to cewing@acsu.buffalo.edu or call (716) 645-2770. Deadline: March 1, 1998.

The **John Templeton Foundation** is seeking proposals for scientific studies on forgiveness. Proposed studies should be scientifically valid and methodologically rigorous. Deadline is October 15, 1997, for the letter of intent and December 1, 1997, for the full project submission. Contact: The John Templeton Research Foundation, Forgiveness Research, PO box 8322, Radnor, PA 19087; tel.: 610-687-8942; fax: 610-687-8961; http://www.templeton.org/rfp.htm. See ad in this issue for more details.

Basic and Applied Social Psychology invites contributions to a special issue on Social Psychology and Aging, guest-edited by Scott F. Madey. One purpose of the special issue is to generate more interest in aging as an area of study for social psychologists by showcasing senior and new researchers who are currently integrating basic social psychological research with issues in aging and lifespan development. Submitted manuscripts can be on any topic in personality and social psychological aging. Some relevant topics include but are not limited to: relationships, stereotypes, intergroup processes, self-concept, cross-cultural and intergenerational issues, affect and cognition. Submit four copies of the manuscript (APA style) by January 1, 1998, to Scott F. Madey, Dept. of Psychology, Campus Box 1125, Washington Univ., St. Louis, MO 63130, e-mail sfmadey@artsci.wustl.edu, ph (314) 935-6539. Journal policies and procedures are described on the BASP web site: <http://www.artsci.wustl.edu/~mjstrube/basp.html>.

NEW JOURNAL

Group Processes & Intergroup Relations (GPIR) is a new journal, published by Sage Publications, targeted at social psychologists and researchers in intersecting disciplines with a focus on group processes and intergroup relations. GPIR provides a scientific forum for basic and applied social psychological research into many areas of critical social concern. The first two issues will be published in July and October 1998, after which the journal will appear quarterly. **APS members are invited to subscribe at a specially reduced rate.** Contact: Louise Harnby, Journals Marketing Manager, Sage Publications, 6 Bonhill St., London, EC2A 4PU, UK; tel.: +44 171 374 0645; fax: +44 171 374 8741; email: louise.harnby@sagepub.co.uk.

THE 20TH ANNUAL NATIONAL INSTITUTE ON THE TEACHING OF PSYCHOLOGY

JANUARY 3-6, 1998

TRADEWINDS HOTEL, ST. PETERSBURG BEACH, FLORIDA

Co-sponsored by The University of Illinois Dept. of Psychology, The University of South Florida Dept. of Psychology
and

The American Psychological Society

Registration is limited to 400 participants; early registration (before September 15) is highly recommended. Poster session proposals should be received by September 30, 1997, to guarantee space in the program, although later submissions will be considered if space remains available. The preliminary conference program includes several preconference workshops, three poster sessions, two participant idea exchanges, a social hour, and optional dinner and conversation on topics submitted by participants, a publishers' roundtable, book displays, and about 35 featured speakers well-known for their excellence in teaching psychology. The conference fee is \$295, which will also include meals (except dinners), refreshments at coffee breaks and poster sessions, and an evening reception. For more information write to:

Douglas A. Bernstein ♦ Dept. of Psychology ♦ University of Illinois ♦ 603 East Daniel Street ♦ Champaign, IL 61820
or contact the conference coordinator

Joanne Fetzner ♦ tel.: 217-398-6969 or 217-244-7902 ♦ email: jfetzner@s.psych.uiuc.edu



Charting a New Course!

A CALL FOR PAPERS

*The 23rd Annual Association
for Women in Psychology Conference
will be held at the Baltimore Hilton & Towers
in Baltimore, Maryland, March 5th - 8th, 1998
Sponsored by the University of Baltimore*

Submission Deadline: October 1, 1997

*A collection of these papers will be submitted to a publisher
shortly after the conference.*

The conference theme emphasizes creating and following plans for women's future. The seas to be navigated include health care (including mental health), education, diversity, welfare, affirmative action, and dealing with violence, among others. As is true for those guiding Clippers, to make progress one needs to enlist the support of many forces. AWP welcomes proposals that reflect feminist/womanist concerns and a sensitivity to diversity and multiculturalism. We want to present a series of paper sessions to address the conference theme; proposals are encouraged that will address ways to chart a new course in our individual and collective lives, in various areas of research and practice, and in public policy and social action. For a copy of the call for papers, please e-mail, call, or write:

Lynn H. Collins, AWP Conference Coordinator

Division of Applied Psychology and Quantitative Methods

University of Baltimore, 1420 North Charles St., Baltimore, MD 21201.

Phone: (410) 837-5283; Fax: (410) 837-5336. E-mail: Lcollins@ubmail.ubalt.edu.

Meeting Calendar

October

Minnesota Conference on Vision for Research and Grasp

October 2-4, 1997
Univ. of Minnesota
Contact: Lynn Carlson;
ccs@turtle.psych.umn.edu

International Society for the Advancement Of Respiratory Psychophysiology

Cape Cod, Massachusetts
October 13-15, 1997
Contact: Lawrence M. Schleifer, Program Chair, 10838 Antigua Terrace, #103, Rockville, MD 20852; tel.: 202-535-4221, x3038; fax: 202-535-5445

International School of Biocybernetics "Neuronal Bases and Psychological Aspects of Consciousness"

Naples, Italy
October 13-18, 1997
Contact: Cloe Taddei-Ferretti, Istituto di Cibernetica, CNR
Via Toiano, 6, I-80072 Arco Felice (Napoli), Italy; tel.: +39-81-8534113/8543131; fax: +39-81-5267654; email: neuros@mail.irtemp.na.cnr.it

American Academy of Child and Adolescent Psychiatry and the Canadian Academy of Child Psychiatry

Toronto, Canada
October 14-19, 1997
Contact: AACAP Meetings, 3615 Wisconsin Ave., NW, Washington, DC 20016; 212-966-7300

Conference on Spatial Information Theory

Pittsburgh, Pennsylvania
October 15-18, 1997
Contact: Stephen C. Hirtle, Program Chair, 135 N. Bellefield, Univ. of Pittsburgh, Pittsburgh, PA 15260; tel.: 412-624-9402; fax: 412-624-2788; email: cosit97@sis.pitt.edu; http://www.sis.pitt.edu/~cosit97

International Society for Developmental Psychobiology

New Orleans, Louisiana
October 22-25, 1997
Contact: P. Kehoe, Dept. of Psychology, Trinity College, Hartford, CT 06106; tel.: 860-297-2237; fax: 860-297-2538; email: priscilla.kehoe@mail.trincoll.edu

World Foundation for Medical Studies in Female Health

Key Biscayne, Florida
October 23-26, 1997
Contact: 516-944-3192

New England Psychological Association

North Easton, Massachusetts
October 24-25, 1997
Contact: Estelle R. Friedman, NEPA Secretary, 419 Norton Pkwy., New Haven, CT 06511-2828; tel.: 203-776-8324

American Academy of Psychologists Treating Addiction

Sarasota, Florida
October 24-26, 1997
Contact: Marc L. Zimmerman, Secretary/Treasurer, 10495 Old Hammond Hwy., Baton Rouge, LA 70816; tel.: 504-923-3672; fax: 504-928-5130; email: AAPTA@juno.com

Southern Regional Chapter of the Association for Women in Psychology

Wilmington, North Carolina
October 31-November 2, 1997
Contact: Patricia Owen-Smith, Oxford College of Emory Univ., Oxford, GA 30267; tel.: 770-784-8322; fax: 770-784-8364; email: psypos@emory.edu

November

The 13th Annual Meeting of the International Society for Traumatic Stress Studies

Quebec, Canada
November 6-10, 1997
Contact: Fax: 847-480-9282; email: istss@istss.com

Qualitative Methods in Psychology

New York City, New York
November 7, 1997
Contact: rausch@email.gc.cuny.edu

The 22nd Annual Boston University Conference on Language Development

Boston, Massachusetts
November 7-9, 1997
Contact: Conference on Language Development, 704 Commonwealth Avenue, Suite 101, Boston, MA 02215; tel.: 617-353-3085; email: langconf@louis-xiv.bu.edu

Association for Moral Education

Atlanta, Georgia
November 20-22, 1997
Contact: John Snarey, Emory Univ., Pitts Library Building Office #3, Atlanta, GA 30322; email: jsnarey@emory.edu

The 8th Australasian Mathematical Psychology Conference

Perth, Australia
November 27-30, 1997
Contact: <http://www.psy.uwa.edu.au/mathpsych/>

Interdisciplinary Workshop on Similarity and Categorization

Edinburgh, Scotland
November 28-30, 1997
Contact: <http://www.dai.ed.ac.uk/misc/simcat/> or simcat@dai.ed.ac.uk

December

Association for Research in Nervous and Mental Disease

New York, New York
December 5-6, 1997
Contact: Joan Hootor, ARNMD, College of Physicians and Surgeons, Columbia Univ., Box 23, 630 West 168th St., New York, NY 10032; tel.: 212-740-7608; fax: 212-305-4548.

1998

January

The 20th Annual National Institute on the Teaching of Psychology

St. Petersburg, Florida
January 3-6, 1998
Contact: Joanne Fetzner, tel.: 217-398-6969 or 217-244-7902; email: jfetzner@s.psych.uiuc.edu

February

The Association for the Study of Play

St. Petersburg, Florida
February 18-22, 1998
Contact: Dorothy J. Sluss, 70548 Human Development and Learning, East Tennessee State Univ., Johnson City, TN 37614; tel.: 423-439-6342; fax: 423-439-4439; email: sluss@access.etsu-tn.edu

The Society for Research on Adolescence

San Diego, California
February 26-March 1, 1998
Contact: Darwin Eakins and Belinda Conrad, c/o EC Enterprises, Inc., PO Box 1793, 835 Louisiana St., Lawrence, KS 66044-8793; tel.: 913-832-0737; fax: 913-832-2843; email: sra@ece.lawrence.ks.us

March**Association for Women in Psychology**

Baltimore, Maryland
 March 5-8, 1998
 Contact: Lynn H. Collins, AWP Conference Coordinator, Div. of Applied Psychology and Quantitative Methods, Univ. of Baltimore, 1420 N. Charles St., Baltimore, MD 21201-5779; tel.: 410-837-5283; fax: 410-837-5336; email: Lcollins@ubmail.ubalt.edu

The 56th Annual Meeting of the American Psychosomatic Society

March 12-14, 1998
 Clearwater Beach, Florida
 Contact: American Psychosomatic Society, 6728 Old McLean Villiage Dr., McLean, VA 22101-3906; tel.: 703-556-9222; fax: 703-556-8729; email: ampsychsoc@aol.com

The 12th Annual Conference on Undergraduate Teaching of Psychology: Ideas & Innovations

Ellenville, New York
 March 18-20, 1998
 Contact: Gene Idenbaum, Dept. of Psychology, SUNY-Farmingdale, Farmingdale, NY 11735; tel.: 516-420-2725; fax: 516-420-2452; email: Idenbea@Farmingdale.edu

Anxiety Disorders Association of America

Boston, Massachusetts
 March 26-29, 1998
 Contact: <http://www.adaa.org>

April**The 11th Biennial International Conference on Infant Studies**

Atlanta, Georgia
 April 2-5, 1998
 Contact: Lee Hunter, ICIS Atlanta, Dept. of Psychology, PO Box 5010, Atlanta, GA 30302-5010; tel.: 404-651-1616; email: leehunter@gsu.edu

The 14th European Meeting on Cybernetics and Systems Research

Vienna, Austria
 April 14-17, 1998
 Contact: <http://www.ai.univie.ac.at/emcst/>

American College of Clinical Pharmacology 17th Frontiers Symposium

Boston, Massachusetts
 April 25, 1998
 Contact: Susan Ulrich, ACCP Executive Director, 3 Ellinwood Ct., New Hartford, NY 13413-1105; tel.: 315-768-6117; fax: 315-768-6119; email: accplssu@aol.com

May**American Psychological Society**

Washington, DC
 May 21-24, 1998
 Contact: Melanie Weiner, APS, 1010 Vermont Ave., NW, Ste 1100, Washington, DC 20005-4907; tel.: 202-783-2077; fax: 202-783-2083; email: mweiner@capcon.net

June**First International Conference on Child & Adolescent Mental Health**

Hong Kong
 June 2-6, 1998
 Contact: Sarah Wilkinson, Child & Adolescent Mental Health Conference Secretariat, Elsevier Science, The Boulevard, Langford Lane, Kidlington, Oxford OX5 1GB, United Kingdom; tel.: ++44 (0) 8165 843691; fax: ++44 (0) 1865 843958; email: sm.wilkinson@elsevier.co.uk; www.elsevier.nl/locate/iccamlh

Crossroads in Cultural Studies

Tampere, Finland
 June 28, 1998
 Contact: Crossroads in Cultural Studies, Tampere Conference Service, PO Box 32, 33201 Tampere, Finland; tel.: +358-3-3664400; fax: +358-3-2226440; email: icsmail@uta.fi

July**Head Start National Research Conference: A Research Agenda on Children and Families in an Era of Rapid Change**

Washington, DC
 July 9-12, 1998
 Contact: Faith Lamb Parker, Project Director, Columbia School of Public Health, CPFH, 60 haven Ave., B#, New York, NY 10032; tel.: 212-304-5251; fax: 212-544-1911

The 6th International Conference on Work Values & Behavior

Istanbul, Turkey
 July 12-15, 1998
 Contact: Alison M. Konrad, Temple Univ., School of Business and Management, 13th and Montgomery, Philadelphia, PA 19122; fax: 215-204-8362; email: v5165e@vm.temple.edu

International Society for Research on Aggression

Mahwah, New Jersey
 July 12-17, 1998
 Contact: Roger N. Johnson, Rampano College, Mahwah, NJ 07430; tel.: 201-529-7755; fax: 201-934-9380; email: Rjohnson@Rampano.edu; <http://www.ski-town.com/ISRA>

August**The 14th International Congress of the International Association for Child and Adolescent Psychiatry and Allied Professions**

Stockholm, Sweden
 August 2-6, 1998
 Contact: <http://www.stocon.se/iacapap/index.html>

The 14th International Congress of the International Association for Cross-Cultural Psychology

Bellingham, Washington
 August 3-8, 1998
 Contact: <http://www.wvu.edu/~lonner.congress.html>

The 3rd Congress of the International Academy of Family Psychology

Athens, Georgia
 August 6-9, 1998
 Contact: Luciano L'Abate, Dept. of Psychology, Georgia State Univ., Atlanta, GA 30303; email: psylll@panther.gsu.edu

The 24th International Congress of Applied Psychology

San Francisco, California
 August 9-14, 1998
 Contact: Congress Secretariat, APA Office of International Affairs, 750 First St., NE, Washington, DC 20002-4242; fax: 202-336-5956

American Psychological Association Annual Meeting

San Francisco, California
 August 14-18, 1998
 Tel.: 202-336-5500

September**Society for Psychophysiological Research**

Denver, Colorado
 September 27-October 4, 1998
 Contact: Melanie Weiner, APS, 1010 Vermont Ave., NW, Ste 1100, Washington, DC 20005-4907; tel.: 202-783-2077; fax: 202-783-2083; email: mweiner@capcon.net

Send announcements to:
APS Observer ♦ Meeting Calendar
1010 Vermont Ave, NW ♦ Ste 1100
Washington, DC 20005
EWR@capcon.net

American Psychological Society 1997 Member Application

(The membership dues below are valid from 7/1/97 to 12/31/97)

Check one:

- This is my first membership application to APS. (Send application to: APS, PO Box 90457, Washington, DC 20090-0457)
 This is to change my membership record. (Return to: APS, 1010 Vermont Ave, NW, Ste 1100, Washington, DC 20005-4907)



AMERICAN
PSYCHOLOGICAL
SOCIETY

Name _____
Last First MI

Mailing Address _____

City _____ State _____ Zip _____ Country _____

Telephone _____
Office (include extension) Home Fax

Institutional Affiliation _____
(spell out)

Education _____
Highest Degree Year of Degree Institution (spell out)

Major Field (circle one): Biological/Physiological ♦ Cognitive ♦ Clinical/Counseling/School ♦ Developmental ♦ Educational
 Experimental ♦ General ♦ I/O ♦ Personality/Social ♦ Quantitative

Specialty Area _____

Email Address _____

ANNUAL DUES

TO JOIN, SIMPLY COMPLETE THIS FORM AND RETURN IT TO APS WITH YOUR DUES PAYMENT OR VISA OR MASTERCARD AUTHORIZATION. THANK YOU!

PLEASE CHECK APPROPRIATE MEMBERSHIP DUES CATEGORY BELOW.
 ALL MEMBERSHIP CATEGORIES, EXCEPT THOSE NOTED, INCLUDE A SUBSCRIPTION TO THE **APS OBSERVER NEWSLETTER, PSYCHOLOGICAL SCIENCE, AND CURRENT DIRECTIONS IN PSYCHOLOGICAL SCIENCE.**

- Member U.S. \$85
- Member outside U.S. \$95
(Journals via surface mail, Newsletter via air mail)
- Retired (Over 65) \$45
- Retired (No journals) \$30
- Spouse (No journals) \$55
 Spouse name _____
- Student \$30
- Student \$60
(Residing outside U.S. with air delivery of newsletter)
- Postdoc or First-year PhD \$45
- Lifetime Member \$2500

TOTAL DUES	\$ _____	ICI300
Contribution	\$ _____	
TOTAL PAYMENT	\$ _____	
	(U.S. Currency)	

Please check method of payment:

- My check is enclosed (payable to APS)
 Please charge my Visa MasterCard

Account # _____

Expiration Date _____ Interbank # (MC Only) _____

Signature _____

If you elect **not** to receive *Current Directions*, deduct \$6 from Total Dues Payment. This deduction is NOT APPLICABLE to *Retired (No journals)* or *Spouse (No journals)* membership categories.



OBSERVER

Published by the American Psychological Society

Employment Bulletin ♦ September 1997

ARKANSAS

A postdoctoral fellowship in the laboratory of Dr. Sherry A Ferguson in the Division of Neurotoxicology at the **NATIONAL CENTER FOR TOXICOLOGICAL RESEARCH (NCTR)/FOOD AND DRUG ADMINISTRATION** in Jefferson, Arkansas, is available. The successful applicant will assist in ongoing rodent behavioral teratology projects (described below) as well as propose and conduct independent research on FDA-relevant compounds in the general area of neurobehavioral teratology. A background in microdialysis or the measurement of social behavior in rodents is desired but not necessary. Ongoing projects include: 1) the neurobehavioral teratology of prenatal treatment with retinoids, 2) animal models of Attention Deficit Hyperactivity Disorder induced by developmental cerebellar stunting. Areas of interest include the attenuation or exacerbation of neurobehavioral deficits by differential environments. The initial appointment is for one year with a maximum of three years available. Starting salary range is approximately \$37,000. Note that the laboratory location is in Jefferson, Arkansas, a small rural community approximately 35 miles south of Little Rock. For application, contact Ms. Linda McCamant, ORISE, PO Box 117, Oak Ridge, TN 37831 (phone: 423-576-1089). Send completed application to ORISE, but send copy of CV to Dr. Sherry Ferguson, HFT-130, NCTR, 3900 NCTR Road, Jefferson, AR 72079. *FDA is an Equal Opportunity Employer.* **AR1**

CALIFORNIA

SCIENTIFIC LEARNING CORPORATION, a private-owned San Francisco based company has a Research Scientist position immediately available for a PhD level reading specialist. Responsibilities include designing and overseeing research projects relating to the perceptual and cognitive aspects of learning to read in reading impaired and in normal children and adults; developing an effective brain science-based remediation program for

reading-impaired children and adults; assisting in the development and maintenance of an on-line productivity library of templates, models, and tools; and assisting on highly technical issues associated with the development of interactive training games. Minimum qualifications include a PhD in Cognitive Psychology, Neuropsychology, Child Psychology, or other related field with emphasis on reading, learning to read, reading instruction, or dyslexia; experience working with children with learning disabilities; an understanding of experimental design, data analysis, and cognitive and educational assessment models; an understanding of theoretical issues related to reading, dyslexia, learning to read, and phonological awareness. Experience working in a clinical or educational laboratory, or an experimental classroom setting as well as a background in language, language learning, visual psychophysics, and perceptual learning are also desirable. Both entry-level scientists and experienced scientists with a track record working in this field are encouraged to apply. Please fax cover letter and resume or reply via email to: Scientific Learning Corporation, Attn: Dr. Michael Merzenich, 417 Montgomery Street, Suite 500, San Francisco, CA 94104, Fax (415) 296-1481, e-mail: merz@scilearn.com. For more information, see <http://www.scientificlearning.com/>. **CA1**

Two Positions at CALIFORNIA STATE UNIVERSITY, FULLERTON: Applied Psychology: The Psychology Department has a tenure track assistant professor position beginning August 1998. The position is for an applied area of psychology, such as health, industrial/organizational, community or applied cognitive. We are seeking an individual with a strong commitment to excellence in both teaching and scholarly accomplishments and a desire to supervise undergraduate and graduate research projects, including masters theses. This position requires that the individual be actively involved in our internship programs. **Psychology of Aging:** The Psychology Department has a tenure-track assistant professor po-

sition beginning August 1998. This second position is for any subarea of the psychology of aging/gerontology except direct provision of clinical/counseling services. We are seeking an individual with a strong commitment to excellence in both teaching and scholarly accomplishments and a desire to supervise undergraduate and graduate research projects including masters' theses. The CSUF campus is the home of the Ruby Gerontology Center and CLE, an organization of retired individuals dedicated to continuing learning at the university. The department participates in an interdisciplinary minor and certificate program in Gerontology. **To apply**, send a letter outlining teaching and research interests, vita, representative reprints, or preprints, evidence of teaching excellence or promise, and three letters of recommendation to: **Applied Psychology Search Committee** or **Psychology of Aging Search Committee**, Department of Psychology, CALIFORNIA STATE UNIVERSITY, FULLERTON, PO Box 6846, Fullerton, CA 92834-6846. Review of applications will begin on December 1, 1997, and continue until the position is filled. A PhD is required for a tenure track appointment (advanced ABD's will be considered). *CSUF is an Affirmative Action, Equal Opportunity Employer.* More information is available at <http://psych.fullerton.edu/search>. **CA2**

VISION SCIENCE—The Department of Psychology at the **UNIVERSITY OF CALIFORNIA, SANTA BARBARA**, invites applications for a tenure-track position at the rank of Assistant Professor effective Fall 1998. Applicants with a strong research program in any area of Vision Science are encouraged to apply. Possible area of specialization include but are not limited to: visual perception, visual neuroscience, and computational vision. Teaching responsibilities include instruction at both the undergraduate and graduate levels as well as supervision of students in research. Candidates must show evidence of excellence in both research and teaching. A PhD is required at the time of appointment. Applicants

should submit a letter describing research and teaching interests, curriculum vita, representative pre/reprints, and arrange to have three letters of recommendation sent to: Vision Science Search Committee, Department of Psychology, University of California, Santa Barbara, CA 93106-9660. Applications and supporting letters must be received by November 15, 1997. *The University of California is an Equal Opportunity/Affirmative Action Employer.* **CA3**

STANFORD UNIVERSITY PSYCHOLOGY DEPARTMENT plans two tenure-track appointments in the areas of Cognitive Psychology beginning in the academic year 1998. Appointments may be either at the junior or senior level. Candidates with strong research records in memory, thinking, language, perception, decision-making, cognitive neuroscience and/or computational/mathematical models of cognitive processes are encouraged to apply. Applicants should send a current curriculum vita, copies of their most important scholarly papers, and three letters of recommendation to: The Cognitive Psychology Search Committee, Department of Psychology, Building 420, Stanford University, Stanford, California, 94305-2130. The deadline for application is December 1, 1997. *Stanford University is an Equal Opportunity, Affirmative Action Employer. Women and minorities are strongly encouraged to apply.* **CA4**

STANFORD UNIVERSITY PSYCHOLOGY DEPARTMENT plans two tenure-track appointments in the area of Developmental Psychology broadly construed, beginning in the academic year 1998. Appointments may be either at the junior or senior level. Candidates with strong research records in any area of Developmental including Social, Personality, Physiological, Cognitive, and Developmental Neuroscience are encouraged to apply.

See Subject Index and the index instructions on page 76.

Applicants should send a current curriculum vita, copies of their most important scholarly papers, and three letters of recommendation to: The Developmental Psychology Search Committee, Department of Psychology, Building 420, Stanford University, Stanford, California, 94305-2130. The deadline for application is December 1, 1997. *Stanford University is an Equal Opportunity, Affirmative Action Employer. Women and minorities are strongly encouraged to apply.* CA5

DEVELOPMENTAL PSYCHOLOGY: THE UNIVERSITY OF CALIFORNIA, SAN DIEGO.

The Psychology Department at UCSD anticipates the hiring of up to two tenure track Assistant Professors in Developmental Psychology. Applicants should have a PhD or equivalent terminal degree, published empirical research, and a demonstrated ability to teach undergraduate and graduate classes in their area of specialization. Candidates should send curriculum vita, reprints, and names of three referees to the Developmental Search Committee, Department of Psychology, 0109, University of California, San Diego, La Jolla, CA 92093-0109. Complete applications received by December 5, 1997 will receive full consideration. Salaries are commensurate with qualifications and are based upon UC salary scales. Position contingent upon funding availability. *The University of California is an Affirmative Action/Equal Opportunity Employer.* CA6

Community Psychology: The Psychology Department at the **UNIVERSITY OF REDLANDS**, an undergraduate liberal arts institution, invites applicants with experience and research interests in community interventions with culturally diverse populations for a tenure track position at the assistant professor rank beginning in September, 1998. Potential areas of intervention might include but are not limited to substance abuse, health psychology, community empowerment, crime and gang prevention, social ecology, clinical outreach. The successful candidate is expected to teach six different courses during the academic year according to departmental needs. These are likely to include: Introductory Psychology, Personality Theories, Abnormal Behavior, and courses in his/her area of expertise. It is also expected that s/he will engage in scholarly research activity, advise students and supervise student research and field placement. Applicants must have a PhD in a relevant area of Psychol-

ogy. Exceptional ABD candidates will also be considered. The successful applicant should have demonstrated teaching experience. Candidates must submit a cover letter, a curriculum vitae, a separate statement of research interests, a separate statement of teaching philosophy, and three current letters of recommendation. Materials should be sent to: Chair, Psychology Department Search Committee, University of Redlands, PO Box 3080, Redlands, CA 92373-0999. In order to ensure full consideration, complete applications should be received by November 10, 1997 at 5:00 pm. *Applications from women and minority candidates are strongly encouraged. The University of Redlands is an Equal Opportunity Employer.* CA7

UNIVERSITY OF CALIFORNIA, DAVIS, DAVIS, CA 95616-8686

—The Department of Psychology, in conjunction with the Division of Social Sciences, invites applications for a tenure track position at the Assistant Professor level to begin September 1998, pending administrative approval. We seek a psychologist with empirical research expertise on Chinese and/or Japanese people. While the precise subfield (e.g., social, personality, developmental, cognitive, clinical), is open, we are seeking someone who is interested in cross-national or cross-cultural research involving China (including Taiwan) and/or Japan. Teaching experience is desirable; courses offered will support majors in Psychology and East Asian Studies. The PhD should be in hand by the date of appointment. *UC Davis is an affirmative action/equal opportunity employer with a strong institutional commitment to the achievement of diversity among its faculty.* Applicants should send a letter describing research and teaching interests, cv, and a writing sample to: Stanley Sue, East Asia Psychology Search, c/o Department of Psychology, University of California, One Shields Avenue, Davis, CA 95616-8686. In addition applicants should forward a placement file or solicit three letters of recommendation. Where possible, e-mail addresses of referees should be supplied. Applications must be received by 5 December 1997 to be assured of consideration. CA8

Department of Psychology at **CALIFORNIA STATE UNIVERSITY, LONG BEACH** invites applications for a tenure-track, assistant or associate professorship in **QUANTITATIVE METHODOLOGY** beginning Fall 1998. **Duties:** Teach a

variety of undergraduate and graduate courses in statistics, research methods, and speciality content area; supervise students in research activities including undergraduate projects and masters' theses; act as consultant to students and faculty on quantitative methodology issues; engage in scholarly activity leading to publication; participate in service to department, university and community. **Minimum Qualifications:** PhD (by time of appointment) in Quantitative Methodology or any substantive area of Psychology with a strong background in quantitative methodology. Evidence of effective teaching at the college level and scholarship leading to publication. Ability to communicate effectively with an ethnically and culturally diverse campus community. **Desired/Preferred Qualifications:** Potential to engage students in research activities. Experience consulting on quantitative issues. Potential for service to department, university, and community. **Required Documentation for Position:** Letter of application which is responsive to the minimum and desired qualifications; curriculum vitae; three letters of recommendation; transcript from institution awarding the PhD; reprints or preprints of papers published or presented; teaching portfolio including teaching statement, course syllabi, and teaching evaluation summaries. Position open until filled (or recruitment canceled). Review of applications to begin December 15, 1997. Applications, required documentation or requests for information should be addressed to Search Committee; Department of Psychology, California State University, Long Beach; 1250 Bellflower Boulevard; Long Beach, CA 90840-0901. **CALIFORNIA STATE UNIVERSITY, LONG BEACH, IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/TITLE IX EMPLOYER.** CA9

SOUTHERN CALIFORNIA COLLEGE DEPARTMENT OF PSYCHOLOGY AND GRADUATE PROGRAM IN MFCC seek applicants for five positions: (1) **Clinical/Counseling**—undergraduate, tenure track appointment (assistant professor rank). Teach counseling, clinical & general psychology courses, starting Jan. or Sept. 1998. PhD/PsyD required. (2) **Statistics/Research**—undergraduate, one-year appointment (instructor rank). Teach statistics, research & general psychology courses, starting Sept 1998. PhD required. Appointment contingent on funding. (3) **Family Therapy Specialist**—AAMFT supervisor preferred. Graduate, tenure

track appointment (associate professor rank). Teach family therapy courses and supervise practicum, starting Sept. 1998. PhD/PsyD required. Eligible for CA licensure. (4) **Clinical/Counseling**—AAMFT supervisor preferred. Graduate, tenure track appointment (associate professor rank). Teach a broad spectrum of counseling courses, starting Sept. 1998. PhD/PsyD required. Eligible for CA licensure. (5) **Child Therapy Specialist**—Graduate, tenure track appointment (assistant professor rank). Teach child therapy courses and supervise practicum, starting Sept. 1998 or Sept. 1999. PhD/PsyD required. Eligible for CA licensure. Appointment contingent on funding. For positions 1 & 2 send information to Dr. Shirley Albertson Owens, Chair, Department of Psychology. For positions 3, 4 & 5 send information to Dr. Dolores Jenson-Madden, Director, Graduate Program in MFCC. Include curriculum vitae, reprints, and three references (names, addresses, phone numbers). In order to ensure full consideration, applicants must respond by October 15, 1997. Mail to Southern California College, 55 Fair Drive, Costa Mesa, CA 92626. SCC is an evangelical Christian liberal arts college (sponsored by the Assemblies of God) with masters programs in (1) Education, (2) Religion, and (3) MFCC (Beginning Fall 1998). We seek faculty who can relate their faith to their discipline. *Women and minorities are encouraged to apply.* Additional information at <http://www.sccu.edu/program/academic/psych/positions.html>. CA10

DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF CALIFORNIA, DAVIS, DEVELOPMENTAL PSYCHOBIOLOGIST:

The Psychology Department at the University of California, Davis, invites applications for a tenure-track appointment at the Assistant Professor level to begin in July of 1998. Requirements for the position include: a PhD, a strong commitment to quality teaching at both graduate and undergraduate levels, and a well-defined research program in some area related to the biology of behavioral development. Preference will be given to candidates with at least two years of postdoctoral experience and demonstrated ability to obtain extramural funds. Interested applicants should submit curriculum vitae, statement of research and teaching interests, evidence of success in teaching, representative reprints or preprints, and three letters of reference. Review of applications will commence on October 15, 1997, and continue until the posi-

tion is filled. Send applications to: Developmental Psychobiology Search Committee, Department of Psychology, One Shields Avenue, University of California, Davis, CA 95616-8686. For information, contact the Search Committee Chair, Don Owings, at the above address, or via the Internet: dhowings@ucdavis.edu. *The University of California, Davis, is an affirmative action/equal opportunity employer with a strong institutional commitment to the achievement of diversity among its faculty and staff.* CA11

CLAREMONT GRADUATE UNIVERSITY—SOCIAL PSYCHOLOGIST: Tenure-track faculty position in Psychology Department, beginning Fall 1998, rank open. Candidates must have: a doctoral degree, a strong record of research and publication in social psychology, significant research on social issues (e.g., diversity, intergroup relations), and a record of conducting funded research. Responsibilities include assuming a major role in our graduate program in applied social psychology, teaching, research, and supervision of graduate student research and field experience. **Review of candidates will begin November 1, 1997** and continue until the position is filled. Candidates should send a vita, personal statement of their skills and experiences, examples of two research publications, and teaching evaluations to: Social Psychology Search Committee, Psychology Department, Claremont Graduate University, 123 E. Eighth Street, Claremont, CA 91711. *An Affirmative Action/Equal Opportunity Employer. Minority and Women candidates are encouraged to apply.* CA12

UNIVERSITY OF CALIFORNIA AT BERKELEY: The Department of Psychology invites applications for a tenure-track Assistant Professor position beginning July 1, 1998 in clinical psychology with a research emphasis in **adult psychopathology**. Applications for the position must be postmarked by **December 1, 1997**, and are to include a curriculum vitae and selected reprints sent to: Clinical Psychology Search Committee, Department of Psychology, 3210 Tolman Hall #1650, University of California, Berkeley, CA 94720-1650. Candidates must also arrange to have at least three letters of recommendation sent to the same address. Applications postmarked after the deadline will not be considered. *The University of California is an Equal Opportunity/Affirmative Action Employer.* CA13

Assistant Professor of Psychology: Outstanding teacher and productive scholar sought for tenure-track position to begin Fall 1998, to teach Psychopathology and four other courses (e.g., Personality, Industrial and Organizational, Cross-Cultural, Psych. of Women, Psycholinguistics, Clinical, Perception, Research Methods). Required: PhD, strong commitment to teaching and advising women undergraduates. Send letter, vitae, reprints, teaching evaluations, names of three references, by December 1, 1997, to: Psychology Search Ctte, Mills College, Oakland CA 94613. Located in the San Francisco Bay Area. *Mills is a selective liberal arts college for women. Persons of color and those committed to working in a multicultural environment are encouraged to apply.* AA/EOE. CA14

ASSOCIATE OR FULL PROFESSOR OF PSYCHOLOGY AND CLINICAL TRAINING COORDINATOR: THE UNIVERSITY OF LA VERNE, Department of Behavioral Sciences has an opening for an individual to function as Clinical Training Coordinator for its newly-established PsyD program in Clinical-Community Psychology, which is enrolling its first class of students in August 1997. This is a 12-month, tenure-track faculty appointment at the Associate or Full Professor level with an annual starting salary of up to \$54,000 (commensurate with experience and departmental equity). Although the preferred start date is January 1998, we have flexibility up to (but no later than) July 1, 1998. The ideal candidate will have a PhD or PsyD in Clinical Psychology from an APA-accredited program and have completed an APA-approved internship; be licensed as a psychologist in California (or be license eligible within 2 years of hire); and have a record of excellence in clinical training and supervision, teaching, and scholarly/professional development. The candidate's experience should also reflect commitment to a practitioner-scholar model within integrated clinical community theoretical context. The Clinical Training Coordinator will be expected to work closely with the Doctoral Chair in providing organizational and administrative leadership in the program and will be responsible for establishing and maintaining a field training network for the doctoral program and monitoring the quality of all aspects of student's clinical training experiences. Teaching at the undergraduate and graduate level will also be required (typical load is 3 courses per year). Reference posi-

tion #1802. **ASSISTANT PROFESSOR OF PSYCHOLOGY** (tenure-track): The Department of Behavioral Sciences also anticipates an opening at the Assistant Professor level for Fall 1998 (*pending budget approval*). Duties will include: teaching at the undergraduate and graduate level; supervision of student research and clinical fieldwork; and development of community-based programmatic research. We are looking for an individual who has an earned doctorate in Clinical Psychology (PhD or PsyD) from an APA-accredited program; an APA-approved internship; licensure as psychologist in California (or be license eligible with 2 years of hire); and relevant experience in or demonstrated commitment to teaching within a liberal arts institution. The ideal candidate will be prepared to teach psychology courses in existing undergraduate core areas (e.g. introductory; abnormal; theories of personality) and will also be expected to teach and develop courses in his or her area of expertise within the Department's newly established PsyD program in Clinical-Community Psychology. This is a 10-month position with a salary range from \$29,313 to \$37,361 (commensurate with applicant qualifications and departmental equity), and an expected teaching load of 6 courses per academic year. Reference position #1803. To apply for either position, please send a curriculum vita, representative publications, and the names and telephone numbers of three professional references to: Director, Human Resources, Position #, University of La Verne, 1950 Third Street, La Verne, CA 91750. FAX (909) 392-9508. The University of La Verne is a private, secular, liberal arts institution established in 1891 and accredited by the Western Association of Schools and Colleges to grant bachelor's, master's, and doctoral degrees to a student population of approximately 6,000. Housed within the College of Arts and Sciences, the Behavioral Sciences Department maintains a multidisciplinary faculty and offers undergraduate majors in psychology, behavioral science, anthropology, criminology, and sociology, along with master's degrees in counseling, and beginning in the fall of 1997, a PsyD in Clinical-Community psychology. The university is located approximately 40 miles east of Los Angeles at the foothills of the San Gabriel mountains, an area that enjoys a pleasant, Mediterranean-style climate year-round and is within commuting distance of a broad array of cultural and recreational attractions. The Department

of Behavioral Sciences is committed to multiculturalism and diversity with the context of community and we encourage applications from individuals who would help us further articulate and promote this commitment. *EEO. CA15*

CALIFORNIA STATE UNIVERSITY, SAN MARCOS expects to hire a tenure track assistant professor in industrial/organizational psychology for Fall 1998. Applicants must provide evidence of teaching excellence and must be interested in supervising Masters theses and developing and supervising field placements. Only candidates with active research programs will be considered. Applicants with expertise in social and multicultural issues, interest in technological applications, interdisciplinary work, and research that takes advantage of our ethnically diverse region are particularly encouraged to apply. PhD should be completed prior to date of appointment. Position subject to final authorization. Send vitae, statement of research/teaching interests and accomplishments, and arrange to have three letters of recommendation sent to I/O SEARCH, Psychology Program, California State University San Marcos, San Marcos, CA 92096-0001. To assure full consideration, application materials must be postmarked on or before November 1, 1997. However, applications will be accepted until a suitable candidate is found. *CSUSM is an Equal Opportunity/Affirmative Action/Title IX Employer. The University has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, members of minority groups, and people with disabilities.* CA16

WESTMONT COLLEGE Psychology Department: Two tenure track positions are to be filed with an anticipated start date of 8/98. Rank is open; assistant or associate level preferred. We are looking for competent, dedicated teachers with a demonstrated record of scholarship. PhD required or near completion. Clinical/counseling—Teach courses from among general, abnormal, counseling, personality, history & systems, and psychological testing; licensed or license-eligible in California; supervise students in practice; develop own scholarship. Physiological psychology—Teach courses from among general, physiological, motivation, comparative, history & systems, and sensation & perception or learning; supervise student research; conduct research that involves students

collaboratively. Westmont is a selective Carnegie I Christian College of the liberal arts and sciences, with 1,200 students, stressing excellence in undergraduate teaching and scholarship. As such, we seek faculty who can relate their faith to their discipline. Review of applications will begin October 15 and continue until positions are filled. Applicants should send cover letter and vita to: Search Committee, Psychology Department, Westmont College, 955 La Paz Road, Santa Barbara, CA 93108-1099, or email bsmith@westmont.edu. *Women and minorities are encouraged to apply.* CA17

Asst Professor. Clinical Psychologist or Marriage and Family Therapist. PhD or ABD status. \$38,028 - \$42,636. Experience in teaching and evidence of scholarly potential required and clinical supervision desirable. Licensed or license-eligible in Clinical Psych or MFT. Teach undergraduate courses as well as graduate courses in MS program with a marriage, family and child focus; candidate is also expected to participate in assigned and related duties. Contact Mary Gordon, Dept. Secretary, Behavioral Sciences Dept., Calif State Poly Univ, Pomona CA 91768, (909) 869-3890; FAX (909) 869-4930; E-Mail: mgordon@csu.pomona.edu. *Cal Poly Pomona only hires those individuals authorized to work in the United States and only recognizes degrees from accredited educational institutions.* AA/EOE. CA18

COLORADO

UNIVERSITY OF DENVER - Department of Psychology: Anticipates two tenure-track positions at the Assistant Professor level. The desired candidates' primary area of research would be in the area of Social, Emotions, Cognitive, or Quantitative Psychology. We are particularly interested in candidates who combine one of these primary interests with secondary interests in any of the above or neuroscience. The primary requirement for this position is excellence in research and teaching. Candidates applying in **Social and Emotions** should send a letter of interest, vita, at least three letters of recommendation and reprints/preprints to **Dr. Daniel McIntosh**, Search Committee, Department of Psychology, UNIVERSITY OF DENVER, Denver CO 80208. Candidates applying in **Cognitive and Quantitative** should send a letter of interest, vita, at least three letters of recommendation, and reprints/preprints to **Dr. Jan Keenan**,

Search Committee, Department of Psychology, UNIVERSITY OF DENVER, Denver, CO 80208. We will give priority to applications received by December 1, 1997 but will consider applications until the position is filled. *THE UNIVERSITY OF DENVER is committed to enhancing the diversity of its faculty and staff encourages applications particularly from women, minorities, veterans, and people with disabilities.* CO1

UNIVERSITY OF DENVER - Department of Psychology: Anticipates a tenure-track position in Child Clinical Psychology to begin Fall 1998. The primary requirement for this position is excellence in research and teaching. *We especially encourage applications from members of minority groups and individuals with interests in multicultural research.* Send a letter of interest, vita, at least three letters of recommendation and reprints/preprints to Chair, Child Clinical Search Committee, Department of Psychology, UNIVERSITY OF DENVER, Denver CO 80208. We will give priority to applications received by December 1, 1997 but will consider applications until the position is filled. *THE UNIVERSITY OF DENVER is committed to enhancing the diversity of its faculty and staff and encourages applications particularly from women, minorities, veterans, and people with disabilities.* CO2

POSTDOCTORAL RESEARCH TRAINING fellowships in developmental psychobiology available summer, 1998 at the **UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER IN DENVER** for MDs and PhDs. Program funded by NIMH training grant, "Development of Maladaptive Behavior." Application deadline is December 31, 1997. Write for informational brochure to: Program Director, UCHSC, Box C268-68, 4200 E. 9th Avenue, Denver, CO 80262. Or visit our web page at: <http://www.uchsc.edu/sm/psych/postdoc/postdoc.htm>. *Women and minorities encouraged to apply.* AA/EOE. CO3

ASSISTANT PROFESSOR: COGNITIVE NEUROSCIENCE: The Department of Psychology at **COLORADO STATE UNIVERSITY** is seeking applicants for a tenure-track position in the experimental psychology section with a specialization in cognitive neuroscience. Preference will be given to candidates at beginning assistant professor level who study the neural

basis of human cognition. **Requirements:** candidates must have a PhD with a specialization in cognitive neuroscience and demonstrate potential for excellence in research and teaching. The candidate will be expected to develop an externally funded research program. **Teaching responsibilities may include:** undergraduate physiological psychology, graduate cognitive neuroscience, graduate seminars, and supervision of an undergraduate human physiological psychology laboratory course. **Appointment date:** August 15, 1998. Applicants should send: (1) curriculum vitae, (2) at least three letters of recommendation, (3) copies of preprints and reprints, (4) statement of research and teaching interests, and (5) e-mail addresses of the applicant and references to: Cognitive Neuroscience Search Committee Chairperson, Department of Psychology, Colorado State University, Ft. Collins, Colorado 80523-1876. **All materials must be postmarked no later than November 1, 1997.** *The University and Department have a strong commitment to achieving diversity among our faculty. We are particularly interested in receiving applications from members of underrepresented groups and strongly encourage women and persons of color to apply for this position.* CSU is an EEO/AA employer. EO Office, 101 Student Services. CO4

ASSISTANT PROFESSOR: PSYCHOLOGICAL ASSESSMENT: The Department of Psychology at **COLORADO STATE UNIVERSITY** is seeking applications for a tenure-track faculty position in an APA-accredited program in counseling psychology. Appointment date: August 15, 1998. **Responsibilities include:** teaching intellectual, personality, and/or vocational assessment and the graduate level (test selection, administration, scoring, report writing, consultation), graduate research and practicum supervision, and undergraduate teaching (e.g. abnormal, clinical, testing). Preference will be given to candidates who have received their PhD from an APA-approved clinical or counseling program and who have demonstrated involvement in programmatic research concerning assessment-related topics (e.g. scale development, needs assessment, outcome evaluation, psychometrics, cultural diversity). Successful candidates must show potential for collaborating with faculty and students on the interface between psychological assessment and time-limited treatment interven-

tions. This is an entry-level position and preference will be given to beginning assistant professor candidates. Applicants should send: (1) a brief statement of teaching philosophy and current teaching/research interests; (2) curriculum vitae; (3) graduate transcripts; (4) reprints/preprints; (5) evidence of teaching effectiveness, e.g. teaching evaluations, syllabi; (6) at least three letters of recommendation; (7) applicant's e-mail address; and (8) e-mail addresses of the references. These materials should be sent to Chair, Counseling Psychology Search Committee, Department of Psychology, Colorado State University, Ft. Collins, Colorado 80523-1876. **All materials must be postmarked no later than November 1, 1997.** *The University and Department have a strong commitment to achieving diversity among our faculty. We are particularly interested in receiving applications from members of underrepresented groups and strongly encourage women and persons of color to apply for this position.* CSU is an EEO/AA employer. EO Office, 101 Student Services. CO5

CONNECTICUT

ASSISTANT PROFESSOR, DEVELOPMENTAL PSYCHOLOGY: The Department of Psychology at **YALE UNIVERSITY** expects to make an appointment at the rank of Assistant Professor in developmental psychology effective July 1, 1998. Applications representing any sub-specialization in this area, broadly defined, are welcome. Applicants are expected to provide high-quality teaching at the undergraduate level and in a graduate developmental program, and to have exhibited (or shown very clear promise of) excellence in research. *Yale University is an Equal Opportunity/Affirmative Action employer, and applications from women and minority group members are especially encouraged.* Please send a letter of application, a curriculum vita, papers or reprints, and arrange for three letters of recommendation to be sent to: Chair, Junior Developmental Search Committee, Department of Psychology, Yale University, PO Box 208205, New Haven, CT 06520-8205. Deadline for completed applications: December 1, 1997. CT1

The Psychology Department of **CONNECTICUT COLLEGE** seeks an **Assistant or Associate Professor for a tenure-track position in behavioral neuroscience/physiological psychology beginning in the 1998 Fall Semester.**

Possible courses to be taught are Behavioral Neuroscience (with lab), Psychology as a Natural Science, Research Methods, and courses in the faculty member's area of specialization (e.g. psychopharmacology, neuropsychology). The successful candidate will have an active program of research and publication and demonstrated potential for excellence in teaching. PhD is required. Connecticut College is a highly selective, private residential college with a strong commitment to the liberal arts tradition and an emphasis on broad interdisciplinary teaching and research. Faculty teach five courses per year. Tenured faculty receive 80% of salary during sabbatical leave. *Connecticut College is actively seeking to diversify its faculty and is an Affirmative Action/Equal Opportunity Employer.* Send letter of application, curriculum vitae, recent publications, and three letters of reference to: Joan C. Chrisler, Chair, Department of Psychology, Connecticut College—Box 5578, 270 Mohegan Avenue, New London, CT 06320-4196. Review of applications will begin on December 15, 1997 and continue until the position is filled. **CT2**

The Psychology Department of **CONNECTICUT COLLEGE** seeks an **Assistant Professor for a tenure-track position in clinical psychology (cognitive-behavioral orientation preferred) beginning in the 1998 Fall Semester.** Possible courses to be taught are Abnormal, Personality, Behavior Therapy, Systems of Psychotherapy, and a course in the faculty member's area of specialization. The successful candidate will have an active program of research and publication and demonstrated potential for excellence in teaching. PhD is required. Connecticut College is a highly selective, private residential college with a strong commitment to the liberal arts tradition and an emphasis on broad interdisciplinary teaching and research. Faculty teach five courses per year. Tenured faculty receive 80% of salary during sabbatical leave. *Connecticut College is actively seeking to diversify its faculty and is an Affirmative Action/Equal Opportunity Employer.* Send letter of application, curriculum vitae, recent publications, and three letters of reference to: Joan C. Chrisler, Chair, Department of Psychology, Connecticut College—Box 5578, 270 Mohegan Avenue, New London, CT 06320-4196. Review of applications will begin on December 1, 1997 and continue until the position is filled. **CT3**

DELAWARE

SOCIAL PSYCHOLOGIST. UNIVERSITY OF DELAWARE Psychology Department invites applications for a tenure-track position at the Assistant Professor level in Social Psychology to begin September 1998. More senior candidates with outstanding credentials will also be considered. The candidate must have a PhD and demonstrated excellence in teaching and research. The successful candidate will teach undergraduate and graduate courses. The person who fills this position will be expected to develop a productive program of research in laboratory or/and field settings, that involves graduate students and is competitive for extramural funding. Applications will be reviewed beginning December 1, 1997, and will be accepted until January 15, 1998. Applicants should submit a detailed cover letter discussing your experience and general teaching and research qualifications, a curriculum vita, statement of research plans, and three letters of reference to Prof. James M. Jones, Chair, Social Search Committee; Department of Psychology; University of Delaware; Newark, DE 19716-2577. *The University of Delaware is an Equal Opportunity Employer and encourages applications from minority group members and women.* For more information on the social program and the department, please see our Website at www.udel.edu/skeen/PSY/PSYhome.html. **DE1**

COGNITIVE PSYCHOLOGIST — The Department of Psychology at the **UNIVERSITY OF DELAWARE** is seeking to fill tenure-track position in cognitive psychology at the assistant or associate professor level, beginning September 1, 1998. Candidates with research interests in the area of visual perception or cognitive neuroscience are particularly encouraged to apply but candidates in any area of cognition will be considered. Responsibilities include: undergraduate and graduate teaching, and development of an active program of research. Qualifications include: PhD with demonstrated excellence in teaching and research. Send a cover letter curriculum vitae, three letters of reference to: Cognitive Search Committee; Department of Psychology; University of Delaware; Newark, DE 19716. Application deadline is December 1, 1997. *The University of Delaware is an Equal Opportunity Employer and encourages applications from minority group members and women.* For more informa-

tion on the cognitive program and the department, please see our Website at www.udel.edu/skeen/PSY/PSYhome.html. **DE2**

FLORIDA

POSTDOCTORAL RESEARCH TRAINING PROGRAM: FAMILY-BASED INTERVENTIONS FOR ADOLESCENT DRUG ABUSE. Unique 2 year NIH postdoctoral research training program in the nation's leading program in the family intervention sciences with minority drug abusing adolescents. The goal of the post-doctoral program is to prepare trainees for academic/research position. With close mentoring from senior faculty, fellows are involved outcome and process studies in family therapy with African American and Hispanic drug abusing adolescents. Faculty at the **CENTER FOR RESEARCH ON ADOLESCENT DRUG ABUSE** include: Drs. Howard Liddle, Jose Szapocznik, William Kurtines, Daniel Santisteban, Gayle Dakof, and Douglas Coatsworth at the **CENTER FOR FAMILY STUDIES OF THE UNIVERSITY OF MIAMI** and Drs. James Alexander and Charles Turner in the Psychology Department of the University of Utah. Fellows also interact with leading intervention scientists in consultations and at national conferences. Fellows participate in an advanced seminar on intervention science in adolescent drug abuse and may take additional courses. Fellows participate in the research grant proposal process, project conceptualization and writing, and receive training in the responsible conduct of intervention science. By their second year, fellows are helped to develop their own program of research in this field. Post-doctoral positions begin in 9/97. **Qualifications:** MD or PhD; demonstrated research skills; strong interest in intervention science. Write to Dr. Howard Liddle, Professor and Deputy Director, **CENTER FOR FAMILY STUDIES**, Department of Psychiatry and Behavioral Sciences, **UNIVERSITY OF MIAMI**, 1425 NW 10th Avenue, 3rd Floor, Miami, FL, 33136. Fax (305) 243-5577; hliddle@mednet.med.miami.edu. **FL1**

COGNITIVE OR SOCIAL PSYCHOLOGIST - UNIVERSITY OF FLORIDA: The Department of Marketing at the University of Florida invites applicants for one Assistant Professor position, effective August 1998. Applicants should have an interest in judgment and decision making and should be willing to investigate decision processes

in consumer and/or managerial contexts. Applicants must have a PhD or be ABD near completion, and should exhibit a potential for innovative and impactful research. Our faculty is composed of an attractive mix of consumer researchers, marketing strategists, and quantitative modelers. We offer a supportive research environment with limited teaching pressure. Gainesville offers a pleasant quality of life and a family-friendly community. Applications must be postmarked by October 22, 1997. Vitae, evidence of teaching ability, research papers and publications, and the names of three references should be sent to: Bart Weitz, Department of Marketing, PO Box 117155, Gainesville, FL 32611. *The University of Florida is an Equal Opportunity/Affirmative Action Employer.* **FL2**

Developmental Psychology. The Department of Psychology at **THE UNIVERSITY OF MIAMI** seeks **two** developmental psychologists to be appointed to tenure track **Assistant Professor** positions beginning August 15, 1998. Postdoctoral or prior academic experience is preferred. Responsibilities include maintaining an active research program, supervise graduate students, and teaching undergraduate and graduate students. Ability to provide strong research mentorship to graduate students in essential. Both positions are in the Applied Developmental Track of the Division of Child Psychology. The Child Division has nationally recognized programs in Applied Developmental, Clinical Child and Pediatric Health Psychology. The Division has recently moved into a new building with state-of-the-art computer facilities. Faculty in the division have extensive research collaborations involving community, state, and federal agencies, and the local school district, the fourth largest in the U.S. For either position the successful applicant will have research interests that complement the ongoing activities of the division. Current research projects within the division involve the study of developmental processes in infants and children at risk for learning or social disabilities and chronic illness, as well epidemiological studies of risk factors associated with developmental disorders. Active projects also focus on screening and identification of exceptional students, Head Start and the transition to public school, risk behavior in adolescents and the development and evaluation of intervention programs for infants, preschool and school aged children. For **one** of the two positions, appli-

cants are particularly welcomed with research interests in one of the above areas with additional expertise in new quantitative methods for modeling individual growth and treatment outcomes such as epidemiological statistics, hierarchical linear modeling, or growth curve analysis. Applicants with interest in cognitive science or strong developmental backgrounds from other applied disciplines, such as community or clinical psychology programs, are also welcome to apply. The University of Miami is a private, independent research university with over 13,000 undergraduates and graduate students. The Department of Psychology has 39 full-time faculty and is located on the University's suburban Coral Gables campus. *Opportunities are available for research with varied ethnic populations of children and adolescents. Applications are strongly encouraged from individuals with research interests involving minority populations.* Candidates should send a vita, reprints, statement of research interests, and 3 letters of recommendation to the Applied Developmental Search Committee, Department of Psychology, PO Box 248185, Coral Gables, FL 33124-2070. **Applications will be reviewed as received and the review process will continue until the positions are filled.** *The University of Miami is an equal opportunity affirmative action employer and a smoke/drug free workplace. Minorities and women are strongly encouraged to apply.* **FL3**

GEORGIA

Engineering Psychology/Applied Experimental Psychology--GEORGIA INSTITUTE OF TECHNOLOGY. The School of Psychology at Georgia Tech anticipates a position in the Engineering Psychology Program. Rank is open and, depending on qualifications, appointment may be made with tenure. The applicant's research area must fit with an identifiable or emerging area in engineering psychology or human factors with a primary emphasis within psychology as a science. The candidate will be expected to fulfill teaching needs within the program to maintain Human Factors and Ergonomics Society accreditation. The program maintains active collaboration with programs within the School of Psychology such as Cognitive Psychology/Cognitive Aging and Industrial/Organizational Psychology as well as with numerous units outside of the School including the College of Computing, Graphics, Visualization, and Usability Center (GVU), Indus-

trial and Systems Engineering, Physics, and the Georgia Tech Research Institute. Additionally, we maintain a wide variety of links to the industrial and business research community in the metropolitan Atlanta area. To apply, send a letter describing your program of research, vitae, three letters of recommendation, and representative reprints to Professor Arthur D. Fisk, Chair of Search Committee—Engineering Psychology, School of Psychology, Georgia Institute of Technology, Atlanta, GA 30332-0170. *Senior candidates may request that letters of reference be delayed pending selection.* For full consideration applications should be received by February 1, 1998. However, the search will remain open until the position is filled. Further information may be obtained by calling 404-894-6066 and the School's web site is at <http://www.gatech.edu/psychology>. **GA1**

MERCER UNIVERSITY: Tenure-track Assistant Professor in COGNITIVE PSYCHOLOGY beginning August 1998, PhD required, prior teaching experience preferred. Courses taught may include Introductory, Cognitive, Sensation & Perception, Research Methods, Statistics or other courses in the individual's specialty area to make a total annual load of 21 semester hours. Ability to teach an introductory-level Life Span Development course is desirable. Faculty in the department are committed to excellence in teaching and maintaining an active research program that engages undergraduates and prepares them for entry into graduate programs. Applicants should submit a cover letter describing their research and teaching interests, a copy of their vita, and three letters of recommendation to: Dr. Francis C. Dane, Chair Psychology Department, MERCER UNIVERSITY, Macon, Georgia, 31207-0001. Review of applications will begin December 1 and continue until the position is filled. *MERCER UNIVERSITY is an Equal Opportunity/Affirmative Action Employer that encourages applications from women and minorities.* **GA2**

MERCER UNIVERSITY: Tenure-track Assistant Professor in BEHAVIORAL NEUROSCIENCE beginning August 1998, PhD required, prior teaching experience preferred. Courses taught may include Introductory, Biopsychology, Sensation & Perception, Research Methods, Statistics or other courses in the individual's specialty area to make a total annual load of 21 semester hours. Faculty in the depart-

ment are committed to excellence in teaching and maintaining an active research program that engages undergraduates and prepares them for entry into graduate programs. Applicants should submit a cover letter describing their research and teaching interests, a copy of their vita, and three letters of recommendation to: Dr. Francis C. Dane, Chair Psychology Department, MERCER UNIVERSITY, Macon, Georgia, 31207-0001. Review of applications will begin November 1 and continue until the position is filled. *MERCER UNIVERSITY is an Equal Opportunity/Affirmative Action Employer that encourages applications from women and minorities.* **GA3**

Two Assistant Professors: Clinical Psychology. The Department of Psychology, UNIVERSITY OF GEORGIA, invites applications for two tenure-track positions in the Clinical Psychology doctoral program to begin in Fall, 1998. Applicants for one position are sought in the general area of Child/Family/Developmental Psychopathology and should be license-eligible, with at least one year of supervised post-doctoral experience. Applicants for a second position should have strong credentials and research interest in any area of adult psychopathology and/or treatment, to join the program at an exciting time and participate in its restructuring. For both positions, responsibilities will include graduate and undergraduate instruction, research and practicum supervision. The persons hired will be expected to set up independent research programs and attract highly qualified doctoral students. Applicants should also be license-eligible. The deadline for applications is December 15, 1997. Send letter of application, vita, relevant reprints/preprints, and four letters of recommendation to either: Chair, Clinical Child Search Committee, or Chair, Clinical Adult Search Committee, Department of Psychology, UNIVERSITY OF GEORGIA, Athens, GA 30602-3013. *THE UNIVERSITY OF GEORGIA is an Equal Opportunity/Affirmative Action Employer. Women and minorities are especially encouraged to apply.* **GA4**

Assistant Professor: Cognitive-Experimental Psychology. The Department of Psychology in the UNIVERSITY OF GEORGIA invites applications for a tenure-track position in the Cognitive-Experimental Psychology doctoral program beginning in Fall, 1997. We seek applicants with research and teaching interests in areas of higher-order human cognition, e.g., categoriza-

tion and concept formation, judgment and decision making, knowledge representation (and modeling), Problem solving, spatial cognition, reasoning, etc. In addition to instruction in specialty areas, the applicant is expected to share responsibility for teaching of undergraduate and graduate courses in learning (Pavlovian and operant). A qualified applicant will be expected to establish a productive program of research and to work closely with graduate students in both laboratory and classroom. *THE UNIVERSITY OF GEORGIA is located in Athens, GA, approximately 65 miles ENE of Atlanta. Send a cover letter (with explicit statements of research and teaching interests), current curriculum vitae, relevant reprints/preprints, evidence of teaching experience/effectiveness, and at least four letters of reference by December 15 to: Dr. B.E. Mulligan, Chair, Cognitive-Experimental Psychology Program, Department of Psychology, UNIVERSITY OF GEORGIA, Athens, GA 30602-3013. THE UNIVERSITY OF GEORGIA is an Equal Opportunity/Affirmative Action Employer. Minorities and women are strongly encouraged to apply.* **GA5**

ASSISTANT/ASSOCIATE PROFESSOR OF PSYCHOLOGY, OGLETHORPE UNIVERSITY: Tenure-track position beginning Fall 1998. PhD in psychology required; previous teaching experience desirable. Candidates must be committed to teaching and research in a small liberal arts college setting and be able to teach a combination of courses including most or all of the following: Theories of Personality, Abnormal Psychology, and Advanced Seminar in Clinical Psychology. Candidates should also be willing to develop new courses in their own areas of interest and to teach an intensive introductory-level course that explores the methods that psychologists use in attempting to understand human behavior and thought. Directing students in research or honors programs and internships is a normal part of a faculty member's commitment. Founded in 1835, **Oglethorpe University** is a highly selective, private, liberal arts university located on a beautiful, 100-acre campus in suburban Atlanta. Its distinguished faculty are teachers/scholars committed to providing the highest quality of instruction to students. Submit letter of application, curriculum vitae, and placement file or three letters of recommendation to: Dr. Alan Woolfolk, Chair of Search Committee, Department of Psychology, **Oglethorpe University**, 4484

Peachtree Road, Atlanta, GA 30319-2797. To ensure full consideration, applications should be received by December 1, 1997. *EOE. GA6*

The Clinical Psychology Program (APA-Accredited) at **GEORGIA STATE UNIVERSITY** announces two tenure-track faculty positions, one at the Associate Professor level and one at the Assistant/Beginning Associate Professor level. Minimum qualifications for these tenure-track positions include: PhD from an APA-Accredited Clinical Psychology Program and post-doctoral experience (completed prior to date of appointment) that satisfies Georgia licensure requirements. In addition, an excellent record of teaching, clinical training, and research/scholarship is required for an associate-level position. We seek broadly-trained, outstanding candidates who can contribute effectively to graduate and undergraduate instructional programs, clinical and research training and supervision, university and national service, and the development or continuation of a program of clinically-relevant research/scholarship. The clinical faculty will consider a diverse range of areas of scholarly interest and theoretical orientations in order to identify those candidates it believes will best advance the academic, clinical, and research/scholarship needs and goals of the program and department. The Department of Psychology currently supports graduate programs in Clinical Psychology, Community Psychology, Neuropsychology and Behavioral Neuroscience, and Psychological Foundations. Applicants should send a letter of application that (1) specifies which position they are applying for (Assistant/Associate, Associate), (2) describes their academic, clinical, and research/scholarship interests, (3) discusses their philosophy of teaching, and (4) outlines professional accomplishments and future goals. In addition, they should send a curriculum vitae, one copy of selected publications, and should arrange for three letters of recommendation to be sent to Chair, Clinical Psychology Search Committee, Psychology Department/GSU, PO Box 5010, Atlanta, GA 30302-5010. Applications must be received by December 1, 1997 to be considered during the first selection review. However, applications will be accepted until the position is filled. *Georgia State University, a unit of the University System of Georgia, is an Equal Opportunity/Affirmative action Employer, thus applicants from women and members of minority groups are especially encouraged. GA7*

ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN: The Division of Development and Socialization Processes within the Department of Educational Psychology invites applications for a full-time tenure track Faculty position at the Assistant Professor level. We are interested in individuals of outstanding scholarly promise or accomplishment whose research in development and socialization makes connections to educational contexts and/or issues of diversity. We seek a faculty member who will add to or complement the current strengths of the division, which include peer relations and social competence, developmental precursors of school adjustment and achievement, and the socialization of language and cognition. In addition to having a productive research program, candidates should be committed to high quality teaching at the graduate and undergraduate levels. A doctoral-level degree is required and evidence of successful previous teaching experience is highly desirable. It is expected that as part of his or her course offerings, the person hired will teach a course in the area of early adolescence with a focus on schooling. Salary is commensurate with experience. The position is expected to begin Fall semester 1998. Interested individuals should send a brief statement of research and teaching interests, a vita, three letters of recommendation, and representative publications to Search Committee Chair, c/o Sally Corby, Department of Educational Psychology, UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, 210 Education Building, 1310 South Sixth Street, Champaign, IL 61820-6990. Telephone: 217-333-2245. Applications received prior to October 17, 1997 will receive fullest consideration, although applications will be accepted until the position is filled. *The UNIVERSITY OF ILLINOIS is an Affirmative Action, Equal Opportunity Employer. Women and members of minority groups are especially encouraged to apply. IL1*

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY: Invites applications for a beginning tenure-track Assistant Professor position in counseling psychology in an APA-accredited program to begin in Fall 1998. Candidates must have a PhD degree in psychology or education at the time of appointment, with a specialization in counseling or clinical psychology or a

Biopsychology of Mind and Behavior

The University of Chicago is seeking to fill five positions in Biopsychology. Our primary goal is to understand behavior and the mind in relation to biological mechanisms. We construe biological mechanisms to include the endocrine and immune systems as well as the nervous system. Biopsychologists who study either animals or humans are encouraged to apply. We are open to a wide range of research areas and will ultimately select a group with diverse and complementary perspectives. Examples of areas include the reciprocal relations between any of the listed psychological processes and biological systems, with an emphasis on their evolution, development, or mediating mechanisms.

The University of Chicago is constructing a new biopsychology research facility to house these research efforts with completion expected in October of 1998. This building includes research laboratories for both human and animal behavioral studies, fully accredited animal care facilities, offices, and rooms for equipment to be shared in common. Positions are open at both junior and senior levels and evaluation of applicants will begin November 1, 1997, continuing until all positions have been filled. Applicants should submit a curriculum vitae, a conceptual summary of research and representative publications. In addition, please have three letters of reference sent to: **Biopsychology Search Committee, c/o Gwen Stevenson, 5848 S. University Avenue, Green Hall, Room 109, Chicago, Illinois 60637. The University of Chicago is an affirmative action/equal opportunity employer. IL6**

Emotion
Endocrinology
Motivation
Immunology
Sexual behavior
Neurophysiology
Cognition
Neurochemistry
Language
Neuroanatomy
Perception
Molecular Genetics
Learning



DEPARTMENT OF PSYCHOLOGY
The University of Chicago

closely related field. Preference will be given to candidates with strong research and teaching interest in topics such as counseling process and intervention, developmental processes, family dynamics and interventions, group counseling, women's career development, issues of diversity, and mental health problems of school populations; however, area of specialization is less important than having a record of scholarly productivity or showing a strong potential for scholarship. The potential teaching contribution of candidates will also be given careful consideration. Salary is commensurate with experience. The position is expected to begin Fall semester 1998. Interested individuals should send a brief statement of research and teaching interests, a vita, representative publications or other scholarly work, and arrange for three letters of reference to be sent: James Rounds, Search Committee Chair, c/o Mary Stroud, Department of Educational Psychology, UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, 210 Education Building, 1310 South Sixth Street, Champaign, IL 61820-6990. Telephone: 217-244-4000. Applications received prior to October 24, 1997 will receive fullest con-

sideration, although applications will be accepted until the position is filled. *THE UNIVERSITY OF ILLINOIS is an Affirmative Action, Equal Opportunity Employer. Women and members of minority groups are especially encouraged to apply. IL2*

UNIVERSITY OF ILLINOIS AT CHICAGO (UIC) - POSTDOCTORAL FELLOWSHIP - PREVENTION RESEARCH IN AIDS AND URBAN CHILDREN'S MENTAL HEALTH: We have four postdoctoral fellowship openings (lasting up to 3 years) evaluating school and community-based programs to prevent mental health problems and HIV in urban children and families. Interdisciplinary faculty - primarily from psychology, public health, education, psychiatry, and nursing - train PhDs, MDs, and Dr. Phs seeking academic/research careers. Trainees receive yearly stipends ranging from \$20,292 to \$43,300 and may begin between now and October, 1997. Send statement of professional objectives/interests, curriculum vitae, and three letters of reference to: Robin Miller, PhD, Program Associate Director, c/o May Stern, Department of Psychology (M/C 285), UNIVERSITY OF ILLINOIS AT

CHICAGO, 1007 West Harrison Street, Chicago, IL 60607-7137. *UIC is an Affirmative Action/Equal Opportunity Employer.* IL3

As part of the **UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN'S** internationally-recognized interdisciplinary program in human factors, the Institute of Aviation is seeking a qualified individual for a tenure-track faculty appointment at the Assistant Professor level in the area of aviation human factors. Depending upon qualifications, an appointment may be made at the associate professor or professor level with tenure. The candidate will be expected to teach graduate and undergraduate courses in the general and aviation human factors area. A PhD in psychology or other human factors disciplines is required. It is preferred that the candidate have research interests in aviation human factors. The appointment will be in the Institute of Aviation, but the candidate will be part of the collaborative human factors program with the departments of Psychology, Mechanical and Industrial Engineering, and the Beckman Institute for Advanced Science and Technology; a zero time appointment with these other units will depend on qualifications and interests. The position is based on a 9-month academic year appointment. The salary is commensurate with experience. The appointment will be available as early as January 1, 1998. To apply, please send a curriculum vita and three letters of reference to Professor Christopher D. Wickens, Chair of the Search Committee, Institute of Aviation, 1 Airport Road, Savoy, IL 61874, phone (217) 244-8607. For full consideration, applications should be received by October 20, 1997. The salary is commensurate with experience. Additional information may be obtained by calling (217) 244-8607. *The University of Illinois is an Affirmative Action/Equal Opportunity Employer.* IL4

Counseling Psychology. The Psychology Department at **SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE** anticipates a tenure-track position as Assistant (or Advanced Assistant) Professor to assume full-time research and teaching duties in an APA-approved Counseling Psychology doctoral program, nine-month tenure-track appointment with opportunities for summer teaching. Position involves the expectation of an active independent research program, graduate and undergraduate teaching, graduate advising, and thesis and dissertation supervision. Doctorate from an

APA-accredited counseling program and an APA-accredited internship are required. ABD applicants will be considered if all degree requirements will be completed by August 16, 1998. If all requirements for PhD are not completed, a one-year term appointment will be offered at the rank of instructor. We currently have projected specific teachings needs in cross-cultural psychology and practicum supervision, although actual teaching assignments are flexible. Areas of expertise and specialization are open, and specialty area is less important than having a record of scholarly productivity or showing strong potential for scholarly activity. The counseling program at SIUC has been continuously accredited since 1961 and had 5.5 FTE faculty and 32 graduate students. The program is located in a Psychology Department which also housed an APA-approved Clinical PhD program and a PhD program in Experimental with specialties in Biopsychology of learning and memory, lifespan-developmental psychology, and applied experimental psychology. The department has a strong collegial atmosphere, and excellent support for both research and teaching. *The program is particularly known for the diversity of its students and graduates.* To apply send cover letter, vita, reprints, teaching evaluations (if available), and have three letters of recommendation sent to the Chair of the Search Committee, Jane L. Swanson, PhD, Counseling Program, Department of Psychology, Southern Illinois University at Carbondale, Carbondale, IL 62901-6502. Phone 618 453-3539; Fax 618 453-3563; e-mail: swanson@siu.edu. Closing date is November 3, 1997 or until an acceptable candidate is found. *Southern Illinois University at Carbondale is an equal opportunity/Affirmative Action Employer.* IL5

INDIANA

PURDUE UNIVERSITY, DEPARTMENT OF PSYCHOLOGICAL SCIENCES, invites applications for a tenure-track position in Quantitative Psychology. Preference will be given to applicants at the Associate Professor level, but advanced or beginning Assistant Professors with strong credentials will be considered. Candidates with teaching and research interests in any area of Quantitative Psychology will be considered. Candidates must have a PhD degree and be pursuing an energetic program of teaching, research and publication in Quantitative Psychology. Responsibilities will include teaching un-

dergraduate and graduate courses (two per semester) and directing graduate student research. Salary, benefits, and facilities are highly competitive. Curriculum vitae and at least three letters of recommendation should be sent to Professor Richard Schweickert, Department of Psychological Sciences, Purdue University, West Lafayette, IN 47907-1364. Letters of recommendation should address teaching strengths and research expertise. Review of applications will begin on November 15, 1997, but applications will be accepted until the position is filled. *Women and minorities are especially encouraged to apply.* *Equal Opportunity/Affirmative Action Employer.* IN1

IOWA

FACULTY POSITIONS: The Department of Psychology at **THE UNIVERSITY OF IOWA** has a total of three openings in **SOCIAL, DEVELOPMENTAL, COGNITIVE, and PERSONALITY AND SOCIAL** psychology. In all areas we are seeking outstanding candidates with any basic or applied research interest. Appointments are expected to be at the Assistant Professor level in these areas. Candidates should present evidence, commensurate with experience, of research excellence, scholarly productivity, and preparation for teaching and research supervision at both the graduate and undergraduate levels. Applicants should send a current vita, reprints, and arrange for at least three letters of reference to be sent to the Faculty Search Committee (identify the position), Department of Psychology, The University of Iowa, 11 Seashore Hall E, Iowa City, Iowa 52242-1407. Review of applications will begin November 1, 1997 and continue until the positions are filled. *The University of Iowa welcomes applications from professional couples; women and minorities are especially encouraged to apply.* *The University of Iowa is an Equal Opportunity/Affirmative Action Employer.* (http://www.psychology.uiowa.edu/job_openings/). IA1

KANSAS

The Department of Psychology at **KANSAS STATE UNIVERSITY** invites applications for up to three tenure-track positions at the rank of Assistant Professor available in the Fall of 1998. Candidates are expected to have earned the Ph.D. at the time of appointment. 1) **Industrial/Organizational** with a concentration in one or more personnel or human-resources topics (selec-

tion, appraisal, training, etc.); 2) **Human Factors/Engineering Psychology** with preferences for general expertise and background in human perception and performance; 3) **Behavioral Neuroscience** with a strong background in behavioral analysis and physiological psychology. Responsibilities for each position would include teaching graduate and undergraduate courses, establishing a strong research program as evidenced by publications, acquisition of extramural funding, and supervision of graduate students' research. Submit letter of application (clearly indicating the specific position for which you are applying), professional objectives, vita, evidence of teaching effectiveness, three letters of recommendation, and reprints/preprints to: Dr. Mark Barnett, Search Coordinator, Department of Psychology, Kansas State University, 492 Bluemont Hall, 1100 Midcampus Drive, Manhattan, KS 66506-5302. Review of applications will commence on October 1, 1997 (I/O and Human Factors) or December 1, 1997 (Behavioral Neuroscience). *Kansas State University is an Affirmative Action/Equal Opportunity Employer.* KS1

The Psychology Department at **WICHITA STATE UNIVERSITY** seeks qualified individuals to fill two tenure eligible assistant professor positions in Human Factors Psychology, pending funding. We offer the PhD in Human Factors and Community-Clinical Psychology. Applicants must have a PhD in Psychology. Formal training in human factors psychology is preferred and applied experience is desirable. Also desirable is research experience and interest in one or more of the following areas: human-computer interaction, aging, safety, aviation, medical systems and rehabilitation, training methodology or related areas. This position requires active research and publication, the ability to interact collegially, a commitment to attracting external funding, and a strong commitment to teaching. Teaching requirements may include both graduate and undergraduate courses in human factors and other experimental areas. Wichita State University is located in the state's largest city and major industrial metropolitan area with a population of approximately a half a million. Salary is competitive. Application deadline is November 15, 1997, or the 15th of the month thereafter until the position is filled. Send a letter of application, resume, and three letters of recommendation to Dr. Charles Burdsal, Chair, Psychology Department, Wichita State Univer-

sity, 1845 N. Fairmount, Wichita, KS 67260-0034 AA/EOE. KS2

KENTUCKY

UK IS SEEKING A RESEARCH ASSISTANT PROFESSOR: The UK CENTER ON DRUG AND ALCOHOL RESEARCH is part of the UNIVERSITY OF KENTUCKY MEDICAL CENTER. The Center was established at UK in 1990 as the focal point for the research into the biological, psychological, sociocultural and clinical aspects of substance use and abuse. The Center is seeking a Research Assistant/Associate Professor to work on two projects related to substance abuse interventions and HIV prevention. The person will work primarily on a five year project to examine correctional health services for rural and urban drug users. The successful candidate will coordinate all aspects of the projects. The position is in the non-tenured research title series with an appointment in the Department of Psychiatry. The position is located in Lexington, Kentucky. The Assistant/Associate Professor will also be encouraged to carry out independent research on drug and alcohol issues and the needs of Kentucky populations, evaluate interventions, and provide technical assistance to communities. Candidates should qualify for faculty appointment in Psychiatry. A PhD in a related field with three years of experience in alcohol and drug abuse research and evaluation is suggested. Competitive candidates will have demonstrated an ability to carry out drug and alcohol abuse research and be able to effectively communicate with research staff and with program personnel. Applicants should submit a full resume and three professional references or letters of reference to: Carl Leukefeld, Director; Center on Drug and Alcohol Research; Medical Center Annex 4, 208W; Lexington, Kentucky 40536-0226. *The University of Kentucky is an equal opportunity employer. Women and members of under-represented minority groups are encouraged to apply.* Applications will be considered through November, 1997. KY1

MAINE

ASSOCIATE FOR FULL PROFESSOR OF COGNITIVE PSYCHOLOGY/CHAIR OF THE DEPARTMENT: BOWDOIN COLLEGE. The Department of Psychology invites applicants and nominees for a senior (Associate or Full Professor) position in cognitive psychology. The Department seeks

candidates with a strong, productive research program in cognitive psychology, a record of publication that merits appointment at a tenured rank, and an established record of distinguished teaching. This individual will serve as Chair of the Department for at least one three-year term, and thus should be able to demonstrate a capacity for leadership. As Chair, the appointed individual will oversee recruitment for faculty positions expected to occur because of retirements, contribute to the development of the curriculum, and help plan for renovated space to meet Department teaching and research needs. More information about BOWDOIN COLLEGE and the Department is available at the College's website (www.bowdoin.edu). To apply, send a cover letter describing research and teaching interests and past leadership experiences, curriculum vitae, the names of three or more references, and copies of recent publications to: Suzanne B. Lovett, Chair of the Cognitive Search Committee, Department of Psychology, 6900 College Station, BOWDOIN COLLEGE, Brunswick ME 04011-8469. For additional information or to submit nomination contact Suzanne Lovett via e-mail at slovett@polar.bowdoin.edu or phone at 207-725-3153. Review of candidates will begin October 15, 1997. Applications will be accepted until the position is filled. *BOWDOIN COLLEGE is committed to Equal Opportunity though Affirmative Action. Minorities and women are encouraged to apply.* ME1

MARYLAND

Postdoctoral Research Fellowships—JOHNS HOPKINS SUBSTANCE ABUSE RESEARCH. Postdoctoral human research positions available in a stimulating and productive environment with excellent clinical and research resources. **Human Laboratory Behavioral Pharmacology.** Design and implement controlled laboratory research on the behavioral, subjective, and physiological effects of psychoactive drugs for abuse liability testing and medications development. Drug classes under study include: opioids, cocaine, anxiolytics, caffeine, nicotine. Research background and experience required. **Applied Research in Behavioral Treatment of Substance Abuse.** Develop and evaluate treatment interventions for opioid and cocaine abusers and cigarette smokers. Sites include methadone, outpatient and smoking cessation clinics. Minorities encour-

aged. USPHS stipend levels based on experience. Send vita, letter of interest, and names/phones of 3 stipend levels based on experience. Send vita, letter of interest, and names/phones of 3 references to George E. Bigelow, PhD, Roland R. Griffiths, PhD, or Maxine L. Stitzer, PhD; BPRU, Behavioral Biology Research Center; 5510 Nathan Shock Drive; Johns Hopkins Bayview Campus; Baltimore, Maryland 21224-6823. (410) 550-0035. MD1

Full Professor/Director of Clinical Training—THE UNIVERSITY OF MARYLAND AT COLLEGE PARK is seeking a senior clinical scientist for the position of Professor and Director of Clinical Training. The mission of the APA accredited clinical psychology program is to prepare psychologists for careers as educators, scholars, and productive scientists. To accomplish that mission the program provides students the theoretical, methodological and clinical knowledge and expertise required to understand emotional and behavioral functioning within an interpersonal and socio-cultural context. The program seeks a recognized scholar with a history of designing and conducting programmatic research supported by external funding. The candidate must have prior administrative and educational leadership experience. The program's existing research foci are: (a) violence and traumatic stress; (b) family and couples interactions; and (c) underserved populations such as the seriously mentally ill, the homeless and the disadvantaged. Preference will be given to candidates whose research complements these foci. *Women and minority applicants are strongly encouraged to apply.* For best consideration applications materials including an updated cv, reprints/preprints of published work, a statement of research interests and three letters of recommendation should be submitted by October 15, 1997 to Clinical Psychology Search Committee, Department of Psychology, UNIVERSITY OF MARYLAND, College Park, Maryland 20742. *The UNIVERSITY OF MARYLAND is an equal employment opportunity/affirmative action employer.* MD2

MASSACHUSETTS

HARVARD UNIVERSITY. The Department of Psychology anticipates making two appointments at the assistant or (untenured) associate professor level. One appointment will be in the area of behav-

ioral neuroscience. The other will be in the area of experimental psychopathology or personality psychology. Candidates with strong research and teaching interests in any of these areas should submit a vita, representative reprints, and have at least three letters of recommendation sent to: Beverly Douhan, Harvard University, Department of psychology, 33 Kirkland Street, Cambridge, MA 02138. Applications should be received by October 15, 1997. *Applications from women and members of minority groups are especially welcome. Harvard University is an Affirmative Action/Equal Opportunity Employer.* MA1

TUFTS UNIVERSITY Department of Psychology invites applications for two tenure-track faculty positions beginning 9/1/98. The department supports active research-oriented undergraduate and doctoral programs in Experimental Psychology. Teaching responsibilities include statistics or research methods, as well as introductory and advanced courses in the area of research interest. Reflecting our goal to further strengthen our focus on cognition and neuroscience we are searching for individuals with demonstrated research interests in the following areas: **Cognitive Developmental Psychology:** Broadly defined areas of research interest could include: the development of spatial cognition, attention, memory, concepts, perception or problem solving during early or middle childhood. Send applications to: **Dr. Emily Bushnell.** **Research Clinical Psychology:** Demonstrated commitment to research in clinical psychology with string connections to biologically oriented or cognitive psychology. In addition to research productivity, this position centers on our undergraduate major in clinical psychology, and as such the ability to teach courses in clinical research methods and abnormal psychology is required. Send applications to: **Dr. Martin Zelin.** A PhD and an active, potentially fundable research program that complements the department's existing strengths in cognition and neuroscience are required. *TUFTS UNIVERSITY is an Affirmative Action/Equal Opportunity employer. We are committed to increasing the diversity of our faculty. Members of under represented groups are strongly encouraged to apply.* Demonstrated ability to successfully teach students from under represented groups preferred. Send cover letter indicating your area of interest and outlining research plans, a vita, three letters of recommendation, and relevant publications to:

**SCIENTIFIC DIRECTOR
National Institute of Mental Health
NATIONAL INSTITUTES OF HEALTH**

The National Institute of Mental Health (NIMH) has established a search committee to select outstanding candidates for the position of Scientific Director. The NIMH Scientific Director manages the Institute's Division of Intramural Research Programs, represents the NIMH in discussions of NIH-wide intramural policies and programs; and, as a vital member of the senior scientific staff of the Institute, advises the NIMH Director on scientific and policy issues. The next Scientific Director will have a remarkable opportunity to shape the future of NIMH intramural research, which has an annual budget of nearly \$100 million, a well-established infrastructure for outstanding basic and clinical research, and a distinguished history of research accomplishments.

The Scientific Director provides leadership and direction to the Institute's clinical, behavioral, and biological intramural research, establishing overall priorities and allocating resources to advance our understanding of the brain and behavior, the causes of mental illness, and effective treatment and prevention strategies. In addition to budgetary responsibilities, the Scientific Director is responsible for the recruitment and retention of outstanding scientists to further these research goals and to assure excellence in training the next generation of researchers.

The Scientific Directorship is a senior position, equivalent to a tenured Full Professor. Candidates must have an MD or PhD, strong research credentials in the basic or clinical neuroscience or related research areas, and broad experience in developing, administering, and evaluating biomedical research programs related to mental disorders. The Scientific Director will be appointed in the Senior Biomedical Research Service at an annual salary ranging up to \$148,400, depending on the candidate's credentials and accomplishments.

The search committee is chaired by Story Landis, PhD, Scientific Director for the National Institute of Neurological Disorders and Stroke. Applicants are requested to send a letter, including a statement of research interests, a curriculum vitae and bibliography, and the names and addresses of four individuals for references to:

Ms. Patricia Middleton ♦ NIMH Personnel Office ♦ Parklawn 7C15 ♦ 5600 Fishers Lane ♦ Rockville, Maryland 20857

The deadline for receipt of applications is **October 17, 1997.**

NIH IS AN EQUAL OPPORTUNITY EMPLOYER

MD3

Appropriate committee chair, Faculty Search, Department of Psychology, TUFTS UNIVERSITY, Medford, MA, 02155, www.tufts.edu/as/psych. Review of applications will begin October 15, 1997 and will continue until position is filled. **MA2**

THE PSYCHOLOGY DEPARTMENT OF THE COLLEGE OF THE HOLY CROSS has a tenure-track opening at the Assistant Professor level in the psychology of religion. This position is one of four new positions designated as *Edward Bennett Williams Fellows* (the other departments being English, Religious Studies, and Sociology/Anthropology), each of which seeks to enhance the College's commitment to exploring religious life and thought. Applicants should have teaching and research interests that focus upon the nature, cultural context, or impact of religious involvement, broadly defined (e.g., in terms of religious affiliation, belief, experience, motivation, or activity). We are especially interested in those whose work in the psychology of religion addresses issues of social justice, faith and intellectual life, moral development, and other is-

issues that are in keeping with the mission of Holy Cross as a Catholic and Jesuit liberal arts college. Applicants should possess or be near the completion of the PhD, have an active program of research, and be committed to teaching in a liberal arts college environment. Responsibilities include: teaching courses within the applicants area of specialty; as well department service courses such as Introductory Psychology or Research Methods; and directing undergraduates in research and internships. The deadline for all materials is October 15, 1997. Materials must include a curriculum vita, recent reprints, a statement of teaching interests and philosophy, and three letters of recommendation, at least one of which focuses on teaching or teaching potential. Send all materials to Andrew Futterman, Psychology Department, College of the Holy Cross, PO Box 38A, Worcester, MA 01610. *The College of the Holy Cross is an equal opportunity, affirmative action employer with a strong institutional commitment to racial, cultural, and gender diversity.* **MA3**

The Department of Psychology, **NORTHEASTERN UNIVERSITY**, announces a tenure-track opening at the assistant professor level in the area of cognitive psychology. The candidate should have a PhD in psychology, cognitive science, or a related field. We will be considering applicants in all areas of cognitive psychology. The successful candidate will be expected to teach undergraduate and graduate courses, and to conduct an independent research program. Minority candidates are especially encouraged to apply. Send a cover letter, curriculum vitae, selected preprints/reprints, and at least three letters of recommendation by December 1, 1997, to: Cognitive Search Committee, Department of Psychology, 125 NI, Northeastern University, Boston, MA 02115. *Northeastern University is an Affirmative Action/Equal Opportunity Employer.* **MA5**

The Department of Psychiatry at **CHILDREN'S HOSPITAL IN BOSTON** is seeking applications for a researcher (psychiatrist, psychologist, or related discipline) with demonstrated achievement in child mental health research. The Department is involved in funded programs

in preventive intervention, the neuropsychiatry of learning disabilities, neuroimaging, the psychological care of physically ill children, child epidemiology and developmental studies of risk and resilience. Emerging areas of interest are mood disorders, outcome assessment, and the biological basis of severe psychiatric disorder, in particular in collaboration with colleagues at Children's Hospital. This position will provide support for both the researcher's own area of interest and for expanding the clinical research program in the department. Collaborations with colleagues in other departments at Children's Hospital, with colleagues at Judge Baker Children's Center and the Graduate School of Education, and with investigators in the Harvard-wide Department of Psychiatry provide a rich additional resource. Academic appointment is through the Department of Psychiatry at the Harvard Medical School. Salary and benefits are competitive and commensurate with experience. Core funds are available for several years although it is expected that eventually a significant portion of the successful candidate's salary and laboratory expenses will come from outside sources. Send Curriculum

Vitae, letter of interest, and letters of recommendation to: William Beardslee, MD, Chairman, Department of Psychiatry, Children's Hospital, 300 Longwood Avenue, Boston, MA 02115. **MA6**

The **PSYCHOLOGY DEPARTMENT** at the **COLLEGE OF THE HOLY CROSS** has a tenure-track position (rank open) for a psychologist whose teaching and research address issues of race, ethnicity, and social class. Appropriate areas include health psychology, organizational psychology, educational psychology, social development, social cognition, and cultural psychology. Candidates must have an active program of research and be committed to teaching in a liberal arts college environment. *Responsibilities include:* teaching specialty-area courses, teaching Introductory Psychology, Research Methods, or other appropriate service courses, directing undergraduates in research and internships. Also desirable is a commitment to working with diverse populations, both within and outside the campus community. In order to encourage and support productive engagement in research, the College provides a paid one-semester junior-faculty fellowship leave. Candidates should possess or be near completion of the PhD. The deadline for all materials is November 1, 1997. Materials must include a curriculum vitae, recent reprints, a statement of teaching interests and philosophy, and three letters of recommendation, at least one of which comments on teaching or teaching potential. Send all materials to: Amy Wolfson, Psychology Department, College of the Holy Cross, PO 38A, Worcester, MA 01610. *The College of the Holy Cross, a Jesuit undergraduate liberal arts institution with a strong commitment to scholarship, teaching, and service, is an Equal Opportunity/ADA/Affirmative Action employer.* **MA7**

Faculty position, Human Experimental Psychology. The Department of Psychology at **NORTH ADAMS STATE COLLEGE** invites applicants for a tenure track position in human experimental psychology. The appointment will be at the Instructor or Assistant Professor rank with a state date of September 1998. Applicants should have a PhD in general experimental psychology, with expertise in at least two of the following areas: physiological; learning, motivation, and emotion; sensation and perception. The candidate would be primarily responsible for teaching courses in biological psychology, behavior

analysis, drugs and human behavior, and introduction to psychology. We are seeking someone with excellent teaching experience, the ability to mentor student research, and a commitment to undergraduate education. North Adams State College is a small, public liberal arts college situated in the Berkshire hills of Western Massachusetts, close to the New York and Vermont state borders. Send cover letter, a statement of teaching and research interests and plans, vita, and arrange for three letters of reference to: Personnel Director, North Adams State College, North Adams, MA 01247. Women and minorities are encouraged to apply. *NASC is an Affirmative Action/Equal opportunity Employer.* Deadline for receipt of materials is December 15, 1997. **MA8**

NORTHEASTERN UNIVERSITY—Department of Counseling Psychology, Rehabilitation, and Special Education—Assistant Professor—Counseling Psychology. Tenure track assistant professor in a graduate department with an APA approved combined PhD Program in counseling/school psychology to begin 9/97 (or 1/98). Doctoral degree in counseling, community, or clinical psychology (or equivalent) and license-eligible required. Department has an ecological, multicultural perspective. Position involves teaching a full course load, qualitative and/or quantitative research, advising, participation in program development and administration, and university and public service. Applications will be accepted until the position is filled. A CV, representative publications, and names of three references should be sent to Deborah Greenwald, PhD, Search Committee Chair, Dept. of Counseling Psychology, Rehabilitation, and Special Education, 203 Lake Hall, Northeastern University, Boston, MA 02115. *Northwestern is an equal opportunity employer, women and minorities are encouraged to apply.* **MA9**

MICHIGAN

Development, Psychopathology, and Mental Health: The Department of Psychology at the **UNIVERSITY OF MICHIGAN** is seeking applicants for a tenure-track position in the Development, Psychopathology and Mental Health Program (DPMH) at the Assistant Professor level or higher. Developmental Psychologists with mental health research interests or Clinical Psychologists with life-span developmental research approaches to mental health would be appropriate

CLINICAL PSYCHOLOGY

- Assistant to Associate Professor of Clinical Psychology; Ph.D. Clinical Child Psychologist licensable in Massachusetts with teaching and research interests in child assessments and interventions for a tenure track position at the Assistant to pre-tenure Associate Professor rank, beginning Fall semester 1998. Expertise in neuropsychological assessments especially welcome. Post doctoral experience preferred. **RESPONSIBILITIES INCLUDE:** an active research program; graduate teaching and supervision in a highly competitive APA accredited, clinical psychology program with a developmental/cross cultural perspective; and undergraduate teaching in child development, psychological testing and assessment. A candidate's application should include a description of research and teaching experience, a curriculum vitae, and three letters of recommendation. The search committee will begin reviewing applications in mid October, 1997 with the intention of bringing finalists in for interviews in November and December. We welcome applications from ethnic-minority candidates. Materials should be sent to **Dr. Deborah Brome, Chair, Faculty Search Committee, Psychology Department, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393.** An Affirmative Action, Equal Opportunity, Title IX employer. **MA4**

U Mass Boston

candidates. The person in this position will participate in both the clinical and developmental psychology training programs and teach both clinically relevant developmental courses as well as developmentally oriented clinical courses. Candidates should have an established track record of research and publication in DPMH. The primary criterion for appointment are excellence in research and commitment to teaching. Applications will be reviewed beginning November 1 and continue until the position is filled. Applicants should send a vita, recent publications, a brief statement of research and teaching interests, and three letters of recommendations to: **DPMH Search Committee, Department of Psychology, UNIVERSITY OF MICHIGAN, 525 East University, Ann Arbor, Michigan, 48109-1109.** *The University of Michigan is an Equal Opportunity/Affirmative Action Employer.* **MI1**

THE DEPARTMENT OF PSYCHOLOGY AT CENTRAL MICHIGAN UNIVERSITY invites applications for three tenure-track positions at the Assistant Professor level beginning Fall 1998. For each position an earned doctorate in the appropriate area is ex-

pected, although ABD may be considered. A strong record of research productivity and evidence of teaching excellence is required. **(1) Child Clinical:** Requires teaching in APA Accredited PsyD program, as well as the undergraduate program. Preference will be given to applicants who fulfill current program needs, which include a dynamic orientation, personality assessment, and family treatment, among others. Graduation from an APA approved clinical program and completion of an APA approved internship is preferred. Applicants must have evidence of potential for excellence in clinical supervision. Apply to Dr. Donald Beere, Chair, Child Clinical Search Committee, (517)774-6468, or donald.beere@cmich.edu. **(2) Cognitive Psychologist:** The successful applicant should be able to teach undergraduate and graduate courses in learning and memory, statistics, applied research methods, and cognitive psychology, and will be expected to develop an independent research program involving both undergraduate and graduate students. Although area of expertise is open, a preference will be given to those candidates with an applied interest and who will contribute to the development of a newly approved PhD program in Applied

DIRECTOR OF THE MERRILL-PALMER INSTITUTE WAYNE STATE UNIVERSITY

Applications and nominations are invited for the position of Director of the Merrill-Palmer Institute. The Merrill-Palmer Institute was founded in 1920 and has developed an international reputation for its interdisciplinary research, education programs, and model service programs in the area of child development and family relations. Incorporated into Wayne State University in 1982, the Institute's programs have retained a focus on these critical program areas. Merrill-Palmer is a leader in developing policy for early intervention practice. The Infant Mental Health program is internationally known for providing supervised educational to professionals interested in infant-parent relations and is a platform for research on infancy and infant-parent issues. The early education programs of the Institute are also internationally known. It also has a thriving program on issues in Work and Family Life. The Institute publishes the journal *INNOVATION IN EARLY EDUCATION: the International Reggio Exchange*. Faculty from a number of different departments and colleges in the University have collaborated with Institute Staff in these programs, as well as in teen pregnancy research, and in research on the effects of maternal HIV/AIDS on their uninfected children. As part of Wayne State University, the Merrill-Palmer Institute has access to faculty and resources across many departments and colleges. An important function of the Institute is to encourage faculty from WSU academic units to work in developing innovative research and educational programs to improve the lives of children and families. The operating budget of the Institute is currently approximately \$1.7 million. Merrill-Palmer Institute is housed in the historic Freer House that had recently undergone a \$3 million renovation. It has seven full-time staff members, 25 research associates and assistants and 18 cooperating faculty.

POSITION DESCRIPTION: The Director is responsible for the day-to-day operation of the Institute, the development of its research programs, direction of community out-reach and service programs, and enhancement of the financial resources available to the Institute. The Director serves as the principal liaison between the Institute and the several academic units whose faculty in the research and educational programs. An important role of the Director is to interact on behalf of the Institute with the many community-based organizations that cooperate with and support it as well as promote the Institute to the community at large. The Director reports to the Vice President for Research.

QUALIFICATIONS: Possession of an earned doctorate or the equivalent with demonstrable research skills in a discipline relevant to the Institute's mission. Evidence of excellent scholarly achievement and success in obtaining extramural research funding. An academic record and experience consistent with appointment as a tenured faculty member in the appropriate academic unit. Stature as a leader in the area of child development and family relations. Demonstrated administrative, fiscal and leadership skills.

APPLICATION PROCEDURES: All applications and nominations should include a CV and the names of at least three references. The position will be available fall term 1997 and will be filled not later than fall 1998. The review process will continue until the position is filled. Please send all materials to:

Dr. Richard L. Lintved
Associate Vice President for Research
4047 Faculty/Administration Building
Wayne State University
Detroit, Michigan 48202
Phone: (313) 577-8848, Fax: (313) 577-3626



Wayne State University

Wayne State University is an equal opportunity/affirmative action employer. Wayne State University—People working together to provide quality service. All buildings, structures and vehicles at WSU are smoke-free.

MI5

Experimental Psychology. Apply to Dr. Hajime Otani, Chair, Cognitive Search Committee, (517)774-6494, or hajime.otani@cmich.edu. (3) **Industrial/Organizational Psychologist:** Candidates will be expected to teach graduate and undergraduate courses in I/O Psychology and other areas, direct theses and doctoral dissertations, and maintain an active research program in I/O Psychology. A strong background in measurement is required. Apply to Dr. Terry Beehr, Chair, I/O Search Committee, (517)774-6466, or terry.beehr@cmich.edu. Send an application letter, vita, reprint/preprints, and three letters of reference to the respective search committee chair at: Psychology Department, Central Michigan University, Mt. Pleasant, MI 48859. Applications will be reviewed starting November 1, and continue until the position is filled. *CMU (AA/EO institution) encourages diversity, and resolves to provide equal opportunity regardless of race, sex, disability, sexual orientation, or other irrelevant criteria.* MI3

Research Director: The Department of Psychiatry and Behavioral Neurosciences of **WAYNE STATE UNIVERSITY SCHOOL OF MEDICINE** seeks a Research Director of the Therapy Research and Training Track (faculty rank open, doctorate required). The successful applicant is expected to have conducted empirically based research, and have demonstrated the ability to obtain external funding. The candidate will develop a program of psychotherapy education and training, and will have the background and experience to promote intellectual and organizational collaboration between psychoanalytic and other traditions. The Department affords numerous opportunities for research and education collaboration, including active clinical research programs in cellular and clinical neuroscience, mood and anxiety disorders, schizophrenia, substance abuse, geropsychiatry, sleep disorders, and behavioral medicine. Send CV and letter stating interest to Melvin Bornstein, MD, Chair of the Psychotherapy Research Search Committee, c/o Thomas Uhde, MD, Chair, Department of Psychiatry and Behavioral Neurosciences, 9B, University Health Center, 4201 St. Antoine, Detroit, MI 48201. *Wayne State University is an equal opportunity/affirmative action employer. All buildings, structures, and vehicles at WSU are smoke-free. Wayne State University - People working together to provide quality service.* MI4

ORGANIZATIONAL BEHAVIOR & HUMAN RESOURCE MANAGEMENT—THE UNIVERSITY OF MICHIGAN BUSINESS SCHOOL in Ann Arbor is seeking applicants for tenure-track positions in Organizational Behavior & Human Resource Management for the Fall of 1998. We are seeking colleagues with high-quality research and teaching credentials (or the potential to develop them). Interested applicants should send a current curriculum vitae, samples of current published or working papers, teaching ratings, and/or evidence of teaching potential, and three letters of recommendation to: **OBHRM Faculty Search Committee; c/o Ms. Sandie Schaefer; University of Michigan Business School; 701 Tappan; Ann Arbor, MI 48109-1234.** *The University of Michigan is an Affirmative Action-Equal Opportunity Employer.* MI6

MINNESOTA

COGNITIVE PSYCHOLOGY AND SOCIAL PSYCHOLOGY—MACALESTER COLLEGE: Macalester College is seeking candidates for a tenure-track assistant professor position in Cognitive Psychology and a tenure-track assistant professor position in Social Psychology for appointment in the fall term of 1998. Responsibilities include teaching intermediate and advanced level courses in area of specialization, introductory psychology, and senior seminars, as well as supervising student research. The persons appointed to these positions will have the opportunity to contribute to a multicultural curriculum and to participate in interdisciplinary research and teaching in such areas as urban studies, legal studies, and women's and gender studies. Excellent start-up funds and lab facilities will be provided for both positions. Candidates should have a PhD, and preference will be given to gifted teachers and scholars who can involve undergraduate students in their research. Additional information about the college and the department is available at our website: www.macalester.edu. Review of applications will begin on October 15, 1997 and will continue until the position is filled. Send a letter of application including teaching and research interests, CV, three letters of recommendation, and reprints/pre-prints to: Dr. Jack E. Rossmann, Chair, Department of Psychology, Macalester College, St. Paul, MN 55105-1899, e-mail: Rossmann@Macalester.edu, fax: 612-696-6348, phone: 612-696-6110.

Macalester College is an Equal Opportunity/Affirmative Action Employer. MN1

PROFESSIONAL PSYCHOLOGY—Pending administrative approval, **THE UNIVERSITY OF ST. THOMAS** is seeking an individual to fill a tenure-track assistant professor position. This individual is expected to teach courses in both MA level and PsyD level programs in Counseling Psychology. Candidates must have earned a PhD or PsyD from an APA accredited and/or National Register - ASPPB designated program in counseling psychology. Preferred candidates should be interested in practitioner training with adult learners. Faculty members are expected to teach, supervise doctoral projects, and demonstrate a strong commitment to professional service and scholarship. Candidates should have a wide range of teaching interests, e.g., qualitative research and clinical assessment. They should possess excellent clinical and supervisory skills, and be license-eligible as a psychologist in the State of Minnesota. The University of St. Thomas, Minnesota's largest private college or university, is an urban, liberal arts, Catholic co-educational, comprehensive university with over 10,000 students, evenly divided between graduate and undergraduate levels. The University, which offers programs at the baccalaureate, masters and doctoral levels, is located equidistant from downtown Minneapolis and downtown St. Paul. A new campus which opened in downtown Minneapolis in the fall of 1992, serves approximately 1,500 students. Application deadline is October 30, 1997. Review of applications will continue until the position is filled. Applicants should send a letter of application, current resume and three letters of recommendation to Mary Hayes, PhD, Graduate Programs in Professional Psychology, CHC 131, University of St. Thomas, 2115 Summit Avenue, St. Paul, MN 55105-1096. *Women and persons-of-color are encouraged to apply. The University of St. Thomas is an Equal Opportunity/Affirmative Action Employer.* MN2

MISSISSIPPI

Assistant Professor: Psychology. **MILLSAPS COLLEGE** seeks applications for a tenure-track position beginning August 1998. Millsaps is a selective liberal arts college with approximately 1400 students. Candidates should have a PhD with a specialization in Behavioral Neuroscience and experimen-

tal psychology, behavior analysis or learning theory. The course load is three courses per semester including Experimental Methods and Statistics, Introductory Psychology, Behavioral Neuroscience, and Principles of Learning. The Successful Candidate will also be expected to participate in the interdisciplinary Core Curriculum. **Application deadline is Dec. 15, 1997.** Applications should include a curriculum vitae, statement of research interests, statement of teaching philosophy, teaching evaluations, sample syllabi, and three letters of reference to: **Stephen Black, Chair Department of Psychology, Millsaps College, 1701 N State St, PO Box 150108, Jackson, MS 39210.** MS1

MISSOURI

The **PSYCHOLOGY DEPARTMENT AT THE UNIVERSITY OF MISSOURI-COLUMBIA** is inviting applications for two tenure-track positions. Pending final approval of funding, we anticipate making appointments in: (1) **EXPERIMENTAL** at the assistant/associate level with interests in cognitive neuroscience; (2) **COUNSELING** at the assistant/associate level with interests in health psychology/addictive behaviors, including but not limited to areas such as stress/coping, prevention, social support, psychosocial interventions, service utilization, and work adjustment. This is a research-oriented department with 38 faculty, a teaching load of 4 courses per year, and various opportunities for course releases. Individuals will be expected to seek grant support for their research efforts. Competitive salary and start-up funds will be offered. To apply, send vita, up to five representative reprints, a cover letter stating research and teaching interests, and three letters of recommendation to: Chair of the relevant search committee, Department of Psychology, 210 McAlester Hall, University of Missouri-Columbia, Columbia, MO 65211-2500. Inquiries can be made to Nelson Cowan for the experimental position at (573)882-4232 and e-mail psycowan@showme.missouri.edu or Glenn Good for the counseling position at (573)882-3084 and e-mail: psygood@showme.missouri.edu. We will begin screening applications in October, 1997, and anticipate interviewing as early as November. *The University of Missouri does not discriminate on the basis of race color, religion, national origin, ancestry, sex, age, disability, status as a disabled veteran, or veteran of Vietnam era.* MO1

WASHINGTON UNIVERSITY

IN ST. LOUIS is continuing the expansion of its Psychology Department with the addition of three new appointments during the past year and more expected in the next few years. The Department has recently moved into a new 100,000 square foot building. Three new positions are open for the 1998-1999 academic year. **COGNITIVE NEUROSCIENCE/COGNITIVE PSYCHOLOGY:** The Department is seeking applicants for a tenured or tenure-track appointment at any level, although the appointment will probably be made at a junior level. Preference will be given to applicants with research programs applying neuroscientific approaches to the study of perception, attention, language, or memory, but candidates using purely behavioral techniques will also be considered. **ENDOWED CHAIR:** The Department is seeking applicants for a senior position (advanced associate or full professor). We expect the successful applicant to be in developmental, social, personality, or clinical psychology, but outstanding candidates from any area of psychology will be considered. The position is flexible, but ideally targets individuals whose work has societal relevance and promotes the understanding of human values. **SOCIAL PSYCHOLOGY:** The Department is seeking applicants for a position in social psychology at the Assistant or Associate Professor level. All areas within social psychology will be considered. The primary qualifications for each position are demonstrated excellence in research and teaching. We especially encourage applications from women and members of minority groups. Please send a curriculum vitae, reprints, a short statement of research interests, and arrange for three letters of reference to be sent to: Henry L. Roediger III, Chair, ATTN: (specify appropriate Search Committee), Department of Psychology, Box 1125, One Brookings Drive, Washington University, St. Louis, MO 63130-4899. **The Search Committees will begin the formal review process November 1, 1997; applications will be accepted until the positions are filled.** *Washington University is an equal opportunity/affirmative action employer. Employment eligibility verification required upon hire.* MO2

NEW JERSEY

RUTGERS UNIVERSITY-NEWARK CAMPUS: The Department of Psychology anticipates making one tenure-track appointment in Cognitive Science at the Assistant Professor level. Candidates should have an active research program in one or more of the following areas: learning, action, high-level vision, and language. Our particular interest are candidates who combine one or more of the research interests with mathematical and/or computational approaches. The position calls for candidates who are effective teachers at both the graduate and undergraduate levels. Review of applications will begin on December 15, 1997. *Rutgers University is an equal opportunity/affirmative action employer. Qualifies women and minority candidates are especially encouraged to apply.* Send CV and three letters of recommendation to Professor S.J. Hanson, Chair, Department of Psychology - Cognitive Science Search, Rutgers University, Newark, NJ 07102. Email inquiries can be made to cogsci@psychology.rutgers.edu. NJ1

NEW YORK

Postdoctoral Fellowship: THE RUTTENBERG CANCER CENTER AT MOUNT SINAI MEDICAL CENTER announces an opening for a Postdoctoral Fellow in behavioral research and psychosocial oncology. The fellow will receive intensive training in behavioral and psycho-oncology research methods through active involvement in studies being conducted by faculty investigators and participation in didactic seminars. Current areas of faculty research include: Quality of life of cancer patients, interventions to improve psychological adjustment of cancer patients and their families, smoking cessation, weight control, and cancer prevention. Candidates must have a doctoral degree in psychology and evidence of potential for research productivity. We prefer an individual who has experience in research as well as in delivering cognitive-behavioral treatment. The position is for two years, full-time. Fellowship salary commensurate with experience. Please send letter of application and curriculum vitae to: William Redd, PhD at Mount Sinai Medical Center, Derald H. Rutenberg Cancer Center, Box #1130, 1 Gustave L. Levy Place, New York, NY 10029. Fax: 212-987-2240. Or call Dr. Redd at 212-824-8187. *Mount Sinai is an equal opportunity employer.* NY1

The Department of Organizational Behavior in the New York School of Industrial and Labor Relations, **CORNELL UNIVERSITY** is seeking to fill a tenure-track position for a faculty member to teach courses in micro-organizational behavior, with an appointment beginning August 1998 at the assistant professor level. Applicants should have received a Ph.D. by August 1998 in industrial organizational psychology, social psychology, business or related field. All candidates must demonstrate the potential to achieve excellence in research and teaching. The Department provides core and elective courses for undergraduate, professional Master's and MS/PhD students. Interested applicants should send a letter of application, vita, letters of recommendation, and samples of written work to: Pamela S. Tolbert, Chair, Department of Organizational Behavior, NYSSILR, Cornell University, Ithaca, NY 14853 by December 1, 1997. General information about the School of Industrial and Labor Relations is available at: // www.ilr.cornell.edu. *Cornell University is an Affirmative Action/Equal Opportunity employer.* NY2

RESEARCH ASSOCIATE OR SENIOR RESEARCH ASSOCIATE FOCUS ON CHILDREN AND FAMILIES. The **MANPOWER DEMONSTRATION RESEARCH CORPORATION (MDRC)**, a premier nonprofit public policy research firm located in New York City, is seeking to fill a Research Associate or Senior Research Associate position with a focus on the effects of social programs and policies on families and children. For more than twenty years, MDRC has conducted social program evaluations and demonstrations on welfare reforms, employment programs, education innovations, youth programs, public housing support services, child support initiatives, and related areas. Staff work in a collegial atmosphere on project teams made up of specialists in various social sciences, data collection and processing, and program design and management. MDRC seeks an individual interested in blending a strong theoretical background in developmental psychology, sociology, or a related field, quantitative data analysis and data processing skills, and social policy analysis. The successful candidate will manage the creation of research analysis files for large projects; develop data collection instruments; verify data quality; organize, document, and create data files based on surveys and administrative records;

supervise and train research assistants; plan and conduct analyses of the data; and engage in writing and dissemination of results to policy makers, practitioners, and the social science community. Much of our current work concerns various welfare reform, employment-based, and location-oriented interventions. All these projects raise important questions regarding the effects on children and families. **Qualifications:** PhD or equivalent with relevant research experience in developmental psychology, sociology, or related field. Emphasis in quantitative methodologies, including longitudinal studies. Strong computer programming skills, preferably in SAS, and experience handling complex data sets. Please mail resume, the names of three references, writing and programming sample. Salary Commensurate with experience. Submit materials to: Joan Jean Johnson, Child/Families Position, MDRC, 3 Park Avenue, New York, NY 10016, (212) 532-3200, Fax: (212) 684-0832. *As an Equal Opportunity Employer, MDRC strongly encourages minorities, women, Vietnam-era veterans and persons with disabilities to apply. U.S. citizenship or green card required.* NY3

Cognitive Psychologist / Cognitive Scientist, SUNY STONY BROOK: The Psychology Department, State University of New York at Stony Brook, invites applications for a tenure-track Assistant Professor position, beginning September 1, 1998. Applicants must have a record of first rate research, and should be prepared to provide high quality teaching within our undergraduate and graduate programs. We are particularly interested in individuals with expertise in visual attention and perception, but outstanding scientists in all areas of Cognitive Psychology are encouraged to apply. Stony Brook has a very strong and growing group in Cognition, offers an unusually supportive research environment, competitive salaries, and a seaside community 60 miles from Manhattan. Applications should be received by October 31. A Vita, selected reprints/preprints, and at least three letters of reference should be sent to: Arthur Samuel, Chair, Cognitive Search Committee, Department of Psychology, SUNY Stony Brook, Stony Brook, NY 11794-2500. *SUNY Stony Brook is an Affirmative Action/Equal Opportunity Employer.* NY4

STATE UNIVERSITY OF NEW YORK AT BUFFALO. The Department of Psychology anticipates the following openings for appointment in Fall, 1998. (1) Social Psychology. One or two positions at any rank. Area of specialization is open but preference will be given to candidates whose areas link with other disciplines in the Department or University, e.g., health, social cognition, interpersonal relations. (2) Clinical Psychology. Assistant Professor. Specialization in treatment outcome research, child or adult psychopathology or health psychology is desirable. For all positions, the quality of applicants is more important than their research area. For senior position, there should be evidence of the ability to attract external funding. Applications will be evaluated upon receipt with the closing date October 15, 1997. Send curriculum vitae including names and addresses of references (candidates for Assistant Professorships should also have at least three letters of recommendation sent) to the appropriate Search Committee, Department of Psychology, Park Hall, SUNY at Buffalo, Box B, Buffalo, NY 14260. *SUNY is an equal opportunity employer. Women and minorities are encouraged to apply.* NY5

SENIOR DEVELOPMENTAL PSYCHOLOGIST to join FORDHAM UNIVERSITY's Doctoral Specialization in Applied Developmental psychology. The successful candidate must have an outstanding record of scholarly publications and external funding for researchers in issues of societal concern relevant to the study of or assessment of developmental risk or the evaluation of community linked services for children, youth, and families. Students admitted into our program are trained to become scientists-professionals who can apply the knowledge base, theory, and methodology of developmental psychology to enhance our understanding of individual at risk and to conduct empirically valid methods of assessment and intervention. We are looking for a qualified candidate who will share leadership roles in mentoring, teaching, and research to insure that our program remains at the cutting edge of scholarship and service. Pending final administrative approval, the position includes a competitive salary, favorable course load, research support, and the opportunity for collaborative relationships with faculty and students across Developmental, Clinical, and Psychometrics doctoral programs. We are an equal opportu-

nity employer and strongly encourage minorities and women to apply. Review of applications will begin immediately and continue until the position is filled. For additional information, contact, Celia B. Fisher, Professor and Director, Doctoral Specialization in Applied Developmental Psychology (718) 817-3793; Fisher@Murray.Fordham.edu. Send vita, evidence of research publications and teaching experience and three letters of reference to Mary Procidano, PhD, Chair, Department of Psychology, Fordham University, 441 E. Fordham Road, Bronx, NY 10458-5198. NY6

NEW YORK STATE PSYCHIATRIC INSTITUTE. The Cognitive Electrophysiology Laboratory in the Department of Psychiatry of Columbia University Medical Center at New York State Psychiatric Institute has a position available at the postdoctoral level. The position is supported by a grant from the National Institute on Aging dealing with cognitive aging (including explicit and implicit memory function) using event-related brain potentials and behavioral measures. The candidate should have experience in the recording, analysis, and write-up of event-related potential and behavioral data. The appointment can begin as early as November-December, 1997. Salary range is based on experience with excellent fringe benefits. Written application should be accompanied by 1) a letter describing research interests, explicit description of skills and experience; 2) curriculum vitae and representative reprints; and 3) the names and telephone numbers of three professionals you have worked with. For further information contact Dr. David Friedman, Cognitive Electrophysiology Laboratory, New York State Psychiatric Institute, 722 West 168th Street, New York City, New York 10032. Telephone: 212-543-5476. E-mail: FRIEDMA@NYPMAIL.CPMC.COLUMBIA.EDU. NY7

Assistant Professor - Quantitative Psychology: The Department of Psychology of BARUCH COLLEGE OF THE CITY UNIVERSITY OF NEW YORK invites applications for a tenure-track assistant professor in quantitative psychology. The successful candidate will hold a doctorate in quantitative psychology, have an ongoing program of research, and be able to teach the full range of quantitative courses at the undergraduate, master's and doctoral levels. Baruch College is the site of CUNY's PhD

program in industrial/organizational psychology. The successful applicant will play an active role in the PhD program. Knowledge of I/O psychology is preferred. Salary range: \$40,440-\$52,213. The appointment is effective September 1, 1998. Applications must be received by November 1, 1997. However, the review process will continue until a candidate is hired. The application should include a curriculum vita, a statement of goals and objectives in research and teaching, copies of recent research work, and three letters of reference. These materials should be submitted to: Search Committee, Department of Psychology, 17 Lexington Avenue, Box G-1126, New York, NY 10010. *An AA/EO/IRCA/ADA employer.* NY8

Assistant Professor - Social/Industrial-Organizational Psychology: Department of Psychology of BARUCH COLLEGE OF THE CITY UNIVERSITY OF NEW YORK invites applications for a tenure-track assistant professor in social/industrial-organizational psychology. Baruch College is the site of CUNY's undergraduate major, master's programs, and PhD in I/O psychology. A qualified candidate will hold a doctorate in social or I/O psychology, have an ongoing program of research, and be able to teach a range of courses in social psychology and I/O psychology. Courses may be taught at the undergraduate, master's and doctoral levels. The successful applicant will play an active role in the PhD program. Salary range: \$40,440-\$52,213. The appointment is effective September 1, 1998. Applications must be received by November 1, 1997. However, the review process will continue until a candidate is hired. The application should include a curriculum vita, a statement of goals and objectives in research and teaching, copies of recent research work, and three letters of reference. These materials should be submitted to: Search Committee, Department of Psychology, 17 Lexington Avenue, Box G-1126, New York, NY 10010. *An AA/EO/IRCA/ADA employer.* NY9

Postdoctoral Associate position at CORNELL UNIVERSITY in a lab studying cognitive effects of developmental brain damage using an animal model. Two current NIH funded projects concern early exposure to cocaine and lead, respectively. Studies are designed to specify the cognitive processes affected, identify the underlying mechanisms, and test improved therapeutic interventions. PhD re-

quired. Preference given to candidate with expertise in the areas of biology of cognition and statistics. Send CV and three letters of reference to Dr. B. J. Strupp, Dept. of Psychology and Division of Nutritional Sciences, Cornell University, 109 Savage Hall, Ithaca, NY 14853-6401. Fax: (607) 255-1033; or E-mail to: bjs13@CORNELL.edu Phone: (607)-255-2694. *AA/EOE.* NY10

Developmental Psychologist. Candidates are sought for a tenure-track position by the Department of Psychology at **HOBART & WILLIAM SMITH COLLEGES**, a small, residential liberal arts institution with an interdisciplinary emphasis. Teaching responsibilities include: Child Developmental Psychology, Adolescent Psychology, Research in Developmental (laboratory course), an advanced-level course in Developmental, and either Intro Psychology or Statistics and Methods (laboratory course). Candidates should be eager to participate in interdisciplinary programs and general curriculum efforts at the Colleges. All areas of research are sought; however, candidates having research interests related to minorities, gender, multicultural/diversity, or interdisciplinary areas are especially encouraged to apply. The Colleges are on a trimester calendar with a two course per term load. **HOBART & WILLIAM SMITH COLLEGES** are an Equal Opportunity Employer and Affirmative Action employer. PhD Preferred/ABD considered. Review of application will begin Dec. 15, 1997. Send statement of teaching, research interests, vita, three letters of recommendation, and supporting materials to: Developmental Search Committee, Psychology Dept., Hobart & William Smith Colleges, Geneva, NY 14456. NY11

Assistant Professor—SKIDMORE COLLEGE, a liberal arts institution of approximately 2100 students and 200 full-time faculty, located in upstate New York, invites applications for a tenure-track position in the Department of Psychology. This Experimental/Human/Cognitive position begins Fall 1998, most likely at the Assistant Professor level. The position involves the delivery of 6 courses per year, including experimental methods, statistics, a special topics seminar (e.g., on decision making, language processing, memory) and introductory psychology. The candidate will also be expected to contribute to Skidmore's all-college requirements. The department has 11

full-time faculty positions, and excellent teaching and research facilities. Candidates should be firmly committed to undergraduate education and student/faculty collaborative research. Preference will be given to those candidates who have a PhD in psychology or, if ABD, will have completed their PhD by Fall of 1998. The review process will begin December 15, 1997. Candidates should send a vita, evidence for excellence in teaching, selected reprints, and three letters of recommendation to: Dr. Mary Ann Foley, Chairperson, Department of Psychology, Skidmore College, Saratoga Springs, NY 12866. *Skidmore College encourages applications from women and men of diverse racial, ethnic, and cultural backgrounds.* NY12

NEW YORK UNIVERSITY--The Department of Psychology seeks to make three or more tenured or tenure-track appointments in the following areas, pending budgetary approval; social psychology (rank open), prevention or intervention research (most likely junior), organizational psychology (senior only), cognitive neural psychology (most likely mid-level to senior). The recruits will join a diverse research faculty with training programs in clinical, cognition and perception, community, developmental, organizational, and social psychology. All candidates should have strong research programs; those who can contribute to more than one of the department's areas of strength will get special consideration. The department is described in detail at <http://www.nyu.edu/gsas/psych>. Please send a letter describing teaching and research interest, along with a vita, reprints or preprints, and three letters of reference to (Specify Search Committee), Department of Psychology, New York University, 6 Washington Place, Room 550, MC 1037, New York, NY 10003-6634. Review of applications will begin October 1, 1997 and will continue until positions are filled. *NYU encourages applications from women and members of minority groups.* NY13

PSYCHOPATHOLOGY RESEARCH FELLOWSHIP: DEPARTMENT OF PSYCHIATRY RESEARCH, HILLSIDE HOSPITAL, LONG ISLAND JEWISH MEDICAL CENTER, GLEN OAKS, NY We are seeking two postdoctoral research fellows (qualified ABD pre-doctoral students may also apply) to work on a long-term schizophrenia research project. This NIMH funded project is designed to

study adolescents at risk for schizophrenia in order to understand the causes of the disorder and to design future intervention strategies in schizophrenia. The positions are ideal for individuals who want to gain additional research experience or postdoctoral research training. Specific duties will depend upon previous experience and interests, but will involve structured clinical research interviews, experimental and clinical neuromotor and neuropsychological assessment of adolescent schizophrenia and bipolar patients and their siblings. There are many opportunities for independent post-doctoral research projects, in addition to an existing database suitable for a range of dissertation topics for pre-doctoral students. The project is funded by an NIMH research grant to Dr. Barbara Cornblatt. It is based at Hillside Hospital, a division of Long Island Jewish Medical Center, an affiliate of the Albert Einstein College of Medicine and is located about 17 miles from Manhattan, on the border of Queens and Nassau counties. Appointments are for two to three years (may be extended), with competitive salary and excellent benefits. An excellent academic record and research experience are required; experience with structured clinical interviews, psychophysiology or neuropsychology research, computers and/or statistical packages is highly desirable. Position requires a minimum of bachelor's degree (Ph.D. preferred) in psychology or other relevant field. To apply, please send resume to Dr. Michael Obuchowski, Hillside Hospital, Department of Psychiatry Research, 75-59 263rd Street, Glen Oaks, NY 11004. Informal inquiries are encouraged, and may be directed to Dr. Michael Obuchowski at 718-470-8771 or obuchows@lij.edu. Long Island Jewish Medical Center is an Equal Opportunity Employer. NY14

NORTH CAROLINA

BEHAVIORAL PHARMACOLOGY/LEARNING: ANIMAL/HUMAN: The Department of Psychology at DAVIDSON COLLEGE has a regular position opening at the Assistant Professor level in the general area of Behavioral Pharmacology/Learning beginning August 1, 1998, PhD required. Teaching experience highly desirable. Teaching responsibilities will include some combination selected from the following: Introductory Psychology, introductory course in area of specialization, Statistics and Research Design, Learning Research

GUILFORD COLLEGE

Tenure track position in Psychology at the Assistant Professor level, beginning August 1998. PhD preferred. Applicants must be able to teach General and Developmental Psychology and in at least one of the following areas: advanced developmental topics, cognition, learning. Applicants must also be interested and willing to teach in campus programs (concentrations, first-year seminars, senior capstone seminars); *preference will be given to those with interests in African-American or International Studies concentrations.* Guilford College is a selective liberal arts college, associated with the Society of Friends that values excellence in undergraduate teaching. Guilford College is committed to hiring faculty of color, either U.S. nationals or non-nationals. Send resume and 3 letters of recommendation by October 15 to:

Kathryn A. Adams
Chair, Psychology Department
Guilford College, 5800 W. Friendly Ave.
Greensboro, NC 27410
AA/EOE



Guilford
College

NC1

Methodology with lab, and advanced seminar in research specialty. Strong statistics/research design/microcomputer background essential. Active research program expected. The Psychology Department has 9 faculty and 20-30 senior majors. The Department will move into a new Life Sciences Building with Biology in August 1998. Send vita and three letters of recommendation to: Dr. Edward L. Palmer, Chair, Department of Psychology, Davidson College, PO Box 1719, Davidson, North Carolina 28036. Applications review begins November 15, 1997. *Davidson College is an Equal Opportunity Employer, women and minorities are encouraged to apply.* NC2

ERGONOMICS/INDUSTRIAL—The Department of Psychology at DAVIDSON COLLEGE has one regular position opening at the Assistant Professor level in Ergonomics/Industrial beginning August 1, 1998; PhD required. Teaching experience highly desirable. Teaching responsibilities will include some combination selected from the following: Introductory Psychology, introductory course in area of specialization, Statistics and Research Design, Personality, Tests and Measurements, Research Methods in area of specialization, and Advanced Seminar in research specialty. Strong statistics/research design background essential. Active research program expected. The Psychology Department had 9 faculty and 30-50 senior majors. The Department will move into a new Life Sciences Building with Biology in August 1998. Send vita and three letter of recommendation to: Dr. Edward L. Palmer, Chair, Department of Psychology, Davidson College, PO Box 1719,

Davidson, North Carolina 28036. Applications review begins November 15, 1997. *Davidson College is an Equal Opportunity Employer; women and minorities are encouraged to apply.* NC3

OHIO

Assistant Professor of Sociology/Criminology: THE CAPITAL UNIVERSITY BEHAVIORAL SCIENCES DEPARTMENT seeks a doctoral level Sociologist or Criminologist to teach undergraduate sociology courses, including a qualitative/quantitative research methods course. Ideally, candidates should have research or teaching experience in Criminology, an interest in teaching interdisciplinary general education courses, and experience with adult learners. Candidates for the position are expected to hold a PhD in Sociology or Criminology and have a record of academic scholarship and teaching effectiveness commensurate with the rank of Assistant Professor. Interested candidates should send (1) a curriculum vitae, (2) copies of academic transcripts, (3) examples of recent scholarships, (4) evidence of teaching effectiveness, (5) names, addresses and phone numbers of three professional references the search committee may contact, (6) three letters of recommendation, and (7) a letter of interest outlining the applicant's educational philosophy and commitment to liberal arts education. Applications will be considered until the position is filled. The position will be available January 1, 1998; an August start date may be arranged. Please address materials to Richard M. Ashbrook, PhD, Chair, Behavioral Sciences Department, Capital University, 215 Ruff Learning Center, Columbus, OH 43209-

2394. *Capital University an institution of the Evangelical Lutheran Church in America, is an equal opportunity employer.* OH1

Assistant Professor of Psychology: THE CAPITAL UNIVERSITY BEHAVIORAL SCIENCES DEPARTMENT seeks a doctoral level Psychologist to teach undergraduate psychology courses, including courses in research methods, statistics, and experimental psychology. The potential exists for the successful applicant to create new programs, for example, design of an experimental psychology laboratory. A mental retardation/developmental disabilities concentrate or an animal behavior specialization. Experience with adult learners and an interest in teaching interdisciplinary general education courses is preferred. Candidates for the position are expected to hold a PhD in Psychology and have a record of academic scholarship and teaching effectiveness commensurate with the rank of Assistant Professor. Interested candidates should send (1) a curriculum vitae, (2) copies of academic transcripts, (3) examples of recent scholarship, (4) evidence of teaching effectiveness, (5) names, addresses and phone numbers of three professional references the search committee may contact, (6) three letters of recommendation, and (7) a letter of interest outlining the applicant's educational philosophy and commitment to liberal arts education. Applications will be considered until the position is filled. The position will be available January 1998; an August start date may be arranged. Please address materials to Richard M. Ashbrook, PhD, Chair, Behavioral Sciences Department, Capital University, 215 Ruff Learning Center, Columbus, OH 43209-2394. *Capital University an institution of the Evangelical Lutheran Church in America, is an equal opportunity employer.* OH2

OHIO STATE UNIVERSITY POSTDOCTORAL FELLOWSHIPS beginning July 1, 1998, are available on a competitive basis through the Graduate School. Tenure is for one or two years. Stipend for a twelve-month appointment is \$24,000 with a reimbursable allowance up to \$500 to help cover the cost of relocation to Columbus. A \$500 allowance also is available during the period of the award to help defray the cost of travel to professional meetings. Candidates must have received the PhD, or comparable professional degree, within the past five years. Applications must be submitted through a member of

the OSU psychology graduate faculty. Interested persons should contact an Ohio State psychology faculty member directly and send a resume and description of research interests, indicating specific area (clinical, cognitive/experimental, developmental, industrial/organizational, mental retardation and developmental disabilities, psychobiology, quantitative, or social psychology) by December 1, 1997. Send to the attention of the contacted faculty member, Department of Psychology, The Ohio State University, 142 Townshend Hall, 1885 Neil Avenue Mall, Columbus, OH 43210-1222. *An Affirmative Action/Equal Opportunity Employer.* OH3

OREGON

The UNIVERSITY OF OREGON Psychology Department invites applications for a position in the field of social and personality development. The position is for a two year appointment with possible renewal for up to four years. Level of appointment is open, but experience in research and teaching is preferred. We are seeking candidates with an active research program and a commitment to excellence in teaching. Applicants should send a vita, a 2-3 page statement on research and teaching interest, selected manuscripts, and have at least three letters of recommendation sent to: Social and Personality Development Search Committee, Department of Psychology, 1227 University of Oregon, Eugene, OR 97403-1227. For full consideration, materials should be received by December 15, 1997. *The University of Oregon is an Equal Opportunity, Affirmative Action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.* OR1

The UNIVERSITY OF OREGON Psychology Department invites applications for a tenure-track Assistant Professor position in the area of Cognitive or Cognitive/Neuroscience. We are seeking candidates with an active research program and a commitment to excellence in teaching. Research may be in any area of Cognition. Interdisciplinary cooperation is available from established Institutes of Cognitive and Decision Science and/or Neuroscience. Applicants should send a vita, a 2-3 page statement on research and teaching interest, selected manuscripts, and have at least three letters of recommendation sent to: Cognitive Search Committee, Department of Psychology, 1227 University of Oregon, Eugene, OR

97403-1227. For full consideration, materials should be received by December 15, 1997. *The University of Oregon is an Equal Opportunity, Affirmative Action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.* **OR2**

PENNSYLVANIA

DEVELOPMENTAL PSYCHOLOGIST: The Department of Psychology at **BRYN MAWR COLLEGE** seeks a developmental psychologist to be appointed to a tenure track position at the rank of Assistant Professor beginning September 1998. Applicants should have an established program of research in cognitive development. Candidates with a particular interest in the relationship between cognitive and social development and/or cognitive development and educational psychology are especially encouraged to apply. The position involves a combination of graduate and undergraduate teaching and research supervision. Courses may include developmental psychology, developmental research methods, cognitive disorders, and educational psychology. The successful candidate is expected to participate in the Clinical Developmental Psychology Doctoral Program, the undergraduate Neural and Behavioral Sciences Concentration, and the Bryn Mawr-Haverford Bi-College Program in Secondary Teaching Certification. Candidates with postdoctoral research and strong teaching experience are preferred. Send vita, references, and reprints by October 15, 1997 to Leslie Rescorla, Chair, Department of Psychology, Bryn Mawr College, 101 N. Merion Ave., Bryn Mawr, PA 19010. *Bryn Mawr is an Equal Opportunity/Affirmative Action Employer. The College wishes particularly to encourage applications from individuals interested in joining a multicultural and international academic community. Minority candidates and women are especially encouraged to apply.* **PA1**

COGNITIVE PSYCHOLOGIST: THE BRYN MAWR COLLEGE Department of Psychology seeks a cognitive psychologist to be appointed to a tenure track position at the rank of Assistant Professor beginning September 1998. Applicants should have an established program of research in cognitive psychology and a strong interest and training in brain/behavior relationships. The position involves a combination of graduate and undergraduate teaching and research supervision. Courses may include cogni-

tive psychology, cognitive neuroscience, and psychological statistics. The successful candidate is expected to participate in the undergraduate Neural and Behavioral Sciences Concentration and the Clinical Developmental Psychology Doctoral Program. Candidates with postdoctoral research and teaching experience are preferred. Send vita, references, and reprints by December 15, 1997 to Leslie Rescorla, Chair, Department of Psychology, BRYN MAWR COLLEGE, 101 N. Merion Ave., Bryn Mawr, PA 19010. *BRYN MAWR is an Equal Opportunity/Affirmative Action Employer. The College wishes particularly to encourage applications from individuals interested in joining a multicultural and international academic community. Minority candidates and women are especially encouraged to apply.* **PA2**

Behavioral Decision Theory. The Department of Social and Decision Sciences at CARNEGIE MELLON UNIVERSITY seeks to fill a junior-level tenure track position in behavioral decision theory. The department is interdisciplinary, including economists, political scientists, psychologists, and sociologists. It has particular research strengths in behavioral decision theory, policy analysis, organizations, industrial organization, technological change, and computational social science. (Current projects and faculty are described at the website: <http://hss.cmu.edu/html/departments/sds/sds.html>). We prefer candidates with a strong empirical track record, and research interests related to one or more of the domains above. We are open to a range of disciplinary concentrations within behavioral decision theory, including economics, psychology, political science and sociology. We also prefer candidates who can teach courses in empirical research methods, or otherwise participate in the department's undergraduate majors in information and decision systems, policy and management, and political science. Joint appointments are possible with other units on campus. *Carnegie Mellon University is an Affirmative Action/Equal Opportunity employer. We Encourage Minorities, Women, and individuals with disabilities to apply.* Applicants should send a CV, 3 or 4 letters of recommendation, a sample of written work, and a cover letter describing research interests to: Chair, Behavioral Decision Theory Search Committee, Department of Social and Decision Sciences, Carnegie Mellon University, Pittsburgh, PA 15213-3890. Review of applications will begin September 1. **PA3**

DEVELOPMENTAL PSYCHOLOGY: The Department of Psychology at CARNEGIE MELLON UNIVERSITY anticipates a tenure-track opening at the Assistant Professor level in the areas of Cognitive, Social/Personality, Perceptual or Language Development. We are seeking candidates with exceptional research records and excellent teaching skills. Send vita, representative publications and three letters of recommendation to: Developmental Search Committee, Department of Psychology, Carnegie Mellon University, Pittsburgh, PA 15213. Application deadline: January 1, 1998. *An affirmative action/equal opportunity employer.* **PA4**

CARNEGIE MELLON UNIVERSITY seeks tenure-track faculty in Organizational Behavior and Theory in the Graduate School of Industrial Administration, for appointment at the untenured level. Candidates should demonstrate achievement of, or potential for, excellence in research and in teaching, MBA, doctoral and undergraduate students. Accomplished academic training in organizational behavior or theory, sociology, psychology or related fields is required, as well as a PhD at the time of appointment (Fall, 1998). To apply, submit application letter, vitae, research papers, three letters of recommendation, publications, and dissertation proposal, if new faculty, by December 1, 1997 to: Professor Mark Fichman, GSIA-Room 325, Carnegie Mellon University, Frew & Tech Streets, Pittsburgh, PA 15213-3890. *Carnegie Mellon is an equal opportunity/affirmative action employer with particular interest in identifying women and minority applicants for faculty positions.* **PA5**

Sensation and Perception. BUCKNELL UNIVERSITY seeks to fill a tenure-track position at the Assistant Professor level beginning in the fall of 1998. Entry level preferred. Applicants must have completed their Ph.D. requirements by 9/98. The teaching assignment will include courses in sensation/perception, as well as participation in a team-taught general psychology course and university-wide programs of general education. Bucknell is a highly selective, primarily undergraduate, institution combining a strong liberal arts tradition with characteristics of a comprehensive university. The psychology program is academically oriented, with a tradition of faculty scholarship involving students. Situated in an attractive setting, Bucknell

supports an active cultural life that can be supplemented by visits to New York, Washington, Philadelphia and Baltimore, each of which is within a 3-4 hr drive. Send vita and 3 letters of reference to: Sensation/Perception Search, Department of Psychology, Bucknell University, Lewisburg, PA 17837. Materials should include evidence of success or promise at teaching and research. Applications will be reviewed beginning on 10/13/97. Their review will continue until the position is filled. Bucknell encourages applications from women and members of minority groups (EEO/AA). **PA6**

EXPERIMENTAL/APPLIED PSYCHOLOGIST—SENIOR ANALYST. Established Philadelphia-area firm specializing in custom market research has a position available for a PhD-level experimental psychologist. DataTactics services an established client base of 50 companies with consultative and basic market research. We are known for our integration of qualitative and quantitative methods and our sophisticated multivariate data analyses and interpretations. Our protocols employ a variety of decision modeling, perceptual scaling, segmentation, and data reduction techniques. Candidates for this position should have excellent analytical and writing skills and the ability to work with both qualitative and quantitative data. Expertise/interest in medical and pharmaceutical industries and/or strong interest in physiologic/neuropsychology would make a strong match. The position offers the opportunity to work directly with the principals of the company, a competitive salary, and potential for quick advancement. Send resume and salary requirements in confidence to: Dr. Joyce I. Levy, DataTactics, Inc., 555 Presidential Blvd., Bala Cynwyd, PA 19004. **PA7**

Tenure-track Assistant or Associate Professor position, Department of Human Development and Family Studies, College of Health and Human Development, The PENNSYLVANIA STATE UNIVERSITY. A faculty colleague is sought whose research focuses on adolescent development. Substantive areas of research are open, but we are particularly interested in candidates with interests in social and emotional development and/or problem behavior in the context of family, neighborhood, school, and/or peer group. Candidates with an interest in minority populations, cross-cultural issues, or gender are encouraged to apply, as are those whose

research dovetails with prevention/intervention issues in the second decade of life. The position involves development of a program of research, as well as undergraduate and graduate teaching. The department administers graduate, undergraduate, and research programs focused on individual development from infancy through old age, family structure and dynamics, the impact of social/cultural contexts on development and family functioning, innovative methods for the study of development and change, and the design and evaluation of intervention programs to promote development. The department's multidisciplinary faculty includes expertise in developmental, clinical and community psychology, sociology, demography, education, and anthropology. An earned doctorate in the behavioral or social sciences and the promise of outstanding scholarly accomplishments and dedicated teaching are required. Send curriculum vitae and supporting information (e.g., reprints, preprints, three letters of reference, and statements of research and teaching interest) to: Ms. Sheila Bickle, Staff Assistant, Adolescent Development Search Committee, 110 Henderson Building South, Department A, College of Health and Human Development, The Pennsylvania State University, University Park, PA 16802-6504. Application and nominations will be reviewed beginning immediately and will continue until a suitable candidate is found. *THE PENNSYLVANIA STATE UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER. WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY.* PA8

Tenure-track Assistant or Associate Professor position, Department of Human Development and Family Studies, College of Health and Human Development, The PENNSYLVANIA STATE UNIVERSITY. A faculty colleague is sought whose research focuses on developmental intervention at the individual, family, or community level. Experience in applied human development/human services settings is desirable. We are seeking a researcher/scholar with a developmental approach to intervention who will assist with building the intervention research emphasis of our graduate program. The Department of Human Development and Family Studies administers graduate, undergraduate, and research programs focused on individual development from infancy through old age, on family structure and dynamics, on

the impact of social/cultural contexts on development and family functioning, and on the design and evaluation of intervention methods to promote development. The department's multidisciplinary faculty includes expertise in developmental, clinical and community psychology, sociology, education, and anthropology. An earned doctorate in the behavioral or social sciences and the promise of outstanding scholarly accomplishments are required. Send curriculum vitae and supporting information (e.g., reprints, preprints, letters from three references) to: Sheila Bickle, Staff Assistant, Intervention Search Committee, 110 Henderson Building South, Department V, College of Health and Human Development, The Pennsylvania State University, University Park, PA 16802. Application and nominations will be reviewed beginning immediately and will continue until a suitable candidate is found. *THE PENNSYLVANIA STATE UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER. WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY.* PA9

POSTDOCTORAL POSITIONS, CENTER FOR COGNITIVE BRAIN IMAGING, CARNEGIE MELLON UNIVERSITY. The Center for Cognitive Brain Imaging at Carnegie Mellon University announces the availability of several postdoctoral positions in fMRI studies of high-level cognition. The positions offer training and research opportunities working with a multidisciplinary Center team from cognitive psychology, neuroscience, statistics, and MR physics, that uses state-of-the-art facilities and develops advanced methods for investigating cognitive systems. The new positions are associated with several different fMRI projects that focus on various aspects of cognition. All of the projects examine some combination of visual cognition, language processing, and executive processes. One project compares cognitive development and cognition in high-functioning autistic individuals and in normal subjects. Another project uses fMRI to measure cognitive workload during high-level dynamic decision tasks. Still other projects simply investigate the relation between cognitive function and brain function in high-level cognition in normal subjects. Research projects are described at <http://coglab.psy.cmu.edu/>. Faculties and techniques are described at <http://www.mrctr.upmc.edu/>. Research background in cognition and cognitive neuroscience is desirable. Posi-

tions will start January 1, 1998 or June 1, 1998. Applicants should immediately send a curriculum vitae, statement of research skills and interests, preprints, and have letters of reference forwarded to: Dr. Marcel Just or Dr. Patricia Carpenter, Center for Cognitive Brain Imaging, Department of Psychology, Carnegie Mellon University, Pittsburgh, PA 15213. *Carnegie Mellon is an Equal Opportunity Employer.* PA10

Faculty position in developmental psychology with emphasis on human development. The Department of Psychology at FRANKLIN & MARSHALL COLLEGE announces a tenure track position as Assistant Professor in our research-oriented undergraduate department. Teaching load of five course involvements per year includes introductory psychology lab, team-taught core course in development/learning/memory, lecture course in area of specialty and advanced research seminar. The successful candidate will hold a PhD, present evidence of excellence in teaching and research, and have a strong interest in initiating and guiding student research. Deadline for receipt of applications is 12/1/97. Send letter of application, vita, graduate transcript, three letters of recommendation, and reprints/preprints to Terry R. Greene, chair, Department of Psychology, Franklin & Marshall College, PO Box 3003, Lancaster, PA 17604-3003. *Franklin & Marshall College is an affirmative action, equal employment opportunity employer.* PA11

SOUTH CAROLINA

The UNIVERSITY OF SOUTH CAROLINA'S Department of Psychology seeks to hire for three tenure-track positions at the rank of assistant or associate professor. The Department has defined four broad areas of research emphasis as part of its strategic plan for research excellence. Our intention is to make appointments in any or all of these areas for the 1998-99 academic year. The research focus areas are (1) developmental cognitive neuroscience, (2) measurement and evaluation, (3) prevention science, and (4) reading and related processes. For all of the areas, research scholars with basic and applied interests are desired. Candidates would be expected to contribute to one of the department's three graduate programs: Clinical/Community Psychology, Experimental Psychology, or School Psychology. The Department has been identified as an area of strength

within the University and expects to make 4 to 7 additional appointments in the next 3 years. We have a long and successful history of training scholars and a commitment to faculty development. The Department has maintained in excess of \$2.5 million dollars annually in external funding for research and training. Currently the department has 36 full time faculty, 800+ undergraduate majors, and more than 100 active graduate students in three PhD programs. We have developed strong working relationships with university programs in African-American Studies, Gerontology, Basic Medical Sciences and Clinical Medicine, Pharmacology, Public Health, Law, Women's Studies, University Affiliated Programs, and USC's Institute for Families in Society. Candidates at the assistant professor level should demonstrate strong promise as research scholars. Candidates for appointment at the associate professor level should have a demonstrated record of scholarship and funded research. All applicants should send a vita, three letters of reference, and copies of at least two reprints or preprints to the search committee chair c/o Department of Psychology, UNIVERSITY OF SOUTH CAROLINA, Columbia, SC 29208-0182. Candidates with files completed by October 15 will receive the fullest consideration for these appointments, but the searches will remain open until a suitable candidate has been appointed for each position. *The Department invites applications from women and minorities to enhance the current diversity of the faculty.* Inquiries about the positions can be directed to the chair of the specific search. The developmental cognitive neuroscience search is chaired by Dr. Sandra Kelly (803-777-7610, email: kelly@garnet.cla.sc.edu). The prevention science search is chaired by Dr. Ron Prinz (803-777-7143, email: prinz@garnet.cla.sc.edu). The measurement and evaluation search is chaired by Dr. James Laughlin (803-777-2256, email: laughlin@garnet.cla.sc.edu). The reading and related processes search is chaired by Dr. Ann Engin (803-777-2704, email: engin@garnet.cla.sc.edu). Additional information about the department and the university is available at <http://www.cla.sc.edu/psyc>. *The UNIVERSITY OF SOUTH CAROLINA is an Equal Opportunity Employer.* SC1

TENNESSEE

FACULTY POSITION IN SCHOOL PSYCHOLOGY: The Department of Psychology at the UNIVERSITY OF MEMPHIS invites applications for a tenure track faculty position at the assistant professor level, pending state funding. The university seeks to attract an active, culturally and academically diverse faculty of the highest caliber. The applicant must have a doctoral degree with specialization in school psychology. The department is looking for a candidate with research and teaching interests in the area of psychological and educational interventions, including consultation, and school-based professional experience. The person is expected to obtain health service provider licensing and to supervise students in the department's Psychological Services Center. The Department of Psychology, located in the College of Arts and Sciences has 33 full-time faculty, and offers the PhD in clinical, experimental, and school psychology. School psychology programs also include the Ma/EdS combined sequence jointly sponsored with the College of Education. Faculty in the Psychology Department belong to one or more of 6 research areas. As a primary member of the Child and Family Studies research area, the faculty member is expected to develop a strong research program in his/her areas of interest and to collaborate with faculty and students in other departmental research areas. The department offers excellent opportunities to develop teaching and research interests that bridge department and college areas. For information contact: <http://www.psyc.memphis.edu/psych.htm>. *The university has a student enrollment of 20,000, including approximately 5,000 minority students, and is located in a racially and culturally diverse metropolitan area of approximately one million people. Approximately 15% of the university's full-time faculty is comprised of racial and ethnic minorities. Salary is competitive. Applications will be evaluated from December 1, 1997 until the position is filled. Send curriculum vitae, three letters of recommendation, and reprints/preprints to: Tom Fagan, Chair, Faculty Search Committee, Department of Psychology, The University of Memphis, Memphis, TN 38152-6400. The University of Memphis is an Equal Opportunity Affirmative Action Employer and encourages applications from women and minorities. TN1*

Faculty position in Behavioral Medicine. The University of Memphis Prevention Center at the UNIVERSITY OF MEMPHIS invites applications for a state-appropriated position at the Assistant Professor level in Behavioral Medicine. We are seeking an active scholar who shows promise of developing a nationally recognized program of research, ability to secure extramural funding, and has interests in collaborating with an outstanding, interdisciplinary team in behavioral medicine. This is a full time research position with no required teaching or administrative responsibilities. Requirements include a doctorate in clinical psychology with health interests. Salary for the position is competitive and research support is available through the Prevention Center and other sources. The successful applicant will also hold a faculty appointment in the Department of Psychology at the University of Memphis with access to a large clinical, school, and experimental PhD program. There is also close affiliation with the University of Tennessee, Memphis Medical School with a possible appointment in the Department of Preventive Medicine. The University of Memphis Prevention Center has 18 full-time professionals representing psychology, public health, epidemiology, nutrition, exercise physiology, and statistics. The Department of Psychology employs 32 full-time faculty and offers PhD degrees in clinical psychology with specialty areas in behavioral medicine, child, neuropsychology, adult, and research design and statistics. Evaluation of candidates will begin expeditiously on October 15, 1997 but applications will be considered until the position is filled. Send curriculum vitae, at least three letters of recommendation, a statement of background/interest in securing extramural funding, and no more than three representative reprints/preprints to: Robert C. Klesges, PhD, Director, The University of Memphis Prevention Center, 5350 Poplar Ave., Suite 430, Memphis, TN 38119 (901-767-6405, BKLESGES@CC.MEMPHIS.EDU). *The University of Memphis is an Equal Opportunity/Affirmative Action Employer and encourages applications from women and minorities. TN2*

VANDERBILT UNIVERSITY: The Department of Psychology, College of Arts and Science, invites applications for a tenured position at the Associate or Full Professor level in the area of clinical psychology. The Department of Psychol-

ogy is organized into three programmatic areas, Clinical Science, Cognitive Science, and Neuroscience. The Clinical Science program is APA-approved and a member of the Academy of Psychological Clinical Science. We have excellent collaborative relations with allied departments and institutes, including Psychology and Human Development (Peabody School of Education), Psychiatry and Radiology (School of Medicine), and the John F Kennedy Center for Research on Human Development. Research opportunities are broad, and include access to psychiatric and medical populations. Applicants should send a vitae, copies of relevant publications, a letter describing research and teaching interests, and the names of individuals who may serve as references to Clinical Search Committee, Department of Psychology, Vanderbilt University, 111 21st Ave. South, Nashville, TN 37240. Informal inquiries may be sent via email to the Director of Clinical Training, Andrew J. Tomarken, at tomarkaj@ctrvax.vanderbilt.edu. Review of applications begins immediately. To guarantee consideration, applications should arrive by 15 December 1997. *We particularly invite applications from women and minority scholars. Vanderbilt University is an affirmative action/equal opportunity employer. TN3*

VANDERBILT UNIVERSITY: The Department of Psychology, College of Arts and Science, invites applications for a tenured or tenure-track position. We seek a scholar who has substantive interests in brain-behavior relationships and methodological expertise in functional magnetic resonance imaging (fMRI). This position complements the University's development of a center for functional neuroimaging. The Department of Psychology is organized into three programmatic areas, Clinical Science, Cognitive Science, and Neuroscience, and individuals in any of these disciplines are encouraged to apply. Applicants should send a vitae, copies of relevant publications, a letter describing research and teaching interests, and the names of individuals who may serve as references to fMRI Search Committee, Department of Psychology, Vanderbilt University, 111 21st Ave. South, Nashville, TN 37240. Informal inquiries may be sent via email to the Chair, Timothy P. McNamara, at mcnamara@ctrvax.vanderbilt.edu. Review of applications begins immediately. To guarantee consideration, applications should arrive by 15 December 1997. *We particularly invite appli-*

cations from women and minority scholars. Vanderbilt University is an affirmative action/equal opportunity employer. TN4

TEXAS

ASSISTANT PROFESSOR OF EXPERIMENTAL PSYCHOLOGY: The Department of Psychology AT STEPHEN F. AUSTIN STATE UNIVERSITY has an entry level, tenure-track opening beginning in the Spring 1998 or Fall 1998 semester. Primary teaching responsibilities will be in the Quantitative Methods areas (e.g., Statistics, Experimental Design, Research Methods), as well as courses in candidate's area of specialization. Persons with interests in Personnel, Organizational and/or Human Factors are particularly encouraged to apply. Supervision of MA theses, individual research, participation in academic advising, committee work, and other activities associated with a faculty position are also expected. Demonstrated teaching effectiveness with expertise in applying computing technology is required. Evidence of research and scholarly productivity, including developing a student-oriented research program in candidate's area of interest, is also expected. Competitive beginning level salary, research facilities including new computing classroom and faculty computing systems available. Send inquiries, vita, at least 3 letters of recommendation, and other supporting materials to: Dr. John Anson, Chair of the Search Committee, Department of Psychology, PO Box 13046, Stephen F. Austin State University, Nacogdoches, Texas 75962. Telephone: 409-468-4402. Fax: 409-468-4015. E-Mail jjanson@sfasu.edu. Review of candidates will begin in October 1997 and continue until position is filled. *An Equal Opportunity/Affirmative Action Employer. TX1*

Assistant Professor of Psychology - TARLETON STATE UNIVERSITY invites applications for a tenure-track position beginning January, 1998. PhD or equivalent degree is required; doctorates in Educational or School Psychology preferred. Excellence in undergraduate teaching necessary. Teaching load is 12 hours/semester. Potential candidates will be able to teach in several areas including Educational Psychology, Assessment and/or Testing, and Human Development; advise undergraduate Psychology majors; demonstrate an ability to carry out research; and serve on University and departmental committees. Summer teaching is normally available. The

psychology program currently has approximately 150 student majors. To apply send a letter of application; curriculum vita which includes the names, addresses, and telephone numbers of current references and a copy of transcript(s) to: Dr. Bob Newby; Head, Department of Educational Administration, Counseling, and Psychology; PO Box T-0820; Tarleton State University; Stephenville, TX 76402. Review of applications will begin October 1, and will continue until the position is filled, Tarleton, a member of the Texas A&M University System, serves primarily the North Central Texas area just west of Dallas/Ft. Worth and has an enrollment of approximately 6500 students. *The University is an Affirmative Action, Equal Opportunity Employer committed to cultural diversity.* TX2

VERMONT

CASTLETON STATE COLLEGE—Psychology & Law Faculty Vacancy—State College invites applications for tenure-track position at the Assistant or Associate Professor level, to begin August, 1998. The ideal candidate will be prepared to teach undergraduate and graduate courses in a research-based

psychology department, and willing to assume an important role in our newly formed Master's program in Forensic Psychology. **QUALIFICATIONS:** By the time of employment candidates are expected to have a Ph.D. in Psychology with a concentration in psychology and law or closely related area. Preference given to candidates with strong research and teaching interests in forensic psychology, research methodology and statistics. Teaching interests in social psychology and the legal system, computer applications, and graduate courses related to psychology and law also desirable. Castleton has placed a special value on the teaching roles of its faculty, and candidates for this position will be evaluated principally on the basis of their potential to be outstanding teachers and colleagues. Salary and rank is dependent upon qualifications and experience. Review of applications will begin October 20th and continue until the position is filled. Send letter of application, vita and a list of three references to: Dr. Joseph T. Mark, Dean of the College, Castleton State College, Castleton, VT 05735. **EQUAL OPPORTUNITY EMPLOYER VT1**

VIRGINIA

Cognitive Science applied to Human Factors. The Department of Psychology at GEORGE MASON UNIVERSITY anticipates a tenure-track position at the junior level beginning Fall 1998. The ideal candidate will have a PhD in Cognitive Psychology or related area, experience in applying cognitive theory to solve real-world problems. A record of, or strong potential for external funding is expected and evidence of strong teaching is highly desirable as is an interest in interdisciplinary work. Teaching expertise should include undergraduate, graduate cognitive psychology as well as specialty courses. Applications will be evaluated starting on November 15, 1997, and will continue until a suitable candidate is found for this position. A vita, three letters of recommendation, a brief statement of research and teaching interests, and copies of relevant preprints/reprints should be sent to: Search Committee, George Mason University, MSN 3F5, Fairfax, VA 22030-4444. For more information about our Human Factors/Applied Cognitive Program,

see our web page: <http://www.hfac.gmu.edu>. *We encourage applications from women and minority candidates. George Mason University is an Affirmative Action/Equal Opportunity Employer.* VA1

WASHINGTON

ASSISTANT PROFESSOR, DEVELOPMENTAL PSYCHOLOGY: The Department of Psychology at the UNIVERSITY OF WASHINGTON expects to fill a tenure-track assistant professor position in the area of developmental psychology. Research area is open, but preference will be given to researchers working in the post-infancy age group. Applicants are expected to have demonstrated excellence in research publication and will be expected to provide high quality teaching at both the undergraduate and graduate levels. To apply, send a detailed statement of research and teaching interests, a curriculum vita, not more than three reprints or preprints, evidence of teaching effectiveness, and at least three letters of recommendation to: Developmental Search Committee, Department of Psychology, University of Washington, Box 351525, Seattle, WA 98195-1525. Applications received by December 1, 1997 will receive full consideration. PhD required by date of appointment. *The University of Washington is building a culturally diverse faculty and strongly encourages applications from female and minority candidates. The University is an Equal Opportunity/Affirmative Action employer.* WA1

Department of Psychology, ASSISTANT PROFESSOR: SOCIAL COGNITION: The Department of Psychology at WESTERN WASHINGTON UNIVERSITY is seeking candidates for an assistant professor, tenure track position in Social Cognition to begin September 1998. The candidate will be expected to teach a range of undergraduate-level courses that include Social Psychology and the application of Human Learning and Cognition to Education. Other undergraduate courses might include Introduction to Psychology, Motivation, and Research Methods, Statistics, and Design. The candidate should also be prepared to teach courses in a Masters level graduate program in General Psychology. Courses might include Seminar in Social Psychology and/or Research Methods, Statistics and Design. Applicants must have a doctorate completed by Sep-

Insertion Order Classified Advertising

Insertion Issues

Please run our ad for the following issue(s) (circle all that apply):

Jan. Feb. Mar. Apr. May/June July/Aug. Sept. Oct. Nov. Dec.

Ad Format

Please run as:

Display classified (boxed). The ad size should be: 1/4pg 1/3pg 1/2pg 1pg Other* _____

*Request a copy of the *Observer* ad rate sheet for prices and additional sizes.

Regular classified (text listing); 34 characters fit on a line. Each line is \$7.

Billing Information

Bill to this address: _____

Payment is enclosed

Use purchase order number: _____

Contact: _____

Name

Telephone number

Fax

Attach ad copy and any required billing forms and send/fax to:

The American Psychological Society
1010 Vermont Avenue, Suite 1100
Washington, DC 20005-4907

Telephone: (202) 783-2077 Fax: (202) 783-2083

Ad copy is due generally on the 15th of the month preceding the month of publication.

tember 1998, evidence of successful teaching, and active research program, and a publication record commensurate with experience. Salary is competitive and dependent upon qualifications. Applicants should send a letter of application, a detailed vita, evidence of skill as a teacher, copies of publications, graduate transcripts mailed by the institution(s), and three letters of recommendation mailed by respondents to: Dr. George Cvetkovich, Chair; Social Cognition Search Committee; Department of Psychology; Western Washington University; Bellingham, WA 98225-9089. Applications will be accepted until December 15, 1997. *Western Washington University and the Department of Psychology are equal opportunity/affirmative action employers, committed to building a diverse, broadly trained faculty and staff. Women, minorities, persons with disabilities, Vietnam-era veterans are encouraged to apply.* WA2

AUSTRALIA

POSTDOCTORAL RESEARCH ASSOCIATE, UNIVERSITY OF WESTERN AUSTRALIA (Ref No: A43/97), to work on quantitative modeling of face recognition. The appointment will be for 12 months initially, with a second year possible. For selection criteria contact Professor Gill Rhodes, gill@psy.uwa.edu.au. Salary A\$39,996. Send applications (quoting ref no) with CV and names and addresses (email and phone/fax numbers) of three referees to the Director, Human Resources, The University of Western Australia, Nedlands, WA 6907, by October 3, 1997. AT1

CANADA

Department of psychology: UNIVERSITY OF TORONTO AT MISSISSAUGA, Department of Psychology, invites applications for a tenure-track position (beginning July, 1998), at the rank of Assistant Professor in HUMAN COGNITIVE OR PERCEPTUAL DEVELOPMENT. The candidate must have a PhD, a strong research record, and a commitment to excellence in teaching. Salary will be commensurate with qualifications and experience. A curriculum vita, teaching portfolio and three letters of recommendation should be sent to Prof. Thomas Alloway, Department of Psychology, UNIVERSITY OF TORONTO AT MISSISSAUGA, Mississauga, Ontario, Canada, L5L 1C6. Appli-

THE HONG KONG POLYTECHNIC UNIVERSITY invites applications for the following posts: DEPARTMENT OF MANAGEMENT

Professor/Associate Professor/Assistant Professor in Human Resources Management, Organizational Behaviour, Organization and Management Theory, International Management

The Appointees will be required to teach and research in one or more of the above areas. Applicants are expected to have a doctorate degree in a related field. They are expected to have a strong commitment to excellence in teaching and research. Applicants for Associate Professorship should have and outstanding research and publication record in their field of specialization, good teaching performance and experience in curriculum development and course planning. A Distinguished record of scholarship is required for the Professor post.

Salary and Conditions of Service

Professor: HK\$792,660 - HK\$1,053,060 per annum

Associate Professor: HK\$759,780 - HK\$1,020,660 per annum

Assistant Professor: HK\$489,060 - HK\$554,820 /BAR/ HK\$587,760 - HK\$816,960 per annum

Note: US\$1.00 = HK\$7.72 as at 8 July 1997

Initial appointment will be made on a fixed-term gratuity-bearing contract with generous fringe benefits. Applicants are invited to send in detailed curriculum vitae (in duplicate) with names and addresses of two referees (including current employer) to the

Personnel Office, Room AG426, Core A, Chung Sze Yuen Building

The Hong Kong Polytechnic University, Hung Hom, Kowloon, Hong Kong

[by Fax: (852) 2764 3374, or by E-mail: postaff@polyu.edu.hk]. Closing date: **Oct. 20, 1997**. Please indicate the Department, post and specialism in your application. Applicants wishing to receive an acknowledgment of their application should send in a self-addressed envelop together with their application. [Applicants who are not invited to an interview within the months should consider their application unsuccessful.] The University will keep the data on unsuccessful candidates up to one year. Applicants should indicate their preference in the application if they do not wish to give consent to this. General information about the University and the above-mentioned post is available on the University's World Wide Web Server [<http://www.polyu.edu.uk>].

HK1



THE HONG KONG
POLYTECHNIC UNIVERSITY

香港理工大學

cation deadline is October 15, 1997. *In accordance with Canadian immigration requirements, the advertisement is directed to citizens or permanent residents of Canada. In accordance with its Employment Equity Policy, the UNIVERSITY OF TORONTO encourages applications from qualified women or men, members of visible minorities, aboriginal peoples and persons with disabilities.* CNI

2-Year Postdoctoral Research Fellowships, Rotman Research Institute, Baycrest Centre for Geriatric Care. Starting September 1998: Women's Auxiliary Alzheimer Research Fellowship; Rotman Cognitive Neuroscience Fellowship. The Rotman is dedicated to cognitive neuroscience research into neurobehavioral changes which occur during aging and secondary to neurological & neuropsychiatric disorders (specific focus on memory & executive functions). Baycrest is fully affiliated with University of Toronto, is an equal opportunity employer, and complies with Canadian Immigration requirements. Submit covering letter, CV, outline

of research interests, relevant reprints, indicate fellowship for which applying, and have 3 reference letters sent separately by Dec. 22, 1997, to: D. T. Stuss, Director, Rotman Research Institute, Baycrest

Centre for Geriatric Care, 3560 Bathurst Street, Toronto, ON CANADA M6A 2E1; Fax: 416-785-2862; Email: rotman@psych.utoronto.ca. CA2

Search Observer Job ads On the Internet!

Employment Bulletin ads (text ads only, not display ads) are searchable on APS's web/gopher server. (See July/August 1994, *Observer*.) Find the ads in one of three ways:

- ◆ Search via veronica or jughead for "American Psychological Society" or
- ◆ Go through the "other gopher and information servers" to find the Indiana gopher server: Hanover College Gopher. The path from there is: /Hanover_College_Information/Public/American Psychological Society Gopher Directory.
- ◆ For WWW access use the following URL: <http://www.hanover.edu/psych/APS/aps.html>, or URL: <http://psych.hanover.edu/aps/>

SUBJECT AREAS Index

Aging: CA2, NY7, CN2
 Applied: CA2
 Behavioral Decision Theory: PA3
 Behavioral Neuroscience: AR1, CT2, GA3, KS1, MA1, MS1
 Behavioral Psychopharmacology: NC2
 Behavioral Science: MD3, NY1, TN2
 Biological: CA11, CO3, CT2
 Clinical: CA10, CA15, CA17, CA18, CT3, GA4, GA7, IL2, MD2, MD3, MA2, NY4, TN3, TN4
 Clinical (Child): CO2, MA6, MI3
 Cognition: PA10, WA2
 Cognitive: CA1, CA4, CO1, DE2, FL2, GA2, GA5, IA1, ME1, MA2, MA5, MI3, MN1, MO2, NJ1, NY4, NY7, NY10, NY12, NY13, PA2, TN4, VA1, CN1
 Cognitive Neuroscience: CO4, MO2, SC1, CN2
 Community: CA7
 Counseling: CA10, CA17, CO5, IL2, IL5, MA9, MI2, MO1
 Criminology: OH5
 Developmental: CA5, CA6, CA11, CO3, CT1, FL3, IA1, MA2, MI1, MI5, NY6, NY11, NC1, PA1, PA4, PA8, PA9, PA11, WA1
 Educational: IL1, TN1, TX2
 Engineering: GA1
 Experimental: GA1, GA5, MA1, MA8, MO1, NY12, OH3, PA7, TX1
 General (includes Director and Chair): CA8, GA6, MD3, MI4, MI5, NC1
 Human Factors: IL4, KS1, KS2
 Industrial/Organizational: CA16, KS1, MI3, MI6, NY2, NY9, NY13, NC3, PA5, HK1
 Neuropsychology: CA1
 Neuroscience: TN4
 Oncology: NY1
 Postdoctoral: AR1, CO3, FL1, IL3, MD1, NY1, NY7, NY10, OH3, PA10, AT1
 Prevention: IL3, NY13, SC1
 Psychopathology: CA13, CA14, MI1, NY14
 Quantitative: CA9, CO1, IN1, NY8, AT1
 Race/Ethnicity: MA7
 Religion: MA3
 Research Assistant/Director: MI4, NY3
 Sensation/Perception: CA1, PA6, CN1
 Social/Personality: CA12, CO1, DE1, FL2, IA1, MN1, MO, NY4, NY9, NY13, OR1, OR2, WA2
 Substance Abuse/Addiction: FL1, KY1, MD1
 Vision: CA3

Foreign Country Codes
 AT Australia
 CN Canada
 HK HongKong

How to Use the Job Subject Index

To help readers easily find position openings of direct interest, use the **Subject Areas Index** found at the end of the *APS Employment Bulletin*. The job listings themselves are organized by **geographic area**, but the **subject area** index permits more flexible review of the listings. At the end of each position announcement is a unique three- to four-character alphanumeric code in bold-face type. These codes appear in a listing of **SUBJECT AREAS** at the end of the job listings.

Use the subject list to locate areas of interest and note the codes that follow the subject area of interest. Codes contain two-character postal abbreviations of state names (e.g., FL stands for Florida) as their first two characters followed by a sequential number (1 through N) assigned on the basis of the position opening's location in the list of openings for the given state. For example, the tenth job opening listed under the state of Florida would have as its unique code "FL10."

Individual subject areas listed in the **SUBJECT AREAS** list may be followed by more than one code, indicating that more than one job relates to that specific subject area. Each code following an individual subject area represents one specific position opening. The subject list will vary in content across issues of the *Bulletin*.

Editor's Note: Subject indexing is not intended to be exhaustive. Readers should browse the job listings for a thorough exposure to available openings. Comments regarding indexing are welcome.

Printed in the United States of America.



The **OBSERVER** is printed on recycled paper.



American Psychological Society
APS Observer
 1010 Vermont Ave, NW, Suite 1100
 Washington, DC 20005-4907

NON-PROFIT
 U.S. POSTAGE
 PAID
 PERMIT NO. 2446
 Merrifield, VA

Time-sensitive Material

Is your address correct?

Please make corrections to your mailing label and return the original or a photocopy to APS at the address above.

IMPORTANT: *Don't forget to include information about changes in your work and home telephone numbers, fax, email, and institutional affiliation.*

