APS 9TH ANNUAL CONVENTION

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APS to Unite Psychology In Nation’s Capital

Ninth Annual Convention’s theme is “The unity of psychological science: Connections and interfaces”

Aronson, Bjork, Dawes, Fischhoff, Iacono, Kahneman, Plomin, Scarr, Triandis, and Zajonc. What do these names have in common (other than being APS members)? They are just a few of the speakers who will be taking part in the Ninth Annual APS Convention.

From May 23-26, 1997, the world’s leading scientific psychologists will meet in Washington, DC, to discuss major issues and trends in the field, bridging gaps between the subfields of the discipline and making the field of psychology stronger as a whole.

“The issue of psychology’s unity and disunity seems particularly timely these days as exciting developments within and outside our discipline create powerful centrifugal forces threatening to pull us apart, and attract significant chunks of our membership to alternative scientific configurations,” said APS Convention Program Chair Arie Kruglanski. “Will psychology withstand these winds of change? Do we want it to withstand them? These issues and others will be dealt with at the convention.”

The APS Convention program strongly emphasizes cutting-edge research and features

SEE CONVENTION ON PAGE 12

Daniel Kahneman to Deliver APS Keynote Address

Speech to be made in memory of friend and colleague Amos Tversky

Daniel Kahneman, professor of psychology at Princeton University, will deliver the Keynote Address on the evening of Friday May 23, during the Ninth Annual Convention’s opening ceremony.

This year’s Keynote Address is titled “The Cognition of Well-Being.” Kahneman will describe recent research on the evaluative memories of past episodes, on the forecasting of the enjoyment or suffering associated with future experiences, and on illusions that occur when people think of the effect of changed circumstances on well-being. Kahneman’s keynote address will be given in honor of Amos Tversky, professor and researcher at Stanford University and Kahneman’s longtime collaborator, who died last spring.
The forthcoming APS convention revolves this year about the Unity of Psychological Science. But is there, will there be, or even should there be such unity? These questions seem quite timely, for the house of psychology today is hardly the paragon of tranquil harmony. Unprecedented tensions are pulling it apart and formidable centrifugal forces threaten to decimate it, perhaps to the point of total eradication, as some skeptics preseje.

Both internal and external developments have conspired to create this state of affairs. The former relate to the increased specialization any mature field of science may expect to undergo. In the early stages of a science, the amount of substantive and methodological knowledge is meager enough to afford its mastery by a single individual (As recently as the 1960s, psychology graduate students were expected to be knowledgeable in all of the diverse facets of psychology including its biological, cognitive, or socio-cultural aspects). With increasing cumulative knowledge, however, comprehensive mastery by any one mind verges on the impossible.

Evolution of a Science

Consequently, separate scientific groupings coagule around diverse aspects of an evolving discipline. These groupings tend to address different bodies of knowledge, use different methodological devices, and evolve unique histories and specific intrand intergroup dynamics. So it has been with psychology. Moreover, external developments in neighboring fields, technological advances, and research support policies by the federal government and other agencies have created situations where psychologists may have found themselves sharing more in common with colleagues outside of their discipline than with their departmental neighbors. Biological psychologists have been increasingly drawn to their neuroscience colleagues in medical schools or departments of biology or zoology. Industrial and organizational psychologists have been attracted to business schools, cognitive psychologists to computer-science specialists, linguists, or philosophers of mind, and clinical and educational psychologists have often found fertile work environments in freestanding professional schools or schools of education (Spence, 1987).

Federal funding policies (e.g., inspired by the congressional support for a “Decade of the Brain”) also confront psychologists with exciting opportunities and adventures. These often transcend psychology’s disciplinary boundaries and draw psychologists further and further from their disciplinary center.

Finally, the ever-present differences of emphasis and preoccupation of the basic and applied branches of psychology recently have reached crisis proportions, culminating in a partial exodus in the last decade of academic, applied, and research scientists from the American Psychological Association (APA) and their establishment of the American Psychological Society (APS).

Death Knell?

Do these developments sound the death knell of psychology as an organized field of science? There are those who would answer in the affirmative and point, as cases in point, to the APA-APS split and to the increasing fractionation of some psychology

SEE KRUGLANSKI ON PAGE 39
The Science of Self-report

A provocative NIH symposium examined an issue central to the validity of behavioral and social science research and key to good medical practice and health

BETHESDA, MARYLAND—The accuracy and reliability of reports of one’s own behavior and physical state are at the root of effective medical practice and valid research in health and psychology. To address this crucial element of research, the National Institutes of Health (NIH) held an informative conference here in November, “The Science of Self-report: Implications for Research & Practice,” at which more than 500 researchers and policymakers learned about many of the critical limits of “self-report” as a research tool as well as some of the latest techniques to enhance its effectiveness.

Sponsored by the Office of Behavioral and Social Science Research (OBSSR), the symposium drew participants from virtually every area of health and medicine policy, practice, and research. The issue of self-report as a primary tool in research and as an unavoidable component in health care is of central concern to medical and social science researchers and medical and psychology practitioners, and many other scientists.

Drawing on the expertise of disciplines ranging from anthropology to sociology, the conference’s 32 speakers and introducers featured 10 APS members, including the following NIH staff: Wendy Baldwin (NIH Office of Extramural Research deputy director), Norman Anderson (OBSSR director), Virginia Cain (OBSSR), Howard Kurtzman (National Institute of Mental Health), and Jaylan Turkkan (Program Co-Chair).

Value, Limits, and Improvements

“The issue we have to consider regarding self-report data is not that it should be replaced by external measurements but that we will always need self-report about many behaviors that are simply going to be unobservable by anyone else. We’re going to need it because the interpretation of events may be important, and only the individual can provide those interpretations,” said Baldwin in the opening session initiating the two-day conference. But assessing patient compliance with medical regimens and eliciting medical histories are just two of the particularly important areas in which self-report data is routinely, and perhaps blindly, accepted as reliable in many current medical contexts.

“Consequently, the effort should be placed on improving the self-report measures, as opposed to just looking for weaknesses or how they can be replaced by external measures,” Baldwin emphasized in her comments that set the tone for the exceptionally practical conference. In fact, all speakers at the conference emphasized the invaluable nature of self-report measurements and called for a continual effort to improve their utility.

“Where we have other validation, that’s great! But we have a very important job ahead of us to make sure that we can learn why self-report either works well or doesn’t, and when it works well, and when it doesn’t,” said Baldwin.

Observational and experimental studies have shown that there are barriers to accuracy at every stage of the autobiographical report process—perception of the state of the self, encoding and storage of memory, understanding the question being asked, recalling the facts, and judging how and what to answer. And one intention of the conference was to systematically review the documented problems across several research and medical contexts.

Reporting Symptoms and Physiology

Psychologist James Pennebaker, Southern Methodist University, presented data from studies on the ability to perceive one’s own physical symptoms and other aspects of physiology such as heart rate.

“People are generally not good at this,” he finds, “but there are interesting sex differences.” In laboratory settings, men are better at perceiving their inner physiological states than are women, but the difference is largely erased when the studies are...
Comments Sought on Changes To Merit Review at NSF

National Science Foundation introduces new criteria for peer review of grant proposals

WASHINGTON, DC—On the heels of proposed changes to the peer review system at the National Institutes of Health (NIH) (see Sept. 1996 Observer), the National Science Foundation (NSF) also announced the introduction of new criteria to evaluate the thousands of grant proposals submitted to that agency each year. NSF’s effort is unrelated to NIH’s, but since 30,000 new grant proposals are submitted to NSF annually, the new evaluative criteria will affect many research grant applicants, above and beyond NIH. The scientific community is invited to comment on NSF’s proposed criteria by January 31.

To determine which grants get funded and which do not, NSF has relied on a process of external peer review based on the four criteria of researcher competence, scientific merit, utility/relevance, and effect on infrastructure. Virtually all new applications are reviewed by several individuals, generating some 170,000 external peer evaluations that help guide funding decisions. The ultimate funding decision rests with an NSF program officer who also uses these criteria.

The new draft criteria streamline the four criteria down to two—research quality and likely impact. NSF hopes the new guidelines will make the task of reviewing grant proposals clearer for reviewers and that they will generate more consistent and meaningful reviews.

In making its recommendation to explore options, NSF staff relied on the results of a 1991 survey of a cross-section of reviewers. The survey indicated that less than half of the respondents said they usually commented on all four current criteria in their reviews. In fact, only one of the criteria, researcher’s competence to perform the research, was used almost always by reviewers. But the scientific merit of the proposed research was addressed in only 80 percent of reviews. And, utility and relevance of the research were commented on by reviewers in only 40 percent of reviews. Infrastructure was included in reviews only about 33 percent of the time. Furthermore, a 1995 electronic survey examining reviewer responsiveness indicated that NSF program officers experience difficulty in obtaining useful input from reviewers with respect to the utility and infrastructure criteria.

In response, the Merit Review Task Force released a Discussion Report in November in which it proposed changes designed to address several problems uncovered in the current criteria: (1) The lack of clarity in some of the criteria encourages the use of “unwritten” criteria; (2) Reviewers and program officers do not apply the criteria uniformly; (3) Criteria do not facilitate the incorporation of non-research activities; (4) Criteria do not track well with the 1995 NSF Strategic Plan; and (5) There is considerable variation in the use of the criteria across NSF programs.

The Merit Review task force recommended to the NSB that the current four-part review criteria, originally adopted in 1981, “be simplified and that the language be harmonized with the [1994] NSF strategic plan.” In accordance, the task force issued the new two-part criteria to replace the currently used four-part criteria (see accompanying box on facing page).

In a Nutshell

“Our expectation is that the new criteria will provide better guidance to the program officer, encourage the reviewers to comment on more aspects of the proposal than they were doing under the older criteria,” commented NSF Director Neal Lane at a press briefing on the proposed changes. “It is not a matter of changing how the reviews are scored, and it certainly is not our intention to develop a numerical basis for the scoring,” Lane stated.

Are the criteria really new or just a reorganization of the old evaluative standards? In a nutshell, a primary reason seems to be to address concerns about ensuring consistency in how reviewers use current review criteria. At the same time, NSF wants to preserve the flexibility that reviewers and program officers have in evaluating proposals.

While NSF’s current criteria have been in use for 15 years, most agree that they remain an effective means for determining the optimal allocation of NSF’s valuable and increasingly scarce resources. But according to the NSF task force, “from time to time, it is nevertheless prudent to examine the review criteria—in the spirit of improving an already outstanding system.”

Why Now?

A number of factors have converged at this time to cause the NSB to invoke an assessment of these long-standing review criteria. First, an NSF 1994 strategic plan established long-range goals and core strategies for NSF, and the revised criteria are designed to align with those goals and strategies. Second, studies suggested there is need for improvement in NSF’s system of merit review. Third, seminal events over these 15 years—notably the end of the Cold War and the rise of global

CONTINUED ON NEXT PAGE
economic competition—have altered the context for public support of research and education, according to NSF. Finally, NSF maintains that it is now more important than ever to understand the returns that society enjoys from NSF’s investments in research and education.

**Flexibility Preserved**

NSF maintains that continuing flexibility in a reviewer’s discretion in the application of the criteria “may be as important as the criteria themselves. Most reviewers will address only those elements of a proposal they feel competent to evaluate. And, NSF also does not pre-assign weights to the criteria; given the variation across NSF’s many different programs, any such one-size-fits-all approach would be counterproductive, states NSF documentation.

Furthermore, NSF will continue to employ special criteria when proposals are expected to respond to the specific objectives of certain programs and activities. Examples include teacher training projects and the development of large research facilities.

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**Current NSF Review Criteria Ask Reviewers to Determine:**

1. **Research performer competence.** This criterion relates to the capability of the investigators, the technical soundness of the proposed approach, and the adequacy of the institutional resources available.

2. **Intrinsic merit of the research.** This criterion is used to assess the likelihood that the research will lead to new discoveries or fundamental advances within its field of science or engineering, or have substantial impact on progress in that field or in other science and engineering fields.

3. **Utility or relevance of the research.** This criterion is used to assess the likelihood that the research can contribute to the achievement of a goal that is extrinsic or in addition to that of the research itself, and thereby serves as the basis for new or improved technology or assists in the solution of societal problems.

4. **Effect on the infrastructure of science and engineering.** This criterion relates to the potential of the proposed research to contribute to better understanding or improvement of the quality, distribution, or effectiveness of the nation’s scientific and engineering research, education, and manpower base.

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**Newly Proposed NSF Review Criteria Ask Reviewers to Determine:**

1. **The intellectual merit and quality of the proposed activity.** The following are suggested questions to consider in assessing how well the proposal meets this criterion: What is the likelihood that the project will significantly advance the knowledge base within and/or across different fields? Does the proposed activity suggest and explore new lines of inquiry? To what degree does the proposer’s documented expertise and record of achievement increase the probability of success? Is the project conceptually well designed? Is the plan for organizing and managing the project credible and well conceived? And, is there sufficient access to resources?

2. **The broader impacts of the proposed activity.** The following are suggested questions to consider in assessing how well the proposal meets this criterion: How well does the activity advance discovery and understanding while concurrently promoting teaching, training, and learning? Will it create/enhance facilities, instrumentation, information bases, networks, partnerships, and/or other infrastructure? How well does the activity broaden the diversity of participants? Does the activity enhance scientific and technological literacy? And, what is the potential impact on meeting societal needs?
International Psychology

Psychology in a Transitional Russia

Not yet time to say “Da Svidonya” to Russian research or teaching

Can the teaching and practice of psychology thrive if they are not supported by a vigorous home-grown research base? The question preoccupies many Russian psychologists today as they see research funding from the Russian Academy of Sciences shrink almost to the disappearing point. Russian researchers are struggling to keep their research activities from following the same free fall.

Psychology education is holding its own, however, sometimes at the expense of psychological research, it appears. Today, student voices are echoing through the halls of Russia’s leading government research institute, where a new psychology department has emerged. At the same time, in new private schools and institutes, courses in long-forbidden areas such as psychoanalysis and fields formerly deemed superfluous, like consumer psychology, are very popular.

Meanwhile, academic psychology departments in provincial cities appear fairly thriving—they seem to be holding onto their faculty members and pre-1991 student enrollment levels, despite challenging economic conditions. A strong plus for professors and students alike is the “fresh air” of free contacts with psychologists abroad and psychological research worldwide, opened up by perestroika and the 1991 collapse of the Soviet Union.

As to the future of psychological research in Russia, Psychology Institute Director Andrey Brushlinsky believes it is intimately linked with the outcome of Russia’s current struggle to establish a viable, prosperous economy.

In the following two articles, Observer reporter Don Kent describes the condition of psychology in both academic and research contexts in Russia during its difficult transition to democracy and free-enterprise. The Editor

Science Struggles to Survive in Academia . . .

YAROSLAVL, RUSSIA—Travel guides point to Yaroslavl as the “most Russian” of regional cities, an attractive example of what Russia is all about, with the bonus of being within easy reach of metropolitan Moscow.

For anyone seeking to understand what Russia’s approach to psychology is all about, the psychology department of the regional Yaroslavl State University offers similar advantages. With its 20 faculty members and more than 400 students, Yaroslavl’s department of psychology is a small community of its own, located in a leafy setting far from all other departments of the university except biology.

At mid-morning, the building’s lobby is the scene of several lively group discussions, amid the many large potted plants. Are we witnessing the vaunted Russian-style collective discussion and confrontation of various subdisciplinary views—of the type said to be so typical of Russian psychology? Perhaps. Though it is hard for an American observer to discern how much of the discussion is focused on psychology, and how much on the television coverage of Michael Jackson’s visit to Moscow the night before.

CONTINUED ON NEXT PAGE

Will Research Take Second Place?

Russian Institute of Psychology tries new ways of operating and incorporates teaching

Moscow, Russia—“We have had a very bad, really tragic situation during July, August, and September,” said Andrey Brushlinsky, director of the Institute of Psychology and the sole psychologist in the Russian Academy of Sciences.

“In those three months we didn’t receive our salaries because the Ministry of Finance and Ministry of Sciences couldn’t furnish the funds,” Brushlinsky said at the outset of a two-hour interview in Moscow. The salary situation seemed little changed from a year ago, when Brushlinsky had made similar comments in an Observer interview: “Before we had money but no freedom. Now we have freedom but no money.”

The Institute of Psychology and the other once-potent institutes of the Russian Academy of Sciences have been struggling for years to keep the wolf from the door. But the Academy and its institutes are not alone in this problem. The government also has been months in arrears in paying the army, coal miners, and workers in many other sectors of the economy.

SEE RESEARCH ON PAGE 8

January 1997
Selecting Students, The Curriculum

What is certain is that each year the psychology department selects about 80 secondary school graduates to enter the department’s the five-year course of study. All will receive stipends. The selection is based on secondary school records and three rigorous examinations given over a three-week period in July. The same selection system applies in the state universities in Moscow, St. Petersburg, and more than 20 regional universities.

Once admitted, the students focus almost exclusively on psychology. They are immersed also in foreign language training and mathematics/statistics courses offered within the department itself.

There is a common curriculum for all students in years one and two. All professors and instructors teach these introductory courses. In year three, the students begin to branch out into their chosen specialties. And in their fifth year, as “diplomniks,” they prepare their theses. Finally, some of them spend about four more years in the same department to do their “candidatures,” a PhD equivalent.

Russian psychology departments are structured very differently from those in the United States that university-based exchanges between the two countries require some creativity to be successful. Yaroslavl currently has a fruitful program with Stonehill College in Massachusetts. It involves short-term exchanges of students and professors. But an additional tie with a university psychology department that offers doctoral training would be greatly welcomed, several Yaroslavl psychologists suggested.

Real-world Applications of Psychology

Viktor Novikov, currently the president of the International Academy of Psychology, is probably the most widely-known member of the faculty. Novikov is a social psychologist who focuses on industrial settings and issues of productivity. He reports his consulting work brings him substantial income and has made him wealthy by Russian standards.

As an example of the work that he and his colleagues have been called upon to do, Novikov cites a series of breakdowns at a Yaroslavl petroleum refinery. Novikov and his team analyzed the timing of the breakdowns and found them to be connected with the cycle of agricultural work in the area. Many of the employees apparently wanted work to stop so they could take care of their crops. Novikov said that further investigation showed the refinery director might have been involved in triggering the breakdowns, hoping thereby to ingratiate himself with his staff. To correct that situation, the refinery placed the soon-to-be former-director in charge of repairs under the supervision of a new, specially trained director of the refinery.

Novikov notes that “work is much more interesting in post-Communist Russia but is much harder on people. Capitalism is more cruel to people than Communism, and our people are not ready to go in the new directions.” The greatest need for psychologists in Russia today is in mental health areas, he said.

Oligophrenia

Svetlana Kornilov gave up university teaching six years ago to be a practicing psychologist in the health services section of the Yaroslavl education department. She now works with a group of psychologists, psychiatrists, and physicians that helps children with developmental problems who have difficulties in their school work.

She says that most of the children she sees suffer to some extent from what Russians refer to as oligophrenia, that is, mental deficiency or retardation. There are special schools for these children and special training is offered to their parents.

“But now we are seeing more and more social orphans—children whose living parents have abandoned them—and our diagnoses must differentiate whether the basic problem is mental retardation or a result of deprivation and abandonment,” Kornilov said.

“Although special houses have sprung up in many towns to house and care for the abandoned children, there is no social support system for the large number of children who essentially are socially deprived children. Ultimately, we can do little for them,” Kornilov said.

Applying What Is Learned

Practical thinking is the specialty area of Svetlana Kornilov’s husband, Yury, who holds one of the three departmental “catherdae,” the chair of general psychology. The research of his team focuses on bridging the gaps between theoretical thinking (explaining) and the types of practical thinking (action) that cannot be verbalized easily.

“The basic problem is that when students finish their education they often don’t know how to use it in practice,” Kornilov said. And, ever since Russia opened its doors to the outside world, Kornilov and his co-investigators have become more aware of similar research by scientists in America, Germany, France, and other countries.

Within Kornilov’s area of mentorship are “diplomniks” who are preparing their theses on topics of thought and attitude. One example is that of student Sergey Shefov. His
Money hasn’t been available because Russian tax collections are less than half of what they would be if laws were rigorously enforced. Tax income has been falling about 20 percent below expected levels, though a new get-tough policy may improve this.

Brushlinsky says that the brain drain resulting from this financial crisis has not been as severe at the psychology institute as in some of the other institutes. A handful of researchers have departed for permanent jobs abroad. And a dozen or so have left to work in commercial establishments. But the bulk of the Institute’s more than 200 researchers, including 100 PhD-level “candidates of science” and 20 higher-level “doctors of science” are staying with the psychology institute. This is so despite the fact that “available funds are only enough to pay miserable salaries and cover lighting and heating expenses.” Brushlinsky says.

**Sources of Research Funds**

What has saved the psychology institute, Brushlinsky says, is support from two new government-funded entities. One is the Russian Basic Research Fund, that funnels research money directly and comparatively to researchers who need it, bypassing the bureaucratic structures of the Russian Academy of Sciences. The other is the Russian Humanitarian Research Fund, which selectively provides organizations like the psychology institute with funds for laboratory equipment, publishing expenses, as well as international and educational activities. Both funds were created in the early 1990s.

**New University Connects With Non-political Agenda**

“We have found new ways of operating,” Brushlinsky said. “For example, last year we created a new university in the Russian Academy of Sciences, the Human Sciences University.” The psychology department of the university is situated within the walls of Brushlinsky’s institute. It admitted 25 students in 1995 and a new first-year class of 30 more students entered this fall. Plans include providing eight years of study, leading to the “candidature,” the Russian equivalent of the PhD. The program is similar to that offered in the Russian state universities but with greater emphasis on scientific methodology.

“For many decades the Academy of Sciences and its institutes were the main focus for research activities in the Soviet Union,” Brushlinsky said, “and education was left solely to universities and other schools of higher education. But more recently, our leaders began to understand how difficult it could be for many of the educational institutions in Russia to extract themselves from the ideological, politically engaged basis of much of the teaching that went on during Communist times.”

One way of depoliticizing higher education was to connect it directly with the country’s best ongoing scientific research activities in each field, Brushlinsky said. That is precisely what the new “psychology faculty” at his institute is doing, he said. And it is being done not only in psychology but also for other disciplines in many of the other institutes as well.

“As this educational aspect of the Institute develops, many of our psychologists—about 30 or 40—are not only researchers but they also lecture in psychology,” Brushlinsky said. “So they do have a second salary that comes from the Ministry of Education. And this also creates a new fortunate situation in which many of our psychologists are able to conduct organized scientific research with the participation of their students.”

If this sounds like the situation long-prevailing in many psychology departments in America, Brushlinsky concedes that “it’s good in some respects.”

But it also means giving up something—something with a familiar ring to American psychologists—Brushlinsky points out: “Unfortunately, many psychologists in the Institute now have to split their time between teaching and research. And that’s not good for research.”

**Revamping Science Policy**

Some good news for research, however, may be forthcoming from a shortly anticipated revamping of Russia’s science policies, Brushlinsky believes. His hopes focus on one of the youngest members of the Academy of Sciences, Vladimir Fortov. Fortov is a physicist who is the director of the Russian Basic Research Fund that has been providing support to the psychology institute, as well as Deputy to Prime Minister Viktor Chernomyrdin. In August he was appointed Minister of Science and Technology by President Boris Yeltsin.

“This is very good for us—I hope that Academician Fortov, as Minister of Sciences, may establish new and better conditions for the Academy of Sciences,” Brushlinsky said.

**International Exchange**

High among Brushlinsky’s priorities in his strategy to save the Institute of Psychology is a vigorous program of international exchanges. Programs with France and Germany appear to be the most important ones. They include support for Russian professors and students working abroad, joint research, and translation and publication of Russian works abroad and translation of French and German works into Russian. Notably, they support international conferences in Moscow. Brushlinsky is now working with German psychologists on plans for an early 1997 conference tentatively called “Science under Totalitarian Regimes” and focusing on scientists at work during Stalin’s and Hitler’s reigns.

Brushlinsky clearly cherishes his Institute’s ties with American psychologists and organizations, even though they are not as formally structured or materially supportive, by and large, as the Institute’s ties with France and Germany.

But he does not hesitate to show his pique over what he sees as a wave of faddish, unscientific enthusiasm in America for the works of Lev Vygotsky and inadequate regard for the theories of Sergey Rubinstein, for example.
RESEARCH FROM PAGE 8

Rubinstein and his followers—Brushlinsky being certainly among the most eminent—hold that humans and their minds are first of all developed and revealed in practical activity. Brushlinsky states that this approach views speech and other symbolic communication as secondary, since they derive from the contacts the infant makes in practical activity. According to Brushlinsky, the whole of Vygotsky’s theory relies on an approach based on signs rather than activity, focusing not so much on the sensory system’s involvement in practical activity as on speech as a system of signs.

Brushlinsky said, “I agree that Vygotsky is a very interesting and important psychologist. But unfortunately many psychologists and other specialists abroad escape from dialogue concerning important aspects of Vygotsky’s theory. They cannot or will not participate in dialogue concerning Vygotsky’s theory, and so they become very one-sided,” dodging discussion because they cannot answer the critical questions that Russians and others would confront them with, he complained.

“It’s unfortunate than not only during Stalin’s regime but also today, Vygotsky and his theory are the victims again and again of propaganda and non-scientific approaches. Under Stalin, Vygotsky, after his death, was the victim of Stalin’s totalitarian decrees. And now, under a free society, Vygotsky is the victim of ‘charismatization.’ But in both cases he is the victim of propaganda,” Brushlinsky said.

TEACHING FROM PAGE 7

The goal of the Urvantzev’s studies is not so much to help physicians respond directly to patients’ needs, but rather, to help physicians engage in more efficient problem solving in the areas of diagnosis, prophylaxis, and rehabilitation. But not all Russian physicians welcome such help, he says.

On the occasion of the hundredth anniversary of Vygotsky’s birth this year, Brushlinsky has published an article in which he points out numerous flaws and distortions in Vygotsky’s published texts and proposes to set them straight (Pervye uvocheniya textov L.C. Vygostskovo). For example, where Vygotsky cited a statement by Leon Trotsky in the manuscript of one of his key works, Thought and Language, censors or editors had deleted Trotsky’s name and made the citation part of Vygotsky’s text.

Worries About the Future

Summing up his thoughts about the future of the Institute of Psychology, Brushlinsky said, “Russia is in a very difficult situation economically and politically at present ... with little investment in Russian industry and a Communist party interested only in revenge [for what has happened to the country],” Brushlinsky said the future of research depends on development of a Russian society that is flourishing economically and politically. He continued, “Only if we have stable financial support from the Ministry of Sciences or other government sources can we continue our research and enjoy freedom and clear perspectives. But if our institute becomes only an educational institute and not a research institute, that is a very bad situation.”

Political Psychology

A comparative study of political orientation and career decisions of youths in Russia and Germany is the main project currently being conducted by Svetlana Ivanovna, a social and political psychologist. The study involves just under 200 subjects in each country chosen from four distinct social/economic categories.

The youths in both countries are “very apolitical in the sense of being non-engaged in the political processes of the country,” Ivanovna says. “In Russia, working-class youths have more political interests than university students. But they have very little knowledge of political parties and issues. But, they are in great distress, because in earlier times they had clearer perspectives for their personal development, as it was the working-class that was supposed to be at the top of the list of priorities in the Soviet system. Now they have lost all that.” D.K.

Some doctors want this help, but others are very critical,” Urvantzev said. “I think the majority are skeptical—they have little psychological background. But young doctors are more interested and accepting.”
Distinguished Members Elected APS Fellows

Twenty-eight names were added to the prestigious roster of APS Fellows recently when the APS Board accepted the recommendations of the Fellows Subcommittee. This committee, chaired by Andrew S. Baum, reviews all applications for fellowship and selects new Fellows on the basis of sustained contributions to scientific psychology. These new inductees swell the ranks of APS Fellows to more than 2,400. APS congratulates the following new Fellows:

Ronald P. Abeles, National Institute on Aging
Mahzarin R. Banaji, Yale Univ.
S. Marc Breedlove, Univ. of California-Berkeley
Robert D. Caplan, George Washington Univ.
Susan E. Chipman, Office of Naval Research
Richard Davidson, Univ. of Wisconsin-Madison
Celia Wolk Gershenson, Univ. of Minnesota
Jacqueline D. Goodchilds, Univ. of California-Los Angeles
Kathleen E. Grady, Massachusetts Inst. For Behavioral Medicine
James Gross, Stanford Univ.
Arie Kruglanski, Univ. of Maryland
Felice J. Levine, American Sociological Association
John M. Levine, Univ. of Pittsburgh
Teresa E. Levitin, National Institute on Drug Abuse
Mark W. Lipsey, Vanderbilt Univ.
Dominic W. Massaro, Univ. of California-Santa Cruz
Beth E. Meyerowitz, Univ. of Southern California
Leonard Mitnick, National Institute of Mental Health
Richard L. Moreland, Univ. of Pittsburgh
Evan G. Pattishall, Jr., Pennsylvania State Univ.
Steven D. Penrod, Univ. of Nebraska
Paul A. Pilkonis, Univ. of Pittsburgh School of Medicine
Lonnie R. Sherrod, William T. Grant Foundation
Arthur P. Shimamura, Univ. of California-Berkeley
Kathryn S. Spohr, Brown Univ.
Josef E. Steiney, Indiana Univ.
Dalmas A. Taylor, Univ. of Texas-Arlington
Jaylan S. Turkkan, National Institute on Drug Abuse

APS Invites Nominations for New Fellows

Fellow Status Criteria
(effective 12/94)

The basic criterion considered for Fellow status in the American Psychological Society is that of sustained outstanding contributions to the science of psychology in the areas of research, teaching and/or application. Candidates will generally be considered after ten years of postdoctoral contribution, though exceptional cases of candidates with fewer years will be considered. The nominee must be an APS member.

Nominations
Individual APS members may make nominations any time during the year. Nominators must supply the following documents to the APS Membership Committee.

(1) A letter of nomination specifying why the candidate is judged to have made sustained outstanding contributions.
(2) The candidate's current curriculum vita.
(3) Letters of support from three outstanding contributors to the field of scientific psychology familiar with the nominee's work, one of whom must be an APS Fellow.

Review and approval of nominations
The APS Membership Committee has appointed a Fellows Subcommittee consisting of a Chair and other APS Fellows (representing diverse specialty areas) to consider the nominees for whom letters and vitae have been received. The Subcommittee's voting on Fellow status may be made during a meeting at an annual convention, on a conference call, or by mail ballot. The Chair of the Membership Committee will coordinate all evaluations, recommendations, and voting. The APS Board of Directors will review all nominees approved for Fellow status twice each year (winter and spring) and approved fellows will be notified accordingly.

Fellowship Nomination

I would like to nominate __________________________________________ (please print or type) for APS Fellow status. In support of this nomination I have enclosed the following documents:

• Letter of nomination
• Curriculum vita of nominee
• Supporting letters from 3 colleagues, at least one of whom is an APS Fellow

__________________________________________ (your signature)
__________________________________________ (printed name)
__________________________________________ (address)
__________________________________________ (telephone)

Return to: APS Membership Committee
American Psychological Society
1010 Vermont Avenue, NW, Suite 1100
Washington, DC 20005-4907
Attn: Maria Cuzzocrea Burke

January 1997
Distribution of Doctoral Degrees Earned by Men vs. Women in 1995

The Nation’s Capital to Host APS in ’97

Convention from Page 1

many of the best and most interesting scientific psychologists. Select integrative talks and symposia synthesize data and address important topics in current psychological research. Hundreds of diverse poster presentations highlight specific research questions and findings.

What makes the 1997 APS convention special is its integrating theme, “The unity of psychological science: Connections and interfaces.” (Kruglanski addresses this issue in depth on page 2 of the Observer.) This precisely embodies APS’s objective to recognize that despite our diverse levels of conceptual analysis, theoretical languages, and empirical methods and techniques, we represent a meaningful and coherent discipline with a set of core problems to resolve.

“This year’s convention is unique in several respects,” notes Kruglanski. “First, it revolves around a theme, ‘The unity of psychological science: Connections and interfaces.’ In a sense, the very existence of APS affirms a commitment to a commonality we all share despite our numerous differences. The program committee made special efforts to organize symposia and presentations to reflect the various intersections of our interests, and they have done an outstanding job in putting together an exciting program around the ‘unity’ theme.”

In accordance with the general theme, various symposia and addresses will explicitly explore subdisciplines’ commonalities and differences. Presentations will thus cut across the various subdisciplines of the field and transcend the boundaries of the specialty areas. There will be discussion of how different approaches interact and complement each other, what is the place of psychology in the age of interdisciplinary science, and how various levels of analysis inform each other and allow us to build upon each others’ concepts and findings, according to the program committee.

Dynamic

According to Kurt W. Fisher, a member of the convention program committee, a focus on the dynamics of change will extend throughout the developmental program of the convention.

“In the developmental program we have captured important new dynamical directions in psychological theory and research,” said Fisher. “A revolution is brewing with nonlinear dynamic modeling at the core, providing radically different concepts for specifying and studying psychological processes, especially mechanisms of change. The dynamical revolution has already transformed the study of development, where nonlinear dynamic tools provide both novel concepts about change and powerful tools for explicitly modeling change processes and testing the models empirically. One talk and panel discussion focus on the nonlinear tools themselves; a symposium focuses on new research illuminating relations between short- and long-term changes in learning and the long-term changes in development. Another emphasizes the developmental bases of psychopathology.”

E. Tory Higgins, organizer of the social section of the convention program, praised the theme of the convention and called it a great source for an overview of what is special about the convention.

“What is most unique about the upcoming meeting is Arie’s theme of demonstrating the value of different levels of analysis—biological, cognitive, and social—for psychology,” said Higgins. “Having different levels of analysis allows our discipline to address the same phenomenon from more than one perspective as well as to examine the intersections between different levels and between psychology and other disciplines. This then underlies my selections for the social section of the program. Dick Nisbett as one key speaker represents the intersection of history and social psychology. Susan Andersen as the other keynote speaker represents the intersection of clinical and social psychology. Both invited symposia were organized to demonstrate the value of addressing the same general phenomenon from different perspectives within psychology. One symposium on attachment and close relationships includes both social psychologists and developmental psychologists. The other symposium on metacognition includes both social psychologists and cognitive psychologists. The speakers will consider what is unique about this perspective that is essential to include when examining human behavior.”

Kruglanski maintains that even though the convention program highlights commonalities and interfaces, “we are not neglecting our domains of uniqueness. As a special series at this convention—and for the first time at our general meeting—we are planning subdiscipline panel discussions by APS distinguished Fellows to address the major trends and directions within the particular subspecialty. This will be followed by a social hour (also a novelty at APS!), affording an informal opportunity for members of the audience to discuss these and other issues with the panelists, and their professional friends and colleagues.”

Teaching

This year’s meeting also will feature the Fourth Annual APS Institute on the Teaching of Psychology. This day-long preconference combines substantive talks by leaders in scientific psychology with poster and round-table presentations that feature innovative teaching strategies and effective classroom tools. Aimed at a gathering of teachers at two- and four-year colleges and universities and graduate students, this event attracts more than 400 eager participants each year, so be sure to register early to save your place.

The APS Convention also offers: exhibits featuring the latest in publications, services, and opportunities to network with colleagues at social events.

Another key attraction is a number of satellite meetings of related associations (see pages 22-23) scheduled in conjunction with the APS meeting.

Good Advice

When you are not in sessions or the Exhibit Hall, we urge you to experience the sights, sounds, and tastes of our nation’s capital. Visit the White House or stroll among the monuments! Journey across the Potomac River and visit Arlington Cemetery, or spend time exploring the National Air and Space Museum. ♦

January 1997
Aronson Talks to Teenagers in the APS Bring-the-Family Address

Designed to be both informative and entertaining, the Bring-the-Family Address is the perfect way in which to share your enthusiasm for psychology with your family and friends. Substantive psychological issues and research are discussed in a relaxed, accessible fashion that everyone can understand and appreciate.

This year's talk is titled, "Adventures in Applying Social Psychology: How to Convince Sexually Active Teenagers to Use Condoms." It will be delivered by Elliot Aronson, of the Univ. of California-Santa Cruz.

The lecture is at 8 PM, Saturday May 24.

"There is no cure for AIDS, but it is preventable," said Aronson. "Most sexually active teenagers know that condoms, when properly used, are an effective way to protect themselves against AIDS. Yet, tragically, only a small percentage use condoms regularly. How can we cut through their feelings of invulnerability and convince them to use condoms? After several false starts, my students and I have come up with a promising strategy that seems to work."

This year's Bring-the-Family Address, sponsored by Psi Chi, may not be suitable for children ages 13 and younger.

New in 1997...

Distinguished Fellow Discussions and Receptions

As a special series at this convention—and for the first time at our general meeting—we are planning subdiscipline panel discussions by APS distinguished Fellows to address trends and directions within the particular field. This will be followed by a social hour affording an informal atmosphere for members of the audience to discuss those and other issues with the panelists, as well as with their professional friends and colleagues.

Distinguished Fellows Panels

Current Directions in Measurement and Evaluation

DAVID BUDIUSCU, Univ. of Illinois-UC
BARUCH FISCHHOFF, CARNEGIE MELLON UNIV.
ROBYN DAWES, CARNEGIE MELLON UNIV.
J. FRANK YATES, UNIV. OF MICHIGAN

Nonlinear Dynamics of Development and Change: Using Dynamical Modeling in Psychological Theory and Research

KURT FISCHER, HARVARD UNIV.
ESTHER THELEN, INDIANA UNIV.
P AUL VAN GEERT, INST. FOR SOCIAL RESEARCH

Walter Mischel, Columbia Univ.
William McGuire, Yale Univ.
Robert Zajonc, Stanford Univ.

The scientific base for developing psychological prevention and treatment interventions for mental and physical disorders

David Barlow, Boston Univ.
Ken Dodge, Vanderbilt Univ.
Neil Schneiderman, Univ. of Miami

I have come up with a promising strategy that seems to work."

This year's Bring-the-Family Address, sponsored by Psi Chi, may not be suitable for children ages 13 and younger.
Scarr's Presidential Symposium Takes on Genetics and Personality

How can it be that happiness is more genetically than environmentally variable? Are leaders born and not reared? Are socially retiring people born to be shy? Is love of sky-diving and driving a Harley-Davidson a personality trait with physiological bases? Do social attitudes, such as authoritarianism, vary more with genes than with experience? Can specific genes be identified that are responsible for genetic contributions to personality? These and related questions will be the topic of the Presidential symposium this year. Organized by APS President Sandra Scarr, it brings together surprising and important recent research on genetic and biological bases of variation in personality.

Studies of individual differences in personality, life events, and social attitudes, conducted in samples of biologically related and adoptive families and separated and reared-together twins, will be presented by major investigators in behavior genetics at the symposium May 24, 1997.

Evolutionary theory as a context for personality variation and research on specific genetic markers will make the symposium even more broadly interesting to the APS membership.

The APS Presidential Symposium
Genetics and Personality: The Search for Why We Think, Act, and Feel the Way We Do

Sandra Scarr, Univ. of Virginia and KinderCare Learning Centers, Inc. - Organizer
Thomas Bouchard, Univ. of Minnesota
Hill Goldsmith, Univ. of Wisconsin
David Lykken, Univ. of Minnesota
Nancy Pedersen, Karolinska Institute
Robert Plomin, The Maudsley Institute of Psychiatry

Thomas Bouchard
Univ. of Minnesota
Inheritance of Authoritarianism and Other Social Attitudes

Hill Goldsmith
Univ. of Wisconsin
Genetics as Part of an Affective Neuroscience Approach to Personality Development

David T. Lykken
Univ. of Minnesota
Happy Is as Happy Does

Nancy Pedersen
Institute of Environmental Medicine-Karolinska Institute
Beyond Heritability for Personality

Robert Plomin
Institute of Psychiatry-London
Search for Specific Genes in Personality
Teaching Institute Showcases the Latest Research and Teaching Techniques

On May 23, APS will hold its Fourth Annual Institute on the Teaching of Psychology in Washington, DC. Scheduled in conjunction with the Ninth Annual Convention (May 23-26, 1997), this exciting one-day preconference is open to teachers of psychology at two- and four-year colleges and universities, graduate students and others with an interest in teaching.

The APS Teaching Institute has attracted more than 400 of your teaching colleagues each year, and we expect an even larger and more diverse audience in Washington, DC. (See insert for registration, hotel, and travel information.)

The APS Teaching Institute offers a special blend of cutting-edge psychological research and proven teaching techniques. In plenary and breakout sessions, leaders in psychological science discuss the latest research and theories in their fields so that you can tell your students about the most recent and exciting developments in psychology. And just look at the list of renowned invited speakers in the accompanying box below!

This preconference offers you a golden opportunity to see and hear some of the best and the brightest in psychology all in a single jam-packed day. But that’s not all!

The APS Teaching Institute also provides two special forums in which to interact informally with your peers and swap information on innovative and successful teaching strategies, classroom demonstrations, course organizations, and more.

In the poster presentations and participant idea exchanges, you will delve into the nitty-gritty of teaching psychology at all levels and walk away with ideas and techniques that you can put to use in your classroom right away (see titles below for a sample of these presentations and discussion topics). This exciting combination gives you both substantive scientific research and the tools with which to share this information more effectively with your students.

"I am looking forward to this year’s Pre-convention Teaching Institute not only because of the outstanding line-up of speakers but also because the poster and participant idea exchange (PIE) proposals that have come in so far look especially interesting," said organizer Doug Bernstein. "We have been offering the Institute for three years now, and participation just keeps increasing. It appears that the Institute’s format—a combination of the state-of-the-art talks for use in updating lectures and the poster/PIEs that cover teaching methods, innovations, and technology—is striking a responsive chord in our colleagues. It has been a pleasure to be associated with an enterprise that appears to be so helpful to so many psychology faculty in their role as teachers."

If you are a teacher, don’t miss this opportunity to interact with these leading scientific psychologists and your many colleagues from across the country. Register early, though, since enrollment is limited!

Teaching Institute Invited Addresses

Marie Banich
Univ. of Illinois
Neuropsychology: The Neural Bases of Mental Function

Neuropsychology is a recently burgeoning subdiscipline within psychology. Research in this area has expanded our knowledge of the neural bases of a wide variety of mental functions including language, emotion, memory, attention, executive function, spatial processing, object recognition, motor functioning, and artistry. In this talk I will discuss not only classical approaches of linking cognition to the brain, such examining the cognitive profile of individuals who have sustained brain damage, but also newer approaches, such as brain imaging techniques.

Carol S. Carter-Porges
Univ. of Maryland
Monogamy: A Hormonal Perspective

Monogamy is usually described in the context of social learning, an approach that neglects the importance of biological factors. This presentation introduces a hormonal theory relating to monogamy and pair bonding to specific neurochemical...
American Psychological Society
1997 Annual Convention
Schedule of Events
(As of December 1996; subject to change)

THURSDAY, MAY 22, 1997
1 - 5 PM  Registration
1 - 5 PM  APS Board Meeting—Day 1

FRIDAY, MAY 23, 1997
8 AM - 6 PM  Registration
8:30 AM - noon  APS Board Meeting—Day 2
9 AM - 4:45 PM  4th Annual APS Institute for the Teaching of Psychology
9 AM - 4:45 PM  Conference on the Biological Basis of Behavior
8:30 AM - 4:45 PM  NIDA Conference “Cognitive Science Research: More Than Thinking About Drug Abuse”
9 AM - 5 PM  Academy of Psychological Clinical Science
5:30 - 7:30 PM  Opening Ceremony

SATURDAY, MAY 24, 1997
8 AM - 5 PM  Registration
9 AM - 3 PM  Concurrent Addresses and Symposia
9 AM - 5 PM  Exhibit Hall & Poster Sessions
9 - 10:45 AM  Psi Chi Symposium
11 AM - 3 PM  In-Person Consultation Meetings with NIMH Grants Officials
Noon - 1 PM  LUNCH ON YOUR OWN
12:30 - 1:30 PM  Psi Beta Chapter Exchange
1 - 4 PM  American Board of Professional Neuropsychology
2 - 3:45 PM  Psi Chi Symposium
3 - 5 PM  Presidential Symposium
5 - 6 PM  Presidential Symposium Reception
8 - 9 PM  Bring-the-Family Address, Sponsored by Psi Chi

SUNDAY, MAY 25, 1997
8 AM - 5 PM  Registration
9 AM - 4 PM  Concurrent Addresses and Symposia
9 AM - 5 PM  Exhibit Hall & Poster Sessions
Noon - 1 PM  LUNCH ON YOUR OWN
4:30 - 6 PM  APSSC Student Research Competition Symposium
4:30 - 6 PM  APS Distinguished Fellows Panel Discussions
6 - 7 PM  APS Distinguished Fellows Receptions

MONDAY, MAY 26, 1997
8 - 10 AM  Registration
9 AM - 3 PM  Concurrent Addresses and Symposia
2:30 - 3:30 PM  APS Business Meeting
American Psychological Society
1997 Annual Convention
Roster of Invited Presentations
(As of December 1996; subject to change)

Keynote Address
Daniel Kahneman, Princeton Univ.

Bring-the-Family Address
Elliot Aronson, Univ. of California-Santa Cruz

Presidential Symposium
Sandra Scarr, Kindercare, Inc. - Organizer
Thomas Bouchard, Univ. of Minnesota
David Lykken, Univ. of Minnesota
Nancy Pedersen, Karolinska Institute
Robert Plomin, The Maudsley Institute of Psychiatry
Hill Goldsmith, Univ. of Wisconsin

Invited Addresses
Susan Andersen, New York Univ.
Phillip Ackerman, Univ. of Minnesota
David Barlow, Boston Univ.
Robert Bjork, Univ. of California
Michael Coles, Univ. of Illinois
Ken Dodge, Vanderbilt Univ.
Jacquelynne Eccles, Univ. of Michigan
Jerald Greenberg, Ohio State Univ.
Steve Hillyard, Univ. of California
Ruth Kanfer, Univ. of Minnesota
Gregory Kimble, Duke Univ.
Thomas Nelson, Univ. of Maryland College Park
Richard Nisbett, Univ. of Michigan
Neil Schneiderman, Univ. of Miami
Arthur Staats, Univ. of Hawaii
Harry Triandis, Univ. of Illinois
Paul van Geert, Univ. of Groningen
John Weisz, Univ. of California-Los Angeles

Invited Symposia - Organizers
Susan Goldin-Meadow, Univ. of Chicago
William Iacono, Univ. of Minnesota
Neil Macmillan, Univ. of Massachusetts
Susan Mineka, Northwestern Univ.
Gil Noam, Harvard Medical School
Diane Ruble, New York Univ.
Fritz Strack, Univ. of Wurzburg
Janet Metcalfe, Columbia Univ.
Paul Thayer, North Carolina State
Edward Wasserman, Univ. of Iowa

Teaching Institute Invited Addresses
Brian Ackerman, Univ. of Delaware
Marie Banich, Univ. of Illinois
Rochel Gelman, Univ. of California-Los Angeles
Susan K. Nolen-Hoeksema, Univ. of Michigan
Caroll Izard, Univ. of Delaware
Barbara Landau, Univ. of Delaware
Walter Mischel, Columbia Univ.
Richard Petty, Ohio State Univ.
Carol S. Carter-Porges, Univ. of Maryland

Distinguished Fellows Panelists
David Barlow, Boston Univ.
David Buclescu, Univ. of Illinois Urbana-Champaign
Richard Campbell, Center for Creative Leadership
Robyn Dawes, Carnegie Mellon Univ.
Ken Dodge, Vanderbilt Univ.
Kurt Fischer, Harvard Univ.
Baruch Fischhoff, Carnegie Mellon Univ.
Milton Hakel, Bowling Green State Univ.
Raymond Katzell, New York Univ.
William McGuire, Yale Univ.
Walter Mischel, Columbia Univ.
Benjamin Schneider, Univ. of Maryland
Neil Schneiderman, Univ. of Miami
Esther Thelen, Indiana Univ.
Paul van Geert, Univ. of Groningen
J. Frank Yates, Univ. of Michigan
Robert Zajone, Stanford Univ.
A new approach to adult development and performance (motivation, ability, personality, interests, and self-concept) provides for cross-fertilization in separate individual-differences domains. We describe two interrelated multi-trait frameworks, one for study of motivation and performance, and one for adult intellectual development. Implications of these frameworks for both basic and applied research will be discussed.

Susan Andersen
New York Univ.
The Self in Relation to Others: Conceptualizing Personality in Terms of Transference
Mental representations of significant others are linked to the self in memory, and can be activated and applied to new persons, coloring inferences, affects, motivations, self-experiences, and dyadic behavior. As such, transference occurs in everyday social relations, and this has implications for the contextual nature of self and personality.

David Barlow
Boston Univ.
Fear, Panic, Anxiety, and Disorders of Emotion
A psychobiological model of panic and anxiety will be presented that attempts to integrate findings from cognitive science, behavioral science (in particular emotion theory) and neuroscience. The model suggests that tightly organized basic emotions stored in memory fire inappropriately on occasion. In individuals who are vulnerable both biologically and psychologically, these emotions or associated physical reactions may become the focus of anxiety. This model is illustrated in the context of a number of emotional disorders.

Robert Bjork
Univ. of California
Inhibition and Recovery in Human Memory: Intentional and Unintentional
Findings from multiple research traditions implicate retrieval inhibition as the primary solution to the problem of avoiding interference and competition in human memory. The conditions that instigate or override such inhibition, whether intentional or unintentional, have implications for the overall architecture of human memory and, speculatively, for certain psychodynamic phenomena.

Michael Coles
Univ. of Illinois
Errors, Corrections, and the Brain: A Psychophysiological Analysis of the Error-Related Negativity
Humans can monitor their own behavior and initiate remedial actions when errors are detected. I will consider how our understanding of the cognitive and neural systems involved in this kind of executive function can be advanced by the discovery of a component of the scalp-recorded, event-related brain potential, that occurs when errors are committed.

Ken Dodge
Vanderbilt Univ.
The Development of Conduct Disorder
Conduct disorder is described to show how nature and nurture interact across development. Inherent biological dispositions and sociocultural contexts interact with, but are also mediated by, life experiences with parents, peers, and schools to predict chronic conduct problems. These factors, in turn, are mediated by proximal cognitive and emotional processes during aggressive events.

Jacquelynne Eccles
Univ. of Michigan
Round Holes, Square Pegs, Rocky Roads, and Sore Feet: Developmental Misfit and the Junior High School Transition
Early adolescence is a risky developmental period for a substantial number of our youth. Although most survive this period quite well, at least 25% experience major difficulties that can exacerbate a downward spiral towards academic failure and poor mental health. Many possible explanations for this decline have been offered. In this talk, I will propose, and provide supporting findings, that some of the negative changes associated with this period of development result from a mismatch between the needs of the developing adolescents and the opportunities afforded them by their social environments, particularly in their junior high schools/middle schools and in their families. For example, drawing on person-environment fit theories, in 1989 Eccles and Midgley suggested that developmentally inappropriate characteristics of the traditional junior high school environment undermine early adolescents’ school motivation, academic self-concepts, and school engagement. A similar developmental misfit at home can undermine the relationship between parents and their early adolescent children, leading to conflict and alienation. Longitudinal evidence from two major developmental studies will be presented in support of these hypotheses, and possible policy implications will be discussed.

Jerald Greenberg
Ohio State Univ.
Justice and the Social Dynamics of Employee Theft
The widespread and costly problem of employee theft is analyzed as a social psychological phenomenon. Research is reviewed showing that theft occurs in response to underpayment inequity and that the magnitude of this response is moderated by various social and interpersonal factors. The theoretical and applied implications of these findings are summarized.

Steve Hillyard
Univ. of California
Brain Imaging and the Neural Substrates of Selective Attention
Current neuroimaging techniques are providing increasingly detailed information about the spatio-temporal patterns of brain activity that underlie sensory, perceptual, and attentional processes in humans. By combining recordings of event-related brain potentials with blood flow imaging techniques (PET, fMRI), the neural systems subserving attentional selections can be identified and related to theoretical models.
**Gregory Kimble**  
Duke Univ.  
 Paradigm Recovered: The Road to Unity in Psychology  
 Beneath the surface of the arguments that divide psychologists into hostile camps is a two-component paradigm that resolves them. The first component is a methodology that allows psychology to be both empirical and intuitive, analytic and holistic, behavioristic and mentalistic. The second is a set of axioms that apply across the spectrum of psychology's subject matter.

**Thomas Nelson**  
Univ. of Maryland College Park  
 Metacognition  
 I will give an overview of some of the historical trends and current developments in the area of metacognition, with emphasis on the metacognitive aspects (especially monitoring and control) of human memory in various populations of subjects.

**Richard Nisbett**  
Univ. of Michigan  
 Cultures of Honor: Economics, History, and the Tradition of Violence  
 Compared to northerners, southerners have higher rates of argument-related homicide and are more approving of violence for self-protection and as a response to insults. When insulted, southerners become angrier and their cortisol and testosterone levels increase more. Field experiments, laws, and social policy show these attitudes and behaviors are supported by southern culture.

**Neil Schneiderman**  
Univ. of Miami  
 Stress, Immunity and Behavioral Intervention in Management of HIV Spectrum Disease  
 For the past decade we have examined relations among stress, immunity and behavioral management in HIV spectrum disease. Using cognitive behavioral stress management and relaxation training we have studied relations among psychosocial variables, neuroendocrine and immunologic patterns, disease progression and quality of life issues in HIV+ men and women.

**Arthur Staats**  
Univ. of Hawaii  
 United We Stand, Divided We Fall: Unifying Behaviorism and Psychology  
 The Watson and Skinner revolution against psychology isolated behaviorism, finally making it irrelevant to the mother discipline. This was a great drawback to behaviorism and to all parts of psychology. Psychological behaviorism establishes a new generation theory and research tradition for the many works needed to unify behaviorism and psychology.

**Harry Triandis**  
Univ. of Illinois  
 Deception During Negotiations in Cross-Cultural Perspective  
 While deception is widely used during negotiations, there are cultural differences in the extent to which it is used, resulting in different levels of deception. Data from eight cultures show that Western and Eastern cultures perceive deception differently.

**Paul van Geert**  
Univ. of Groningen  
 From Piaget and Vygotsky to Dynamic Systems: Towards a New Synthesis in Developmental Psychology?  
 The basic ideas and concepts of two of the founding fathers of (cognitive) developmental psychology still play a crucial role today. Current-day theories and approaches heavily rely on basic concepts, problems, and explanations of Piaget and Vygotsky. In Piaget's case, the references are primarily negative, in that modern approaches try to show where and why he was wrong. Vygotsky's ideas often feature in the context of attempts at showing that a subject-centered developmental theory, primarily attributed to Piaget, should be replaced by a culture-centered one. I argue, first, that by emphasizing the differences between those theories we tend to overlook the fact that Piaget and Vygotsky developed a set of basic, complementary principles of developmental change that are still at the heart of our modern understanding of how and why development comes about. Second, I employ the abstract reformulations of these principles to build a dynamic systems model of developmental change. The system captures the processes of development only at a highly generalized level (e.g., the question of continuous versus discontinuous jumps, variability, the eventual occurrence of stages). I argue that this abstract dynamic system can be used to simulate a wide variety of developmental patterns under different contexts and starting conditions. These patterns cover the classical, Piagetian patterns as well as those found in recent empirical research. I conclude with a discussion on how dynamic systems modeling might be used in the quest for a synthetic approach to explaining development.

**John Weisz**  
Univ. of California-Los Angeles  
 Developmental Psychopathology and Culture: Truths from Thailand  
 Most of what we know about developmental psychopathology comes from research in western cultures. Such research is valuable, but findings from children in North America and Western Europe may not tell us all we need to know about the diverse patterns development may show, the diverse factors that may contribute to dysfunction, the diverse ways abnormality or "deviance" may be defined, or the diverse pathways by which boys and girls make their way into treatment. In this address, we consider these issues from the perspective of a decade-long program of research in Thailand and the United States. The findings illustrate several general principles about culture and dysfunction. Most general, and most important, is the notion that "child psychopathology" is inevitably a blend of the child's behavior and the culturally tinted lens through which that behavior is viewed.
Invited Symposia


ded to Depression and Its Treatment
Janet Metcalfe, John A. Swets, Other Variables engaged in everyday social relations, and this has implications for the contextual nature of self and personality.

Gil Noam, Harvard Univ., Organizer
Risk and Resilience as Developmental Processes
This symposium will address cognitive, emotional and recreational processes that influence the development of high-risk children and youth. The presenters take a perspective on risk and symptomatology that stresses the complex nature of the developmental processes involved, thus critiquing the widely-held view of psychopathology as developmentally "primitive." In addition, studies on the development of resilience will be presented to demonstrate opportunities to overcome risky environments and their consequences.

Diane Ruble, New York Univ., Organizer
Detaching Working Models of Relationship from Attachment
This symposium will examine the study of interpersonal relationships from the joint perspectives of the social development of children (2 speakers) and the social psychology of adults (2 speakers). A major theme of the session will be "working models," but with a broader view of that concept than its association with the attachment literature would imply.

Paul Thayer, Univ. of North Carolina, Organizer
Janis C. Bowers, Naval Air Warfare Ctr.
Richard Guzzo, Univ. of Maryland
Susan Cohen, Univ. of Southern California
Eric D. Sundstrom, Univ. of Tennessee
Ecology of Team Effectiveness: Contextual Factors in Group Performance
Public and private organizations are increasingly relying on teams. Recent research has increased our understanding of factors contributing to effective team performance. The panel will describe this research and some theoretical models involving cognitive, affective, and ecological variables as they relate to different kinds of teams and the tasks they address.

Edward Wasserman, Univ. of Iowa, Organizer
Comparing Human and Animal Behavior: A Key Component for Unifying Psychological Science
Rus Church, Brown Univ.
Bob Cook, Tufts Univ.
Herb Terrace, Columbia Univ.

From Learning to Development
This symposium attempts to characterize the learning processes that underlie development. We focus on the constraints children bring to certain tasks that enable learning, as well as the collaborative interchanges that adults and children construct while participating in a task. We argue that both support the learning that culminates in developmental change.

Neil Macmillan, Univ. of Massachusetts, Organizer
Peter R. Killeen, Arizona State Univ.
Robin D. Thomas, Miami Univ. of Ohio
John T. Wixted, University of California-San Diego
Robert D. Sorkin, Univ. of Florida
John A. Swets, BBN Laboratories
Signal Detection Theory Across the Discipline: It's Not Just d'
Signal Detection Theory is well-known as a technique for separating sensitivity from response bias, but other characteristics of this approach contribute to its wide use in psychology. The symposium brings together researchers in animal behavior and human perception, memory, and decision-making who draw on different aspects of detection theory in reaching their conclusions.

Janet Metcalfe, Columbia Univ., and Fritz Strack, Univ. of Wurzburg, Organizers
"Know Thyself!" - Metacognition and Other Variants of Self-reflection
This symposium focuses on a theme common to research in cognitive and social psychology. Contributions from both psychological disciplines support the thesis that knowledge about one's own psychological functioning influences epistemic inferences. Specifically, it will be demonstrated that such self-reflective knowledge moderates judgments that are based on subjective experiences.

Susan Mineka, Northeastern Univ., Organizer
Lauren Alloy, Temple Univ.
Rob DeRubeis, Univ. of Pennsylvania
Susan Nolen-Hoeksema, Univ. of Michigan
Mark Whisman, Yale Univ.
Contemporary Psychosocial Approaches to Depression and Its Treatment
Mental representations of significant others are linked to the self in memory, and can be activated and applied to new persons, coloring inferences, affects, motivations, self-experiences, and dyadic behavior. As such, transference occurs in everyday social relations, and this has implications for the contextual nature of self and personality.
events involving oxytocin, vasopressin, and coetico-sterone.

Rochel Gelman  
Univ. of California-Los Angeles  
Cognitive Development and Learning

Domain-specific accounts of cognitive development compare and contrast early and subsequent levels of understanding. Later learnings do not always build on early understandings, especially, of course, when they occur in novel domains. Given that the knowledge structures of early vs. later and novice vs. expert levels of understanding often differ qualitatively, the risk exists that students’ learning and problem solving strategies will differ qualitatively from those of their teachers, whether the subject is navigation, calculus, mechanics, or even cognitive development.

Carroll Izard and Brian Ackerman  
Univ. of Delaware  
Emotions and Emotion - Cognition Relations in the Development of Social Competence and Antisocial Behavior

An emotion has three major aspects—neural, behavioral-expressive, and experimental. Current research topics concern the development and function of each of these aspects, the activation of emotions, their role in physical and mental health, and in mediating the effects of social risk factors in the development of behavior problems.

Barbara Landau  
Univ. of Delaware  
Perceiving, Categorizing, and Naming Objects

Current theories of object naming and categorization focus on either perceptual representations or higher-level ones that include general world knowledge. Recent studies of object naming and categorization suggest that both types of representation constrain adult object naming but that perceptual representations may be privileged during the early ontogenesis of naming.

Walter Mischel  
Columbia Univ.  
Beyond the Big 5 (or 3 or 7 or 16) in Personality-Social Psychology: Rethinking Dispositions, Dynamics, Structure, and the Situation

Recent findings have led to a reconceptualization of personality dispositions, dynamics, and structure. In this conceptualization, stable cognitive-affective processes become activated in dynamic interaction with psychological situations, yielding distinctive patterns—“behavioral signatures”—that characterize the individual. These developments require extensively revising the teaching of both personality and social psychology.

Susan K. Nolen-Hoeksema  
Univ. of Michigan  
Emotion Regulation and Depression

People’s strategies for regulating emotional distress may either lessen this distress or exacerbate it. Research on one maladaptive strategy, called rumination, will be presented. Rumination enhances negative thinking and interferes with good problem-solving. In turn, it is associated with more severe and prolonged periods of depression.

Richard Petty  
Ohio State Univ.  
How and Why Do People Change Their Minds?

Why did the Simpson jury return a “not guilty” verdict? Why was President Clinton’s support so “soft”? How can we get adolescents to pay attention to health messages about AIDS? Current research and theory on the psychology of attitudes that provides a framework from which to understand these and other important social issues is reviewed. •

Check the APS Website for further information on the 9th Annual Convention of the American Psychological Society

http://www.hanover.edu/psych/APS/aps.html or http://www.hanover.edu/aps/
Organizations Schedule Events...

In recognition of their members' growing participation as presenters and attendees at the APS convention, a substantial number of psychology-oriented and related organizations have accepted APS's invitation to hold mini-conventions, workshops, poster sessions, business meetings, and social events in conjunction with the 1997 APS Convention.

Many of these events take place prior to the Opening Ceremony of the APS Convention at 5 pm on Friday, May 23, and (with the exception of closed business meetings) are open to all interested individuals, often at no additional cost. Specific details will be published in the APS Convention Program.

Academy of Psychological Clinical Science
American Association of Applied & Preventive Psychology
American Board of Professional Neuropsychology
Conference on the Biological Basis of Behavior
NIDA Conference (Cognitive Science Research: More Than Thinking About Drug Abuse)
Psi Beta, the National Honor Society in Psychology for Community and Junior Colleges
Psi Chi, the National Honor Society in Psychology
Society for Personality and Social Psychology
National Institute of Mental Health In-Person Consultations

Sixth Annual SPSP Meeting Precedes APS Convention

The Society for Personality and Social Psychology (SPSP), an organization of approximately 3,500 personality and social psychologists, will hold its sixth annual meeting at the Washington Hilton immediately preceding the APS Convention, May 23-26, 1997.

The previous five SPSP conventions (which also took place prior to APS conventions) were enormously successful in terms of attendance and the quality of presentations, and the program for this year's convention promises to maintain these excellent standards.

As a supplement to the participation of SPSP members in more general psychology meetings, this convention is intended to provide members the opportunity for concentrated contact and interaction with other personality and social psychologists. The convention also will offer other psychologists a chance to learn more about recent developments in social and personality psychology.

All members of SPSP and all individuals attending the APS Convention (whether SPSP members and nonmembers) are welcome to attend the SPSP events.

No extra registration fee is required. For further information, contact: Harry Reis, Executive Officer, SPSP (electronic mail: reis@scp.rochester.edu).

AAAPP Conference Joins APS Again in 1997

The American Association of Applied and Preventive Psychology (AAAPP) will hold its sixth annual convention at the Washington, DC, Hilton May 23-25, in conjunction with the APS convention.

AAAPP is an organizational affiliate of APS with approximately 1,000 members interested in research-oriented applied and preventive psychology. Its convention is focused on a wide variety of applications of psychological research.

The meeting is designed to allow applied psychologists to present their work and to allow other psychologists to contribute their findings to the development of applied and preventive approaches.

The program is structured so that attendees have many opportunities for interaction with presenters and other attendees. Scheduled meetings of assemblies, groups representing various specialty areas of psychology or topical interests, provide for more focused interaction.

For more information contact: Kurt Salzinger, Department of Psychology, 127 Hofstra Univ., Hempstead, NY 11550; e-mail: psykzs@vaxc.hofstra.edu.
In Conjunction with APS Meeting

Satellite Meetings to Coincide With Convention

APS Introduces “Biology and Behavior” to ’97 Convention

On May 23, 1997, APS will introduce a new convention feature at its Washington meeting. Specifically designed for psychophysicologists, psychobiologists, and behavioral neuroscientists, this one-day meeting will include short paper presentations (15-20 minutes) topically organized into two-hour sessions and an evening poster session.

The “Biology and Behavior Conference” was proposed by Joseph Steinmetz, in an attempt to attract more psychophysicologists, psychobiologists, and behavioral neuroscientists, to the APS Annual Convention. Letters were then sent to APS members with interests in this research area to assess their interest in attending such a meeting. The response to this survey was very positive, with over 100 members indicating that they would attend this meeting this year, some bringing postdoctoral fellows and students with them.

Steinmetz will serve as the Program Chair for this meeting and will work with a committee of APS members who volunteered to assist in organizing the meeting.

As always, a number of psychobiology lectures, symposia, and poster sessions will be held during the regular APS annual meeting scheduled for May 23-26. There should therefore be presentations of particular interest for the satellite meeting participants during the annual meeting along with the excellent presentations of research from other areas of psychology. Members will be supplied further details concerning the “Biology and Behavior” meeting in the March Observer issue and by mail.

In-person Consultation With NIMH Grants Officials

Program officials from the Division of Neuroscience and Behavioral Science of the National Institute of Mental Health (NIMH) will be available from 11 AM until 3 PM Saturday, May 24, to consult individually with investigators interested in applying for NIMH grants. You can sign up in advance or just drop by. It is anticipated that the following program officials will be in attendance: Mary Curvey, Steve Foote, Della Hann, Lynne Huffman, Henry Khachaturian, Steve Koslow, Howard Kurtzman, and Molly Oliveri. Information will be available during conference registration regarding the specific times individuals will be available as well as their particular areas of responsibility and expertise. The location of the session will be announced in the conference program.

In addition, written documentation on fellowship, training, and research grant mechanisms will be available during this time, as well as recent NIMH reports, program announcements, and information on other NIMH programs and staff contacts. This opportunity is open to anyone interested in maximizing his/her chances of obtaining NIMH grant support, from students to experienced investigators.

Donations Sought For Student Travel Award Fund

As all APS members know, the annual convention offers our Student Affiliates a rare forum for presenting their research, exploring the vast array of work being done in the field, and networking with future colleagues. But, given the substantial costs involved in traveling to the convention, this valuable professional experience is too often an unaffordable luxury. With your support, the APS Board of Directors and the APS Student Caucus plan to continue their commitment to provide travel funds to students requiring financial assistance to attend the annual convention. Over the years, these funds have allowed 125 Student Affiliates from over 70 institutions of higher learning to attend the annual convention and present their research. Once again, APS urges its members and students to make tax-deductible contributions to this cause. Checks should be made payable to APS and sent to: APS Student Travel Award Fund, 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4907. Travel funds will be made available to graduate and undergraduate Student Affiliates who will be presenting research at the convention, are willing to work at the convention, and can demonstrate financial need. The number of awards given will depend upon funds available, so please give generously.

NIDA Conference to Precede APS Meeting

The Behavioral Sciences Working Group at the National Institute on Drug Abuse (NIDA), in conjunction with APS, will be sponsoring an all-day satellite meeting on May 23, 1997, titled “Cognitive Science Research: More Than Thinking About Drug Abuse.” Alan Leschner, director of NIDA, will open the meeting, which will feature many distinguished cognitive scientists. There will be an emphasis on the role of cognitive science in understanding the problem of drug abuse and addiction.

Invited speakers will focus on topics such as animal cognition, the effects of drugs of abuse on cognitive ability, information processing, social cognition, and cognitive aspects of drug treatment and therapy.

The meeting will provide the opportunity for an active interchange between speakers and attendees for discussing cognitive science and drug abuse issues. The meeting will be open to the public. For more information on the NIDA conference, call David Shurtleff at 301-443-1263.

Confirmed speakers include: Ralph Tarter, Carlo DiClemente, Paul Rozin, Ann Streissguth, and Sara Nixon.
WASHINGTON: Things to Know...

Weather, Dress

Washington fashion is conservative. For spring and summer months, light cotton slacks and dresses are most suitable for women; shorts are rarely worn no matter how hot it is. Lightweight slacks and sport shirts are suggested for men. In the evening, simple dark dresses for women and dark business suits for men. Take comfortable walking shoes.

Monuments

Washington is centered on the Washington Monument. The world's tallest unreinforced masonry structure soars 555 feet into the air. For free you can ride to the top in an elevator in one minute. The best views from the Monument are at night when the Capitol, the White House and other monuments are floodlit. April 1 to Labor Day, hours are 9 AM till midnight; the rest of the year the hours are 10 AM to 5 PM.

The Lincoln Memorial is a stately marble building surrounded by 36 columns representing the 36 states that belonged to the Union when Lincoln died. Inside the structure is a 19-foot statue of President Lincoln facing out over the reflecting pool. Lincoln's Second Inaugural Address and his Gettysburg Address are engraved on the interior walls. The Lincoln Memorial is open 24 hours a day.

The Jefferson Memorial, the third great presidential monument to be erected in Washington, is a columned rotunda in the style of the Pantheon in Rome. Inscriptions from Jefferson's writings, including quotes from The Declaration of Independence, are engraved on the interior walls. The Memorial is open 24 hours a day.

Arlington National Cemetery is our largest national shrine. It honors many of our national heroes and more than 175,000 of our war dead. President John F. Kennedy and Senator Robert F. Kennedy are buried here as are President William Howard Taft and General John J. Pershing. It is also here that the Tomb of the Unknown Soldier is under constant guard. The Cemetery is open daily from 8 AM to 5 PM. October through March; and from 8 AM to 7 PM from April through September.

Government Buildings

The White House has been the home of every President except George Washington, and it's filled with the art of its former occupants. Although there are 132 rooms in the White House, only five (the State Dining Room, the Red Room, the Blue Room, the Green Room, and the East Room) are open to the public. Tuesday through Saturday visiting hours are 10 AM till noon. Tickets are necessary Labor Day through May; tickets are distributed from the kiosk on the Ellipse beginning at 8 AM.

The White House Visitors Center, located in the US Department of Commerce building at 1450 Pennsylvania Avenue, NW, offers free, same-day, timed tickets for touring the White House along with historical exhibits, educational videos, and facilities for visitors to learn more about the President's home.

The Capitol is the home of Congress, with the Senate in one wing and the House of Representatives in the other. The imposing edifice, topped by a 258-foot dome and a 20-foot statue of Freedom, contains 540 rooms. Guided tours leave every 20 minutes from the bronze doors on the Capitol's east side. They last about 30 minutes and take you through the Rotunda, Statuary Hall, the galleries of the Senate and Congressional chambers. After the tour you may want to wander around on your own—perhaps into the Senate or House gallery to listen to a debate. The Capitol is open daily, except Thanksgiving, Christmas, and New Year's Day, from 9 AM to 8 PM with tours 9 AM to 3:45 PM.

The Library of Congress contains more than 84 million items in 470 languages including books, pamphlets, manuscripts, maps, newspapers, rare books, fine prints (including a perfect copy of the Gutenberg Bible) and drafts of the Declaration of Independence and Lincoln's Gettysburg Address. Open Monday through Friday 8:30 AM to 9:30 PM; weekends 8:30 AM to 6 PM. Various free tours are offered.

At the Bureau of Engraving and Printing you can see money and postage stamps being printed on high-speed color presses. The Bureau is open weekdays from 9 AM to 2 PM.

The FBI Building offers free 1-hour tours which show the weapons owned by the Dillinger gang, posters of the ten most wanted criminals, displays devoted to the "crime of the century" and much more. Open Monday through Friday 8:45 AM to 4:15 PM. Closed weekends and holidays.

Museums

The foundations of American government—the Declaration of Independence, the Constitution and the Bill of Rights—are on exhibit at the National Archives. Also on display are some of our most cherished national documents and treasures, including Benjamin Franklin's credentials, treaties between France and America to drive out British, George Washington's account books, and numerous other items. From April through August the Archives are open...
... Things to See, Things to Do

10 AM to 9 PM daily; in September through March they are open 10 AM to 5:30 PM.

The Smithsonian Institution, one of the world's greatest museum complexes, now comprises 14 museums, an astrophysical observatory, and a zoo. Open daily 10 AM to 5:30 PM; free admission to all museums. Its subsections include:

The National Museum of American Art has rotating exhibits tracing 200 years of American art.

The National Museum of Natural History is a comprehensive collection of archaeology, anthropology, gems, minerals, skeletons, and sections devoted to almost every tribe and ethnic group. This is where you can see the famous Hope Diamond.

The National Air and Space Museum, houses the Wright Brothers' plane, Charles Lindbergh's Spirit of St. Louis, and other famous aircraft. The museum features a Spacearium and special-effects theater.

The National Museum of African Art, the newest addition, concentrates on the creative arts and cultures of Africa.

The National Museum of American History deals with "everyday life in the American past" and has on display replicas of old American homes.

Other components of the Smithsonian are: the National Portrait Gallery; the Hirshhorn Museum and Sculpture Garden; the Freer Gallery of Art; the Renwick Gallery, the Arthur Sackler Gallery, the Arts and Industries Building, the Smithsonian "Castle" Building, and the National Zoological Park.

The National Gallery of Art, sometimes called the American Louvre, is one of the city's busiest and most beautiful museums. The collections rival any in the world. Among the featured masters are Renoir, da Vinci, Rafael, Titian, Van Gogh, Cezanne, Rembrandt, Hals and Goya. The Gallery is open 10 AM to 5 PM Monday through Saturday, 11 AM to 6 PM Sunday.

Ford Theater/Lincoln Museum, remembered historically as the place where President Lincoln was assassinated, today provides family-oriented entertainment from the classics to light comedy and musicals. Newly renovated Lincoln Museum includes more than 400 historic objects that tell the story of Lincoln's assassination; open daily 9 AM to 5 PM except during matinees and rehearsals.

Corcoran Gallery of Art, the city's oldest and largest private gallery, contains a comprehensive collection of American art and a small, but fine, European collection. Open Tuesday through Sunday, 10 AM to 5 PM; Thursday 10 AM to 9 PM. Free admission. Closed Mondays, Christmas, and New Year's Day.

Capital Children's Museum has hands-on exhibits concerning the world, environment and computers where children (and adults) can learn, explore and have fun. Open daily, 10 AM to 5 PM. Admission is $5; children under 2 free, senior citizens $2.

The Art, Science & Technology Institute houses the Wonderlight Collection of Holography, a selection of the best and newest holographic artwork in the United States and Europe. Open Tuesday through Sunday.

National Geographic Society-Explorers Hall features exhibits of famous scientific journeys in anthropology, oceanography, and explorations of outer space. Open Monday through Saturday and holidays, 9 AM to 5 PM; Sunday 10 AM to 5 PM. Closed Christmas. Admission is free.

C&O Canal National Historic Park, alongside the Chesapeake & Ohio Canal, stretches 184 miles from Georgetown to Cumberland, Maryland. The park offers a wide towpath on either side of the canal, open to bikers, joggers and hikers. In the summer, there are mule-drawn barge trips from Georgetown to Great Falls, Maryland.

Old Post Office-Pavilion, a splendid example of Romanesque architecture, is crowned by 315-foot clock tower. Recently restored, the building now houses federal offices, restaurants, shops and an elegant courtyard. A glass-enclosed elevator carries visitors to the Observation Tower for a spectacular view of the city, free of charge. Open 10 AM to 9:30 PM in the spring, summer, and fall; winter hours 10 AM to 8 PM; restaurants open later.

US Holocaust Memorial Museum, designed to symbolize the Holocaust experience, features a permanent exhibit, two special exhibitions and the Wexner Learning Center. The permanent exhibit is housed on three floors and tours are self-guided; not recommended for children under 11. "Daniel's Story, Remember the Children," is a depiction of the Holocaust as seen through the eyes of a teenager; not recommended for children under 8. "Assignment: Rescue" is the story of Varian Fry. The recommended minimum viewing time is two hours. The Museum is open 10 AM to 5:30 PM daily. Tickets available through Ticketmaster.

The Capitol
Letters to the Editor

Conservative Science Breeds A Class System and Cycle

Dear Editor:

The debate about grant funding between R. Sternberg, L. Sechrest and R. Dawes in the September 1996 Observer raises some important questions about the relative importance of various criteria, especially creativity, in determining whether a grant proposal is ultimately successful. Sciences are inherently conservative, and new ideas may not be accepted. But, in the end, truth wins. All of the Kuhnian type revolutions of the past (e.g., the solar system, energy, evolution) did happen. As a self-correcting system, science works!

I agree with Sternberg that innovative researchers may find it hard to get grants. But, another issue, not specifically addressed in the debate, but which is also fueled by this conservatism is the fact that it is less likely that a grant will be awarded to a research project that does not include at least one famous scientist.

The advantage is that famous researchers usually have extensive publications and valuable expertise. However, scientific fame also makes it easier to obtain grants for useless studies and to publish papers with little content. To get a big grant you need to be famous or work with someone famous. To become famous, you need a grant. Grants, therefore, perpetuate a kind of class system among researchers.

The most innovative studies are small initial studies that make use of both qualitative and quantitative methods to describe a phenomenon. Once researchers understand the phenomenon, then they can develop a more rigorous method and test it on a larger scale. Innovative studies without adequate methodology are not ready to be conducted. The researchers should be politely told to get a method first! On the other hand, large exploratory studies run the risk of highly inflated Type 1 error rates and should be politely told to get a theory first!

Thus, studies with either poor methodology or inadequate theory should not receive a large grant. Large grants should be restricted mostly to confirmatory studies that are well grounded in theoretical ideas and previous studies. A large study is innovative if it confirms the findings of small studies or if a meta-analysis indicates that some issues have not been resolved.

As a solution I propose that we need a larger number of small startup grants designed to stimulate innovative projects that do not have a well-developed methodology yet.

NIGEL E. TURNER
ADDICTION RESEARCH FOUNDATION
TORONTO, ONTARIO

Organizational Agenda?

Dear Editor:

I would like to comment on the Organizational Profile you published in the November 1996 issue of the Observer. The organization presented has described "Coping with Ottoman Turkish Genocide" as one of their research projects. Whether there has been a genocide or not has been a matter of scholarly debate for years, and there is strong evidence against the existence of such an event in the Ottoman land. The Holocaust museum has rejected to allocate space to the alleged genocide, because there was not enough evidence showing that the struggle that occurred in that region was indeed an action against the Armenians. In addition, there may be flaws in research that studies the effects of something that is supposed to have happened 75-80 years ago. A good control group would be the Armenians living in the lands where the claimed genocide happened, and the Armenians who were present at the reopening ceremony of a historical church in Kayseri, Turkey, in November 1996.

The purpose of the Organizational Profile is indicated to be informing "the research community about organizations devoted to serving psychological scientists and academics." Unfortunately, this time, the information was about an organization devoted to a political agenda, an agenda that is not focused on healing the wounds of years of confrontation and terror, nor focused on peaceful coexistence and understanding among different cultures. I believe that peaceful coexistence and understanding is a much more needed focus for psychological scientists and academics.

I wish you the best in your (otherwise) excellent work.

SAMI GULGOZ
KOC UNIVERSITY
ISTANBUL, TURKEY

Competition & Chaos

Dear Editor:

In the November 1996 Observer article "Who's Ahead in Russian-American Chaos Theory," reporter Don Kent created some tongue-in-cheek dialectical tension by quoting Irina Trofimova as challenging the United States to supremacy while leaving the cooperative-synergistic commentary to Steve Guastello and I for the United States. At the heart of Irina's claim lay another claim: Venues of dialectical discussion in Russia were more favorable than in the United States for establishing the conditions conducive to important scientific bifurcations.

We would like to comment on three aspects of this competition: (1) The similarity of cooperation and competition, (2) The multidimensionality in venues of scientific dialectics that transcend national boundaries, and (3) The example of our own efforts as a complimentarity of our own chaotic skills. Such skills are a hallmark of most scientific efforts, whether they are good or not so good.

Elkaim, et al. (1987, Belgian), in one of the first dynamical systems theoretical analyses in family therapy, noted that the tensions driving a familial cyclic attractor were actually derived from an underlying compassion rather than by an apparent anger. In our recent book, my brother and I apologize for featuring the violence of the prey-predator model in accepting its historical precedence. Thus, creative bifurcations borne of Heraclitian dialectics may involve cooperative polarities as well as competitive ones.

Second, the venues of chaos theory in
Letters FROM PREVIOUS PAGE

psychology are truly international. Science and intellectual pursuits have been an international effort long before Hellenism and the Alexandrian University. Neither Russia nor the United States can claim any intellectual hegemony in dynamical systems theory. It is appearing everywhere, and some of the hot zones of chaoactivity are in Australia, China, Germany, Italy, Japan, Korea, Switzerland, and the United Kingdom to name but a few. It is especially apparent on the internet, where the discussion group CHAOPSYC, established by the Society for Chaos Theory in Psychology and the Life Sciences in 1992, has led to cooperative writing in both print and electronic form, and vigorous development of ideas has flourished at an incredible pace.

Irina may also have underestimated the nature of dialectical venues in other cultures, which may prove equivalent to those in the large Russian laboratories. We do not think the American democratic distribution of decision-making in science has slowed it in any way, and in fact, it could be argued that the increased dimensionality of the scientific space improves conditions for bifurcation, although we doubt that the United States has any privileged status in terms of this dimensionality (e.g., journals, meetings, lectureships), and also, there are indeed regular meetings of similarly minded folks at most universities, all over the world. The recent shift in Russian politics is indeed an interesting experiment, and its effect on Russian science is a focus of a lot of attention (see for example, the book by Gilgen, Kolzova, Oleinik, & Gilgen, 1996, referenced in the November 1996 Observer article). The major control parameters in this game include the availability of funds and the laissez-faire versus autocratic practices in the universities as they undergo the instability of this bifurcation.

We are not expert at Russian or American politics or relationships, but we do know how our own experience in collaboration may synergize our skills. Olga is the superior mathematician having had a complete graduate mathematics education. She has used both mathematical skills and unique social psychological skills derived from Osgood's semantic-differential. She found two fixed-point attractors in Russian politics during the 1991 and 1993 upheavals. The analysis was based on Lamurey's diagrams and regression analytic techniques (see abstract at http://www.pacweb.com/blueberry/). They depended on the application of ergodic assumptions, which may hold, and thus the attractors exist only for a class of models with stationarity assumptions.

Third, this research provides special opportunities for developing new research and design tools as well as avoiding the need for stationarity assumptions. Thus, with limited time-series information, there is a need to reconstruct vectorfields rather than trajectories, and we are developing attitude measurement and text analysis tools to do that both in gender and life-goals cross-cultural research using school children in Moscow, Vermont, and the Philippines. Limited time sampling could help evaluate the issues of stationarity and bifurcation sequences. There are many other members of the Society for Chaos Theory in Psychology and the Life Sciences with an interest in participating in this project, from Elliott Middleton in Minnesota to Choi Chang-Hyeon in Korea, who has developed a magnificent generalization of the prey-predatory model that includes multiple species and cooperation as well as competition (soon to be published the Society's new journal Nonlinear Dynamics, Psychology & Life Sciences. The generalization will be of use to those studying complex psychological problems, such as our own nonlinear generalization of Miller's linear conflict models (see the website mentioned above; both papers are in the section on dynamics papers). We are not so much interested in competition as in our own modest little cooperative effort and in the vitality of a global research community.

Olga Mitina
Moscow State University
Fred D. Abraham
Blueberry Brain Inst. & Chaos Cooperative

The Editor welcomes Your letters

Submit typewritten letters (350 words max.) via postal mail and, if possible, include a computer file on disk (PC/DOS or Apple/Macintosh). Indicate which word processor you used, or, save your file as an ASCII or text file. Send to:

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

Submitted June 1996

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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/

January 1997
Increasing Student Interest
In Psychological Theories

Marianne Hammerl
Heinrich-Heine-University
Duesseldorf, Germany

Attracting and maintaining students’ attention when teaching them basic psychological theories is not easy. Students tend to be more interested in practical, real-world relevant topics and show little passion for the underlying theoretical concepts. Additionally, many students have difficulties in understanding scientific theories and theoretical questions.

The Too Much and Too Heavy Syndrome
The problems become apparent in two areas: perception and interpretation. Problems of the first kind include students’ difficulties in identifying and stating the essence of a theory, resulting from an inability to distinguish between major and minor points. Even when the key points are identified, problems of the second kind can arise in the form of a lack of competence with a scientific point of view. That is to say, many students who are enthusiastic about the content of a special theory are not able to control their enthusiasm and evaluate the content according to scientific criteria.

What Can Be Done?
To alleviate these problems, instructors should: (1) stress the usefulness of psychological theories, (2) emphasize the relevance of psychological theories to everyday life, (3) give support in understanding and in evaluating psychological theories, including their strengths and weaknesses, and (4) show the benefits of proper application of theories.

In this column, some suggestions are offered that might help achieve these teaching goals. The following guidelines were developed and tested in introductory courses in theories of social psychology. However, they are easily applied to other types of psychological theories, for instance to theories of learning or personality.

1. Demonstrate the Need for Good Theories
Quoting Kurt Lewin’s famous maxim “There is nothing so practical as a good theory” it is not a bad start, but letting students experience the need for good theories, which are an essential part of science, may be better. Why not start a new course with an “opening quiz” asking students for their predictions of the outcomes of some situations? For example: Are people who receive more than they deserve pleased or displeased? Do people who fear something want to be alone or with others? Perhaps our students can answer such questions accurately, but they will not be able to explain why their answers were correct. Students will discover that their common sense knowledge is helpful for predictions of behavior, but without understanding they will be unable to change or control behavior. Once convinced of the usefulness of psychological theories, students need help in understanding them.

2. Place Theories in a Common Framework
After discussing a theory in detail, including its failures and modifications, students sometimes become confused and unable to see the key points any more. To clarify these points it is very helpful to present each theory within a common framework or system. One such framework consists of a system that identifies the input variables (In), the mediating process (Med), and the output variables (Out) described in the theory.

◆ The input variables represent the conditions that are producing the effects the theory under discussion describes.
◆ The mediating process represents...
the type of basic process (i.e., cognitive and/or motivational) that is supposed to be the underlying mechanism. In the context of learning theories, it is common to speak of the intervening process or variables.

- The output variables represent the resulting effects predicted by the theory when the input variables are present.

For instance, the theory of psychological reactance is a broad theoretical approach to the question of what happens when a person's freedom is threatened or eliminated. It describes the influence of social pressure on human behavior and cognition. The theory states that when people feel their freedom of choice is threatened, they experience unpleasant arousal (i.e., reactance), which motivates them to restore their freedom. This theory can be presented in terms of the In-Med-Out approach as follows:

- Input variables:
  - Expectancy of freedom (necessary condition)
  - Importance of freedom
  - Threats to or eliminations of freedoms (necessary condition)
  - Number and proportion of freedoms threatened or eliminated
  - Implication for future freedoms

- Mediating process: Psychological reactance (i.e., motivational state)

- Output variables:
  - Direct restoration of freedom: direct exercise of the threatened freedom
  - Indirect restoration of freedom: restoration by implication
  - Increase of the attractiveness of the threatened or eliminated freedom
  - Denial of threat
  - Preservation of other freedoms

As the example shows, input variables include not only necessary conditions but also variables that influence the extent or intensity of the effect. In this example, the importance of the freedom is not a basic requirement for the arousal of psychological reactance, as it is in the case with expectancy of freedom, but high importance makes the development of psychological reactance more likely. Additionally, it can be seen that just as reactance can be aroused by implication (see one of the input variables), so can it be reduced (see one of the output variables). Without this structural help it may be difficult for students to understand and remember a theory.

Placing all theories into an identical system makes it easier to compare the different concepts; similarities and differences may become more apparent. The difference between Festinger's (cognitive dissonance theory) and Bem's (self perception theory), for instance, can be shown within this framework by pointing out that the same outcomes are expected (i.e., output variables are identical), but different underlying processes are assumed (i.e., the mediating processes are different). In a similar way, the differences between S-R behaviorism and S-O-R neobehaviorism can be demonstrated easily. In courses in personality theory, it may be interesting to discuss within this framework the famous Rogers-Skinner debate on the control of human behavior.

3. Use the Theory of the Week Approach

Naturally, when introducing a new psychological theory, the instructor gives examples of its practical applications in various areas of psychology. For instance, students often do not know that concepts of social psychology were adopted by clinical psychologists (e.g., attribution therapy) or that effective therapeutic methods (e.g., paradoxical injunctions) can be explained by theories of social psychology (i.e., theory of psychological reactance).

Additionally, the instructor should find and present examples that deal directly with everyday life. In this context, the following idea, which can be called the "theory of the week approach," has been useful. The students are instructed to see their world within the framework of the theory to which they were just introduced. For one week, the students are asked to try to interpret their current experiences (usual and unusual events) on the basis of this theory. Additionally, they are asked to search for past experiences that might be explainable by the theory under discussion. In a course in personality theories, for example, students can be asked to prepare a brief description of a currently famous person or a well known historical figure in terms of the personality theory under discussion. Depending on the course schedule, this idea is certainly modifiable to a theory of the day or month.

In the following class meeting, the students' examples should be discussed. Students are always astonished at the number of everyday life situations that fit into an actual theory. Reported examples may cover a wide range of situations: advertising, literature, songs, jobs, close relationships, or private thoughts.

There are always some reported examples that do not match exactly with the theory. However, these mistakes are useful for recapitulating the basic concepts of the theory. When discussing, for instance, the theory of psychological reactance, there are occasional reports best explained by the concept of frustration and do not appear to exemplify threatened freedom. Often, these erroneous examples are useful in demonstrating the different input variables of the theories.

4. Try the Best Theory Approach

Many theories of psychology are very convincing at first sight. Nevertheless, there are differences in their scientific relevance. Students need help to differentiate between good and poor theories. In this context, the following suggestion, which can be called the "best theory approach," has turned out to be useful.

During the first class meeting of a course, scientific criteria for evaluating a theory are gathered and discussed. Although instructors are free to choose their own criteria, there are some characteristics of a good theory that everyone considers to be important. For instance, whether a theory is testable, comprehensive, and empirically valid are always mentioned.

Psychology courses differ with respect
5. The Feeling the Progress Approach

By involving your students in the activities described above, it is likely that you will increase their interest in and understanding of psychological theories. As a last step, ensure that your students become aware of the progress they have made. For that reason, you should repeat the opening quiz. Now, the students will: (a) be correct (again) in their answers, (b) feel more confident that they gave the correct answer, and (c) be able to explain the correct prediction by referring to the corresponding theory or theories. They may also notice that their knowledge about theories enables them to deal with a huge amount of data by being more able to organize and evaluate the information.

Conclusion

These five teaching tips may be helpful in teaching psychological theories. I have found that increasing student interest can lead to a better understanding of theory and vice versa. Additionally, the improved interaction between students and instructors may increase our enthusiasm for teaching psychological theories.

Recommended Readings


Marianne Hammer received her PhD in psychology at the Heinrich-Heine-University Dusseldorf, Germany, where she is currently assistant professor. She teaches courses in social psychology, general psychology, and methods of psychology and has authored articles on human learning.
People

Recent Promotions, Appointments, Awards...

APS Charter Fellow George Albee, professor emeritus at the University of Vermont, has been named the recipient of the New England Psychological Association’s (NEPA) Distinguished Contribution Award. Albee, who served as president of NEPA in 1980, has served as director of the Task Force for the Presidential Commission on Mental Health, under both 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 at the biannual meeting of the WFMH.

APS Charter Fellow Frank D. Fincham is to receive the 1996 President’s Award for Distinguished Contributions to Psychological Knowledge from the British Psychological Society. According to the Society, this award is intended to acknowledge the achievements of those engaged in research of outstanding quality. Fincham will give the President’s Award Lecture at the British Psychological Society’s 1997 Annual Conference in Edinburgh.

APS Charter Fellow James H. Geer, a professor at Louisiana State University-Baton Rouge, was elected President-elect of the International Academy of Sex Research, an interdisciplinary organization, established in 1974, of about 200 members who have demonstrated significant records of scholarship in the field of sexuality. Geer received his PhD from the University of Pittsburgh and has served on the faculties of SUNY-Buffalo, the University of Pennsylvania, and SUNY-Stony Brook. His research has included work in the areas of psychophysiology and emotion. His current research emphasizes cognitive factors in sexuality, with particular interest in gender differences.

APS Fellow Anne Treisman, the James S. McDonnell Distinguished University Professor of Psychology at Princeton University, has won the 1996 Golden Brain Award, presented annually by the Berkeley-based Minerva Foundation to a researcher who has made a fundamental contribution to our knowledge of vision and the brain. Treisman is the first psychologist to receive the award. Her research has established that people form detailed representations of novel shapes without being aware of them, advanced our understanding of the initial stages of visual perceptions, and described how our eyes and mind can play tricks on us when visual attention is overloaded. She is the twelfth recipient of the award.

APS Member M. Michael Zajkowski recently retired after more than 20 years of federal service, most recently as Director of Information Systems, Naval Warfare Center, Training Systems, in Orlando, Florida. He was previously the senior scientist of the former Naval Training Analysis and Evaluation Group. His major work for the Navy included the design, development, and evaluation of training management, delivery, and performance measurement systems from the Navy school house to higher levels of policy making. Key objectives of this work were improved performance outcomes, increased efficiencies, and analysis of policy impact. Prior to his tenure in the federal arena, Zajkowski was an assistant/associate professor of industrial engineering at SUNY-Buffalo and assistant professor at Wayne State University in Michigan.

At the autumn American Philosophical Society meeting, the Karl Spencer Lashley Award was jointly presented to APS Charter Fellow Mortimer Mishkin and psychologist/neuroscientist Patricia Goldman-Rakic. The award was established in 1957 through a gift from Lashley, a member of the Society, and includes an ornate certificate accompanied by a check for $15,000.

Mishkin, chief of the Laboratory of Neuropsychology and associate director of the Intramural Research Program at the National Institute of Mental Health, was recognized for “his pioneering analysis of memory and the perceptual systems of the brain” as well as “his seminal contributions to the understanding of the higher nervous system function.” The award was presented by Vernon Mountcastle, University Professor of Neuroscience, Emeritus, at Johns Hopkins University. In his early work, Mishkin explored the application of Lashley’s surgical approach to the study of higher cognitive functions. He combines sophisticated psychological testing with careful neurosurgery to develop the first primate model simulating the memory deficit in humans caused by a temporal lobe lesion. Goldman-Rakic, a professor at Yale University, was honored for her “seminal contributions to current understanding of the prefrontal cortex and its role in working memory and her effective application of insights from basic biological sciences to mental health.”

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 OBSERVER
American Psychological Society

January 1997
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.

Wendy Baldwin, National Institutes of Health, Science, Nov. 15, 1996: Twelve-month bridge grants; The Scientist, Dec. 9, 1996: Proposed changes to improve the peer-review system at the National Institutes of Health


Bennett Bertenthal, Univ. of Virginia, The Scientist, Nov. 11, 1996: Named as director of Social, Behavioral, and Economic Science Directorate of the National Science Foundation


Virginia S. Cain, National Institutes of Health Office of Behavioral and Social Science Research, The Scientist, Nov. 11, 1996: Multidisciplinary research blurring the line between “hard” and “soft” science

Laura L. Carstensen, Stanford Univ., The Chronicle of Higher Education, Oct. 4, 1996: Challenges the elderly face and the resources they present


David DeSteno, Yale Univ., The Chronicle of Higher Education, Nov. 29, 1996: Reactions to jealousy and infidelity in men vs. women

Edward Diener, Univ. of Illinois, Self, Dec. 1996: Genetic basis for happiness

Emanuel Donchin, Univ. of Illinois-Urbana-Champaign, Science, Oct. 18, 1996: The variability of reaction times


Howard Gardner, Harvard Univ., The Orlando Sentinel, Sept. 29, 1996: Multiple intelligences

Patricia Greenfield, Univ. of California-Los Angeles, The Chronicle of Higher Education, Sept. 27, 1996: Different forms of intelligence arise in different cultures

Christine Harris, Univ. of California-San Diego, The Washington Post, Dec. 1, 1996: Genetic and gender bases for jealousy


David Kravitz, Rice Univ., The Houston Chronicle, Oct. 2, 1996: The ineffectiveness of graphoanalysis without using other clues


Elizabeth Loftus, Univ. of Washington, George, Dec. 1996: False/repressed memories
Gordon Logan, Univ. of Illinois-Urbana-Champaign, Science, Oct. 18, 1996: The variability of reaction times

Eleanor Maccoby, Stanford Univ., COSSA Washington Update, Election as president of COSSA

John W. Moore, Univ. of Massachusetts, Science, Oct. 18, 1996: The distinction between psychobiology and biopsychology

Elizabeth S. Parker, Univ. of California-Irvine, Los Angeles Times, Nov. 19, 1996: Determining cognitive deficits in the former treasurer of Orange County, CA, and using them to explain his behavior


Anne Petersen, W.K. Kellogg Foundation, Science, Oct. 11, 1996: Editorial on commitment to research and education; Science & Government Report, Nov. 15, 1996: The re-election of President Clinton


Steven Pinker, Massachusetts Institute of Technology, The Scientist, Nov. 11, 1996: Scientific success leading to paid public speaking engagements

Robert Plomin, Univ. of London, Self, Dec. 1996: Genetic basis for happiness

Frances Rauscher, Univ. of Wisconsin-Oshkosh, The Orlando Sentinel, Sept. 29, 1996: Relationship between reasoning powers for jigsaw puzzles and taking notes


Richard Schultz, Univ. of Pittsburgh, Self, Dec. 1996: Relationship between optimism and health

Gordon Shaw, Univ. of California, The Orlando Sentinel, Sept. 29, 1996: Relationship between reasoning powers for jigsaw puzzles and taking notes


Steven Suomi, National Institute for Child Health and Human Development, Science, Nov. 1, 1996: Genetic analysis of chimpanzee who gained notoriety in 1970s as possible “missing link”

William B. Swann, Univ. of Texas, First, Dec. 9, 1996: Maintaining high self-esteem

Howard E.A. Tinsley, Southern Illinois Univ.-Carbondale, Parents, Nov. 1996: Recreational activities women do in their “downtime”

Patricia Tun, Brandies Univ., Cooking Light, Nov./Dec. 1996: Using mental stimulations to stave off memory loss

Richard Weinberg, Univ. of Minnesota, Good Housekeeping, Nov. 1996: Children who become shy at holiday events

Michael Young, Illinois Institute of Technology, Chicago Tribune, Nov. 11, 1996: Seasonal Affective Disorder

Pamela Zappardino, National Center for Fair and Open Testing, Science, Nov. 1, 1996: Correlation of standardized test scores with physics talent


Members in the News
Send your media sitings to:
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iherring@capcon.net

Review from page 5
and reviewers. The task force report claims that, among other advantages of the new criteria, the criteria will be clearer to evaluators and proposers by explicitly recognizing the importance of both intellectual quality and the broader impacts and that feedback will to proposers will be more informative as regards proposal decisions.

How Do I Comment?
The recommendations of the merit review task force are available on the world-wide web (at http://www.nsf.gov/nsf/homepage/proprev/meritcom.htm) where an automatic feedback form can be found. Or, comments can be sent via email to meritrev@nsf.gov. In the spring of 1997, the NSB will consider the task force’s recommendations, which will follow from an analysis of the public comments on the proposed changes, and if the Board approves the recommendations, they will go into effect over the course of a year.

Science Community Input Sought
In particular, NSF seeks feedback as to whether the proposed criteria are clear and whether they would be easier to use than current criteria. It also seeks to know whether the criteria are likely to elicit useful input and comments from reviewers and whether the proposed criteria would likely improve NSF’s ability to foster linkages, especially across disciplines, between research and education, and between academy and industry. The task force also seeks ideas on further improvements to the criteria.

Members of the NSB and NSF Staff
Task Force on Merit Review include Warren M. Washington, Chair, (National Center for Atmospheric Research), Shirley M. Malcolm (American Association for the Advancement of Science), and NSF staff Mary E. Clutter, John B. Hunt, and Paul J. Herer. Stay tuned to the Observer for a report on the final decision of the NSB, which is expected this summer. L.H.
Obituary


A pioneer in the application of psychological science to the protection of wildlife and its environs, APS Fellow Carl R. Gustavson, was struck down at age 49 by a sudden heart attack on July 30, 1996. Gustavson dedicated his life and career to advocating a broad paradigm of psychology emphasizing analysis at all levels of organization, from the molecular to the ecological and the evolutionary. He strongly advocated for psychology to truly be the science of behavior complete with a rigorous dedication to empiricism and sound scientific thinking.

Carl Gustavson was born and reared in Utah where the tradition of the heroic hunter still echoes among the canyons, mountains, and deserts. But Carl grew to cherish the magnificent indigenous predators and sought benign psychological means to halt their demise and ensure their place in the ecosystem. In 1974, he began working on a method to prevent coyote predation on sheep that preserved both species. He calculated the most effective way to change a coyote's predatory behavior was to take advantage of the coyote's innate defense mechanism against poisoning. By pairing the flavor of mutton with nausea induced by mild toxins, Gustavson was able to convert sheep into artificially toxic prey. This began his fascination with feeding behavior—in its appropriate complex evolutionary and ecological context—and conditioned taste aversion (CTA).

CTA can be established even when many hours intervene between feeding and the onset of nausea. In contrast, the traditional method for establishing conditioned avoidance is to punish motor approach responses with immediate pain. This method merely causes animals to change their approach tactics to their still-tempting prey. Carl's successful breakthrough was bejegriaged by behaviorists working in animal damage control, as they were puzzled by the prolonged temporal parameters of CTA and were chagrined by the neat solution offered by a novice and outsider.

Joan Carlson Gustavson, an APS Charter Member, was Carl's wife and research partner. Their romance began in high school. They dropped out of high school in 1963, got married, went to work, attended night school, and, scarcely missing a beat, entered the University of Utah. Joan interrupted her education to care for their two sons, Andrew and Eric, who became active junior partners in the family research and thereby gained a first-hand education in ecology and psychology.

The first Gustavson tests of CTA on predatory choice were conducted in outdoor arenas and zoos with captive coyotes, wolves, and a cougar. They were spectacular. After consump-

tion of prey flesh followed by nausea-inducing lithium treatment, coyotes and wolves turned away from live lambs and sheep. The cougar refused to ingest deer flesh but continued to eat cow and horse meat. Coyotes treated for eating rabbit flesh, their more familiar prey, refused to attack rabbits after a mere sniff or two. These observations counter the neophobic and nonassociative explanations offered by some researchers working with laboratory rats.

Other scientists were inspired by Gustavson's innovative work. These colleagues expanded the research with studies on various captive animals and found some species-related peculiarities. For example, Linda Brett showed that hawks treated with CTA would reject mice on the basis of coat color, if, and only if, the colored mouse used in training also tasted different. This work demonstrated that the typically flavor-specific CTA could include visual stimuli in a species evolved to rely on sight in its hunting.

Ken Rusiniak showed that, unlike the wild-bred canine, the laboratory-bred ferret would continue to kill but not eat its prey after CTA.

Deb Forthman demonstrated the feasibility of using CTA to prevent baboons from raiding vegetable gardens in Africa. In the 1980s, a high school student, Todd Hoffman, guided by his biology teacher, Lowell Nicolaus, won the international science fair prize with dramatic movies of raccoons scurrying away from chickens following their CTA training. As word spread, a plethora of comparative studies ensued, demonstrating CTA in all manner of vertebrates inhabiting terrestrial, aquatic, and aerial niches, as well as many invertebrates such as mullusks, arthropods, and crustaceans.

For field studies on the sheep ranges, Carl and Dan Kelly devised an inciting packet of mutton taken from dead and aged sheep, wrapped in sheep hide and laced with lithium salts. (Lithium salts are commonly found in earth and water and relatively harmless to the ecosystem.) To establish CTA in free-ranging wild coyotes, they scattered this bait over a sheep ranch in Washington and significantly reduced the lamb kills. Working with J.R. Jowsey, predator specialist for the Department of Agriculture in Saskatchewan, Canada, Carl validated the effectiveness of his lithium baits over much wider dispersion, leading to the adoption of conditioned taste aversion as the preferred Provincial predator control method.

Stuart Ellins and his students, using a thorough program of spreading baits and injecting sheep carcasses with lithium, reduced sheep kills to zero in Southern California's Antelope Valley. The very success of lithium baiting irritated those with vested interests in killing coyotes, such as pilots taking hunters up to gun down coyotes from airplanes and trappers killing coyotes for fees and pelts.

The impact of CTA met with ambivalence in academic psychology as well. While neurobiological editors accepted CTA manuscripts with alacrity, the staid experimental journals took a jaundiced view of CTA papers. Nevertheless, the importance of CTA could not be denied, and a sizable literature accumulated in the establishment journals under rather arcane heading such as "Instrumental Responding for Devaluated Reinforcers."

Continued on next page
In 1997, APS returns to Washington, DC, to bring you its 9TH ANNUAL CONVENTION! As always, the APS meeting offers you the best in the field of psychological science—the most distinguished speakers, the most provocative addresses and symposia, and the latest in research findings. The APS meeting is the preeminent event of the season for all scientific psychologists, regardless of specialty, because our carefully crafted program transcends the boundaries of specialties and explores major issues from a variety of perspectives.

The APS Convention program strongly emphasizes cutting-edge research and features the best and the brightest of today’s scientific psychologists. Select integrative talks and symposia synthesize data and address important topics in current psychological research. Hundreds of diverse poster presentations highlight specific research questions and findings, all in a format that allows the audience time to absorb, react, and discuss the data one-on-one with individual presenters.

Don’t forget to make plans to attend the 4TH ANNUAL APS INSTITUTE ON THE TEACHING OF PSYCHOLOGY as well. The Teaching Institute has received rave reviews and sells out each year as we continue to offer presentations that address the specific concerns of teachers of psychology. This one-day preconference on May 23 will combine substantive talks by leaders in scientific psychology with poster and roundtable presentations that 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.

This year, APS is pleased to announce the addition of a new meeting, THE BIOLOGICAL BASIS OF BEHAVIOR. Designed for psychophysiologists, psychobiologists, and behavioral neuroscientists, this one-day meeting will include short paper presentations topically organized into two-hour sessions and an evening poster session.

But that’s not all! The APS Convention also offers these exciting meeting features—exhibits featuring the latest in publications, computer tools, and services; as well as the opportunity to network with colleagues at social events. Another key attraction is the number of satellite meetings of related organizations (e.g., NIDA, AAAPP, SPSP, and the Academy of Psychological Clinical Science) scheduled in conjunction with the APS meeting, making it possible for you to consolidate your essential meeting travel into one jam-packed week.

When you are not in sessions or at the Exhibit Hall, we urge you to experience the sights, sounds, and, tastes of our nation’s capital. Visit the White House or stroll among the Capital monuments. Journey across the Potomac River and visit Arlington Cemetery or spend time exploring the National Air and Space Museum.

For convention registration, hotel reservation, and travel discount information, please refer to this brochure. Note that attractive combination discounts are available for those of you registering for both the Biological Basis of Behavior meeting and the APS Annual Convention. If you have any other questions, please call the APS Convention Department at 202-783-2077, ext. 3017. See you in DC!

Registration & Hotel Forms Enclosed
Don’t Delay - Deadline Date = April 21, 1997

9th Annual Convention of the American Psychological Society
May 23-26, 1997 ◆ Washington Hilton and Towers ◆ Washington, DC
May 23-26, 1997 • 9th Annual Convention
Washington Hilton and Towers

HOUSING FORM

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 21, 1997, directly to the Washington Hilton at:

Washington Hilton and Towers • 1919 Connecticut Avenue, NW • Washington, DC 20009
Phone: 202-483-3000 • Fax: 202-232-0438 or call toll free: 888-324-4586

APS SPECIAL CONVENTION RATE = $100 per night plus tax for single or double rooms
Reservations received after April 21, 1997, will be made on a space-available basis.

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City State Zip code/Postal Code Country (if not USA)
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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 $100 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.

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(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: o American Express o Carte Blanche o Diners Club o Discover o MasterCard o Visa
Credit Card Number ____________________________ Expiration Date ____________________________
Print name as it appears on card ____________________________ Signature (required) ____________________________

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Please make sure all information is completed before sending this form DIRECTLY to the Washington Hilton & Towers.
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REGISTRATION FEES

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(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.

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Join APS now and register for the convention at the appropriate member rate below.

1997 dues are:

- Member $120
- First-year PhD $70
- Student Affiliate $45

(If joining as a Student Affiliate, please indicate the anticipated date/year of your degree and the type of degree sought.)

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All domestic APS members, domestic APS Student Affiliates and advance registrants will automatically receive a copy of the Program before the meeting and do not need to order one. Programs will be mailed in early May. Remember to bring your copy to the convention. Limited copies will be available on-site for $5 per copy. On-site registrants will be given a copy when registering.

Special Combined Rate!

Total Amount of Registration Fees $4310.02

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To help keep convention costs affordable, I would like to contribute: $4410.01

TOTAL AMOUNT OWED to American Psychological Society: $

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Travel Information

Hotel Location: Located at 1919 Connecticut Avenue, NW, the Washington Hilton and Towers overlooks our Capital's skyline, and is convenient to the Washington Monument, the White House, the Lincoln Memorial, Capitol Building, and National Zoo.

If travelling by air via Washington’s International Airport, you may reach the hotel by cab, van service, airport shuttle or Metro. A cab ride to the hotel will cost approximately $15 and take approx. 25 minutes. Several van companies provide service between the baggage claim area of the airport and the downtown hotels at an average cost of $8 for a one-way trip ($13 round-trip). If travelling within the DC area via Metro Rail, the hotel is located three blocks from the Dupont Circle stop on the Red Line.

If travelling by car, you may wish to request specific directions from the Concierge Desk at 202-483-3000.

Air Travel Discounts: We are pleased to announce that USAir and United Airlines have been selected as the official air carriers of the 9th APS Annual Convention. USAir is offering our attendees 5% to 10% off published airfares, and EWA Travel has offered its services for convenient, no-hassle conference ticketing. Please call EWA Travel at 800-368-4055 for the lowest airfares, or contact USAir’s convention desk directly at 800-334-8644 and refer to Gold File #72830061. When booking through United, please call either EWA Travel, or United’s convention desk at 800-521-4041 and refer to Star File #5111I. In either case, please identify yourself as an APS meeting attendee. Your use of EWA Travel and/or USAir or United Airlines saves you money and helps offset APS travel costs at the same time.

Car Rental Discounts: In continuing partnership with APS, Hertz invites attendees at the 9th APS Annual Convention to avail themselves of the APS association discount on car rentals. Hertz offers you a wide selection of cars, all with unlimited free mileage. To reserve your rental car, please call Hertz at 1-800-544-0058 and specify gold file number CV37686. Once again, your use of these special arrangements helps you save money and helps APS earn credit toward future Society meetings and events.
Similar antipathies were exacerbated among psychology department heads and committee members at the Gustavsons defended their viewpoint with logic and more concern for scientific truth and personal integrity than political expediency. They went wherever their work with this wide variety of species required. Carl had positions at Eastern Washington State University, North Dakota State University, the University of Texas Medical Branch-Galveston, and Arizona State University in Tempe. Along the way they broadened their ecological goals, published regularly, and gained many loyal adherents with their open collegiality.

Carl worked with Nicolaus to protect sandhill crane eggs from ravens and crows by injecting nauseous toxins into turkey eggs and coloring them to look like crane eggs. One advantage to their inventive approach is that the avian predators treated with CTA maintain dominion over their territory and fend off unconditioned conspecifics. This illustrates a general ecological principle. To wit, total eradication of a species deemed a pest, be it coyote, bird, or insect, is not always a good idea, as eradication may trigger an unforeseen chain of ecological disasters by also eliminating predators who depend on the pest, and by opening a wider niche for competitors of the original pest.

The Gustavsons' contributions were not limited to the investigation of wildlife. Carl and Joan suspected that anorexia nervosa in adolescent girls might be an endogenous CTA triggered by endocrine reactions. They found estrogen injections can induce CTA in rats. They further developed their model into a comprehensive theory of human eating disorders, considering the interaction of biological, ecological, and evolutionary factors related to the etiology of these psychiatric diseases. Carl presented this theory and data at his address for the New Fellows symposium for Division 6, at the 1990 American Psychological Association meeting. In a similar vein, the Gustavsons developed a novel test of body image distortion and dissatisfaction, and conducted several normative, clinical, and cultural studies using their assessment instrument. Working from the methodology developed by the Gustavsons, colleague Ann Rice, at the Univ. of California-Los Angeles, demonstrated that histamine blockers will ameliorate estrogen-induced CTA in rats.

The Gustavsons also focused on human-animal dilemmas occurring with pets and animals on public lands. Clear-cutting forests for grazing and riparian damage caused by unrestrained herds destroy habitats and foul the waters, making our land unfit for recreational and esthetic needs.

Carl was affiliated with Arizona State University Center for Environmental Studies until 1995. In 1996 he established a private company, Biobehavioral Technologies, Inc. Carl was also doing statistical consulting for Arizona Game and Fish and Hubbs-SeaWorld. He was in the process of setting up the Garcia-Gustavson Institute for Wildlife Psychology.

His work still unfinished, Carl died as he lived. As ecological guardian of a vast wilderness, he was optimistic about new challenges in the offing. He expired in the care of his loving wife and devoted sons. His last words expressed his deep concern, not for his own agony, but for the distress his agony was causing those he loved.

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Self-report from Page 3

conducted in a more natural environment. This is because men and women emphasize different sources of information, when asked to define their internal states: Men rely more directly on internal bodily cues, while women rely more on situational cues. There is, of course, a lack of normal situational cues in the laboratory setting. One practical application of the skill of defining one's internal state is that diabetics must be trained to monitor their own blood glucose levels. Having instead to resort to chemical testing for glucose is often impractical.

Reporting Pain

Pain is not a simple sensory event and is not proportional to tissue damage, reported APS Member Francis Keefe, of Duke University Medical Center's Pain Management Program. In his discussion of the perception of pain, Keefe explained that pain is influenced by psychological, social and cultural factors, all of which act via a gating mechanism in the spinal cord, to influence the perception of pain. Also, the intensity of pain is separate from the degree of unpleasant affect associated with it, and this difference is reflected in pharmacology: While the drug fentanyl reduces the intensity of pain, diazepam reduces its unpleasant-
avoid the problem, he describes the technique of Ecological Momentary Assessment (EMA). EMA requires the subject/patient to carry a custom-designed palm-top computer, which prompts him throughout the day to answer a question (e.g., “Are you smoking right now?”). The question is posed according to the desired sampling, which can be purely random over time or contingent upon various other behaviors (like drinking coffee).

By avoiding recall completely, this method can provide a very revealing picture of the subject’s pattern of behavior. It also generates great quantities of data, but the analysis of that data poses unique and controversial statistical problems, because they do not fit into the standard definitions of repeated measures.

Reporting Temporal Frequencies of Behavior from Memory

Several presenters stressed the problems posed by aspects of the mechanisms of memory encoding and recall. Norman Bradburn of the National Opinion Research Center and the University of Chicago was the first of many speakers to note that remembering is very definitely a reconstructive task. It typically suffers from several distortions, including the bundling of events, and the tendency to “telescope” events, or bring them forward in the past when remembering.

Rounding errors are frequent when self-reported time intervals approach conventional discrete units of time (e.g., an hour, a week, a month, a year). Events six or eight days ago tend to be remembered as “one week” ago, and whatever the unit of time appropriate to the interval, errors are made in whole unit chunks rather than in parts of units. “We are more likely to think in terms of three weeks, than 20 days,” said Bradburn. “Many people do not enumerate events, even when we might expect the question to lead them to do so. Rather, they estimate the number of events on the basis of some rule.”

Sex Differences Reporting Temporal Facts

And, just as many have thought, women do remember dates better than men. To help the respondent reconstruct the past, the interviewer or questionnaire should ask questions that are structured according to the way in which the events are likely to be encoded. Memories are rarely linked to calendar dates but rather to notable life events (e.g., graduation from college). Roger Tourangeau of the National Opinion Research Center further analyzed the distinction between questions designed to encourage estimation and questions designed to encourage recall of individual events.

Decompositional Approach

And, Geeta Menon of New York University’s Department of Marketing has analyzed the role of the decompositional question in eliciting recall of regular versus sporadic behaviors. Should we simply ask the open-ended question “How many times did you do X last week?” Or, should we ask the same thing using a decompositional approach? For example, “How many times did you do X while driving? While sitting at home? While working?”

Menon’s research indicates that the open-ended question (“How many times did you do X in the last month?”) tends to encourage the subject to answer by referring to a “rule,” or an estimate of frequency. For regularly occurring behaviors this elicits accurate answers with the minimum of mental effort. For behaviors that are more sporadic, on the other hand, it is better to ask decompositional questions (i.e., to help the respondent by breaking the problem up into chunks). For irregular behaviors, a rule is less useful, and it is desirable to encourage the subject to recall each instance, using an enumeration strategy.

False and Forgotten Memories

Demonstrations that there can be both false negatives and false positives in memories of events that occurred long ago (or did not occur at all) have a particular relevance to the problem of sexual abuse of children. Speaking on the subject of false positives in memory, APS Fellow Elizabeth Loftus of the Psychology Department at the University of Washington presented findings—demonstrated in many experiments—that it is possible to create false memories. Such “memories” can be induced either by: (1) simply having the subject imagine a scenario vividly, and then later asking them to recount “memories” of similar events, or (2) by frankly telling a subject that a specific event happened and then reinforcing the associated “memory” by attempting to convince the subject of the authenticity of the event (e.g., by coaxing the subject with the question “Can’t you try to remember the time you got lost at the shopping mall?”).

People can import true memories from other events, thereby giving their false event memories seeming credibility, people can forget the source of a memory by wrongly attributing the memory of a fantasy to memory of a real event, and people make up completely unfounded facts, as well. The confidence one feels in the validity of one’s recall also has little correlation with
its accuracy.

Linda Williams of the University of New Hampshire's Family Research Laboratory has documented the other side of this issue, the false negative for a documented event. In these studies, children who were seen at hospitals for instances of sexual abuse were asked, many years later, to recall any such events. A substantial minority of the children, including those who had findings on physical exam that confirmed the abuse, failed to recall the instances. Interestingly, the forgetting was not correlated with the use of force or coercion by their abuser. The children were, however, more likely to forget abuse at the hands of individuals closest to them (i.e., in terms of familial relation, familiarity, or friendship).

Prolong the Pain

Psychologist Daniel Kahneman of the Woodrow Wilson School at Princeton University studies the memory of pain, as in painful medical procedures. Do we remember the quantity of pain as something like its intensity multiplied by its duration? Not at all. We remember an average of the moment of peak intensity and the pain at the end of the procedure. This has applications to colonoscopy, which is distinctly unpleasant, and for which one would like the subject to return for a repeat test every ten years. Strangely, Kahneman suggested, his research findings may mean that in order to make the long-term memory of the pain less severe, one should extend the time of the procedure, by keeping the colonoscope inserted, but not moving it. The pain is less for those last few minutes, even though we have added several minutes of diminished pain to the end of a painful experience.

Mood and Memory

APS Fellow John Kihlstrom of the Department of Psychology at Yale University took a logical and deductive approach to the problem of the influence of affect on memory. Although some experimenters have failed to find a link, he says, others have. There are some robust paradigms of mood-dependent memory. Because memory is reconstructive, not merely a readout of data, it is a cognitive task. Performance on other cognitive tasks is affected by mood, and so we should expect recall to be influenced by mood.

Sensitive Topics

Nora Cate Shaeffer of the Department of Sociology at the University of Wisconsin-Madison addressed the problem of self-report in sensitive topics, such as sexual behavior or drug abuse. People will tend to present themselves in a positive light, sometimes look good, and sometimes to “please” the researcher. The more serious an illegal behavior (e.g., the “harder” the drug), the less likely people are to report their recent use of it, while events in the distant past are less sensitive, and consequently are less likely to be concealed. Men tend to exaggerate their sexual histories, while women tend to understate them. But in any individual case, one doesn’t know how accurate a source is. Not only do people calculate the risk of revealing sensitive information (e.g., they may ask themselves “Will my spouse find out?” “Will the police find out?”), but they may even reinterpret the question, so as to allow themselves to answer evasively. (For example, a respondent may reason as follows: “Well, I did have that abortion, but I’m really not ‘the kind of person’ who would do that normally, so I’ll say ‘never.’” Or, “This interviewer has a hell of a nerve; it’s none of his business, ergo I don’t feel dishonest lying about this.”)

Medical Compliance

Cynthia Rand of the Johns Hopkins University Asthma and Allergy Center discussed the problem of medical non-compliance. This generates a problem for research as well as practice. If everyone in a study takes half as many pills as they say they did, the FDA-approved dosage that most people reported worked best. (Yes, this suggests that to avoid an overdose of medication, it may be best to be no more compliant than the average participant in the clinical trial that determined the proper dose!) What can be done to increase the honesty of responses? For starters, a physician’s question such as “You’re taking the pills the way I prescribed, aren’t you?” is not likely to uncover any problems with compliance. It is important to discuss the patient’s experience with the regimen in more detail, to reveal possible problems or hidden issues.

Ethics in Self-report

APS Fellow Donald Bersoff of the Villanova University School of Law addressed the knotty problems arising from ethical considerations in asking sensitive questions. If a subject reports self-destructive behavior, should the researcher inter-
vene? Does that violate confidentiality and thereby compromise the autonomy of the subject?

Bersoff implores researchers to at least address these issues before beginning research studies. For example, before undertaking a study on the attitudes of teenagers toward dangerous behaviors, researchers should consider what they will do if they find out that a teenager is contemplating suicide, or is using heroin. “Have a plan, have a policy, discuss the pros and cons of breaking confidentiality before the issue comes up,” said Bersoff. “Too many researchers of sensitive topics don’t even think about what they will do, until they have in hand the information, and then they must agonize over their choices.”

Ethnic and Cultural Considerations

In many cases, the accuracy of a subject’s response depends on the understanding of the question. Spero Manson of the Department of Psychiatry at the University of Colorado’s School of Medicine has rewritten surveys specifically for Native American populations, and, with sensitivity to cross-cultural issues is able to raise the consistency of the scores very significantly. He cites one particular Indian culture in which it is considered very important never to give voice to certain negative thoughts; consequently, questions about suicidal ideation are either simply skipped by respondents at very high rates or are not answered frankly.

Efficient Screen for Depression

Ronald Kessler of Harvard Medical School’s Department of Health Care Policy has been developing a short screening test for major depression. A psychiatrist asks questions until he knows the answers he is seeking, but screening tests must be designed for administration by non-specialists, with minimal preparation. Kessler’s test, intended for screening large populations and subject to severe budget constraints, is an extreme version of this problem. The test must not yield many false positives, it must be understandable by people of widely varying literacy and cultural backgrounds; 75% of the general population should score zero on the test, meaning that it is sensitive to only the serious cases. Interestingly, out of scores of possible questions, he has been able to narrow the survey to six very robust questions! They will be made available on the worldwide web at URLs http://www.umich.edu/~icpe/ or www.umich.edu/~ncsum/.

If You Can’t Beat Them, Join Them

Douglas Massey of the University of Pennsylvania’s Population Studies Center presented a novel approach to securing sensitive or personal data in his presentation titled “When surveys fail,” addressing the fact that many such research efforts simply demand that the researcher abandon the traditionally administered survey or questionnaire. For a detailed study of undocumented workers from Mexico, for example, he has combined ethnography and surveys into an approach, called “ethnosurvey,” in which anthropologists get to personally know the members of a Mexican town and then travel to a town in the United States where many of the workers go to work.

By demonstrating their involvement in the community and their knowledge of its members and worker’s relatives, Massey and colleagues are able to establish trust, over a period of years, and to get answers about the laborers’ experiences, documenting answers to nonstandardized questions in an extensive data recording sheet. But, of course, even ethnosurveys are plagued by the same problems of faulty recall and encoding that researchers using more standard surveys encounter.

Practical Implications for Symptoms, Illness, & Health

Linking the findings from self-report research directly to medical practice, speaker Arthur Barsky of Harvard Medical School’s Division of Psychiatry at Brigham and Women’s Hospital pointed out that there is a very poor correlation between the patient’s report of the seriousness of his symptoms, the medical findings of the presence of a pathological condition, and the patient’s utilization of health care.

Why, then, given the flawed nature of self-report of symptoms, is history-taking so important in medical practice? Several speakers reaffirmed the dogma that history-taking must come first. The implication would seem to be that the real skill of history-taking is in the ability to get useful information about the patient, despite the fact that his/her self-report is probably riddled with factual errors. As other speakers stated repeatedly during these two days, the respondent is always telling us something important. It just isn’t always the answer to the question we thought we were asking! Paul M. Rowe

Psychologist Daniel Kahneman of the Woodrow Wilson School at Princeton University studies the memory of pain, as in painful medical procedures. Do we remember the quantity of pain as something like its intensity multiplied by its duration? Not at all. We remember an average of the moment of peak intensity and the pain at the end of the procedure.
departments across the land. They view these events as unmistakable portends of things to come. Yet, even though the winds of change are blowing, there are good reasons to believe that psychology is here to stay:

Mission. Perhaps the most important reason is psychology’s disciplinary success that forged a unique niche for it in contemporary society. It is difficult to envisage the proper functioning of central life-domains today without the salient presence of relevant psychological services. The clinic, the school system, the workplace, all are pertinent examples, as are the realms of interpersonal and intergroup relations. The fundamental needs for psychology’s contributions in these domains are unlikely to vanish, and future developments (e.g., the technological revolution in electronic communication, the internet, virtual-reality devices, or the information highway) are likely, if anything, to compound them.

Nor will societal needs be optimally served by psychological technicians uninformed by systematic scientific research. A major strength of psychology and a source of its vitality are its integral ties to major real-world concerns we have been called upon to address. It is for that reason that the rift between the scientific and applied branches of psychology is to be strenuously resisted. Psychological practitioners and scientists inherently need each other. The former cannot do without the cutting-edge knowledge that only scientific research can provide. The latter are dependent on feedback about the ecological validity of their ideas in complex, real-life environments, and they derive profound justification for their efforts (and the considerable amounts of public funding these require!) from evidence of their ideas’ ultimate utility to society. Thus, the maintenance of a dynamic interrelation between psychological science and practice seems a sine qua non without which both sides will be considerably weakened.

Problem orientation. Does that imply the survival of psychological pockets in domains having similar levels of analysis to practical concerns, (e.g., clinical, industrial, social or personality psychologies), and the migration of other branches of psychological science (e.g., the cognitive or bio-types) to alternative disciplinary configurations (e.g., medical schools, or institutes of cognitive science or of neuroscience)? Not if one adopts a problem-oriented approach to science (Cacioppo and Berntson, 1992).

A major tenet of such an approach is the principle of multiple determination whereby a phenomenon at one level of organization (e.g., a psychological “problem”) may have numerous determinants, both within and across organizational levels. Take the problem of anxiety for example. In a recent issue of Science (November 29, 1996), a study is reported about a link between anxiety-related behavior and the transporter gene that controls the brain’s ability to use serotonin. Thus, genetic and neurochemical processes are involved in anxiety. But anxiety could be also examined at a behavioral level of analysis (e.g., in terms of the effects of repeated failure, frustration, or a lack of contingency between actions and outcomes), at a cognitive level of analysis (e.g., in terms of perceived discrepancy between one’s obligations and their fulfillment), at a psychopathological level of analysis (e.g., schizophrenic break with reality), and at a social psychological level of analysis (e.g., evaluation apprehension, accountability pressures or interpersonal conflict).

A major potential benefit of a multi-leveled approach is the greater ecological validity of research findings it may afford (in so far as problems in the real world are unlikely to be neatly packaged at any single level of analysis). However, such an approach does require as a precondition the problem-oriented collaboration of scientists of various stripes. Thus, not only is there good reason for diverse psychological types to remain within their disciplinary house, but there is also an excellent reason to invite scientists from other apposite domains (e.g., zoology, neurophysiology, or neuroradioanatomy) to join our ranks and toil in common on significant psychological issues of interest to humankind. Such a problem-oriented approach sees virtue in our multifarious nature and constructively exploits psychology’s essence as a house of intersecting dialogues.

Unique contribution to interdisciplinary endeavors. Over the many decades of its existence as a scientific discipline, psychology boasts numerous significant achievements, not the least of which lie in the domains of research methodology and data analysis. Such knowledge constitutes an invaluable and unique resource that psychologists contribute to various interdisciplinary efforts in which they are often invited to partake. Thus, even where psychologists may choose to join interdisciplinary research teams (e.g., in neuroscience, or in cognitive science), they may be capable of making particularly valuable contributions precisely by dint of their unique scientific culture, foreign to other participating scientists.

Obviously, such contributions presuppose prior immersion in the culture of psychological science and proper training grounds for such immersion within departments of psychology.

Psychology: An ever powerful attractor. What vision then, for the future of psychology, may one project at the brink of the 21st century? The continued presence and strength of psychology is not to be doubted. It represents a vital and prominent node on the interdisciplinary map, even if it no longer maintains its long-held monopoly on research on issues of mind and behavior. In dynamic-systems terms, psychology exists as a powerful “attractor” that many (from within or outside the discipline) may be drawn to in the context of alternative “attractors” some may find irresistible. This is hardly a bad situation to be in, for it offers manifold options and opportunities for stimulating interdisciplinary experiences and intellectual growth. And to those committed to the pursuit of strictly “psychological” problems, it may mean the challenge of expanding our vistas and developing the competence to follow the many intersecting dialogues that such problems inspire these days.

References


Making the Best of Graduate School

Regan A. R. Gurung
University of Washington-Seattle

[I am grateful to my advisors, Barbara and Irwin Sarason, and the faculty and my peers at the University of Washington for making sure I did what I was supposed to do. Thank you. — A.R.G.]

Are you optimizing your time in graduate school? Graduate school can be and often is a rewarding experience whether you are researching or teaching or both. Beyond getting a PhD, however, there are many other tasks one has to master. The challenge is to do it all while still retaining the fascination with the topic that brought you back to school. In this article I discuss some things to keep in mind to help you succeed in your program (see also Mitchell, 1996).

Take the Initiative
Most graduate programs have structured courses that methodically help you learn what it means to be a competent academic: how to do valid research, the important theories in your area, writing grant proposals, reviewing manuscripts, and the elements of teaching (see McKeeachie, 1990). You should assess the structure of your own graduate program (i.e., graduate handbooks, course catalogs, upper level students), and if the program is deficient in these elements, take the initiative to make some changes. Mobilize yourself. Try to collaborate on articles, proofread drafts, look at grant proposals your advisor is working on, try to review manuscripts. On a larger scale, get involved in the department: organize visiting speakers, conferences, join committees. Identify the many grants and funds that you can apply for as a student and get started on them early.

Communicate With Your Advisor
Your relationship with your advisor defines the quality of your graduate school experience. Make sure you have a good idea of what your advisor expects from you and try and let him or her know what you expect. Even though personalities sometimes do not mesh, many experiences work out well and can become wonderful sharing experiences.

Explore Options
Fortunately, you do not have to pay allegiance to your application research statement for the rest of your academic life. Expose yourself to as many different topics as possible, take as wide a range of classes/seminars as possible. Even if you think you have settled on a dissertation topic from day one (see Locke, Spirduso & Silverman, 1993), take classes in related areas and topics. It also will help to know what other faculty in that research area are doing. Make use of them. Take a class from them, arrange readings or even try and work on a project with them, if it interests you and if they are accommodating. Allow yourself time to get a good strong background in your area and a sense of what is out there.

Write, Write, Write

Fortunately, you do not have to pay allegiance to your application research statement for the rest of your academic life. Expose yourself to as many different topics as possible, take as wide a range of classes/seminars as possible. Even if you think you have settled on a dissertation topic from day one (see Locke, Spirduso & Silverman, 1993), take classes in related areas and topics. It also will help to know what other faculty in that research area are doing. Make use of them. Take a class from them, arrange readings or even try and work on a project with them, if it interests you and if they are accommodating. Allow yourself time to get a good strong background in your area and a sense of what is out there.

Connect and Network
Part of being a good academic is knowing who does what in the field and establishing a good network. While this sets the stage for later collaborations and increases your knowledge of job prospects, faculty and students at other institutions also provide good bench marks to compare your own experiences. If someone’s work interests you, contact them. Go to conferences; they can be wonderful opportunities to share ideas, visit fun locales, meet people, and get a sense of cutting-edge work that may not otherwise make it to a journal for another year or so. If you can, present a poster of your work or something from your lab.

Write, Write, Write

You can be someone with a lot of potential for only so long, then you have to start producing. Getting ahead in academia necessitates getting published. First, ask yourself why you want to do it. What will it contribute? How does it take our knowledge beyond where it is? If you were presenting your idea to someone, is there a clear take-home message?

Answering these questions galvanizes the writing. If you think you do not write well, there is no better way to improve than to get it critiqued. Do not be overcritical of yourself and thereby blunt your creative edge. To do creative work you must take risks (see Sternberg, 1992, for a great article on writing). Most advisors have ample supplies of red ink and are very willing to edit and provide suggestions. They can only help you if you have a study to write up, write a sum-

Check out the APS Student Caucus Web Site!
The APS Student Caucus Web Site!
The APSSC web page has moved to the same location as the APS web homepage. The APSSC web page coordinator John Jewell welcomes you to come check out our new digs at:

http://psych.hanover.edu/APS/APSSC/apssc.html
Call for Reviewer Nominations

The American Psychological Society Student Caucus (APSSC) Executive Council is currently seeking nominations for qualified reviewers for the 1996-1997 APSSC Student Grant Competition.* To be considered a qualified reviewer, the nominee must be a graduate student or post-doctoral individual 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 becoming a reviewer 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:

Susan Perry
Attn: APSSC SG Reviewer Nomination
Department of Psychology
Kent State University
Kent, OH 44242

* NOMINATIONS MUST BE RECEIVED BY MARCH 14, 1997.

The Ninth Annual APS Convention Is Coming!

Look in the November 1996 issue of the Student Notebook for complete information and application procedures for:

- the APSSC Student Research Grant,
- the APSSC Student Research Competition, and
- Travel Assistance to the Ninth APS Convention.

And look in upcoming issues for:

- the Student Notebook Guide to the Ninth Annual APS Convention, and
- tips and information about the Washington, DC, area.

Volunteers Needed...

If you want to meet a long list of distinguished psychologists during the Ninth Annual APS Convention in Washington, DC, spend a few hours at either the APS Convention Registration Desk or at the Combined Book Exhibit as a Student Volunteer! In return for just six hours of work, your convention registration fee will be waived. For more information, contact Deana Julka at 219-634-3144 or deana.julka.2@nd.edu.
Academy of Psychological Clinical Science
Call for Applications

The Academy of Psychological Clinical Science is currently accepting applications from training programs interested in membership. The deadline for receipt of materials is January 15, 1997. Applications received after this year’s deadline will be reviewed and considered for membership in the following year.

The Academy

The Academy of Psychological Clinical Science currently consists of 30 member programs dedicated to the advancement of clinical science and its application. Clinical science is a psychological science directed at the promotion of adaptive functioning; at the assessment, understanding, amelioration, and prevention of human problems in behavior, affect, cognition, or health, and at the application of knowledge in ways consistent with scientific evidence. The emphasis on the term “science” underscores a commitment to empirical approaches to evaluating the validity and utility of testable hypotheses and to the advancement of knowledge by this method.

The goals of the Academy include, but are not limited to:
• Fostering the training of students for careers in clinical science research.
• Advancing the full range of clinical science research and theory and their integration with other relevant sciences.
• Fostering the development of and access to resources and opportunities for training, research, funding and careers in clinical science.
• Fostering the broad application of clinical science to human problems in responsible and innovative ways.
• Fostering the timely dissemination of clinical science to policy-making groups, psychologists and other scientists, practitioners, and consumers.

Members

Current member programs include the clinical psychology training programs at the University of Arizona, Arizona State University, University of California-Berkeley, University of California-Los Angeles, University of Delaware, University of Denver, University of Illinois-Urbana Champaign, Indiana University, University of Iowa, McGill University, University of Miami (Health Psychology), University of Minnesota, University of Missouri, University of Nevada-Reno, SUNY-Binghamton, Ohio State University, University of Oregon, University of Pennsylvania, Pennsylvania State University, University of Pittsburgh, Purdue University, Rutgers University, San Diego State University/University of California-San Diego, University of Southern California, SUNY-Stony Brook, Vanderbilt University, University of Virginia, University of Washington, University of Wisconsin, Yale University.

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Application

Specific requirements and the general format of the application and supporting materials can be obtained from the membership committee, in care of:

Robert F. Simons
Department of Psychology • University of Delaware
Newark, DE 19716 • rsimons@udel.edu

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Mary/criticism of a section of the field that interests you. It may grow into something you can submit later on.

Persevere, But Take Time to Relax

Remember that work and research are like a gas, they will expand to take as much space as you provide. Take time off every now and then. Know your limits and pay attention to your own personal rhythm. There will be many times when you will feel like you do not want to go on. Nearly everyone who has made it through graduate school has felt like that at one time or another, and most of your peers around the country probably feel like that right now. If the feeling does not pass, reassess how you are doing things, talk to your advisor, your friends and family. A major contributor to disillusionment is that most of the time rewards are too far in the distance. Set proximal goals, so you will get proximal rewards.

Conclusions

There are many ways to enrich your years in graduate school. Keep your fingers on the pulse of your experiences, assess your goals and needs and modulate yourself. Take time out when you need it, choose your battles well, get help when you need it. Idealistic outlooks are great (academics can make the world a better place), but at least a modicum of realism is essential to make it through a program (academics must navigate through hoops and red tape). Graduate school will be over before you know it!

References

Organizational Profile

Origins and Purpose

Founded in 1995, the broad mission of the Academy of Psychological Clinical Science (APCS) is to advance clinical science. "Clinical science" is defined as a psychological science directed at: (a) the promotion of adaptive functioning; (b) the assessment, understanding, amelioration, and prevention of human problems in behavior, affect, cognition, or health; and (c) the application of knowledge in ways consistent with scientific evidence. The Academy’s emphasis on the term "science" underscores its commitment to empirical approaches to evaluating the validity and utility of testable hypotheses and to advancing knowledge by this method.

Membership

Academy membership is open to any qualified training program in psychological clinical science established in connection with an accredited university. Annual dues for member programs are $200. Membership is granted only after a thorough peer review has determined that the applicant program is committed to excellence in scientific training, to the scientific study of psychological problems, and to using clinical science as the foundation for designing, implementing, and evaluating assessment and intervention procedures.

The "Organizational Profile," a regular feature of the APS Observer, informs the research community about organizations devoted to serving psychological scientists and academicians. 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.

Academy of Psychological Clinical Science

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BACKGROUND

The Academy of Psychological Clinical Science (APCS) evolved in response to the challenges and opportunities confronting scientific clinical psychology. Among the biggest challenges are changes in health care, in graduate and undergraduate education, in patterns of research funding, in the priorities of professional organizations, in licensing and accreditation requirements and procedures, in government priorities and policies, in students’ career opportunities and preferences, in public demands for accountability and “truth in advertising,” and in the scope and knowledge of clinical psychology.

Representatives from a number of clinical science training programs held a conference in 1994 to examine these challenges and explore the opportunities they presented. Participants decided that clinical science training programs should build an alliance, based on shared values and aimed at shaping the future of the discipline, improving the quality of scientific training, and advancing scientific research and knowledge. The Academy, conceived at that conference, started accepting membership applications in January of 1995 and held its first annual meeting in conjunction with the 1995 APS convention.

To further its mission, APCS has established objectives in five areas: Training: To foster the training of students for careers in clinical science research so that they can skillfully produce and apply scientific knowledge. Research and Theory: To advance the full range of clinical science research and theory and their integration with other relevant sciences. Resources and Opportunities: To foster the development of, and access to, resources and opportunities for training, research, funding, and careers in clinical science. Application: To foster the broad application of clinical science to human problems in responsible and innovative ways. Dissemination: To foster the timely dissemination of clinical science to policy-making groups, psychologists and other scientists, practitioners, and consumers.

Contact:
Richard M. McFall
Department of Psychology
Indiana University
Bloomington, IN 47405
Fax: 812-855-4691
(See Call for Applications on opposite page)
Announcements

SERVICES

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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 Information Center, Dissertation Completion Project, 11036 Ironwood Rd., San Diego, CA 92131, or call "toll-free" 1-(888) 463-6999.

The CENTER FOR MENTAL HEALTH SERVICES (CMHS) has developed the Knowledge Exchange Network (KEN) which provides information about mental health via toll-free telephone services, an electronic bulletin board, publications and the world wide web. It is for users of mental health services and their families, the general public, policy makers, the media, and those who design, finance, and provide mental health services. KEN Provides linkages and referrals to: consumer and family advocacy organizations; federal, state, and local mental health agencies; mental health organizations and associations; national clearinghouses and information centers; CMHS technical assistance centers; and on-line resources about mental health. Contact: 1-800-790-2647; http://www.mentalhealth.org/; (TDD) 301-443-9006.

CALLS FOR PAPERS

NINETEENTH ANNUAL CONFERENCE OF THE COGNITIVE SCIENCE SOCIETY--August 7-10, 1997--Stanford University. The annual meeting of the Cognitive Science Society brings together researchers from many fields—including artificial intelligence, education, linguistics, philosophy, and psychology—who hold a common goal: understanding the nature of the mind. The conference will include eight half-day symposia on topics that hold general interest to the cognitive science community but that include areas not well represented at the annual meeting. Each symposium will include two survey talks by senior scientists in the area and two invited research talks describing recent advances. Society members may each submit a single, one-page abstract that is guaranteed to appear in the proceedings. Submissions should include the authors' names, physical addresses, and email addresses. Authors should send five hard copies of their submission to: Cognitive Science 1997, CSLI / Computational Learning Laboratory, Ventura Hall, Stanford University, Stanford, CA 94305.

INTERNATIONAL ASSOCIATION FOR CONFLICT MANAGEMENT--June 15-19, 1997--Bonn, Germany. Submissions are invited for a paper, symposium, debate, or exhibit. The meeting will be organized around 10 content areas and will feature invited talks and showcase poster sessions designed to share ideas and research findings. Innovative sessions, symposia, and debates are encouraged as are research and theory targeted towards practitioners. Contact: Donald E. CONLON, Program Chair, IACM 1997, Department of Business Administration, University of Delaware, Newark, DE 19716; tel: (302) 831-2081; Fax: (302) 831-4196, Email: Conlon@college.be.adel.edu.

SUMMER INSTITUTE IN POLITICAL PSYCHOLOGY--Columbus, Ohio--June 23-July 18, 1997. The Summer Institute is sponsored by the International Society of Political Psychology in collaboration with the Ohio State Departments of Political Science and Psychology and the Mershon Center. The Institute is intended for advanced graduate students in political science, psychology and related disciplines. Junior faculty and other professionals may also apply. For application forms, contact: Margaret Herrmann, Mershon Center, Ohio State Univ., 1501 Neil Ave., Columbus, OH 43201; email: wituski.1@osu.edu.

SOCIOLOGISTS AGAINST SEXUAL HARASSMENT--Toronto, Canada--August 10, 1997. Sociologists Against Sexual Harassment is an interdisciplinary organization of educators, researchers, practitioners, and consultants from the social sciences, the legal profession, and equal opportunity groups and agencies. Deadline for submissions is Feb. 1, 1997. For programming inquiries and proposals, contact: Susan Huppenstele, SASH 97 Program Chair, University of Hawaii-Manoa, 2600 Campus Rd., Rm. 209, Honolulu, HI 96822; tel.: 808-956-9499; fax: 808-956-9616; email: huppenst@hawaii.edu. For registration, contact: Kimberly Cook, SASH 97 Conference Organizer, Dept. of Criminology, Univ. of Southern Maine, PO Box 9300; Portland, ME 04104; tel.: 207-780-4399; fax: 207-780-4987; email: kcook@usm.maine.edu.

The LAW SCHOOL ADMINISTRATION COUNCIL (LSAC) BOARD OF TRUSTEES is establishing a grant program to fund empirical research on legal education in the United States and Canada and welcomes research proposals from a variety of methodologies and a broad range of topics. Applications are invited from any qualified researcher. Principal investigators need not be based in law schools; proposals are equally welcome from social, behavioral, and educational researchers. Deadline is Feb. 1, 1997. Contact: Kathleen B. McGeady, Coordinator of Grants and Contracts, Law School Admission Council, PO Box 40, 661 Penn Street, Newton, PA 18494-0040; tel.: 215-968-1377; fax: 215-968-1169; email: kmcgeady@lsac.org.

FELLOWSHIPS

PUTTING CHILDREN FIRST is a fellowship training program in child and family policy at The Center for Young Children and Families at Teachers College, Columbia Univ. It offers full-time summer placements for eight weeks in a variety of policy settings in New York City government and nonprofit agencies. Fellows also attend weekly seminars at Columbia University at the Center for Young Children and Families, with policy scientists and practitioners under the leadership of J. Brooks-Gunn. Application deadline is April 18, 1997. Contact: Judith Smith, Center for Young Children and Families, Teachers College, Columbia University, Box 39, 525 W. 120th St., New York, NY 10027, 212-678-3904.

PUBLIC-ACADEMIC FELLOWS PROGRAM IN MENTAL HEALTH SERVICES RESEARCH provides two-year postdoctoral research training opportunities in public mental health organizations and involves university or college faculty in this training. The purpose of the program is to increase the numbers and skills of mental health services researchers to study public mental health systems. For application form, contact: Vera Holland, 703-739-9333, ext. 16. To discuss the program, contact: Noel A. Mazade, 703-739-9333, ext. 13; or write: NASMHPD Research Institute Inc., 66 Canal Center Plaza, Ste. 302, Alexandria, VA 22314.

APS OBSERVER
American Psychological Society

January 1997
REQUEST FOR GRANT APPLICATIONS

DEVELOPING ALCOHOL-RELATED HIV PREVENTIVE INTERVENTIONS—NIH GUIDE, RFA: AA-97-003
National Institute on Alcohol Abuse and Alcoholism

Letter of Intent Receipt Date: March 21, 1997 ◆ Application Receipt Date: April 24, 1997 ◆ Available Funds $2 million

PURPOSE: The National Institute on Alcohol Abuse and Alcoholism (NIAAA) seeks to stimulate the design, development, and testing of alcohol-related HIV preventive interventions that have the potential for reducing the risk of transmission of HIV in alcohol using, abusing, and dependent populations. Alcohol consumption has been identified as an important behavioral cofactor for HIV infection and has been consistently associated with HIV-risk behaviors over time. Alcohol use has been shown to predict time to seroconversion among gay men. Significantly higher rates of HIV infection are found among clinical samples of alcoholics and nonclinical samples of individuals who meet criteria for alcohol dependence than in the general public.

In addition, reduction in alcohol use is associated with reduced sexual risk taking. Alcohol-related HIV interventions are currently being tested among gay and bisexual men, Native American youth, and persons in alcoholism treatment. Initial results suggest that a wide range of HIV-risk behaviors can be reduced after intervention and at follow-up, particularly among gay men. This research suggests that substance abuse prevention and treatment programs that include HIV components are more effective in reducing alcohol consumption and risky sexual practice than programs that do not contain these components. Similarly, it appears that HIV prevention programs that include an alcohol risk reduction component may be more effective in reducing HIV risk behaviors than those that do not.

This Request for Applications (RFA) reflects “Findings and Recommendations” suggested by the “NIH AIDS Research Program Evaluation; Behavioral, Social Science, and Prevention Research Area Review Panel.” The review panel recommended a substantial increase in support for preventive intervention research in a diverse range of alcohol-related settings, drinking populations, and HIV-risk populations. Investigators are encouraged to move beyond basic behavioral studies to measure the efficacy and effectiveness of substance use risk-reduction interventions in populations at risk for both alcohol problems and HIV infection. The emphasis of this RFA on prevention research in the alcohol/AIDS area continues the previous focus of the NIAAA Prevention Research Branch on primary prevention of HIV and alcohol abuse among alcohol users. In addition, this RFA addresses secondary prevention among HIV infected alcoholics who may be more likely than other HIV infected individuals to engage in high-risk sexual behavior, to use unclean needles, and to have problems adhering to therapeutic treatments for HIV and AIDS.

MECHANISMS OF SUPPORT: Research support may be obtained through an application for a regular research project grant (R01), a First Independent Research Support and Transition (FIRST) Award (R29) or for Exploratory/Developmental Grants (R21) for the secondary analysis of existing alcohol abuse prevention research data.

INQUIRIES: The RFA, which describes the research objectives, application procedures, review considerations and award criteria for this solicitation, may be obtained electronically through the NIH Grant Line (data line 301-402-2221) and the NIH GOPHER (Internet) and by mail and email from the program contact:

Kendall Bryant ◆ Coordinator, HIV/AIDS Behavioral Research ◆ National Institute on Alcohol Abuse and Alcoholism Suite 505, Willco Building ◆ 6000 Executive Boulevard MSC 7003 ◆ Bethesda, MD 20892-7003 Telephone: (301) 443-1677 ◆ FAX: (301) 443-8774 ◆ Email: kbryant@willco.niaaa.nih.gov

REQUEST FOR APPLICATIONS

The NIH Office of Behavioral and Social Sciences Research (OBSSR) in conjunction with the National Center of Research Resources (NCRR) is announcing a Request for Applications (RFA) focusing on “Educational Workshops in Interdisciplinary Research.” The goal of this RFA is to foster the development of cross-disciplinary communication and research collaboration among various behavioral and social sciences or between behavioral/social sciences and biomedical sciences. To achieve this goal, short-term (1-to-2-weeks) education programs in interdisciplinary research aimed at social/behavioral and biomedical researchers during the formative stage of their careers, will be funded.


For additional information contact

Gerdi Weidner
Office of Behavioral and Social Sciences Research
National Institutes of Health
Building 1, Room 326
Bethesda, MD 20892-0183
Telephone: (301) 402-1146; email: gerdi_weidner@nih.gov

APs OBSERVER
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January 1997
January

Virtual Reality and Mental Health
San Diego, California
January 22-25, 1997
Contact: Aligned Management Associates, Inc., tel.: 619-751-8841; fax: 619-751-8842

February

Fourth Annual Strategies and Skills Conference for Effective Teaming
Dallas, Texas
February 10-12, 1997
Contact: tel.: 817-565-3096; http://www.workteams.unt.edu

International Social Networks Conference
San Diego, California
February 13-16, 1997
Pat Doereian, Dept. of Sociology, 2G03 Forbes Quad., Pittsburgh, PA 15260; tel.: 412-648-7537; fax: 412-648-2799; email: pitpat4@pitt.edu

March

Dynamics, Synergetics, and Autonomous Agents
Gstaad, Switzerland
March 2-5, 1997
Contact: Univ. of Lausanne, Dept. of Psychology, BESCH 2, CH-1015, Lausanne, Switzerland; email: jdauwald@ulys.unil.ch

Association for Women in Psychology
Pittsburgh, Pennsylvania
March 6-9, 1997
Contact: Maureen C. McHugh, Dept. of Psychology, Indiana Univ. of Pennsylvania, Indiana, PA 15705; tel.: 412-357-2448; email: mcmlugh@grove.iup.edu

Creating and Sustaining Healthy Communities: Integrating Behavioral Healthcare
San Francisco, California
March 16-18, 1997
Contact: The National Community Mental Healthcare Council, 301-984-6200; email NCTT@aol.com

Conference on Undergraduate Teaching of Psychology
Ellenville, New York
March 19-21, 1997
Contact: Gene Indenbaum, Dept. of Psychology, SUNY Farmingdale, Farmingdale, NY 11735; tel.: 516-420-2725; fax: 516-420-2452; email: indenba@sunynyfarm.farmingdale.ca

American Psychosomatic Society
Santa Fe, New Mexico
March 19-22, 1997
Contact: tel.: 703-556-9222; fax: 703-556-8729; email: apspsycho@aol.com

Memory Disorders: Advances in Science and Clinical Practice
Toronto, Ontario
March 20-21, 1997
Contact: Rotman Research Institute, Baycrest Centre for Geriatric Care, 3560 Bathurst St., Toronto, Ontario, Canada M6A 2E1; tel.: 416-785-2500, ext. 3550; fax: 416-785-2862; email: rotman@psychutoronto.ca

Workplace Socialization: Perspectives on Organizational Entry, Training, and Exit
Omaha, Nebraska
May 28-June 1, 1997
Contact: John Hollowitz, A.F. Jackson Professor of Communications, Creighton Univ., Omaha, NE 68178; tel.: 402-280-2532.

European Congress of Psychophysiology
Kinszatz, Germany
May 29-31, 1997
Contact: Gisela Richter, Fachgruppe Psychologie, Postfach 5560-D23, D 78434 Konstanz, Germany; tel.: 49 7531 882375; fax: 49 7531 882891; email: Gisela.Richter@uni-konstanz.de

April

The Association for the Study of Play
Washington, DC
April 2-3, 1997
Contact: Alice M. Meckley, Early Childhood Education, Millersville Univ., Millersville, PA 17551; tel.: 717-872-3390; email: ameckley@mu3.millersv.edu

Illinois Dept. of Alcoholism and Substance Abuse Prevention Conference
Chicago, Illinois
April 2-3, 1997
Contact: Robert W. Hotes, Prevention First Inc., 2800 Montvale Dr., Springfield, IL 62704; tel.: 217-703-7353, ext. 123; email: learn1@prevention.org

Southeastern Psychological Association
Atlanta, Georgia
April 3-6, 1997
Contact: Frances Y. Dunham, Administrative Office, Univ. of West Florida, Pensacola, FL 32514; tel.: 904-474-2070

Rutgers Symposium on Self and Social Identity
New Brunswick, New Jersey
April 25-26, 1997
Contact: Richard Ashmore, tel.: 908-445-2635; email: Ashmore@RCIT.Rutgers.EDU

May

Advanced Concepts Conference on Work Teams
Dallas, Texas
May 14-16, 1997
Contact: Melanie Bullock, Center for the Study of Work Teams, Univ. of North Texas, PO Box 13587, Denton, TX 76203; fax: 817-565-4806; email: melanieb@tarrant.unt.edu; http://www.workteams.unt.edu

American Psychological Society
Washington, DC
May 23-26, 1997
Contact: Anne Kwiatkowski; tel.: 202-783-2077, ext. 3017; email: aclarey@capcon.net

Workplace Socialization: Perspectives on Organizational Entry, Training, and Exit
Omaha, Nebraska
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Vision, Recognition, Action: Neural Models of Mind and Machine
Boston, Massachusetts
May 29-31, 1997
Contact: Stephen Grossberg, CNS Dept., Boston Univ., 677 Beacon St., Boston, MA 02215; fax: 617-353-7755; email: steve@cns.bu.edu; http://cns-web.bu.edu/cns-meeting/

June

The National Institute of Education International Conference on Thinking
Singapore
June 1-6, 1997
Contact: http://www.nie.ac.sg/8000/
Cognitive Sciences of Music
Uppsala, Sweden
June 7-12, 1997
Contact: Third ESCOM, Dept. of Psychology, Uppsala Univ., Box 1225, S-751 42 Uppsala, Sweden; email: ESCOM@psyk.uu.se; fax: +46 18 18 22 02; http://www2.uu.se/insts/psyk/escs.html

Classification Society of North America
Washington, DC
June 12-14, 1997
Contact: http://info.pitt.edu/~csna/csna.html

Society for Research on Nicotine and Tobacco Third Annual Scientific Conference
Nashville, Tennessee
June 13-14, 1997
Contact: Society for Research on Nicotine and Tobacco, 401 East Jefferson St., Ste 205, Rockville, MD 20850; tel.: 301-251-9133; fax: 301-279-6749; email: geninfo@smt.org

Association for the Scientific Study of Consciousness
Claremont, California
June 13-15, 1997
Contact: William Banks, Dept. of Psychology, Pomona College, Claremont, CA 91711; tel.: 909-627-2443; email: wbanks@pomona.edu

Association for the Scientific Study of Consciousness
Claremont, California
June 14-16, 1997
Contact: http://www.phil.vt.edu/assoc

International Association for Conflict Management
Bonn, Germany
June 15-19, 1997
Contact: Donald E. Coulon, Dept of Business Administration, Univ. of Delaware, Newark, DE 19716; tel.: 302-831-2081; fax: 302-831-4196; email: coulon@college.be.udel.edu

CHEIRON: The International Society for the History of Behavior and Social Sciences
Richmond, Virginia
June 19-22, 1997
Contact: John Carson, CHEIRON Program Chair, Dept. of Science & Technology Studies, 632 Clark Hall, Cornell Univ., Ithaca, NY 14853-2501; tel.: 607-255-6048; fax: 607-255-6044.

1997 Summer Institute Family Research Consortium “Diversity & Family Research Consortium”
San Antonio, Texas
June 19-22, 1997
Contact: Kathy Meese, Frank Porter Graham Child Development Center, Univ. of North Carolina-Chapel Hill, CB# 8100, 105 Smith Level Rd., Chapel Hill, NC 27599-8180; tel.: 919-966-3318; fax: 919-966-7532; email: meese.fpg@mhs.unc.edu

Summer Institute in Police Psychology
Columbus, Ohio
June 23-July 18, 1997
Contact: Margaret Hermann, Mershon Center, Ohio State Univ., 1501 Neil Ave., Columbus, OH 43210; wituski.1@osu.edu

July

XXVI Interamerican Congress of Psychology
Sao Paulo, Brazil
July 6-11, 1997
Contact: sipcon97@org.usp.br

Advances in Management
Toronto, Canada
July 9-12, 1997
Contact: Afzal Rahim, Center for Advanced Studies in Management, 1574 Mallory Ct., Bowling Green, KY 42103; tel. & fax: 502-762-2601; email: casm@gnm.com

Cognitive Linguistics Conference
Amsterdam, The Netherlands
July 14-19, 1997
Contact: ICLC '97, Faculteit der Letteren, Vrije Universiteit, De Boelelaan 1105, NL-1081 HV Amsterdam, The Netherlands; fax: +31 20 4446500; email: iclc97@let.vu.nl; http://www.vu.nl/ICLC97/index.htm

Joint Meeting of the International Society for Neurochemistry & the American Society for Neurochemistry
Boston, Massachusetts
July 20-26, 1997
Contact: '97 Secretariat c/o Inn Scope Communications, 1531 Pontius Ave., Sts. 200, Los Angeles, CA 90025; tel.: 310-914-1866; fax: 310-914-1868; email: isnm97@aol.com

August

Cognitive Science Society
Stanford, California
August 7-10, 1997
Contact: http://www.ccs.ucsd.edu/ccs

24th International Congress of Applied Psychology
San Francisco, California
August 9-14, 1997
Contact: Congress Secretariat, APA Office of International Affairs, 750 First St., NE, Washington, DC 20002-4242; fax: 202-336-5956

The Eleventh Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities

From July 9 to 18, 1997, the Center for Business Education and Research (CIBER), University of Hawaii, will offer a workshop for college and university faculty who wish to develop courses in intercultural and international topics. Participants will interact with faculty from the University of Hawaii and East-West Center familiar with a variety of courses, discuss issues with the authors of texts currently used in intercultural and international courses, share ideas with each other, examine possible texts, and become familiar with exercises and simulations meant to introduce important concepts to students. The general areas within which courses can be developed are international business, the behavioral sciences, social sciences, and language and culture. More specific courses participants in pas programs have developed include:
- international and comparative management; human resource management: working with diversity; cross-cultural psychology; cross-cultural research methods; intercultural communication; language and culture; combining TESOL with cross-cultural communication and adjustment; cross-cultural orientation programs; international marketing; and cross-cultural leadership; experiential approaches.

Faculty members interested in other courses should contact the workshop to determine if the program can be of assistance. Housing is available at the East-West Center, on the University of Hawaii campus. Contact:

Richard Breslin • University of Hawaii College of Business Administration/MIR
Honolulu, Hawaii 96822
tel.: 808-956-8720 • fax: 808-956-2774
brislin@busadm.cba.hawaii.edu
American Psychological Society
1997 Member Application
(The membership dues below are valid until 6/30/97)

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)

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

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ANNUAL DUES

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ALABAMA

Experimental/Biological Psychology: The Division of Behavioral & Social Sciences at BIRMINGHAM-SOUTHERN COLLEGE invites applications for a tenure track position in experimental/biological psychology to begin in late August, 1997. Teaching responsibilities will include Introductory Psychology, Biological Psychology, Psychology of Learning and Cognition (with animal lab), Research Methods and Experimental (with lab), and additional courses such as Cognitive Psychology, Sensation & Perception, or Motivation. Applicants should be committed to high quality teaching in a liberal arts environment and to fostering undergraduate research. Ph.D. is required by starting date. Birmingham-Southern is classified as a national liberal arts institution. Send a curriculum vitae, a letter of application detailing teaching and research interests and experience, and three letters of recommendation to: Dr. H. Irvin Penfield, Office of the Provost, Box 549001, Birmingham-Southern College, Birmingham, AL 35294. Application deadline is February 15, 1997. EOE. AL1

DIRECTOR, DEVELOPMENTAL PSYCHOLOGY FELLOWSHIP PROGRAM: The Department of Psychology at UNIVERSITY OF ALABAMA at BIRMINGHAM, in conjunction with the Civilian International Research Center, invites applications for Director of the Department’s doctoral program in Developmental Psychology beginning 9/1/97. Applicants should qualify for the rank of Associate Professor or higher. The developmental program trains scientists to conduct research to discover and apply basic principles of psychology across the lifespan in an interdisciplinary context. Area of specialization is open. Current emphases in the program are: Cognitive/Perceptual/Development, Mental Retardation/Developmental Disabilities, Aging, Pediatric Psychology, Social Ecology, Communicative Disorders, Developmental Psychobiology, and Developmental Psychophysiology. The department is a research-oriented department with substantial research funding and facilities, and 27 faculty members and 45 graduate students. The person will teach courses in Developmental Psychology, Teaching and Research Methods, and Statistics in a small liberal arts college. Applicants must have a Ph.D. in Psychology or be near completion. Send curriculum vitae, statement of teaching and research interests, three letters of recommendation. (one from which comments on teaching or research) — to: Human Resources, Oakwood College, Huntsville, AL 35802. An Equal Opportunity Employer. AL3

ARIZONA

POSTDOCTORAL FELLOWSHIP for up to 3 years on longitudinal study of family and violence funded by the National Institute of Mental Health. Ph.D. in Psychology or related fields required. Background in memory research OR social development especially useful. Send c.v., writing samples, and 1 letter of recommendation from major advisor to: Dr. Laura McCloskey, Principal Investigator, Women and Family Project, Department of Psychology, University of Arizona, Tucson, AZ 85721. Minorities and women urged to apply. The review process will begin on February 15 and continue until the position is filled. E-mail inquiries to Dr. McCloskey: LAURA@cit.arizona.edu. The University of Arizona is an EEO/AA/ADA employer. AZ1

CALIFORNIA

POST-DOCTORAL FELLOWSHIP: Hispanic in Psychology and Medicine—Univ. of Calif., S.F., NIMH-funded 2 yrs. position. Theory based training on understanding and reducing race behaviors and on responses to stressful experiences. Apply by Feb. 1st to begin by Aug. 30, 1997. For application write to Dr. Nancy Adler, c/o Marilyn Vella, Health Psychology, UCSF, San Francisco, CA 94143-0844. UCSF is an Equal Opportunity/Affirmative Action Employer; applications from women and minorities are encouraged. CA1

DEPARTMENT OF PSYCHOLOGY—UNIVERSITY OF CALIFORNIA, DAVIS—Psychobiologist/Behavioral Primatologist. The psychology department at the Uni-

Search Observer Job ads On the Internet!

Employment Bulletin ads (text ads only) are now searchable on APS's 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 "APS".
- 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/

See Subject Index and the index instructions on pages 67 and 68.
University of California, Davis, invites applications for a tenure track appointment at any level to begin in July of 1997 or during the 1997-1998 academic year. Requirements for the position include: a Ph.D., postdoctoral experience, a strong commitment to quality teaching at both graduate and undergraduate levels, a demonstrated ability to attract extramural funds, and a well-defined research program in some area related to behavior, development, personality, and/or social behavior of primates. The applicant's research program should be compatible with ongoing biomedical research at the California Regional Primate Research Center, where the applicant's laboratory will be located. Interested applicants should submit curriculum vitae, statement of research and teaching interests, representative reprints or preprints, and three letters of reference. Review of applications will commence on February 15, 1997, and continue until the position is filled. Send applications to: Behavioral Primateology Search Committee, Department of Psychology, University of California, Davis, CA 95616-8686. For information, contact the Search Committee Chair, Donald 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. CA2

POSTDOCTORAL PROGRAM IN DRUG ABUSE TREATMENT RESEARCH: Funded by the National Institute on Drug Abuse. Several Fellowships are available in the Department of Psychiatry, University of California, San Francisco (UCSF), in a multidisciplinary program in an active research environment. Fellowships are for two years, with the possibility of a third year if funding permits. Fellows will work with a preceptor to design and implement studies on treatment of drug dependence, including nicotine dependence. Topics include: (1) treatment outcome, (2) treatment processes, (5) dissemination methods, (4) person and environment variables that contribute to outcome, (5) analyses of successful treatment components, and (6) treatment innovation. Training includes core seminar, colloquium on drugs of abuse and their treatment, advanced statistics and methodology, and close work with preceptor. Examples of current research interests of faculty include psychosocial and pharmacologic treatments of cocaine and opioid abusers, factors determining relapse to abused drugs, diagnosis and outcome (especially cocaine dependence), treatments tailored for HIV-positive drug abusers, and innovative treatment research methodology. This position is under the auspices of the Department of Psychiatry, and will begin Summer 1997. A priority of the department is the training of women and minorities for academic research careers. UCSF is an Equal Opportunity/Affirmative Action Employer. Application deadline is February 11, 1997. Please call Marie Louie, administrative assistant, at 415-476-7675 for application information. Sharon Hall, Ph.D., Barbara Havassy, Ph.D., and James Sorensen, Ph.D., are co-directors, Postdoctoral Training Program in Drug Abuse Research, UCSF at Veterans Administration Medical Center, 4150 Clement Street (116D), San Francisco, CA 94121. CA3

POSTDOCTORAL RESEARCH FELLOWSHIP: Mental health clinical service research with emphasis on methodology and design. Two year NIH supported postdoctoral positions available at the UNIVERSITY OF CALIFORNIA, San Francisco. Department of Psychiatry. Overall program direction is provided by Clifford Attkisson, Ph.D in collaboration with a multidisciplinary training faculty. Major training components are required core curriculum and supervised research. A description of the program including faculty research interests is available upon request. The program is searching for postdoctoral fellows in the following services research areas: Aging (supervised by Patricia A. Arean, Ph.D.), patient satisfaction research (supervised by Clifford Attkisson, Ph.D.), treatment outcomes and service systems (supervised by Barbara E. Havassy, Ph.D.), violence and trauma (supervised by Dale E. McNiel, Ph.D.), services to children and youth (supervised by Abram Rosenblatt, M.D.), and mental health services and systems for persons suffering from AIDS (supervised by Drs. Kathry Dill, Maragret Chesney, and James Kahn). USPHS stipends levels. Send letter of interest, curriculum vitae, three names of references to: Vicky Brown-Ravan, Dept of Psychiatry, UCSF, 401 Parnassus, Box CPT, San Francisco, CA 94143-0984. UCSF is an equal opportunity/affirmative action employer. CA4

Department of Psychology, CALIFORNIA STATE UNIVERSITY, NORTHridge invites applications for a tenure-track appointment to begin Fall, 1997. Cognitive psychology. Assistant professor, Ph.D. in cognitive psychology with interests in human information processing. All areas considered, such as, cognitive development, attention, artificial intelligence, memory, human factors, or computer-assisted instruction. Responsibilities: primarily undergraduate instruction. Involvement of students in research strongly valued. Interest in enhancing curriculum through use of computers/technology. Qualifications: University teaching experience, and evidence of scholarship. Commitment to working with an ethnically and culturally diverse student population. Women and members of underrepresented groups are strongly encouraged to apply. Submit letter of application, vita, statement of research and teaching interests, philosophy of teaching, and three letters of recommendation to: Brennis Luceco-Wagoner, Search Committee, Department of Psychology, CSUN, Northridge, CA 91330-8255. Primary consideration to applications received by February 2, 1997, but applications accepted until May 15, or until position is filled. CSUN is an equal opportunity/affirmative action employer. CA5

POSTDOCTORAL POSITIONS AVAILABLE IN APPLIED COGNITIVE NEUROSCIENCE. EEG Systems Laboratory has openings for postdoctoral level scientists with expertise in human cognitive neurophysiology and prior research experience utilizing EEG measures to investigate learning and memory, attention and vigilance, human factors, neurological populations, or pharmacodynamics. Our organization has state-of-the-art data collection and analysis facilities and is located in an attractive building near the waterfront in downtown San Francisco. To apply, please fax vita and cover letter to (415) 546-7122, att: Michael Smith; or email (text format only please) michael@eeg.com. CA6

Two Tenure-track Positions in Psychology at SAN JOSE STATE UNIVERSITY: Clinical/counseling, and Experimental Psychology: Fall 1997, Assistant professor level. Requirements: Ph.D.; evidence of teaching excellence and demonstrated research potential; awareness of and sensitivity to the educational goals of a multi-cultural population; interest in teaching students with nontraditional or ethnically diverse backgrounds; and ability in and ability to teach and supervise students at both the undergraduate and graduate level. We seek an active scholar-teacher who will maintain an active research program that will generate interest and enthusiasm in both undergraduates and graduates. Specific requirements for each position: Clinical/Counseling: Ph.D. in Clinical or Counseling Psychology from an APA-accredited clinical program, an APA-approved internship, eligibility for licensure in California within two years, and interest in supervising graduate students in a MS Clinical/Counseling program. Specialized training in one or more of the following areas is desirable: clinical assessment, family systems assessment and therapy, health psychology, child, clinical, or gender and ethnicity in therapy. Experimental Psychology: Expertise in one or more of the following areas is desired: cognitive science, human learning, and/or human factors. Teaching undergraduate and graduate courses in research methods and statistics and one or more of the following content areas: cognition, cognitive science, human factors, human learning, and computer applications. An active research program that can incorporate graduate students for thesis supervision is essential. Applications: Selection process begins February 1, 1997. Send application letter, vita, and three letters of recommendation to: Clinical/Counseling Recruitment Committee, or Experimental Psychology Recruitment Committee, Department of Psychology, Dudley Moorhead Hall, Room 157, San Jose State University, San Jose, CA 95192-0120. SJSU is an Equal Opportunity/Affirmative Action/Title IX Employer and has a strong commitment to diversity. We wish to encourage applications from a broad spectrum of candidates, including women, members of ethnic minorities, and people with disabilities. CA7
CALIFORNIA STATE UNIVERSITY, SACRAMENTO: Two tenure track positions effective Fall 1997. (1) Clinical Psychology (Assistant Professor). Applicants must have an earned doctorate from an APA-accredited clinical psychology program and have completed an APA-accredited predoc doctoral clinical internship. Postdoctoral research or clinical training desirable. Applicants must have a record of research productivity and will be expected to involve undergraduate and graduate students in their research. The quality of the research program is more important than the area of emphasis. Responsibilities include: teaching graduate clinical training courses and undergraduate courses and conducting own program of clinical research. The position requires strong clinical skills, including the ability to supervise therapy of master’s students. (2) Industrial/Organizational Psychology (Assistant Professor). Applicants must have Ph.D. (or ABD) in I/O psychology from an accredited university, broad knowledge of theory and applications in I/O psychology, and a program of I/O research. Responsibilities include: teaching graduate and undergraduate courses in I/O psychology, statistics/methods, and general psychology courses; supervising students in internships and research; and conducting own scholarly activities involving students.—For both positions, recent (1990-1997) academic and applied experience is preferred. Salary range: $37,140 to $41,688. Actual starting salaries commensurate with qualifications and experience. Please submit a cover letter, vita, names and phone numbers of three references (no letters of recommendation please), graduate transcripts, and evidence of teaching, research (reprints and preprints), and for the I/O position only, consulting or field experience to Chair, Search Committee, Psychology Department, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6007 postmarked by March 3, 1997, to ensure consideration. Position open until filled. AA/EOE employer. C8B

The Department of Psychology at the UNIVERSITY OF CALIFORNIA-SAN FRANCISCO, seeks an Assistant Professor in the Adjunct series to begin Spring/Summer 1997, or as soon as possible thereafter. This position, in drug abuse treatment research, is supported by extramural funds. Qualifications include a PhD in clinical, health, social, community, or experimental psychology or psychopharmacology, or physician who is board eligible or certified in Psychiatry. The ideal candidate will have an established research record, as evidenced by first authored publications in major journals or extramural funding in the areas of alcohol and drug abuse. Excellent research teaching and research mentoring skills are required. Experience in administering and supervising clinical research projects is required. Understanding clinical settings and treatments, good interpersonal and organizational skills, and experience conducting clinical trials are highly desirable also. Extramural research funding at the level of and NIH FIRST Award, small grant, or ROI award desirable. In collaboration with the Principal Investigator and other faculty investigators, the incumbent will direct a study of methadone maintenance versus long-term detoxification for opioid dependence. This study, directed by Dr. Karen Sees, is exploring the effectiveness, cost, and cost-effectiveness of methadone maintenance with a "standard" low intensity psychosocial program versus long-term (6-month) methadone detoxification with an intensive psychosocial program followed by drug-free treatment. The study is part of a NIDA funded center grant, directed by Drs. Sharon Hall and James Sorensen, that focuses on psychological and pharmacological treatment of opiods and cocaine dependence. The incumbent will supervise the research team, collaborate on data analysis and paper preparation, and function as a member of the grant Executive Committee. The incumbent will also be expected to design and carry out their own treatment related research projects, write manuscripts reporting these projects, conduct data analyses, and propose and conduct treatment research as a Principal Investigator contributing to a larger research group that focuses on drug abuse treatment research. Other important responsibilities include teaching postdoctoral fellows in drug abuse treatment research. Closing date is March 15, 1997. Please apply to Marcy Louie, Admin. Assistant, UCSF at Veterans Affairs Medical Center, 4150 Clement Street (116D), San Francisco, CA 94121-1598. C9A

COLORADO

Faculty Position: Tenure track position beginning Fall 1997. PhD preferred. Seeking applicants with training, experience and a completed internship in clinical or counseling psychology and a strong commitment to teaching and the scientist/practitioner model. Responsibilities include: teaching 24 semester hours at the undergraduate level and supervising of undergraduate internships. Courses to be taught include: Clinical, General, Testing. Abnormal, and possibly others. Review of applications begins January 31, 1997 and continues until position is filled. Western is a state-sponsored undergraduate college with approximately 2500 students located in a rural center for outdoor recreation activities approximately 4 hours southwest of Denver. Send letter of application directly addressing the position, vita, transcripts and three letters of reference. and three letters of reference to: Mr. Dale Nielsen, Chair, Psychology Search Committee, Crawford Hall, Western State College, Gunnison, CO 81231. CO1

CONNECTICUT

COGNITIVE PSYCHOLOGY: The Department of Psychology at YALE UNIVERSITY seeks to make a tenure appointment at either the full or associate professor level in the field of cognitive psychology. Applications from outstanding candidates in all areas of specialization are welcome. The candidate should have an international reputation in his or her area of specialization. We also seek in this candidate someone who can contribute effectively to both the undergraduate and graduate teaching programs of the university. Yale University is an Equal Opportunity/Affirmative Action employer and applications from women and minority group members are especially encouraged. Applicants should send a letter of application, a curriculum vita, papers or reprints, and should arrange for three letters of recommendation to be sent to: Chair, Senior Cognitive Search Committee, Department of Psychology, Yale University, PO box 208205, New Haven, CT 06520-8205. Applications must be submitted by February 1, 1997. CT1

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, 1997. Applications representing any subspecialization 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. Applicants should send a letter of application, a curriculum vita, papers or reprints, and should arrange for three letters of recommendation to be sent to: Chair, Juiior Developmental Search Committeee, Department of Psychology, Yale University, PO box 208205, New Haven, CT 06520-8205. Deadline for complete applications is February 1, 1997. CT2

WESTERN CONNECTICUT STATE UNIVERSITY www.wesu.edu: TWO TENURE TRACK ASSISTANT PROFESSOR POSITIONS, Fall, 1997. Developmental Psychology. PhD required. Successful applicant should have job-relevant teaching experience and be prepared to teach 12 credits/semester in one or more of the following: Child, Adolescent, Adult, Life-span, Advance Developmental, and Interculturay Psychology. Student advisement and coverage of evening courses are also expected. WCSU is primarily a teaching institution but research is a criterion for hiring, tenure, and promotion. Send letter of application, vita, official transcript of graduate course work, evidence of undergraduate teaching experience and effectiveness, evidence of research productivity, and three letters of recommendation by February 15, 1997 to Dr. Norine L. Jalbert, Chair, Department of Psychology, WCSU, 181 White St., Danbury, CT 06810. Experimental Psychology. PhD required. Successful applicant should be prepared to teach 12 credits/semester, have some teaching experience in job-relevant courses, and be willing and able to teach IBM computer based courses in research methods, statistics and experimental psychology with a specialization in one of the following areas: (a) physiological or neuropsychology, (b) perception, or (c) learning. Student advisement and coverage of evening
courses and Introduction to Psychology are also expected. WCSU is primarily a teaching institution but research is a criteria for hiring, tenure, and promotion. Send letter of application, vita, official transcript of graduate course work, evidence of competence in PC-based statistical packages, evidence of research productivity, and three letters of recommendation to: Dr. Terrie Wilson-Perkins, Chair, Department of Psychology, WCSU, 181 White St., Danbury, CT 06810. Western is an Affirmative Action Equal Opportunity Educator/Employer. CT3

FLORIDA

The Department of Psychology at FLORIDA INTERNATIONAL UNIVERSITY (FIU) invites applications for two tenure-track positions for the 1997-1998 academic year. Applicants with a strong commitment to research and an interest in teaching graduate and undergraduate courses are sought in two areas. The first position is in Clinical Psychology at the Assistant Professor level. The second position is in Industrial and Organizational Psychology, ranked open. The individuals who hire will join growing, energetic, and research-oriented graduate programs. The Department has 24 full-time faculty members, over 100 graduate students, and over 1450 undergraduate majors. The Ph.D. is offered in Life-Span Developmental Psychology and in Applied Psychology (including Industrial and Organizational and Legal Psychology tracks); M.S. specializations are offered in Behavior Analysis, Developmental, Industrial and Organizational, and Mental Health. FIU is a member of the State University System of Florida and has an enrollment of over 29,000 students. Applications must be completed by January 17, 1997. Send vita, reprints of recent publications, three letters of recommendation, and a statement of teaching and research interests to: Dr. Scott L. Fraser, Chairperson — Department of Psychology, University Park Campus, Florida International University, Miami, FL 33199. FIU is an Equal Opportunity/Affirmative Action/Equal Access employer. FL1

POSTDOCTORAL FELLOWSHIP IN DEVELOPMENTAL PSYCHOLOGY: FLORIDA INTERNATIONAL UNIVERSITY invites applications for a 3-year position in infant perceptual/cognitive development to begin in May 1997. Responsibilities include: Coordinating research activities and conducting independent research in our infant development lab. Applicants with an eccological approach are encouraged to apply. Salary is $22,000. Send vita, statement of research interests and three letters of recommendation to: Dr. Lorraine Babick, Department of Psychology, University Park Campus, Miami, FL 33199. Application deadline is February 15, 1997. FLU is an Affirmative Action/Equal Opportunity/Equal Access employer. FL2

Assistant Professor of Psychology. Tenure track, Assistant Professor position available for a candidate with experience and interest in observational research on adult or child interpersonal relationships. Must be willing to teach Statistics and at least two of the following: Interpersonal Processes, Intergroup Processes, and Psychology of Women. Candidates must have a PhD in psychology and be proficient in computer and educational technologies. The position is in the College of Liberal Arts at Florida Atlantic University’s Dave Campus. Successful candidates will have research programs that thrive in the growing facilities of a developing campus. Opportunities for interaction with Department of Psychology faculty at the Boca Raton campus are available and encouraged, as are ties with the Women’s studies program. The position starts August, 1997. Send a curriculum vitae, three letters of reference, representative reprints, and a letter of application by February 15, 1997, to Chair, Psychology Search Committee, Florida Atlantic University, Davie, Florida, 33314. Inquiries (only) may be addressed to EHOFF@ACC.FAU.EDU. Florida Atlantic University is an EEO/ACCESS/AAA institution. FL3

UNIVERSITY OF NORTH FLORIDA. Psychology Department invites applications for two tenure track assistant professor positions. Typical teaching load is three classes per semester. Successful candidates will have a strong, demonstrable commitment to both teaching and research and they will be expected to establish a strong research program involving undergraduate and/or masters level students. Teaching responsibilities for the Cognition/Perception position will include courses in human cognition and/or perception. Candidates with research interests in any area of human cognition or perception are encouraged to apply. Teaching responsibilities for the Clinical/Counseling position will include counseling, abnormal, and personality courses. Candidates with research interest in any of clinical or counseling psychology are encouraged to apply. Additional information about the university and about the department can be found on the Internet at WWW.UNF.EDU. The deadline for complete applications is February 14, 1997. The application package should include a letter of application emphasizing teaching and research interests and expertise, curriculum vitae, three letters of recommendation, and reprints or preprints. All materials should be sent to either Randall Russell, Chair, Cognition/Perception Search Committee, or to Barbara Bunch, Chair, Clinical/Counseling Search Committee. Department of Psychology, University of North Florida, 4567 St. Johns Bluff Road South, Jacksonville, FL 32224-2645. UNF is an equal opportunity/equal access/affirmative action employer. Individuals who require a reasonable accommodation in order to participate in the application and/or selection process must notify the appropriate chairperson at the address above a minimum of five working days in advance. FL4

ILLINOIS

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, graduation 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, 1997. If all requirements for the Ph.D. are not complete, a one-year term appointment will be offered at the rank of instructor. We currently have projected specific teaching 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 has 5.5 FTE faculty and 32 graduate students. The program is located in a Psychology Department which also houses an APA-approved Clinical Ph.D. program and a Ph.D. 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, Ph.D., Counseling Program, Department of Psychology, Southern Illinois University at Carbondale, Carbondale, IL 62901-6502. Phone: 618-535-3539; FAX: 618-535-3563; e-mail: swanson@siu.edu. Closing date is January 31, 1997, or until an acceptable candidate is found. Southern Illinois University at Carbondale is an Equal Opportunity/Affirmative Action Employer. IL1

The UNIVERSITY OF CHICAGO Graduate School of Business is seeking to hire tenured track faculty with interests in the areas of decision making, negotiations, and organizations, all broadly defined. We will consider both new Ph.D.s and more experienced candidates with excellent records. We are looking for candidates with strong disciplinary training in any of the social sciences who can use that disciplinary background to conduct research on aspects of behavior relevant to management in organizations and to introduce MBA students to behavioral science principles. The Behavioral Science area is responsible for teaching a course called Managing Organizations plus electives in Managerial Decision Making, Negotiations, and Power and Politics. Candidates should be qualified to teach at least one of these courses plus another MBA elective. The
POSTDOCTORAL TRAINEE-SHIPS IN QUANTITATIVE METHODS: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN. NIMH funded training in quantitative methods for behavioral and social research. Applications commence July or August 1997. Seminars on advanced topics including multivariate analysis, multidimensional scaling, decision theory, combinatorial methods for data analysis, and social network models. Opportunities for both methodological and applications research. Faculty includes: C. Anderson, U. Bockenholt, D. Budescu, E. Dzhafarov, L. Hubert, L. Humphreys, L. E. Jones, R. McDonald, G. Miller, and S. Wasserman. Stipend range: $13,608 to $26,900. Applicants should be citizens or have been admitted for permanent residence. Funding limitations to appointments to individuals who are no more than two years post-PhD. Curriculum Vitae, statement of research interests, reprints, and three letters of recommendation should be sent to Lawrence E. Jones, Director, Quantitative Methods Training Program, 431 Psychology Bldg., 603 E. Daniel, Champaign, Illinois 61820. E-mail: ljones@psyc.uiuc.edu. Deadline is February 28, 1997. IL5

FAMILY STUDIES AND COMMUNITY STUDIES: Assistant Professor, Research, Teaching, and Outreach, full-time, nine-month position available August 1997. The UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN. Ph.D in family or community studies, anthropology, sociology, psychology, or related field. Expertise in US families required. Possible areas of research include: families and community, ethnic/racial minorities, and family or marital dynamics. Minority candidates are especially encouraged to apply. To receive full consideration, applications must be received by February 28, 1997. Send letter of application, including a statement about teaching, research, and outreach interests, vitae, and three letters of recommendation to: HCD, Business Office Search #5378; attn: S. Salamon, 905 S. Goodwin Ave., Urbana, Illinois 61801. Contact: Sonya Salamon, 217-333-3829; E-mail: sasalmon@uiuc.edu. The UI is an AA/EOE. IL6

INDIANA

Cognitive Psychology—SAINT MARY'S COLLEGE invites applications for a full-time, tenure track assistant professor position to begin August 1997. Teaching responsibilities include courses in cognitive psychology, statistics and research methods, an elective-special topics course, and introductory or developmental psychology. Candidates will be evaluated using the primary criteria of excellence in teaching undergraduate students and a commitment to research and college/community service. Saint Mary's is a women's Catholic college in the liberal arts tradition with an enrollment of 1,500 students. Located in South Bend, IN, Saint Mary's is cooperative with, but independent of, the University of Notre Dame. We offer an excellent teaching environment with many opportunities for research and interdisciplinarity. The review of applications will begin January 30 and will continue until the position is filled. Interested applicants should send a cover letter, vita, and transcripts, and arrange to have three letters of recommendation sent to Dr. Rebecca Stoddart, Chair, Department of Psychology, Saint Mary's College, Notre Dame, IN 46556-5001. Saint Mary's is an Equal Opportunity Employer. IN1

POSTDOCTORAL FELLOWSHIPS IN CLINICAL SCIENCE—The Department of Psychology at INDIANA UNIVERSITY is seeking applicants for postdoctoral research traineeships in its clinical scientist training program funded by NIMH. Applicants should be committed to a research career focused on clinical problems, and are expected to work in close collaboration with one of the established investigators comprising the training program faculty. Faculty on the training program include: John E. Bates, Peter Finn, Kenneth Heller, Amy Holtzworth-Munroe, Richard McFall, Alexandra Quittner, Richard Rose, Julie Stout, and Richard Viken. Potential applicants can directly inquire to the program faculty listed above or may request more detailed information from either Kenneth Heller or Richard McFall, Department of Psychology, Indiana University, Bloomington, IN 47405. The training program is described on the WWW and can be reached at: http://www.indiana.edu/~psych/postdoc/training.html. IN2

PURDUE UNIVERSITY—Department Head, Consumer Sciences and Retailing. The Department of Consumer Sciences and Retailing at Purdue University is seeking a department head to provide leadership and coordination for a diverse faculty and professional group of 26 toward a common goal of excellence in research, teaching, and service. Graduate and undergraduate programs in the department include retail management, financial counseling and planning, and sales and service management, small business, apparel technology, consumer affairs, and textile science. The mission of the department also includes outreach to Indiana citizens through the Purdue Cooperative Extension Service and continuing education. The candidate must have an earned doctorate, a distinguished record of significant research, professional service, and effective teaching. The candidate should have demonstrated effective leadership, administrative, and interpersonal skills. Salary and rank are commensurate with experience and qualifications. Position available July 1, 1997. Initial screening will begin January 15, 1997 and will continue until a successful applicant is identified. Applicants should send a letter of application, vita, and three letters of reference to: Connie Weaver; Chair, CSR Head Search Committee; Purdue University; 1262 Matthews Hall, Room 224; West Lafayette, IN 47907; 317/494-8231. Purdue University is an Equal Opportunity/Affirmative Action Employer. IN3

If budget constraints permit, the Psychology Department at INDIANA UNIVERSITY BLOOMINGTON anticipates a senior-level position in Cognitive and Mathematical Psychology for the Fall of 1997. Applicants should show evidence of national and international prominence in the development and experimental application of mathematical models to cognitive behavior. The candidate’s research should be supported by appropriate federal agencies. We are especially interested in the application area of dynamic models of decision making. In addition to research expectations, the successful candidate would be expected to teach graduate and undergraduate courses in mathematical modeling, decision making theory, and psychometric topics. Application must be submitted before February 15, 1997 to be assured of consideration. Submit curriculum vita, (pre)reprints, a description of current research interests, and future directions, and arrange for six letters of reference to be forwarded to J. E. Steenmetz, Chair, Department of Psychology, Indiana University, Bloomington, IN 47405. Applications from women and minority members are specifically encouraged. Indiana University is an Affirmative Action/Equal Opportunity Employer. IN4

Assistant Professor of Psychology: INDIANA UNIVERSITY SOUTHEAST seeks applicants for a tenure track position for Fall 1997. Candidates should be firmly committed to high quality undergraduate teaching and to developing a research program which allows for participation of undergraduate students. Teaching responsibilities will include Drugs, Biological Bases of Behavior, Experimental Methods, and Introduction to Psychology. Some teaching of evening classes is required. Ph.D in appropriate specialization is preferred. ABAs will be considered. Experience in teaching is preferred. Indiana University Southeast is one of the seven regional campuses of the Indiana University system and is five minutes from downtown Louisville, Kentucky. Send letter of interest, vita, complete undergraduate and graduate transcripts, and three letters of recommendation to: Dr. T. Phillip Wolf, Dean, Division of Social Sciences, Indiana University Southeast, 4201 Grant Line Road, New Albany, IN 47150. Indiana University Southeast is an Equal Opportunity/Affirmative Action Employer. The deadline for applications is February 15, 1997. IN5
CORNELL COLLEGE invites applications for one-year sabbatical replacement appointment in experimental psychology for the 1997-98 academic year. Responsibilities include teaching courses in general psychology, biopsychology, learning and behavior, and research methods. Applicants who are interested in integrating multicultural and gender issues in their courses are especially encouraged. Ph.D. and teaching experience preferred. Cornell College has attracted national attention for its distinctive academic calendar under which faculty teach and students take one course at a time in month-long terms. The College is committed to excellence in teaching and encourages interdisciplinary interests among its faculty. Send letter of application, vita, graduate transcripts, three letters of recommendation, and evidence of effective teaching to: Ms. Ann Opatz, Assistant to the Vice President for Academic Affairs, Cornell College, 600 First Street West, Mount Vernon, IA 52314-1098. Formal consideration of applications begins February 21 and will continue until the position is filled. Cornell College is an Affirmative Action/Equal Opportunity employer and encourages the applications from women and minority candidates. I21

Hays State University; Hays, Kansas 67601-4099. (913-628-5855 — psrn@hsusvm.fhsu.edu). Deadline: Applications should be received by January 13, 1997 to be assured full consideration, but applications will be accepted until the position is filled. Fort Hays State University is an AA/EOE. Women, minorities, persons with disabilities, and veterans are encouraged to apply. KS1

ASSISTANT PROFESSOR IN CLINICAL PSYCHOLOGY, UNIVERSITY OF KANSAS. The Department of Psychology seeks applications for a tenure track position to begin August 18, 1997 in the area of clinical psychology. This will be a named assistant professorship to honor Beatrice Wright, and there will be salary and research supplements. To qualify, the candidate should have a Ph.D. from an APA-approved clinical psychology program or a formal specialization in clinical psychology that meets APA guidelines, as well as an APA-approved internship. Evidence of the potential for high quality research and teaching in the area of psychological interventions, as well as grant-getting potential are desirable. Send curriculum vitae, graduate transcript(s), three letters of reference, statement of research and teaching interests, and representative reprints/preprints to: C. R. Snyder, Chair, Clinical Search Committee, Department of Psychology, University of Kansas, Lawrence, Kansas 66045-2462. Review of materials will begin on January 10, 1997, and will continue until the position has been filled. Women and minorities are especially encouraged to apply. The University is an EO/A AA employer. This position is contingent upon final budgetary approval. KS2

KENTUCKY

Assistant Professor in Cognitive Psychology. The Department of Psychology at the UNIVERSITY OF LOUISVILLE invites applications for a tenure track position in Cognitive Psychology beginning no later than August 1997. Candidates should have active research interests in one or more of the following areas: attention, cognitive development, cognitive neuropsychology, decision making, languages, memory, or reasoning. Responsibilities include graduate and undergraduate teaching and mentoring.

PSYCHOLOGY: THE Department of Social Science at SIMPSON COLLEGE invites applications for a clinical/counseling position (tenure-track) at the Assistant Professor/Instructor level beginning August 21, 1997. Ph.D. preferred; ABD considered. Demonstrated excellence in teaching is required. The primary teaching responsibilities include: Intro to Psychology, Personality Theory, History of Psychology, Abnormal Psychology, Psychological Assessment, Theories of Psychotherapy and supervision of practicum. Located 12 miles from Des Moines, Simpson is a private liberal arts school of about 1,254 full-time students, affiliated with the United Methodist Church. Send letter of application, vita, and three letters of recommendation to: Professor Jane Kvetko, Chair, Department of Social Science, Simpson College, Indianola, IA 50125. Application screening will begin January 15, 1997. AA/EOE. Women and minorities are encouraged to apply. I11

JOINTLY offered by MICHIGAN STATE UNIVERSITY and MICHIGAN TECH, the University of Michigan Psychological Science RESEARCH CENTER will offer training in the cognitive and learning sciences for undergraduate and graduate students in our PhD Program. Candidates must have a PhD in psychology (or have completed requirements prior to effective date of appointment). African-Americans, women and other minorities are encouraged to apply and identify themselves. Send a brief cover letter stating your research and teaching interests, vita, three letters of recommendation, and representative reprints to: Dr. Barbara Burns, Cognitive Search Committee, Department of Psychology, University of Michigan, Ann Arbor, MI 48109. Review of applicants will begin January 1, 1997. MI5

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MAINE

COUNCIL ON UNDERGRADUATE RESEARCH — EXECUTIVE OFFICER. Applications, nominations or inquiries are invited for the position of Executive Officer of the Council on Undergraduate Research. CUR is a national society dedicated to the advancement of scientific research by students and faculty at primarily undergraduate colleges and universities. Membership is open to anyone with such an interest, and the organization currently has almost 4,000 individual members and over 250 institutional members. CUR is currently organized into disciplinary divisions governed by Councilors elected by the membership. CUR publishes a scholarly journal, disciplinary directories of research, and "how to" booklets; holds biennial summer conferences, a biennial April Dialogue in Washington, and smaller Institutes; sponsors undergraduate
Position Announcement

U.S. NAVY AEROSPACE EXPERIMENTAL PSYCHOLOGIST

- Uniformed positions available in 1996 which span all phases of aviation systems development and acquisition processes, i.e., R&D, test, and evaluation.

- Candidates must have a doctorate in psychology with emphasis in experimental, engineering personnel, training, cognition, or physiological psychology, and have strong background in research methodology. Must meet physical standards and be less than 35 years old.

- Candidate will be commissioned a Lieutenant with initial obligation of 3 years. Approximate starting salary is $34,000. Additional benefits include 30 days leave per year, no-cost retirement plan, free medical & dental care, and exchange & commissary privileges.

For further information contact: Commander Michael Lilienthal Naval Medical R & D Command Code 413 Bethesda, MD 20889-5044 (301) 295-1423/1468 MD1

MARYLAND

ASSISTANT PROFESSOR OF CLINICAL PSYCHOLOGY. ST. MARY'S COLLEGE OF MARYLAND, a coeducational liberal arts college of 1500 undergraduates and a public honors college, seeks a clinical psychologist to teach within an eleven-member program, beginning August 1997. Tenure track position.

Teaching will include courses in abnormal, counseling, as well as personality and introduction to psychology, and in specialty areas. Teaching load is 3 courses per semester, with supervision of senior projects counting toward that load. Applicants will be expected to actively involve students in research. Appointment at or near the entry level. The psychology major is among the strongest and most popular at the College. The College is located 68 miles southeast of Washington, DC, on Chesapeake Bay waters. Candidates should send a cover letter describing their teaching interests, a vita, evidence of teaching effectiveness, and letters of recommendation to David Finkelman, Chair, Department of Psychology, St. Mary's College of Maryland, St. Mary's City, MD 20686. Review of applications will begin January 31, 1997, and will continue until the position is filled. St. Mary's College of Maryland is an Equal Opportunity/Affirmative Action Employer. MD3

Research Psychologist. The National Security Agency, an intelligence agency within the Department of Defense, invites applications for the position of Research Psychologist. Duties include designing, implementing, evaluating, and reporting the results of applied research for the purposes of development of selection systems and attitudinal surveys. In particular, the candidate should possess a PhD in industrial/organizational psychology, with a strong background in job analysis, test construction, psychometrics, multivariate statistical analysis, research design, and familiarity with PC driven statistical software packages. Good oral and written communication skills, the ability to work independently, and work effectively with teams and different levels of management are required. Application processing time frequently takes several months. The starting salary will be between $44,000 and $60,000 depending upon qualifications and experience. Prefer at least five years of applied work experience, but will consider less. Excellent career opportunities exist for the qualified candidate. Submit your resume, copies of both your graduate and undergraduate transcripts, and a letter describing your professional interests and career objectives to: National Security Agency, Attn.: S232R (AJT), Suite 6840, 9800 Savage Road, Fort George G. Meade, MD 20755-6840. MD4

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 medication 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 abusing and cigarette smokers. Sites include methadone, outpatient and smoking cessation clinics. Especially seeking a Clinical Psychologist for treatment research with outpatient drug abusers. Minorities encouraged. USPHS stipend levels based on experience. Send vita, letter of interest, and names/phones of 3 references to George E. Bigelow, PhD, Roland Griffiths, PhD, or Maxine L. Stitzer, PhD; BPRU, Behavioral Biology Research Center, 550 Nathan Shock Drive, Johns Hopkins Bayview Campus, Baltimore, Maryland 21224-6823. 410-550-0035. MD5

MASSACHUSETTS

Research Project Director—Boston area media research company seeks Project Director. M.A. or PhD with experience in communications industry. Strong stats include SPSS, design, questionnaire development, data analysis, report writing, client contact, focus groups, management skills. Salary low to mid 30s. Fax/send resume to Beth Rabin, Research Communications Ltd. 990 Washington St. #105, Dedham, MA 02026. Fax 617-461-0909. MA1

POSTDOCTORAL CLINICAL RESEARCH FELLOWSHIPS at Harvard Medical School, Consolidated Department of Psychiatry: two year, NIMH-funded, postdoctoral fellowships involving independent research under supervision of experienced clinical researchers in biological and social/developmental fields, participation in integrative seminars, and related courses. Diverse research opportunities including brain imaging techniques, psychopharmacology, psychiatric epi...
demiology, and longitudinal studies of development. Open to psychiatrists, residents in psychiatry, other physicians, and Ph.D.s in biological/social sciences who are U.S. citizens or permanent residents. Positions open July 1, 1997; stipends range from $19,600 to $32,300. Application deadline: February 1, 1997. Minority applicants encouraged. Contact: Program Administrator, Clinical Research Training Program, Judge Baker Children’s Center, 3 Blackfan Circle, Boston, MA 02115; (617) 232-8390 x2559. MA2

TENURE TRACK POSITION IN PSYCHOLOGY (RANK OPEN). THE COLLEGE OF THE HOLY CROSS seeks a psychologist whose teaching and research reflect a concern with social/cultural dimensions of individual and group processes, particularly as they relate to matters of race, ethnicity, and social class. Appropriate areas include, but are not limited to, social development, social cognition, cultural psychology, educational psychology, organizational psychology, and health 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 Ph.D. The deadline for all materials is February 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 comments on teaching or teaching potential. Send all materials to: Patricia Kramer, Chair, Psychology Department, College of Holy Cross, PO 38 A, Worcester, MA 01610. The College of Holy Cross, a Jesuit university, is committed to diversity. M.A3

FULL-TIME REGULAR APPOINTMENT IN PSYCHOLOGY for a skilled teacher of undergraduates, with a PhD in Experimental Social Psychology, Developmental Psychology, or a related field. Teaching in the College’s general education program is expected as well as the interdisciplinary social science major. A wide range of interests is expected and encouraged. Send letter of interest indicating teaching experience with a curriculum vitae and letters of reference sent to Dr. Edward J. Misch, Simon’s Rock College of Bard, Great Barrington, MA 01230 by February 15, 1997. An Affirmative Action/Equal Opportunity Employer. MA4

EXPERIMENTAL PSYCHOLOGIST—UNIVERSITY OF MASSACHUSETTS LOWELL. Psychology Department seeks to fill a tenure-track position at the Assistant Professor level. The position, which is contingent upon funding, shall begin in the Fall of 1997. A Ph.D. in Psychology, demonstrated excellence in teaching, and an active research program are required. Experience and interest in teaching General Psychology, Research Methods, and Research Laboratories are requisites. Candidates with research programs in learning, perception, cognition, social, or neuropsychology are especially invited to apply. The Department offers a B.A. program to more than 350 majors, and in Community Social Psychology, and service courses for students throughout the University. Applications shall be accepted until March 15, 1997. Please send a letter of application, vita, supporting materials, references, or requests for information to: Search Committee Chairperson, Psychology Department, 110 Mahoney Hall, University of Massachusetts Lowell, Lowell, MA 01854. The University of Massachusetts Lowell is an Equal Opportunity/Affirmative Action, Title IX, IVN, ADA 1990 Employer. MA5

MICHAIGAN ASSISTANT PROFESSOR, CLINICAL PSYCHOLOGY. The Department of Psychology at CENTRAL MICHIGAN UNIVERSITY invites applications for a tenure track position at the Assistant Professor level beginning Fall of 1997. The position requires teaching in CMU’s APA accredited PsyD program in Clinical Psychology, as well as in the undergraduate program. Applicants who have graduated from an APA approved clinical program and have completed an APA approved internship are preferred. Applicants must have a strong record of research productivity and evidence of potential for teaching excellence. As well, the position requires strong clinical skills, including the ability to supervise. A doctorate in psychology is expected although ABD can be considered. Screening of candidates will begin February 15, 1997, and will continue until the position is filled. Send an application letter, vita, reprints, and preprints, and three letters of reference to Dr. George Ronan, Chair, Clinical Psychology, Department, Central Michigan University, Mt. Pleasant, MI 48889. For further information, contact Dr. Ronan at 517-774-6476, or george.ronan@cmich.edu. CMU (AA/EO institution) encourages diversity and reserves the right to offer equal opportunity regardless of race, sex, disability, sexual orientation, or other irrelevant criteria.

MINNESOTA PROFESSIONAL PSYCHOLOGIST—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 M.A. level and Psy.D. level programs in Counseling Psychology. Candidates must have earned a Ph.D. or Psy.D. from an APA accredited institution and meet the criteria for national Board certification. The position begins August 15, 1997. Applicants should send a letter of application, vita, and recent reprints to: Psychology Department, University of St. Thomas, 2115 Summit Avenue, St. Paul, MN 55105-1084. Women and persons of color are encouraged to apply. The University of St. Thomas is an Equal Opportunity/Affirmative Action Employer. MN1

FACULTY POSITION—I/O PSYCHOLOGY. THE UNIVERSITY OF ST. THOMAS Department of Psychology is seeking a candidate for a limited-term position at the rank of Assistant Professor beginning in the fall of 1997. This limited term appointment consists of a one-year contract, with possible renewal of the contract for five years. Major responsibilities will be teaching introductory level Industrial/Organizational psychology and Introductory Psychology. Additional course assignments will be based on the needs of the department and areas of the candidate's expertise. Teaching load is six courses per year. The successful applicant will be expected to pursue a research program in her or his area of interest and direct student research in I/O and/or Social Psychology. We would also expect this person to develop connections within the community for student internships. Finally, the position would require academic advising, as well as other departmental, university, and community activities. The position would require academic advising, as well as other departmental, university, and community activities. The position requires a PhD (ABD will be considered) in Industrial/Organizational Psychology, or Social Psychology with an emphasis in I/O and successful teaching experience. The University of St. Thomas is a private, Catholic, comprehensive, liberal arts University with a student body in excess of 10,000. Of that number, 5,000 are in the Undergraduate College and 5,000 in graduate schools. The University is an equal opportunity employer and is committed to a program of Affirmative Action. Women and persons of color are strongly encouraged to apply. The University of St. Thomas is an Equal Opportunity/Affirmative Action Employer. MN1

January 1997
encouraged to apply. Send curricu-
mum vitae, documentation of suc-
cessful teaching, available reprints, and three letters of recommenda-
tion to: Human Resources, Attn.: Psy-
chology Search. Mail #AQU217, 2115 Summit Avenue, St. Paul, MN 55105. Evaluation of applications will begin February 1, 1996. MN2

FACULTY POSITION IN BEHAVIORAL MEDICINE: The UNIVERSITY OF MINNESOTA. Duluth School of Medicine invites applications for a full-time tenure-track faculty position in the Department of Behavioral Sciences, with a joint secondary appointment in the Department of Family Medicine. This is a position at the Assistant Professor level and is anticipated to begin July 1, 1997. Primary responsibility is interdisciplinary teaching in the areas of psychoneurobiology, stress, preventive medicine, and behavioral change methods. Other responsibilities may include development of an interdisciplinary research program linking the academic expertise in the School of Medicine with the clinical expertise in the practice community in the above-mentioned areas and could involve collaboration with area health care systems in the development of effective patient education and behavioral health programs. Clinical and academic research experience is necessary. Familiarity with procuring grant funding would be helpful. Previous teaching experience is desired. Expertise in the areas of the psychoneurobiology of stress, behavior change strategies in preventive medicine, the relationship of social factors, lifestyle, and personality to health status and psychoneuroimmunology are desirable. Requirements include: a PhD in Clinical Psychology from an American Psychological Association-approved Clinical Psychology Program and completion of an APA approved clinical internship. Salary is competitive and negotiable and commensurate with qualifications and experience. Please submit a letter addressing specific qualifications above, a curriculum vitae and three (3) names of references by February 1, 1997 to: Richard Hoffman, PhD, Chair, Behavioral Sciences Search Committee, UMD School of Medicine, 10 University Drive, Duluth, MN 55812 (email: rhoffman@umn.edu). The University of Minnesota is an Equal Opportunity Educator and Employer. MN3

MISSOURI

COGNITIVE PSYCHOLOGIST: Department of Psychology at the UNIVERSITY OF MISSOURI-ST. LOUIS is seeking candidates for a tenure-track appointment in Cognitive Psychology beginning August, 1997, at the Assistant Professor level. The position requires teaching both graduate and undergraduate courses in the areas of cognitive psychology and quantitative methods/research design. The position also requires the establishment of a strong research program in the applicant’s area of interest. Salary is competitive. The Psychology Department offers the Ph.D. in clinical (APA approved) and industrial/organizational psychology and has a small doctoral program in experimental psychology. To apply, send a letter of application, vita, three letters of reference, and reprints by February 17, 1997, to Dr. Gary K. Burger, University of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, MO 63121. The University of Missouri is an Equal Opportunity/Affirmative Action Employer and encourages applications from women, minorities, Vietnam era veterans, and persons with disabilities. MT1

NEW JERSEY

The Department of Psychology at Rutgers University-Newark campus anticipates making TWO tenure-track appointments in Cognitive Science or Cognitive Psychology at the Assistant Professor level. The Psychology Department is interested in expanding its program in the area of Cognitive Science. There are two focus clusters for the searches. In the first cluster candidates should have an active research program in one or more of the following areas: memory, learning, attention, action, high-level vision. Particular interest will exist in candidates that combine one or more of the research interests above with mathematical or computational approaches with special emphasis in connectionist modeling (as in for example related to programs in Cognitive Neuroscience). Candidates in the second cluster should have active research programs in one or more of the following areas: human-computer interaction, cognitive engineering, cognitive modeling, IT systems, Learning systems, CSCW, distance learning, or multimedia systems. The positions call for candidates with an active research program and who are effective teachers at both the graduate and undergraduate levels. Review of applications will begin on February 1, 1997, but will continue to be accepted until the positions are filled. Rutgers University is an Equal Opportunity/Affirmative Action Employer. Qualified women and minority candidates are especially encouraged to apply. Send CV and three letters of recommendation to Professor Stephen J. Hanson, Chair, Department of Psychology-Cognitive Science Search, Rutgers University, Newark NJ 07102. E-mail inquiries can be made to cogsci@psychology.rutgers.edu. NJ1

Tenure track assistant professor opening in either Behavioral Neuroscience (emphasis on “affective” neuroscience: biobehavioral aspects of motivation, emotion, stress, learning and memory, psycho-neuroimmunology, behavioral endocrinology, or species specific behaviors) or Cognitive Psychology (either the relationship between Language and Cognition: neurolinguistics, developmental, or psycholinguistic orientations) or Vision: (psychophysical or neuroimaging approaches). PhD required; postdoctoral experience strongly preferred. Responsibilities include graduate and undergraduate teaching and an active research program. Appointment is dependant upon budgetary approval. Please send vita, copies of representative publications, and three letters of recommendation to Charles Flaherty, Department of Psychology, Rutgers University, New Brunswick, NJ 08903. Closing date: 3/1/97. Applications considered as received. NJ2

NEW YORK

Personality 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: Personality Psychology, Research in Personality (laboratory course), an advanced-level course in Personality, 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 applications will begin Jan. 28, 1997. Send statement of teaching, research interest, vita, three letters of recommendation, and supporting materi-
ASSISTANT PROFESSOR SOCIAL-ORGANIZATIONAL PSYCHOLOGY TENURE TRACK

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Teachers College, Columbia University, Department of Organization and Leadership is seeking a social or organizational psychologist with a varied research and social or industrial-organizational background, who will provide leadership in its newly formed Department of Organization and Leadership. The new department, consistent with the College mission, is strongly committed to education across the lifespan, with emphasis on urban, culturally diverse populations. The program offers an M.A. degree in organizational psychology and Ph.D. in social-organizational psychology.

Responsibilities: Teach graduate courses, advise students, supervise doctoral students. Position entails teaching research methods and several courses in social-organizational psychology from among these areas: conflict resolution, negotiation, leadership, managing diversity, managing change, performance management, organizational theory and culture, the application of social psychology in the workplace, motivation, rewards, and human resource management.

Qualifications: Earned doctorate. Established record or strong potential for research and publication. Experience in teaching and in other areas of social or organizational psychology.

Rank: Tenure-track position with initial appointment at the Assistant Professor level.

Send CV, a cover letter stating research and teaching interests, at least three letters of reference and copies of scholarly papers to Professor W. Warner Burke, Search Chair, Box 175, Teachers College, Columbia University, 525 West 120th Street, New York, NY 10027. Review of applications will begin January 1997 and will continue until the search is successfully completed.

Position to commence Fall, 1997.

NY10

TEACHERS COLLEGE
COLUMBIA UNIVERSITY


FORDHAM UNIVERSITY has two openings for tenure track positions with a starting date of Fall semester 1997 (pending approval). Clinical/Consulting Psychology: The successful candidate for the first position (assistant professor level) must be able to teach courses in introductory psychology, psychopathology, human sexuality, and applied courses for upper division undergraduates. Applied Developmental Psychology: The successful candidate for the second position (rank open) must have a record of scholarly publications and professional experience relevant to the evaluation of community linked services for children and adolescents to contribute to teaching and dissertation mentoring in Fordham's doctoral specialization in applied developmental psychology. The candidate should be able to teach undergraduate classes in statistics and introductory psychology. Candidates for both positions must have a doctoral degree, college teaching experience, and be committed to both graduate and undergraduate teaching in a multi-campus University with both day and evening courses. Preference will be given to candidates who can establish collaborative relationships with faculty and students across Developmental, Clinical, and Psychometrics doctoral programs, and who have potential to secure outside funding. We are an equal opportunity employer and strongly encourage minorities and women to apply. Review of applications will begin immediately and continue until the position is filled.

Send vita, evidence of research publications and teaching experience and three letters of reference to the relevant Faculty Search Committee, Department of Psychology, Fordham University, 441 East Fordham Road, Bronx, NY 10458-5198. NY3

Psychology: Tenure-track Assistant Professor position at UTICA COLLEGE OF SYRACUSE UNIVERSITY, Fall 1997. Utica College is a small liberal arts school, located at the foothills of the Adirondacks, which emphasizes teaching and rewards research. This graduate department seeks an enthusiastic individual with excellent pedagogical skills to share the Department's responsibility for teaching introductory Psychology and to have primary teaching responsibility for Sensation/Perception and lab and Physiological Psychology. Ability to teach statistics and experimental methods would be welcomed. A Ph.D. in psychology is preferred, but ABD will be considered. Evidence of quality teaching experience is required. Send vita, statement of research and teaching interests, representative publications, and three letters of reference by February 15, 1997 to: Dr. Polly Ginsberg, Associate Dean of Faculty and Human Studies, Utica College of Syracuse University, 1600 Burstone Road, Utica, NY 13502. AA/EEO. NY4

POSTDOCTAL RESEARCH POSITIONS in Psychobiology available on NIMH funded training grant. US citizens only. AA/EEO. Myron A. Hofer, MD. Columbia Univ., 722 West 168th St., New York, NY 10032. NY5

BINGHAMTON UNIVERSITY, STATE UNIVERSITY OF NEW YORK: Pending budgetary approval, the Department of Psychology anticipates tenured-track openings for positions starting Fall 1997. Cognitive and Behavioral Science: Applications sought for a tenure track Assistant Professor position. Applicants should have demonstrated strong promise in research and teaching. We are seeking an individual whose research interests will complement the existing strengths in the program (memory, psycholinguistics, learning and conditioning, reading, psychoacoustics, and human factors). Preference is for applicants capable of teaching graduate statistics but applicants in any content area will be considered. Send vita, (3) reprints, and three letters of recommendation to Cognitive Search Chair, Department of Psychology, State University of New York at Binghamton, Binghamton, NY 13902-6000. Strongly committed to affirmative action. Recruitment conducted without regard to
race, color, sex, religion, age, disability, marital status, sexual orientation or national origin. Clinical Psychology: We are seeking an Assistant/Associate Professor for a tenure track position in our APA accredited clinical psychology program. Our clinical psychology program embraces a clinical science model, and faculty are involved in research, teaching, and clinical supervision. The candidate’s area of research is less important than their potential productivity, scholarship, and likelihood of extending or complementing our current faculty interests in pediatric clinical psychology, addictions, neuropsychology, trauma, hypnosis, and experimental psychopathology. Applications should submit a vita, reprints/preprints, a statement of research and teaching interests, and three letters of recommendation. Applications should be sent to the Clinical Psychology Search Chair, Department of Psychology, Binghamton University, Binghamton, NY 13902-6000. Binghamton University, SUNY, is an equal opportunity/affirmative action employer. Strongly committed to affirmative action. Recruitment conducted without regard to race, color, sex, religion, age, disability, marital status, sexual orientation or national origin. NY6

The Rose F. Kennedy Center for Research in Mental Retardation and Developmental Disabilities at the ALBERT EINSTEIN COLLEGE OF MEDICINE has a junior faculty position available. The Kennedy Center has 50 funded investigators with research interests ranging from infant development and autism to aging and dementia. Responsibilities include providing statistical consultation to Kennedy Center Investigators, and developing an active research program in the area of Human Development. Specialty area is open. Requirements: A good working knowledge of intermediate/advanced statistical methods (e.g., power analysis, regression, ANOVA, GLM), hands-on, data analysis experience and good communication skills. Expertise in longitudinal methods, epidemiology and/or spatial statistics is an advantage, but not required. PhD in psychology with emphasis in methodology/statistics or a degree in biostatistics/statistics. Send CV, letter of application, two letters of recommendation, reprints to: Martin Sluijters, Kennedy Center 921, 1410 Pelham Parkway South, Bronx, NY 10461. Email inquiries to: sluijtk@acomm.yu.edu. Equal opportunity employer. NY7

Developmental Psychology—The Department of Clinical and Social Sciences in Psychology at the UNIVERSITY OF ROCHESTER is recruiting for a tenure-track Assistant or advanced Assistant Professor. The position involves research and teaching (undergraduate and graduate). We seek an individual specializing in social, emotional or personality development committed to excellence in research and teaching. Potential applicants may learn more about the Department by examining our website (http://www.scp.rochester.edu/scp/). The University of Rochester is an equal opportunity/affirmative action employer. Applicants from women and members of ethnic minorities are especially welcome. Salary level and benefits are competitive. Review of applications will begin on January 13, 1997, and will continue until the position is filled. Applicants should submit a statement of research and teaching interests, a Curriculum Vitae, and representative publications, and should arrange for at least three letters of reference to be sent to: Developmental Psychology Search Committee, Department of Clinical and Social Sciences in Psychology, Melissa Hall, University of Rochester, Rochester, NY 14627 NY8

DOCTORAL RESEARCH ASSOCIATE—Psychology Department at NEW YORK UNIVERSITY—We are seeking a qualified individual to supervise and conduct NIA sponsored research on the effects of aging on learning and memory. The successful candidate should have a Ph.D. in a relevant field of psychology (e.g., Cognitive Psychology, Gerontology) plus extensive experience designing and carrying out research on elderly populations. Work will be conducted under the supervision of Dr. Larry Jacoby and will investigate techniques for measuring automatic and controlled processes of memory and perception. The position is available from September 1997 through August 1998 with a possibility of renewal through August 1999. Please send CV, letter of interest, relevant preprints/preprints and 3 references (preferably email addresses) to: Dr. Larry Jacoby, Dept. of Psychology, McMaster University, Hamilton, Ontario, Canada, L8S 4K1. Questions may be addressed to hollings@mcmail.mcmaster.ca NY9

NORTH CAROLINA

INTERDISCIPLINARY POST-DOCTORAL RESEARCH FELLOWSHIPS: The Carolina Consortium on Human Development announces two postdoctoral fellowships for 1997-1998 to provide training for individuals who have demonstrated a commitment to the longitudinal study of persons and families in changing contexts. The Carolina Consortium is a NICHD-sponsored interdisciplinary training program with faculty whose primary appointments span eleven different departments or schools from five neighboring universities (University of North Carolina at Chapel Hill, University of North Carolina at Greensboro, Duke University, North Carolina State University, and North Carolina Central University). THE DEADLINE FOR APPLICATIONS IS FEBRUARY 28, 1997. Candidates should have completed requirements for the Ph.D. by the time of their appointment. For additional information and applications materials, contact Thomas Farmer, Ph.D., Assistant Director, Center for Developmental Science, University of North Carolina at Chapel Hill, CB# 8115, 521 South Greensboro Street, Suite 230, Chapel Hill, NC 27599-8115, (919) 962-6333, (919) 962-6333, CDS Home Page: www.cds.unc.edu or e-mail: devsci@email.unc.edu. NC1

Director of Research—Pinkerton Services Group (PSG), a Charlotte, NC based provider of hiring and employee retention services and solutions is seeking a Ph.D. in Industrial and Organizational (I/O) Psychology to head the Research and Development Department of PSG’s Assessment Division. Requirements include a Ph.D. in I/O Psychology; 3-5 years of industry experience in nonacademic environment; management experience; specialization in personnel testing, assessments and validation studies; demonstrated communication and presentation skills; and research publication experience in scientific journal. The successful candidate will be responsible for leading a team or research specialists involved in a variety of research and validation studies, working with clients to design and support hiring practices and programs, examining market conditions

APS OBSERVER

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and making recommendations for improving current products, as well as developing and acquiring new products. Interested persons should forward their resume and salary requirements to: Clifford C. Thomas, III J.D., Divisional Vice President, Assessments, 6100 Fairview Road — Suite 900, Charlotte, NC 28210; Phone: (704) 552-1119; Fax: (704) 552-9974. NC2

OHIO

ASSISTANT PROFESSOR OF PSYCHOLOGY—THE OHIO STATE UNIVERSITY AT MANSFIELD invites applications from research-oriented clinical, personality, or counseling psychologists who have strong commitment to undergraduate education. Responsibilities include teaching seven sections (quarter system) of general psychology, abnormal psychology, and other courses from our curriculum and maintaining active research program that can benefit from the involvement of advanced undergraduates as assistants. PhD and teaching experience required. Mansfield campus faculty members hold rank in the university’s psychology department and have access to all university resources. To assure consideration, send vita and three letters of recommendation by February 15, 1997 to Chair, Psychology Search Committee, The Ohio State University at Mansfield, 1680 University Drive, Mansfield, OH 44906-1599. The Ohio State University is an Equal opportunity, Affirmative Action Employer. Women, minorities, Vietnam-era veterans, disabled veterans and individuals with disabilities are encouraged to apply. OH1

SOCIAL PSYCHOLOGIST: Assistant/Associate Professor. Full-time, renewable term appointment in Social Psychology, beginning September 1, 1997. Ph.D. required. Candidates are expected to have expertise in industrial organizational psychology and a strong background in research methods. Candidates should show evidence of quality teaching and potential for research with undergraduates. Possible courses to be taught: Social Psychology, Industrial Organization, Experimental, Learning, and Introductory Psychology. Other courses may be developed in the candidate’s area of interest, and interdisciplinary teaching is encouraged. Salary is competitive. Interested candidates should send a vita, evidence of qualifications (including recent papers), and three letters of reference by February 15, 1997 to Dr. Patricia A. Fick, VPA, Otterbein College, Westerville, Ohio 43081. AA/EDE, women and minorities are encouraged to apply. Official transcripts will be requested of all finalists. OH2

ASSISTANT PROFESSOR OF PSYCHOLOGY—Bucknell College of Arts and Sciences—Department of Psychology, THE UNIVERSITY OF AKRON—The position. Human Aging; Biological/Neuropsychological Psychology. One tenure track position as an Assistant Professor of Psychology, beginning August 25, 1997. We are looking for a psychologist with a strong research interest in Aging, who also has the background and abilities to teach Biological/Neuropsychological Psychology at the graduate and the undergraduate levels. Primary teaching responsibility will be for the Department’s graduate and undergraduate biological psychology classes, possibly the undergraduate Human Experimental Psychology class, and at least one undergraduate seminar or lab. The candidate will be expected to publish and have the opportunity to teach in other areas of the curriculum. They will also be expected to provide broad clinical supervision. The position requires the development of an active research program to complement existing strengths in our doctoral emphasis in nonclinical Applied Cognitive Psychology. The successful applicant will join a research-oriented group of faculty members in research methods in Industrial/Organizational Psychology (with a specialization available in Industrial Gerontology Psychology), Counseling Psychology, and Applied Cognitive Aging (nonclinical). He or she will advise both masters and doctoral students. All requirements for the Ph.D. must be completed prior to the start date. Salary. Starting salary is competitively set and will be competitive. Benefits are excellent, as are the research and teaching facilities. Applicants should send a letter of application, vita, salary expectations, and three letters of recommendation to Dr. Martin M. Murphy, Chair, Search Committee, Department of Psychology, The University of Akron, Akron, Ohio 44325-4301. Deadline: Applications will be accepted until January 15, 1997. The University of Akron is an Equal Education and Employment Institution. Women and minorities are strongly urged to apply. OH3

The Department of Psychology at KENT STATE UNIVERSITY has a tenure track position in clinical psychology at the assistant professor level for the 1997-98 academic year. Applicants must have a PhD in clinical psychology from an APA accredited program and must have completed an APA approved doctoral internship. Persons in any subarea of clinical psychology will be considered, but applicants should have research interests in health, aging, or child related issues. A post-doctoral fellowship, teaching experience, established publication record, and strong potential for extramural funding are preferred. The position involves direction of theses and dissertations, supervision of the clinical work of graduate students, and teaching at the graduate and undergraduate levels. The Springing of Ohio is expected. The clinical training program is APA accredited and follows a Boulder, Colorado, scientist-practitioner model. The Department houses a Psychological Clinic and an Applied Psychology Center. Application deadline is February 1, 1997. Applicants should send a letter of interest, curriculum vitae, copies of publications and other supporting materials, and three letters of recommendation to: Janis Crowther, Chair, Clinical Search Committee, Department of Psychology, Kent State University, PO Box 5190, Kent, OH 44242-0001. The Department of Psychology strongly endorses the affirmative action commitment of Kent State University and encourages applications from women and minority applicants. Kent State University is an Affirmative Action/EQUAL Opportunity Employer. OH4

The Department of Psychology at KENT STATE UNIVERSITY has a tenure track position in experimental psychology at the assistant professor level for the 1997-98 academic year. Persons with a PhD in any subarea of experimental psychology will be considered, but applicants should have research interests in health, aging, or child-related issues. A post-doctoral fellowship, teaching experience, established publication record, and strong potential for extramural funding are preferred. The position involves teaching at the undergraduate and graduate levels and direction of theses and dissertations. Application deadline is February 1, 1997. Applicants should send a letter of interest, curriculum vitae, copies of publications and other supporting materials, and three letters of recommendation to: David Riccio, Chair, Experimental Search Committee, Department of Psychology, Kent State University, PO Box 5190, Kent, OH 44242-0001. The Department of Psychology strongly endorses the affirmative action commitment of Kent State University and especially encourages applications from women and minority applicants. Kent State University is an Affirmative Action/EQUAL Opportunity Employer. OH5

Assistant Professor: The School of Professional Psychology at WRIGHT STATE UNIVERSITY in Dayton, OH is recruiting at the rank of Assistant Professor for the following position to begin in the Fall, 1997: Position One. We are seeking a clinical neuropsychologist with a broad general assessment background to the neuropsychology and do broad clinical supervision in assessment. Opportunities are available for both clinical and classroom teaching in areas beyond assessment. Position Two. For this position we are seeking a clinical psychologist with a specialty in either Health Psychology or Organizational Psychology. The applicant will be expected to teach doctoral level classes in areas of expertise and will have the opportunity to teach in other areas of the curriculum. They will also be expected to provide broad clinical supervision. A strong commitment to a practitioner model of training incorporating an integrative and generalist framework is essential. Successful candidates will have a doctorate in clinical psychology or closely related field and be licensed eligible in Ohio. The applicant must demonstrate ability to teach courses to practitioner students and must show promise of developing programs of clinical research or model program development projects that are capable of attaining funding or that will be attractive to clinical students for training and research. The School manages a community based psychological service center and a campus based counseling center. Other resources include interdisciplinary training with the School of Medicine and the College of Nursing and Health, and with many community health care agencies. The School houses an APA accredited, practitioner-model, doctorate of psychology (Psy.D) program in professional psychology, an APA accredi...
funding for a strong, sustained program of empirical research. Our intention is to complement our existing programmatic strengths in visual and auditory perception, vigilance, visual display design, and perception and control of bodily and vehicular orientation. We are willing to consider applicants with any research specialization within human factors (broadly defined), including, but not limited to, cognitive, perceptual, or motor, ecological or information-processing, applied or basic. Having a research program that can develop links to other departments in the Psychology program (in Health Psychology and/or Neuropsychology—Cognitive Neuroscience) would be a strong plus.

In our commitment to the Human Factors area, we have recently established a training and research association with other universities in southwest Ohio, and have established strong links to the Armstrong Laboratory at Wright-Patterson Air Force Base. Together we plan to make this region one of the top human factors centers in the world. Send letter of interest, vita, reprints, and letters of recommendation to: Chair, Human Factors Search Committee, Department of Psychology, University of Cincinnati, PO Box 210376, Cincinnati, OH 45221-0376. We will begin to review applications in mid-February and continue until the position is filled. The University of Cincinnati is an Affirmative Action/Equal Opportunity Employer. Applications from women and minorities are especially encouraged. OH8

Assistant Professor, Clinical Psychology: The Department of Psychology, UNIVERSITY OF TOLEDO is anticipating authorization for two tenure track Assistant Professor positions in clinical psychology, contingent upon budgetary approval. (A) The first position is in Minority/Multicultural Clinical Psychology. We are looking for a person with interests in the role of cultural factors (ethnicity, gender, social class) in psychopathology, assessment and/or intervention. This faculty member would add further theoretical balance/diversity to the Clinical Program (within its model of theoretical/cultural pluralism). Such a person would be expected to contribute to both graduate and undergraduate programs, possibly including teaching duties in undergraduate multicultural studies or our new Africana Studies program. (B) For the second position, Child Clinical Psychology is strongly preferred. We are especially interested in candidates with research interests in intervention methods with children and families in the African-American and Hispanic communities, but all areas of Child Clinical will be considered. For both positions, an active program of research and a commitment to teaching at both undergraduate and graduate levels are expected. Licensable in Ohio or postdoctoral clinical experience preferred. The graduate program is an established, fully APA accredited PhD clinical psychology training program which balances and integrates clinical training, research training, and service to the community. The department of psychology has 18 full-time faculty, over 500 undergraduate majors, and 60 graduate students (clinical and behavioral science areas). The University of Toledo is a major state university with an enrollment of 22,000 students, in a wooded 200 acre suburban campus featuring Gothic architecture. The local cultural milieu includes one of the nation’s top 10 art museums, an excellent symphony orchestra, an outstanding metropolitan park system, good public and parochial schools, major hospitals, including the Medical College of Ohio, and many other amenities. Toledo is near many lakes and forested areas, and within easy driving distance of the cultural and intellectual resources of Ann Arbor, Detroit and Cleveland. Send a letter of application, vita, reprints, and papers, three letters of recommendation, teaching evaluations, and statements of research and teaching interests to: Robert A. Haef, Chair, Department of Psychology, University of Toledo, Toledo, OH 43606. Applications will be accepted until Feb. 1, 1997. We maintain a major commitment to diversity in all areas, and we are especially interested in receiving applications from a broad spectrum of people, including women and under-represented ethnic groups. The University of Toledo is on Affirmative Action/Equal Opportunity Employer. M/F/D/V. OH9

OREGON

WESTERN OREGON STATE COLLEGE—Assistant Professor of Psychology. Tenure track beginning September 16, 1997. Teach upper and lower division courses in social psychology and personality theory. Additional expertise in assessment, group process and program evaluation would be helpful. PhD in Psychology expected. Salary dependant on qualifications. Send current vita, statement of educational philosophy, three current letters of reference, and graduate transcripts by January 31, 1997 to: Dean John P. Minahan, School of Liberal Arts and Sciences, Western Oregon State College, 345 N. Monmouth Avenue, Monmouth, OR 97361. An affirmative action/equal opportunity employer. Western Oregon State College encourages applications from women, persons from culturally diverse backgrounds and individuals with disabilities. OR1

The UNIVERSITY OF OREGON Psychology Department invites applications for a tenure-track position in Clinical Psychology to begin September 1997. The Department is currently organizing a new program in Development and Psychopathology, and preference will be given to that area, although applicants in other areas will be fully considered. An Assistant Professor level position is preferred but more advanced candidates will be considered. We are seeking active researchers who are committed to excellence in teaching. The Clinical Psychology program is accredited by the American Psychological Association and is composed of a research-oriented faculty with interests in psychology as a clinical science. Applications should be submitted with a vita, a statement of research interests, at least three letters of recommendation, and selected manuscripts to: Clinical Search Committee, Department of Psychology, 1227 University of Oregon, Eugene, OR 97403-1227. Materials submitted prior to December 15, 1996 are being given full consideration in accordance with our previous ad. We will, however, continue to accept applications until February 15, 1997 for review if the position is unfilled. The University of Oregon is an Equal Opportunity, Affirmative Action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. OR2

The UNIVERSITY OF OREGON Psychology Department invites applications for a tenure-track Assistant Professor position in the area of Personality. 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 interests, selected manuscripts, and have at least three letters of recommendation sent to: Personality Search Committee, Department of Psychology, 1227 University of Oregon, Eugene, OR 97403-1227. Materials submitted prior to December 15, 1996 are being given full consideration in accordance with our previous ad. We will, however, continue to accept applications until February 15, 1997 for review if the position is unfilled. The University of Oregon is an Equal Opportunity, Affirmative Action Institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

OR3

The Psychology Department at REED COLLEGE invites applications for a half-time, one-year appointment at the assistant professor level. We seek applicants whose teaching and research experience is in developmental or clinical psychology, but we will also consider applicants in other areas. We strongly prefer a candidate who will be half-time at Reed for both semesters, but we will consider applicants who would be full-time for one semester only. The chosen candidate will teach two courses in his or her main area—a sophomore level course introducing students to the domain, and also a more advanced seminar. The successful candidate will also be expected to guide undergraduate research and senior thesis projects. Applications should include a description of teaching and research interests, reprints, and curriculum vitae. The candidate should arrange to have three letters of recommendation sent to Psychology Search Committee, Reed College, 3203 SE Woodstock Blvd., Portland, Oregon 97202. Materials can also be sent to Psychsearch@Reed.edu or via fax, 503-777-7785. Materials should be received by February 10, although late applications may be considered. Reed College is an equal opportunity employer.

PENNSYLVANIA

CARNEGIE MELLON UNIVERSITY—(2) NIMH POSTDOCTORAL FELLOWSHIPS—For training in cognition and individual differences, computational models, cognitive development or cognitive neuropsychology with one or more faculty members—K. Adolph, M. Alibali, J. Anderson, M. Behrmann, P. Carpenter, J. Cohen, M. Just, D. Klahr, R. Klatzky, J. Larkin, B. MacWhinney, J. McClelland, D. Plaut, L. Reder, B. Schlyer, S. Schlaug, H. Simon. Stipend will be $23,500 per year, renewable for a second year. The candidate must be a US citizen, non-citizen national, or already possess a visa permitting permanent residence. Send a vita and letter describing your research interest, and have three letters of recommendation forwarded by February 15, 1997; to: NIMH Postdoctoral Search Committee, Department of Psychology, Carnegie Mellon University, Pittsburgh, PA 15213. PA1

Psychology Division Director Position Available—The Department of Psychiatry at ALLEGHENY UNIVERSITY OF THE HEALTH SCIENCES (formerly The Medical College of Pennsylvania and Hahnemann University) in Philadelphia is seeking a senior-level academic psychologist for the position of Director of an academically oriented Division of Psychology with a highly competitive APA approved internship program. Candidates should have a keen interest in developing new clinical, educational, and research programs within a large, statewide, integrated academic health system. Eligibility for license in PA required. Salary and faculty rank commensurate with experience and academic achievements. Attractive fringe benefit package included. Informal phone inquiries are encouraged at (215) 762-4494. Send CV and letter of interest to: Trevor P. Price, M.D., Professor and Chair, Department of Psychiatry, Allegheny University of the Health Sciences, MCP-Hahnemann School of Medicine, Broad and Vine Streets, Mail Stop 403, Philadelphia, PA 19102. PA2

ALLEGHENY UNIVERSITY OF HEALTH SCIENCES—Institute for Addictive Disorders—Jerome J. Platt, Ph.D., Director. The newly organized Institute for Addictive Disorders (IAD) of the Allegheny University for the Health Sciences (formerly the Medical College of Pennsylvania and Hahnemann University) invites applications from highly qualified individuals for post-doctoral or junior faculty positions (both clinical and non-clinical). These positions offer opportunities for academic career advancement, including research and tenure track academic appointments for productive individuals. Allegheny University of the Health Sciences is a member of the Allegheny Health, Education and Research Foundation, the largest academic health system in Pennsylvania. Responsibilities: To participate in the design, conduct, and implementation of clinical research projects in the addictions being conducted by the Institute Director and other faculty members of a highly active research group. Individuals selected for these positions will be involved in clinical and educational activities of the Institute as appropriate, as well as participating in the writing of proposals and research reports. The opportunity will also exist for individuals to develop their own research interests in the addictions. Education: Individuals selected for these positions will possess a doctorate in psychology or social/behavioral science. Interest in the addictions is a must. Experience with addicted populations a plus. Salary: Competitive and commensurate with applicant's qualifications and experience. Send curriculum vitae and three letters of recommendation to: Jerome J. Platt, Ph.D., Professor and Director, Institute of Addictive Disorders, Allegheny University of the Health Sciences, MCP Hahnemann School of Medicine, Broad and Vine Streets, MS 984, Philadelphia, PA 19102. PA3

ASSISTANT PROFESSOR, DEVELOPMENTAL PSYCHOLOGY (Tenure Track): The Department of Psychology at LYCOMING COLLEGE invites applications for a tenure track appointment in Psychology. The candidate must have Ph.D. in Developmental Psychology. The courses this individual will teach will include introductory Psychology, Developmental Psychology, and courses in his or her area of specialty. The ability to offer courses in Educational Psychology, Cross-Cultural Psychology, and Adulthood and Aging would complement our current departmental strengths, but other areas of specialization will be considered. A successful applicant for this position will have clear evidence of high quality teaching skills, research abilities, and the ability to advise and supervise student research. We will begin reviewing completed applications on JANUARY 31, 1997. Send Curriculum vita and letters of reference to: Dr. Howard Bethold, Chair, Campus box #1, Department of Psychology, Lycoming College, Williamsport, PA 17701. Lycoming College is an equal opportunity employer. PA4

FELLOWSHIPS IN COGNITIVE NEUROSCIENCE AND REHABILITATION RESEARCH. The Moss Rehabilitation Research Institute (MRRRI) invites applications for 2-year research fellowships in the areas listed below. MRRRI provides opportunity for collaboration with senior investigators, frequent patient rounds and educational conferences, and access to a variety of patient populations. Requirements include a PhD in a relevant area of cognitive neuroscience or rehabilitation. Attention Processes—Investigations in: 1) executive function and dysexecutive syndromes; 2) hemispatial attentional neglect and neglect in stroke patients; and/or 3) visual attention in brain injury patients using gaze recording techniques. A major grant-funded initiative will develop models of cognitive rehabilitation through international collaboration. Language—Studies, particularly involving neurocognitive populations, including 1) phonological structure and processing; 2) syntax; 3) verbs and argument structure; and/or 4) computational models involving corpus analysis or simulations. Neural networks—Applications including 1) cognitive processing and/or acquired language disorders; 2) relationship between areas of muscle weakness and compensatory musculoskeletal overuse symptoms in neurologic diseases; and/or 3) prediction of functional outcomes in rehabilitation. Mentors include Drs. John Whyte, MRRRI Director; Myrna Schwartz, assoc director; Laurel Buxbaum; Brande Coslett; Mary Klein; Susan Kohn; Mary Segal. MRRRI has close ties with a number of area institutions including Univ. Of Penn, Temple, Lehigh, and Drexel Universities. MRRRI is an equal opportunity employer. More information: Mary Segal, MRRRI, MossRehab Hospital, 213 Korman, 1200 W. Tabor Rd., Philadelphia, PA 19141; tel: 215-456-9901, x9181; email: mesegal@athena2.einstein.edu. PA5

CARNEGIE MELLON UNIVERSITY Department of Psychology. Postdoctoral Fellowship (renewable, up to 4 years) with research and development project focusing on the creation of cognitively based instructional interventions for...
elementary school science. Background in Cognitive Development and/or Elementary Science Education is appropriate. Fellows have opportunity to participate in seminars with a range of cognitive and developmental faculty at CMU. Send vita, pubs, and letters of reference to Professor David Klahr, Dept. Of Psychology, Carnegie Mellon University, Pittsburgh, PA 15213. Applications will be considered as soon as they are received. An Equal Opportunity/Affirmative Action Employer. PA6

RHODE ISLAND

NON-TENURE TRACK, THREE YEAR POSITION (RENEWABLE 1 YEAR) FOR VISITING PROFESSOR IN COGNITION, BROWN UNIVERSITY. The Department of Cognitive and Linguistic Sciences at Brown University invites applications for a three-year (renewable 1 year) faculty position in Human Cognition, to begin July 1, 1997. The position would be suited to either a senior visitor who would receive half-time salary support and teach two courses per year, or a more junior applicant who would receive full salary support and teach three courses per year. Candidates should have core teaching and research interests in an area of human cognition such as perception, attention, memory, categorization, problem solving, reasoning, or decision making, as well as an interest in interacting with members of an inter-disciplinary department. Familiarity with computational modeling is desirable. All applicants must have received the PhD degree or equivalent by the beginning of the appointment. All applications received by March 1, 1997 will be considered for appointment. Applications must be received by March 15, 1997 and will be given priority consideration. It is anticipated that the position will be filled by August 30, 1997. The position will be renewed for a second year based on a thorough review of the candidate's record. Send curriculum vitae, a cover letter describing research interests, reprints/preprints, and three letters of recommendation to: Chair, Department of Cognitive and Linguistic Sciences, Brown University, room 257, Providence, RI 02912. Brown is an Equal Opportunity/Affirmative Action Employer. Women and minorities are especially encouraged to apply. RI1

SOUTH CAROLINA

CLEMSON UNIVERSITY: Clinical Psychologist: Tenure track assistant professor level. Teach introductory psychology, human sexual behavior and undergraduate and graduate courses in area of specialization. PhD or ABD from an APA approved clinical psychology program required. Some teaching experience preferred and continued clinical service is expected. Must have a strong commitment to research and teaching excellence. The Psychology Department has 21 faculty, 450 undergraduate majors and offers a MS in Human Factors Psychology and the MS and PhD in Industrial/Organizational Psychology. Send application, vita, and three letters of reference to: Chair, Clinical Psychology Search Committee, Psychology Department, Clemson University, Clemson, SC 29634-1511. Applications received prior to March 15th will be given priority consideration. Applications will be accepted until the position is filled. Applications from women and minorities are encouraged. Affirmative Action, Equal Opportunity Employer. SCI

FACULTY POSITION IN CLINICAL PSYCHOLOGY. The Department of Psychology at the UNIVERSITY OF SOUTH CAROLINA AT Aiken invites applications for a tenure track, clinical psychology position at the level of Assistant Professor, to begin 8-16-97, contingent upon funding. A PhD, from an APA approved clinical psychology program and completion of an APA approved internship is required by the time of appointment. Candidates should be committed to promoting a liberal arts education through undergraduate instruction and have evidence for the ability to develop a program of research. The psychology department is in the process of seeking approval for a masters program in the applied/clinical area and candidates will be expected to assist in the program development, including developing practica, supervision, and classroom teaching. Area of expertise is open. USC-Aiken is a senior institution in the USC System, located near Augusta, GA, with modern laboratory and teaching facilities. Review of applications will begin March 1, 1997. Salary level is competitive. Send letter of application, vita, and letters of recommendation to: Dr. Thomas L. Boyd, Search Committee Chair, Psychology Department, USC Aiken, SC 29801. An AA/EEO Employer. SC2

TENNESSEE

POSTDOCTORAL RESEARCH FELLOWSHIPS: The Department of Psychology at the University of Memphis invites applications for two postdoctoral fellowships that will begin in September 1997. This research fellowship is for a two year period, with the possibility of renewal for a third year. Area of specialization within psychology is open; however, we are seeking applicants whose research interests will complement those of our faculty. Candidates are expected to have completed their PhD prior to the start of the fellowship period. Our department currently includes 32 full-time faculty and offers PhD degrees in clinical and experimental psychology, an MS in general psychology and MAEds and PhD degrees in school psychology. Sub-specialties areas across these graduate programs include: Adult Psychotherapy; Behavioral Medicine and Community psychology; Biopsychology/Neuropsychology; Child and Family Studies; Cognitive and Social Processes; and Research Design and Statistics. Evaluations of the candidates will begin on February 15, 1997 but applications will be considered until the fellowship positions are filled. Send curriculum vitae, a cover letter describing research interests, reprints/preprints, and three letters of recommendation to: Chair, Postdoctoral Search Committee, Department of Psychology, University of Memphis, Campus Box 526400, Memphis, TN 38152-6400. The University of Memphis is an Equal Opportunity/Affirmative Action Employer and encourages applications from women and minorities. TN1

Peabody College of Education and Human Development—VANDERBILT UNIVERSITY—The Department of Psychology and Human Development invites applications for positions in clinical psychology at the advanced associate or full professor level. A strong research program in child-clinical/developmental-clinical science is necessary. The successful applicant will join the department’s APA-approved Clinical Psychology Training Program and its NIMH-funded research training programs. The clinical program includes faculty who currently conduct research in developmental psychopathology, health psychology, and community-clinical psychology. Please send a statement of interests, vita, reprints, and three references to Judy Garber, Ph.D., Chair, Clinical Search Committee; Box 512 Peabody College; Vanderbilt University; Nashville, TN 37203. The search will begin immediately and will remain open until the position is filled. Vanderbilt University is an equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. TN2

Peabody College of Education and Human Development—VANDERBILT UNIVERSITY—The Department of Psychology and Human Development invites applications for a senior (Full or Associate Professor), tenure position in Quantitative Methods. Preference will be given to applicants who have particular strengths and interests in the analysis of psychological development or change. Desirable areas of expertise include: analysis of longitudinal data, hierarchical linear modeling, structural equation modeling, categorical data analysis, growth curve methodology, missing data methodology, event history analysis, or research synthesis. The position includes teaching responsibilities at both the graduate and undergraduate levels, as well as active participation in the ongoing research activities of the Department and the various disciplines and research centers within the University such as the John F. Kennedy Center for Research and Human Development. Applicants should send a vita and a cover letter describing their research interests, reprints/preprints, and three letters of recommendation to: Howard Sandler, Quantitative Search Committee; Box 512 Peabody College; Vanderbilt University; Nashville, TN 37203. E-mail: sandler@crvax.vanderbilt.edu. Although the deadline for applications is February 1, 1997, the search will continue until the position is filled. Vanderbilt University is an equal opportunity, affirmative action employer with a strong institutional commitment to diversity in all areas. The University actively seeks applications from women, minorities, and individuals with disabilities. TN3
TEXAS

THE UNIVERSITY OF TEXAS AT EL PASO—ASSISTANT PROFESSOR—DEPARTMENT OF PSYCHOLOGY—UTEP Department of Psychology has a tenure-track Assistant Professor opening in Health Psychology for appointment in September 1997. Although all applications will be considered, preference will be given to those with applied research interests (e.g., prevention, health-damaging behaviors, behavioral intervention, program evaluation, effects of psychosocial factors on health-related behaviors, adaptation to chronic illness, ethnic/cultural factors in health, or Clinical Psychology with health interests). Responsibilities include maintenance of an active research program, undergraduate and graduate teaching, and contribution to the development of the Health Psychology Ph.D. Program. Appointment is dependent on budgetary approval. Send curriculum vitae, three letters of recommendation, & reprints/preprints to Dr. Joe Tomaka, UTEP, Department of Psychology, El Paso, Texas 79968-0553. Deadline is 02-01-97; early review begins 01-06-97. The University does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services. TX1

ASSISTANT PROFESSOR OF EXPERIMENTAL PSYCHOLOGY: The Department of Psychology at STEPHEN F. AUSTIN STATE UNIVERSITY has an entry level, tenure-track opening for an experimental psychologist beginning in the Fall 1997 semester. Primary teaching responsibilities at both undergraduate and graduate levels will be in the Quantitative Methods area, in such courses as Statistics, Experimental Design, and Research Methods, as well as courses in the candidate's area of specialization. Supervision of M.A. theses, individual research and participation in academic advising, committee work, and other activities typically associated with faculty position is also expected. Applicant's area of interest should complement existing faculty research interests as well as program needs. Demonstrated teaching effectiveness and expertise in applying computing technology to instruction 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 a new departmental computing laboratory and faculty computing systems available. Send inquiries, vita, at least 3 letters of recommendation, and other supporting materials to: D.H.A. Gaylord, Chairman, Department of Psychology, P.O. Box 13046, Stephen F. Austin State University, Nacogdoches, Texas, 75962. Telephone: 409-468-4402. Fax: 409-468-4015. Review of candidates will begin in February 1997 and continue until position is filled. An Equal Opportunity/Affirmative Action Employer. TX2

THE DEPARTMENT OF PSYCHOLOGY AT TEXAS A&M UNIVERSITY is seeking to fill a tenure-track position at the Assistant Professor level in Developmental Psychology starting Fall 1997, pending funding. The successful candidate will possess the doctoral degree, strong research interests in an area of developmental psychology, and evidence of teaching excellence in introductory psychology and developmental psychology. It is also expected that the successful candidate will teach a specialty course related to his/her area of research. Completed applications will be considered until the position is filled. Send a curriculum vitae, a letter of interest, and three letters of reference to: Professor Arnold LeLines, Department of Psychology, Texas A&M University, College Station, TX 77843-4235. For additional details, call: (409) 845-2558 or e-mail ADL@psyc.tamu.edu. Women and minority faculty are especially encouraged to apply. Texas A&M University is an Equal Opportunity/Affirmative Action Employer. TX3

BAYLOR COLLEGE OF MEDICINE, HEAD OF DIVISION OF PSYCHOLOGY: The Department of Psychiatry and Behavioral Sciences of Baylor College of Medicine, Houston, invites applications for Head of Division of Psychology. Applicants should be a certified clinical psychologist preferably at the rank of Professor with current external research funding. Administrative expertise essential. Please send letter of interest and C.V. to Stuart C. Yudofsky, M.D. Department of Psychiatry, Baylor College of Medicine, One Baylor Plaza, Houston, TX 77030. Baylor College of Medicine is an Equal Opportunity, Affirmative Action and Equal Access college. TX4

Research Psychologist in Computer-Based Instruction. The Training Technology Division of the MEI TECHNOLOGY CORPORATION seeks a psychologist to fill a permanent position in the area of intelligent computer-based training and training development systems. Duties include evaluation of a wide-variety of such systems (including automated authoring systems, knowledge-based systems, distance learning technologies, computer games, and conventional computer-based instruction with multimedia support) and research on their introduction into training and training-development. Qualifications include training and/or experience in one or more of the following areas in order of importance: training system evaluation, human-computer interaction, instructional systems design, organizational change, computer-based training, human-computer interfaces, cognitive science, intelligent tutoring systems, software design and development, and multimedia. The position is located at the Corporation's San Antonio and entails travel nationally up to one week per month. Salary will be negotiated within the range of $35,000 to $60,000 per annum. Applications are being accepted now and will be accepted until the position is filled. Interview expenses will be paid by the Corporation. Resumes should be sent to Dr. Henry M. Halt, Training Technology Division, MeI Technology Corporation, Suite 450, 8930 Fourwinds Drive, San Antonio, TX 78239-210-655-8911; Fax: 210-590-3338; email: henry@mexix.com. MeI Technology Corporation is an Equal Opportunity Employer. TX5

VIRGINIA

Faculty Position in Clinical Psychology. The Department of Psychology at VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY is seeking a tenure-track assistant or associate professor for its APA approved Clinical Psychology Ph.D. program beginning Fall, 1997. The Department of Psychology is committed to scholarship and research as well as teaching excellence. The successful candidate will have a productive research program with evidence of external funding and strong commitment to teaching and practicum training in our clinical scientist-practitioner program. The clinical program, broadly based on social cognitive theory, spans research and applications from individual treatment to primary prevention. We are particularly interested in individuals who may bridge or combine two or more of our areas of focus including child and adolescent psychology, clinical health psychology, neuropsychology, and adult psychopathology. Detailed descriptions of the faculty and programs may be found on the WWW at http://www.vt.edu. Interested candidates should send a vita, sample publications, statement of research teaching interests, and three letters of recommendation to: Chair, Clinical Psychology Search Committee, Department of Psychology, Virginia Tech, Blacksburg, VA 24061-0436. Applications will be reviewed beginning January 15, 1997 and will be considered until the position is filled. Virginia Tech has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities. Individuals with disabilities desiring accommodations in the application process should notify Susan Anderson, Department of Psychology, 540/231-9627. VA1

THE UNIVERSITY OF VIRGINIA, DEPARTMENT OF PSYCHOLOGY seeks to appoint a tenured FULL PROFESSOR in any area of DEVELOPMENTAL PSYCHOLOGY. Candidates must be distinguished scholars, with active research programs. To apply, send a curriculum vitae, three or more letters of recommendation, and copies of relevant publications to: Chair, Senior Developmental Search Committee, Department of Psychology, 102 Gilmer Hall, University of Virginia, Charlottesville, VA 22903-2477. Applications will be reviewed upon receipt. The University of Virginia is an Equal Opportunity/Affirmative Action employer. Applications from women and minorities are encouraged. VA2

WASHINGTON

WHITWORTH COLLEGE—DEPARTMENT OF PSYCHOLOGY: The Department of Psychology at Whitworth College invites applications for a full-time tenure track position at the Assistant or Associate Professor level to begin January 1997.
September, 1997. A PhD in psychology is required—either from an APA-approved program in Clinical/Counseling Psychology or from another related specialty area. The contracted teaching load is 7 courses and our unique 4-1-4 semester system allows the flexibility of teaching at least one course per year in the individual's area or specialization or interest. In addition, the successful candidate will be expected to teach some of the following undergraduate courses: Introduction to Psychology, Theories of Personality, Abnormal Psychology, Theories of Counseling, Introductory Statistics, Research Methods, or the Psychology of Women. The successful candidate also will demonstrate an ability to (a) supervise student research and field internships and (b) involve undergraduates in the production of substantive research. Applicants should be committed to excellence in teaching and research in the context of a strong undergraduate liberal arts institution and demonstrate a personal commitment to the Christian faith. Applicants are required to submit an introductory letter, academic vita, two letters of recommendation and a one-page statement of their personal commitment to the Christian faith to: Psychology Search Committee, Human Resources, Whitworth College, Spokane, WA 99251-0103. Additional supporting materials (e.g., evidence of teaching effectiveness, reprints, etc.) also will be accepted. Applications received before January 31, 1997 will be assured of consideration. Whitworth College is a private liberal arts institution affiliated with the Presbyterian Church (USA). Whitworth College is an EOE employer and especially encourages applications from women and minorities. WA1

DEPARTMENT OF PSYCHOLOGY—ASSISTANT or ASSOCIATE PROFESSOR: ADULT DEVELOPMENT AND AGING—The Department of Psychology at Western Washington University is seeking candidates for an assistant or associate professor, tenure-track position in Adult Development and Aging to begin Fall, 1997. The candidate will be expected to teach a range of human development-related courses at the undergraduate and graduate level to include: Adult Development and Aging, Child, and Adolescent Development. Other undergraduate courses might include Introductory Psychology and Human Learning, Cognition, and Instruction. In addition, the candidate should be prepared to teach in our measurement, statistics, and experimental design sequence. Applicants must have completed a doctorate by September 1, 1997, provide evidence of success teaching, an active research program in adult development and aging that enlists undergraduate and graduate student involvement, and a publication and presentation record commensurate with experience. Salary is competitive and dependent upon qualifications. Applicants should send a letter of application, a detailed Curriculum Vitae, evidence of skill as an instructor, copies of publications, graduate transcripts mailed at the institution(s) and at least three letters of recommendation mailed by the respondents to: Dr. Dale Dinnel, Chair, Adult Development and Aging Search Committee, Department of Psychology, Western Washington University, Bellingham, WA 98225-9089, ph.: (360) 650-3526, e-mail 7664280@nissie.cc.wwu.edu. Applications will be accepted until February 17, 1997. Western Washington University is committed to equal opportunity and affirmative action. We are working toward building a culturally diverse, broadly trained faculty and staff. Women, minorities, persons with disabilities, disabled veterans, and Vietnam-era veterans are encouraged to apply. Persons with disabilities needing assistance in the application process may call (360) 650-3306 (VOICE/TTY). WA St. Relay system #: 1-800-833-6388. WA2

CENTRAL WASHINGTON UNIVERSITY has four tenure-track positions at the assistant professor level in the Department of Psychology beginning September, 1997, in the following areas: Educational Psychology, Counseling Psychology—child/adolescent emphasis, Counseling Psychology—adult development/aging emphasis, Experimental Psychology. Excellent training and research facilities. Detailed job descriptions are available on the Department website at: http://www.cwu.edu/~psych/or by contacting the Search Committee Chair, Department of Psychology, Central Washington University, Ellensburg, WA 98926-7575, VOICE (509) 963-2381, Fax (509) 963-2307. Screening of applications will begin on February 14, 1997. CWU is an EEO/AA/Title IX Institution. WA3

WISCONSIN

Tenure track assistant professor position in clinical psychology. Responsibilities include 12 credits of teaching: Psychological Testing, Theories of Personality, Abnormal Psychology, Student internship and practica supervision and courses of interest to the candidate. Doctorate from an APA accredited program and eligibility for licensure in the State of Wisconsin. Appointment date: August 26, 1997. Send vita, transcripts, and three letters of recommendation to: Prof. C. Wells, Psych. Dept., Univ. Wis.-Stevens Point, Stevens Point, WI 54481. WI1

CANADA

UNIVERSITY OF TORONTO—DEPARTMENT OF PSYCHOLOGY—ASSISTANT PROFESSOR IN THE AREA OF BIOLOGICAL ASPECTS OF HUMAN PERSONALITY/ABNORMAL BEHAVIOR. The Department of Psychology at the University of Toronto (St. George Campus) invites applications for a tenure-track position, subject to budgetary approval, at the rank of Assistant Professor, beginning July 1997, in the area of biological aspects of human personality/abnormal behavior. The candidate must have a Ph.D. in the relevant area, or near completion, and have a strong research record. Responsibilities include teaching at graduate and undergraduate levels, supervising student research, and developing a sustained programme of research. Salary will be commensurate with qualifications and experience. A curriculum vitae, statement of research and teaching interests, and three letters of recommendation should be sent to: Professor Peter Herman, Department of Psychology, University of Toronto, 100 St. George Street, Toronto, Ontario, Canada M5S 3G3. Application deadline is February 28, 1997. In accordance with Canadian immigration, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University of Toronto encourages applications from qualified women and men, member of visible minorities. First Nations peoples, and persons with disabilities. CN1

GERMANY

Postdoctoral Fellowships in Developmental Psychology—Max Planck Institute for Human Development and Education, Berlin, Germany. At the Institute’s Center for Psychology and Human Development (Director: Paul B. Baltes) two to three 2-year postdoctoral positions will be available in the following areas, beginning anytime in 1997: (1) Life-span developmental psychology; (2) Motivational and personality development in adulthood; (3) Cognitive aging. The tax-free stipends range from DM 35,430,000 (approx $20,700,000) per year plus travel support. Knowledge of German is desirable but not required. Send a letter outlining research interests and possible match with the objectives of the project, curriculum vita, two recommendation letters, and relevant preprints to: Dr. Paul B. Baltes, Max Planck Institute for Human Development and Education, Lentzeallee 94, 14195 Berlin, Germany. Information about the Institute is available upon request (FAX: 011-49-30-824-9939). GR1

The Center for Adaptive Behavior and Cognition at the Max Planck Institute for Psychological Research in Munich, Germany is seeking applicants for 1 Predoctoral Fellowship (tax-free stipend DM 21,600) and 1 Postdoctoral Fellowship (tax-free stipend range DM 36,000-40,000) for one year (with possible extension) positions beginning in September 1997. Candidates should be interested in modeling bounded rationality in real-world domains, and should have expertise in one of the following areas: judgment and decision making, evolutionary psychology or biology, experimental economics and social games, risk-taking. For a detailed description of our research projects and current researchers, please consult our WWW homepage at http://www.mpipi-muenchen.mpg.de/ ABC/abc_e.htm or write to Dr. Peter Todd at ptodd@mpipi-muenchen.mpg.de. The working language of the center is English. Send applications (curriculum vitae, letters of recommendation, and reprints) by February 1, 1997 to Professor Gerd Gigerenzer, Center for Adaptive Behavior and Cognition, Max Planck Institute for Psychological Research, Leopoldstraße 24, 80802 Munich, Germany. GR2

APS OBSERVER

January 1997
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January 1997
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 boldface 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 “FL.10.”

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.
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