Estes Awarded Medal of Science
Founding Editor of Psychological Science Honored for Work in Cognition and Learning

Amid the pomp and circumstance worthy of a visiting dignitary or state dinner, the President of the United States bestowed the nation’s highest scientific honor to APS Charter Fellow William K. Estes.

In a December 16th ceremony at the White House Old Executive Office Building, President Bill Clinton, flanked by Commerce Secretary William Daley and White House Science and Technology Policy Advisor Jack Gibbons, awarded Estes the National Medal of Science. "By giving these awards, we honor the American passion for discovery that has driven our nation forward from field to factory to the far reaches of cyberspace,” said Clinton. “This spirit of discovery will lead us into a new century and a new millennium.”

A professor emeritus at Harvard University, Estes was awarded the Medal of Science, the U.S. equivalent to the Nobel Prize, “for fundamental theories of cognition and learning that transformed the field of experimental psychology and led to the development of quantitative cognitive science. His pioneering methods of quantitative modeling and an insistence on rigor and precision established the standard for modern psychological science,” according to the citation.

Estes, considered one of the world’s leading experts in mathematical modeling of learning and cognition, is an APS William James Fellow and the founding editor of APS’s flagship journal Psychological Science. “I am especially pleased at the visibility the award gives to my usually obscure research specialty of mathematical psychology,” said Estes. “I like to think that it might encourage a few more young people to obtain the background in mathematics and computation that is needed for frontline contributions to psychological theory.”

The National Medal of Science was established by Congress in 1959 and is administered by the National Science Foundation (NSF). It is awarded to individuals who have significantly advanced knowledge in different areas of science including the behavioral sciences. Jointly nominated by

NIAAA Broadens Behavioral Science Portfolio

The National Institute on Alcohol Abuse and Alcoholism (NIAAA) is aggressively expanding its behavioral science portfolio in new areas to bring additional scientific perspectives to bear on problems of alcohol abuse and dependence. This represents an important new direction at an agency that already supports a substantial psychological research enterprise—one-third of the principal investigators (PI’s) on NIAAA grants are psychologists, and one-third of the NIAAA budget goes to psychology research.

NIAAA will hold two major workshops over the next year: one on memory, training and distortion, and a second workshop on social identification as it relates to alcohol abuse and alcoholism. The workshops will be held in Washington, DC, and, according to NIAAA Director Enoch Gordis, “will bring researchers and NIAAA staff together to identify promising lines of inquiry for alcohol-related research within these topics.” Based on the results of the workshops, NIAAA intends to develop program announcements to stimulate research grant applications in these areas.

These two topics were among several

SEE NIAAA ON PAGE 10

INSIDE:
The 1998 APS Convention is detailed in a special section beginning on Page 28. See the Table of Contents on Page 2.
The American Psychological Society

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

Members at Large
Robert Bjork
John Darley
Jerome E. Singer

Staff
Executive Director Alan G. Kraut
Deputy Director Diana Green
Director of Accounting Emily Moore
Director of Conventions Elizabeth Rukznis
Communications Assistant Kristin Bouke
Director of Meetings William Ryan
Meetings Manager Melanie Weinir
Director of Membership Debra Smith
Database Manager Patricia Moore
Membership Manager Maria Burke
Membership Assistant Shelley Clay
Director of Government Relations Sarah Brookhart
Communications and Meetings Secretary Marjella Willis
Receptionist Forda Ladd

The APS Observer
Publisher Alan G. Kraut
Editor Elizabeth Rukznis
Assistant Kristen Bourke
Secretary Marjella Willis

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

Contents copyright © 1998 by the American Psychological Society. All rights reserved.

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

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

The job classified ad rate is $7.00 per line (approx. 34 characters fit on a line; 6-line minimum). Copy must be received by the 15th of the month preceding the month of publication. As of August 1998, copy will be due on the 1st of the previous month. Advertisers are invoiced after publication. An editorial calendar and a display ad rate sheet are available upon request. Contact: APS Observer and Employment Bulletin 1010 Vermont Ave., NW, Suite 1100 Washington, DC 20005-4907 Attn: Kristen Bourke Tel: 202-783-2077 ext.3028, Fax: 202-783-2083

January 1998

INSIDE

Crucial Help for the Violent Child ........................................... 4

On the Federal Front: National Institute on Drug Abuse ........... 5
NIDA's Jaylan Turkkan talks about behavioral science at the Institute.

US News & World Report Rankings Boycott ............................ 8
A number of graduate psychology department chairs are urging other departments to boycott the US News & World Report rankings, calling them invalid and subjective.

Behavioral Science Reaps Rewards of NSF Grants .............. 12
A majority of the Learning and Intelligence Systems Grants recently awarded by NSF were projects in which behavioral science was the primary focus or a strong component.

All in the Family ................................................................... 16
For some psychologists, careers are a family affair.

SPECIAL SECTION:
APS Convention Preview starting on page 28

DEPARTMENTS

Presidential Column ................................................................. 3
Spotlight on Research - Women's Health .................................. 14
New Staff ................................................................................ 18
Celebrating a Decade of APS - Charles Kiesler ...................... 20
People .................................................................................... 21
Members in the News .............................................................. 22
APS Call for Fellows ............................................................... 23
Teaching Tips - Self-Appraisal ................................................. 24
The Student Notebook ............................................................ 44
Obituaries ................................................................................ 46
Organizational Profile - International Society for Research on Aggression ........................................... 49
Announcements ....................................................................... 50
Meeting Calendar ................................................................... 52
Membership Application .......................................................... 54
Employment Bulletin .............................................................. 55
The record of scientific psychology over the past 50 years is one of impressive growth and numerous advances, accompanied by increasing technical and theoretical complexity. This increased complexity almost inevitably leads to more subdisciplinary specialization, as evidenced in the proliferation of specialty journals, sharply focused organizations and conferences, and departmental structures that both reflect and reinforce divergent paths.

As an organization, APS has resisted many of the pressures toward specialization. The founders of APS and successive generations of Board Members endorsed an organization that would operate as a whole, rather than as a collection of separate divisions and subdisciplinary units. Our two journals, *Psychological Science* and *Current Directions in Psychological Science*, cover the full range of psychological research, illustrating our commitment to the broad field of psychology.

This emphasis on the common ground among psychological scientists is, I believe, a valuable model for research as well. Increasingly, as the science moves forward, investigators are reaching outside of their subdiscipline to link with others who share concerns, but who approach issues from somewhat different vantage points and knowledge bases. In some cases, the extensions are to fields other than psychology—for example, to biology, medicine, education, sociology and anthropology, and even philosophy and physics. In other cases, the links are between different subfields of psychology—for example, between social and cognitive psychology, or between clinical and neuropsychology. In each instance, however, there is a recognition that a narrow subdisciplinary focus is inadequate to fully document the phenomena of interest.

National Institute of Mental Health (NIMH) Director Steven E. Hyman expressed his support for movement across traditional boundaries in his interview with Alan Kraut published in the November 1997 *Observer*.

“It is critical,” Hyman said, “that we have people organized...not by professional society or affiliation or degree, but by shared intellectual problems.” The recently announced initiative of the National Science Foundation to fund a number of science and technology centers represents a similar endorsement of cross-disciplinary connections.

Within psychology, we have many examples of research programs that bring together investigators from different traditions. One extremely successful example was the NSF-supported training program developed and conducted by John Cacioppo, in which the methods of neuroscience and psychophysiology were introduced to several cohorts of clinical, cognitive, developmental, and social psychologists. Projects focusing on phenomena as diverse as stress and cardiovascular risk, abusive parenting, and the interaction patterns of couples were stimulated by this training. As an emergent field, social neuroscience was established by Cacioppo and his many colleagues.

Another example of cross-disciplinary possibilities will appear in a forthcoming issue of *Personality and Social Psychology Review*, a new journal edited by former APS President Marilynn Brewer. Developing ideas that they first presented in a symposium at the 1996 APS convention, Janet Metcalfe and Fritz Strack have compiled a series of articles on the theme of metacognition by cognitive and social psychologists. Several of the articles are written jointly by specialists in the two subdisciplines, recognizing and developing the common ground of these two fields.

I've described here only a few examples: many more ongoing projects and emerging plans could be cited. Efforts such as these are crucial for the advancement of psychology, both as a science and as a source of applications in the public interest. We hope that APS, in its efforts to encourage communication and interaction among the various domains of psychological research, can continue to contribute to these goals in the years to come.
Crucial Help for the Violent Child

By Judy Mann


A small proportion of children, perhaps 5 or 10 percent, grow up to account for about 50 percent of all arrests and the majority of all violence. And those children telegraph their future behavior from an early age.

They are aggressive, disobedient and disruptive. Their peers don't like them. They are neglected by parents and teachers, and they are likely to fail in school and drop out.

Those are key findings in a report on violence released this month by the American Psychological Society. Warning that aggression and violence usually erupt from a multiplicity of causes, the report calls for a broad-based "ecological" approach to prevention that targets high-risk children and adolescents.

"Reducing Violence: A Research Agenda" was also sponsored by the American Psychological Association, the National Institute on Drug Abuse, the National Institute of Mental Health and the William T. Grant Foundation. It notes that a decade of costly growth in the prison population has not reduced violence in society and that the time has come to "test the promise of well-developed, fully implemented early prevention programs."

We know that poor parenting can produce aggressive children. "Early help in parenting and home visits from trained outreach workers in early childhood have interrupted this negative sequence for many young children," the report found. "Such help may be particularly important for children of young, poor, single mothers. For as a group, these children have extremely high rates of aggressive behavior."

Children who grow up in deprived environments, with endemic poverty, frustration and hopelessness, are at much greater risk of becoming violent than other children. So are children in abusive families and children who witness violence either in their neighborhoods or day in and day out in the media. Children who are not properly supervised and not appropriately disciplined are also more likely to be aggressive and violent as adults.

Harsh punishment does not prevent future violence, particularly with young offenders, the report found: "Extreme punishment is as likely to provoke aggression as inhibit it, for example, and harsh, abusive discipline may undermine the development of self-control as surely as a lack of monitoring and nurturance."

A similar conclusion was reached in study of a community-based jail diversion program in San Francisco by Randall G. Shelden, a professor in the University of Nevada's Department of Criminal Justice. He monitored the progress of 271 at-risk youths in the Detention Diversion Advocacy Project which returns juveniles to their communities and provides daily mentoring and mentoring to them and their families. The study found their rate of committing another offense was 34 percent, compared with 60 percent in the control group.

If we focus on the negative and tell kids they're bad, "it plays to their weaknesses and creates more crime," Shelden said. "But if we focus on the positive and build on their strengths, the results can be phenomenal."

The Clinton administration has been in the forefront of efforts to showcase recent scientific findings about the importance of good parenting in the healthy development of children from infancy. Yet many children are not getting this kind of care. At the White House conference on learning in April, Deborah Phillips of the Institute of Medicine, in Washington, made the point that every study of child-care setting has found "that about 15 to 20 percent...are in fact dismal and even dangerous," and those findings come in "settings that will let us observe them."

Last week, President Clinton and Hillary Rodham Clinton were hosts of a child-care conference at which he proposed a $300 million scholarship program to improve the training of day-care workers and boosts their wages to reduce turnover.

The APS report outlines where the research ought to be going, focusing on such things as teaching young parents how to discipline appropriately and which interventions work best. Meanwhile, there is much that can be done to reach at-risk mothers and children through doctors, hospitals, neighborhood clinics, schools and day-care centers.

A child who is loved and nurtured from the start will be much less likely to be violent later on. That is the central point in all of the research we have been hearing about. The challenge ahead is to get this knowledge and these skills into hands of every parent and every child-care worker. We know some things we can do to reduce violence. The question is: Do we have the will to do them?

Reprinted with permission

For copies of Reducing Violence: A Research Agenda, contact APS at 202-783-2077, x.3028.


On the Federal Front . . .

A Conversation with NIDA’s Jaylan Turkkan

In an effort to make APS Members more aware of research opportunities at federal funding agencies, and more familiar with agencies themselves, the Observer will feature a series of discussions with agency representatives. This first installment highlights the National Institute on Drug Abuse (NIDA) at the National Institutes of Health (NIH). APS Fellow Jaylan Turkkan is the Behavioral Sciences Research Branch Chief in NIDA’s Basic Research Division.

How would you characterize the state of behavioral science at NIDA? TURKKAN: I have to say I think behavioral science is beautifully positioned, not just at NIDA, but as a whole. Psychology has been getting pulled into two extremes. On the one hand, it has become very molecular, with many scientists asking questions about neuro-underpinnings. On the other hand, on the social sciences side, many researchers are studying what’s going on in the communities and in the high schools.

The behavioral sciences, I am very fond of saying, are where top down meets bottom up, and that’s where its positioned in the institute very nicely. What I mean by this is that from the bottom up the behavioral sciences make a contribution to understanding how, for example, addictive behaviors or the self-administration of drugs or the effects of drugs, are influenced by genetic, neurobiological, and brain function. The behavioral sciences provide an outcome measure in a way to show how it plays in terms of the behavior of the person or the organism.

From the top down, the behavioral sciences are perfectly positioned to inform us about social processes and cognitive functions and how that plays out in family relationships, the community, and clinical settings. Virtually all research that NIDA supports has a behavioral component. There is a very strong push to understand why people do these health-defying things? That is a behavioral question.

Is behavioral science becoming more fully integrated not only at NIDA but at NIH as a whole? TURKKAN: After (NIDA Director) Alan Leshner arrived in 1994, he formed the Behavioral Sciences Research Branch and asked me to expand and broaden behavioral sciences in NIDA. This is evidence that he as much as anyone appreciates how the behavioral sciences plug in both from the bottom up and the top down to help us understand a lot of key questions.

If you were to ask me if there is a lot of emphasis on the neurosciences, I would say yes, and that this is true in behavioral science as a whole—it mirrors the trends towards trying to understand the underlying neuromechanisms of behavior on a very fundamental level.

Dr. Leshner is himself a psychologist. What kind of perspective do you think that brings to the institute? TURKKAN: He is knowledgeable about all areas of drug abuse and addiction research. It’s great to sit in on meetings with him because he knows the behavioral literature and he has published in these areas himself. He will attend a meeting about emotional factors in drug addictions and relate the research to what he knows about the behavioral biology of emotion. So, it’s great to have an institute director that really has that kind of a background, but who also has broadened his interests in many directions. Because he is extremely involved in the science, he demands the same from all of us. All initiatives we propose must be solidly grounded in the scientific data.

NIDA adopted the B/START (Behavioral Science Track Award for Rapid Transition) Initiative a couple of years ago. What do you want young investigators to be aware of regarding that program? TURKKAN: I want to make sure the word is getting out to researchers that NIDA has adopted the B/START program to try and address this problem of the pipeline of investigators running dry in the behavioral sciences. In order to redress that, NIDA has developed the B/START Program which is similar to that offered by NIMH. This is a program that offers seed money—$50,000—to young investigators in behavioral re-

CONTINUED ON NEXT PAGE
search.

People really need to know about this because the FIRST awards are no longer in effect at NIH, so if you are talking about getting young investigators started, you don’t have as many options.

We are open for business with B/START and it is a NIDA-wide program. It began in the first year with a focus on basic laboratory behavioral sciences. Now, we have expanded it to almost every area that the institute covers with the possible exception of large scale survey research, neuroscience, and molecular biology, which are already nicely supported. It is really young behavioral scientists who are falling by the wayside and that is who we need to support. A very broad array of research is now being supported by the NIDA B/START program—everything from clinical research, to basic biobehavioral, to prevention.

People also need to know that they don’t have to necessarily study drugs or drug addicts to qualify for this. They can study topics and issues that have relevance to these issues such as risky or impulsive behavior, for example. People also need to know that we also support research in nicotine, caffeine, as well as illicit drugs.

If new investigators want to do basic behavioral research, they should call me at 301-443-1263. If the research is clinical, they should call Hal Gordon in the Clinical and Services Research Division at 301-443-4877. If they want to do prevention research, they should call Meyer Glantz in the Epidemiology and Prevention Research Division at 301-443-2974.

What would you say are some of the more interesting issues that NIDA is addressing?

TURKKAN: One certainly has been the issue of craving, which is an interesting psychological process. Several institutes deal with craving in one form or another. For example, the National Institute on Alcohol Abuse and Alcoholism covers the intense craving for alcohol. The National Institute of Mental Health and other institutes covers craving from the perspective of food-related disorders such as obesity or bulimia.

At NIDA, we are supporting research on drug craving for both licit and illicit drugs, so tobacco and cigarettes are very much part of our purview. Many researchers who are interested in craving often study cigarette smokers. Because so many people smoke, cravings and addictions can be nicely studied because there are not problems with recruiting subjects, and it is not an illegal behavior. And we are now learning how very addictive nicotine is.

It is really young behavioral scientists who are falling by the wayside and that is who we need to support. A very broad array of research is now being supported by the NIDA B/START program—everything from clinical research, to basic biobehavioral, to prevention.

JAYLAN TURKKAN
BEHAVIORAL SCIENCES RESEARCH BRANCH CHIEF, BASIC RESEARCH DIVISION
NATIONAL INSTITUTE ON DRUG ABUSE

NIDA recently convened several conferences on drug abuse and the spread of HIV/AIDS.

TURKKAN: There is an international explosion of injection drug use which is contributing to the spread of HIV.

We recently had several meetings about behavioral factors in HIV and AIDS. At one meeting we saw a video of heroin users during their injection drug rituals shot by Phillipe Bourgois at San Francisco State University. The fascinating thing about this video was that at the moment when the addicts were sticking a dirty needle in their arm, they were intoning about the need for safe practices. I have to say when I saw that video I was struck by the enormity of the task before us, and for everyone involved in the health and behavior arena in trying to change behavioral practices.

What will we be seeing from NIDA in the coming year?

TURKKAN: First of all, the institute is taking a great interest in cognitive science. We put on a satellite meeting at the APS convention last year and this year we’re going to have another satellite meeting on the intersection between cognition and emotional factors.

Last year, NIDA put out an RFA on cognitive neuroscience to broadcast our interest in cognitive neuroscience relating to addictions. Your readers should keep an eye on the NIH Guide around our interests in more “macrocognitive” questions, e.g. about decision theory and risky and impulsive behavior, or, on the other side of the coin, how drugs affect cognitive processing and memory. We know, for example, that chronic marijuana users have memory dysfunctions and that is true for other drugs as well. What about the cognitive effects of combined drugs or drugs taken with alcohol? We just don’t know about that yet.

We know that nicotine doesn’t enhance intellectual function as some say. However, if you are in a state of nicotine withdrawal (which, by the way, in itself causes cognitive dysfunction) and if you are given nicotine, you may be restored to normal functioning. So there is a big push now on cognitive sciences at NIDA, and, as I mentioned on how cognitions and emotions interact.

Our upcoming cognition-emotion meeting (May 21 at the Washington Hilton and Towers, see page 37) will highlight, for example, how craving, visceral arousal, and emotional factors intersect with cognitive processing. For example, what do people actually remember about previous drug experiences? Can we use the very interesting lines of research in memory for pain to answer questions around memory of drug effects? You see how all of this is a stew of craving and stress and arousal and dysphoria, and how these affect decisions and risk and impulsivity. It all mixes up into a very toxic stew of being out of control.

SEE NIDA ON PAGE 43

January 1998
Psychology and Behavioral Science Research is found in the pages of Academic Press!

For submission, subscription, and free sample copy information to Academic Press journals, visit the individual home pages for our journals, or contact us directly. Member and Personal rates* are also available.

Free samples can now be viewed online at http://www.idealibrary.com/smplterm.htm.

For more information, please contact:

ACADEMIC PRESS
Marketing Department
525 B Street, Suite 1900
San Diego, CA 92101-4495
1-800-894-3434 or 1-619-699-6742
E-MAIL: apsubs@acad.com

Find us on the Web! www.academicpress.com

All prices are in U.S. dollars and are subject to change without notice. Canadian customers: Please add 7% Goods and Services Tax to your order.

*Personal and member rates are available only on orders placed directly with the publisher and paid with personal funds.
US News Rankings Boycotted

Many psychology graduate departments refuse to participate; call survey invalid

They’re mad as hell and they’re not going to take it anymore. Graduate psychology departments, that is, and what they are mad about is the annual ranking of graduate departments by US News & World Report magazine, due out in early 1998.

Calling the rankings invalid, unreliable, and even a “beauty contest,” many psychology department chairs are encouraging a boycott of the US News surveys. An e-mail listserv of the Council of Graduate Departments of Psychology (COGDOP) was one forum for many psychology professors and department heads passionately in favor of a field-wide boycott of the survey.

The US News & World Report last printed their PhD program ranking for psychology in March 1995 (see January 1995 Observer). The psychology rankings were included among the humanities and social sciences. Rankings for the other sciences were printed in 1996.

Shortly after the 1995 US News rankings were published, University of California Chancellor (and APS Fellow) Richard Atkinson called the rankings—even though four University of California programs appeared in the top 30 programs surveyed—"pretty darned annoying." Atkinson was not alone in his opinion. The response rate for the 1995 study was 34 percent, the lowest rate for the six PhD fields surveyed. Given that psychologists design their own surveys to ensure validity, the low response rate is not too surprising if the validity of the study is in question.

In fact, it has been the feeling among many department heads and other professors of psychology that the US News study is not thorough enough or valid enough to fairly and accurately represent the current state of psychology doctoral programs in the United States. "There are many reasons why our department decided that we would not participate, but the main one is that there is no way that the survey could have provided useful data. If there is a real interest in getting data on factors that differentiate psychology departments, then there needs to be an intentional effort to identify what those factors are, and to design a data collection tool that will provide valid data with regard to those issues."

David Payne
Chair, Psychology Department
Binghamton University

The US News Report

According to the magazine, 12 disciplines are identified with the largest graduate enrollments in doctoral programs. Questionnaires are then sent to department heads and directors of graduate studies at schools that have granted at least five doctorates in the five-year period beginning 1989. A five-point scale is used to rank doctoral programs based on that institution’s reputation for scholarship, curriculum, and the quality of the faculty and graduate students.

US News defends the fairness of the rankings, calling them "an objective guide by which students and their parents can compare schools."

"Our rankings are based on collecting thousands of points of data on some 1,400 accredited four-year colleges. Each year we send extensive questionnaires to schools. When the surveys are returned, the data are double checked with the schools and crosschecked with data collected by other sources.... Our ultimate goal is not to give an absolute measure of the 'best college' for any and all students, but to give students and their parents a set of tools to help them make a complex decision."

However, many department heads say that inherent flaws in survey's methodology nullify any possibility of the rankings being an effective or accurate measure.

"It is terribly subjective," said Timothy Hartshorne, of Central Michigan University. "What do I really know about the quality of programs all over the country? I know my programs are pretty good, but what are the chances that CMU would be ranked highly by anyone unfamiliar with it. In other words, many of the judgments would, by necessity, have to be political, or based on the national reputation of one or more of the faculty. This creates a very distorted assessment of quality."

Rodney Lowman of Louisiana Tech University said the rankings encourage a "we're better than you" mentality. "Its methodology of gathering data is flawed," he said. "Among other things, its ratings of departments without regard to specialties offered is problematic. It also communicates in a manner that glosses over important qualification and difficulties in such rankings."

Ohio University's Raymon Lorion questioned the representativeness of the sample of respondents and the degree to which ratings reflect familiarity with an institution rather than the substantive quality of the department. "Many departments, for example, have or are undergoing significant change in faculty as a result of
retirements and restructuring,” he said. “How would such changes be known generally and would or should they influence ratings?”

Even graduate departments that tend to rank highly in the US News survey are opting out. APS Charter Fellow Hill Goldsmith is chair of the University of Wisconsin-Madison psychology department. He says that his department is declining to participate, in part because of the movement among other members of the COGDOP listserv, but also because another survey seems unnecessary.

“A well-done survey done once every five or 10 years is far superior to these somewhat hastily-done yearly surveys,” he said. “It was not something we wanted to be a part of, even though we tend to rank high in them. The US News rankings seem to be susceptible to the kind of biases that are well known among these kinds of surveys.”

Michael Beecher, chair of the psychology department at the University of Washington, said that his department—which ranked highly in the 1995 US News rankings—was also opting not to participate in the survey, citing the survey’s questionable validity and unscientific nature.

It is not only psychology department chairs who are calling for a boycott of the rankings. The president of Alma College publicly asked officials at 480 schools to boycott the US News & World Report surveys.

Alma College surveyed 158 presidents, provosts, and admissions officers about the US News rankings and, according to the college, 84 percent of the respondents said they were unfamiliar with some of the institutions they were asked to rank.

Can’t Please Everyone

In 1995, the National Research Council (NRC) published a 750-page study that presented a comprehensive and detailed report on PhD programs in the arts and humanities, biological sciences, physical sciences and mathematics, engineering, and the social and behavioral sciences. Research-Doctorate Programs in the United States: Continuity and Change evaluated 3,634 graduate programs including 185 psychology programs. (See January 1995 Observer.)

“One can criticize these [NRC] rankings, but I think they are a good measure of the quality of doctoral training programs in the United States,” said Atkinson at the time the report was released. Atkinson was a participant on the panel that produced the report.

“At the graduate level, there’s just nothing comparable to this.”

Another panel participant, APS William James Fellow Gardner Lindzey told the Observer that since many graduate deans were wary of any rankings system, “one of the conditions for getting their participation was that we agreed to present the findings in such a way as to make it very difficult to make comparisons across institutions.”

But even these rankings were not without criticism. Reactions to the report included the complaint that the ratings are biased against practical applications.

“A beauty contest’ survey is not going to do more than identify large departments as good departments,” said Binghamton University’s Payne. “We already learned that lesson from the NRC data, which many department chairs are still having to deal with when talking with administrators.”

Alvin Sanoff, managing editor of US News & World Report America’s Best Graduate Schools, said that he is not aware of any efforts among psychology or other graduate departments to organize a boycott against the rankings.

“That is their decision,” he said. “We have a pretty good response rate in most of our surveys but it is never 100 percent. It depends on the field. On the undergrad level in the reputational surveys the average is upwards of 60 percent. On the graduate level, there is a little more variation, but it doesn’t vary dramatically from year to year.”

The rankings will be published in early 1998, said Sanoff, who defended the validity of the rankings by comparing them to the NRC study.

“If you look at an article published by the American Association of Higher Education, two independent academic researchers found the correlation between our rankings and those done by the NRC is somewhere between .93 and .97. So it would seem that someone has analyzed it and shown that these rankings, in fact, are very valid. I can’t ascribe motives to people. I think some people don’t like the idea of rankings. Others don’t like it when it is not done by the academy, so they may find the NRC rankings all right but when we do it they don’t like it. But if they looked a little more deeply then the knee-jerk reaction to this particular analysis I think they would find the correlation is sufficiently high. But if they also want to reject the NRC rankings, I guess you can’t please everyone.”

So, Then What?

Should PhD programs be evaluated at all? If so, how?

“In order to make this entire process more valid, there would seem to be a need for some concerted effort across academic disciplines to help make these polls yield more accurate results,” said Donald Coscina, of Wayne State University, who also acknowledges the potential public relations benefits of a rankings system. “Clearly getting good ratings is terrific for any university as well as for the ‘star’ departments accorded such recognition—all the more so when the data are valid.”

Is it possible to design a valid survey that will be acceptable to everyone? Perhaps, but according to many, the US News report is not that tool.

“An opinion poll is an improper mechanism for evaluating the quality of a graduate training program,” said Robert Haaf, of the University of Toledo. “US News & World Report is entitled to use whatever mechanism it chooses, but participation by educational programs is not mandatory.”

Elizabeth Rukzuis

How do you feel about rankings systems? Can they be valid and truly representative? Let us know what you think. Write a Letter to the Editor (ewr@aps.washington.edu).

January 1998
NIAAA FROM PAGE 1

discussed at a meeting of APS and NIAAA last May at the APS Convention, when Gordis and several NIAAA officials met with leading psychology researchers to talk about fostering areas of research currently not broadly represented in the NIAAA portfolio but which have potential to address issues of alcohol abuse and alcoholism. The meeting focused on what these perspectives might offer to NIAAA and how they might be brought into the NIAAA portfolio. “We hope these meetings will be the first of many interactions between NIAAA and APS members as we continue to expand our behavioral research portfolio and bring in new investigators to this exciting research field,” said Stephen W. Long, Director of the NIAAA Office of Policy Analysis.

The roster of researchers participating in the meeting reads like a list of Who’s Who in Psychological Science: APS President Kay Deaux, Past-President Sandra Scarr, President-Elect Elizabeth Loftus, as well as past and present Board Members Robert Bjork, Milton D. Hakel, Robert Plomin, and Lee Sechrest. Also in attendance were James Blascovich (who along with Hakel is serving as co-chair of the upcoming Summit of Psychological Science Societies) and Arie Kruglanski, the Program Chair for the 1997 APS Convention.

The following topics emerged from the brainstorming session.

Social Identification

Social psychologists study groups and social categories, which can range from demographic membership, such as Latinas to interactive organizations such as a block association or a fraternity. The meanings associated with these groups, their norms, and the group-supported agenda can all have an influence on behavior, such as when and how much group members drink. Research shows, for example, that when pluralistic endorsement is perceived, people drink more. Kay Deaux studies how people identify themselves as a member of a group — their motivations for identifying with a group, the consequences of identifying with one group or another, the agenda of the group, and the effects of social influences. In developing research on this topic, social psychologists are beginning to understand why people are motivated to identify with particular groups. In the past, demographic labels have been taken for granted; now we see they are choices. However, more knowledge is needed in order to chart exactly how those choices are made, particularly in terms of predicting which groups an individual would join and how those choices would influence subsequent behavior.

Basic Behavioral Research

Psychologists focus on interesting questions in basic behavioral science that are relevant to — but have not necessarily been investigated in context of — alcohol abuse and alcoholism. These topics include: peer

--
Memory and Cognition

Several areas of research have the potential to address problems of alcohol, memory and cognition. For example:

**Memory and training** — Research in human memory and training, such as the work by Robert Bjork, has shown that people confuse immediate performance changes with long-term outcomes. This indicates that in treatment settings, care should be taken with regard to feedback, to avoid reinforcing immediate performance at the expense of developing the internal processes involved in making the longer-term changes. This basic knowledge about memory and training is being applied to treatment of fears as well as to conventional training programs. The question for researchers is whether this approach could be transferred to alcohol treatment programs.

**Memory distortion** — Research on alcohol abuse and alcoholism may benefit from behavioral science research on memory and imagination, which among other things looks at the ways we process information from the environment and contaminate past memories, and also how imagination can change those memories. Through her research, Elizabeth Loftus has shown the destructive effects of suggestion and imagination. Now she asks whether this can be put to good use. For example, is it possible to get people to use imagination exercises to change their behavior? If this works, it is possible to envision people using such techniques for alcohol problems, i.e., for pacing, distracting, or as a replacement for alcohol.

**Social cognition** — Over the last decade, Arie Kruglanski has been looking at the effects of motivation on social cognition: how what we think affects our social interactions. Among other things, he and his colleagues are looking at the effects of environmental factors on information processing, in particular, the motivations involved in processing difficult information.

---

**NIAAA will hold two major workshops over the next year: one on memory, training and distortion, and a second workshop on social identification.** The workshops, which will be held in Washington, DC, will bring researchers and institute staff together to identify promising lines of inquiry for alcohol-related research within these topics. Based on the results of the workshops, NIAAA will develop program announcements to stimulate research grant applications in these areas.

**Behavioral Genetics and Developmental Psychology**

A significant amount of research is already being done with regard to the developmental effects of prenatal exposure to alcohol. But there is a range of other approaches that can be brought to bear on understanding, treating, and preventing the developmental effects of alcohol abuse and alcoholism.

Researchers in behavioral genetics (including Sandra Scarr and Robert Plomin) are interested in how we can help people with alcohol problems by understanding both the physiological and environmental factors that contribute to alcohol abuse and alcoholism. Genetics research typically involves the search for single genes that are identified with a particular condition. But behavioral scientists use genes to ask questions about risk factors, cognitive impacts and behavioral impacts of such things as alcohol abuse. There is a need for training researchers both to enhance collaboration with molecular geneticists and to increase the skills of behavioral scientists in genetics. In a complicated area like alcoholism, which crosses both biology and psychology, issues of cross disciplinary training are critical. For example, in the area of imaging, cognitive science has produced knowledge about brain functioning that is far beyond the outdated concepts that imaging scientists are using in showcasing their technology. Training is one important mechanism to bridge this gap.

Even if genetics can someday predict vulnerability to alcohol problems, it remains extremely important to understand individual differences through the life course. This points to a central role for developmental research on alcohol abuse and alcoholism, going not only from group to individual-level analysis, but also looking at differences within individuals over time. An individual’s vulnerability to alcohol dependence is idiosyncratic according to characteristics of the individual and their cir-
Behavioral Science Reaps NSF Grant Rewards

Behavioral science was the clear standout in the recent awarding of more than $22 million in National Science Foundation (NSF) grants for research exploring how people learn and create. Of the 28 new grants awarded last October through the NSF Learning and Intelligent Systems (LIS) initiative—an NSF-wide program that received funding from several foundation directorates—the majority of the research programs that received funding were expressly behavioral science programs, or had a strong behavioral science component.

“The behavioral sciences did very, very well,” said Michael McCloskey, NSF’s program director for human cognition and perception, who runs the LIS program. “We got a lot of strong proposals and we made the community aware of the initiative. The amount of money available was quite large relative to what NSF puts into the behavioral sciences through regular programs. It involved a major opportunity for researchers. We have had a lot of people thinking about the sort of multidisciplinary work that LIS was encouraging.”

The LIS program, which will next year be a component of NSF’s Knowledge and Distributed Intelligence (KDI) initiative, was designed to foster interdisciplinary research on the nature of learning and intelligence in actual and artificial systems. Six NSF directorates covering areas including psychology, biology, education, human resources, math, physical sciences, and engineering funded the initiative.

“What we were looking for was proposals that brought together researchers from two or more disciplines to attack, in a novel way, some basic questions about how learning takes place, what intelligent behavior amounts to, et cetera,” said McCloskey, an APS Member. “The funding of this was interesting. Different directorates contributed different amounts. In addition, the program was partially funded by what is called the Opportunity Fund at NSF, which is made available each year to get new things started that are important to the foundation.”

McCloskey estimates that as much as three-fourths of the grant money for LIS went to projects with a behavioral science emphasis. “In this arena, where we had people from many different disciplines, behavioral scientists did very well in the competition,” he said. “I think that the foundation, in formulating this program, recognized that behavioral science was at the core of it. If you are trying to understand the nature of behavior and intelligence, then behavioral science has to be at the center of that.”

APS Charter Member Arthur Graesser, of the University of Memphis is leading one of the LIS projects, Simulating Tutors with Natural Dialogue and Pedagogical Strategies. Graesser, along with researchers Roger Kreuz, William Marks, Stanley Franklin, and Max Garzon, are building an automated computer tutor that, Graesser says, will fit the constraints of good pedagogy and good pragmatics. He added that the research will advance existing theories of discourse processing, a field that uses the scientific method to investigate text comprehension, patterns in oral conversation, and communication systems.

“This grant constitutes one of the historical events in the cognitive science program (the Institute for Intelligent Systems) at the University of Memphis,” said Graesser. “It will intensify the existing interdisciplinary efforts of the discourse psychologists, computer scientists, and educational psychologists at our university. Behavioral scientists, including those studying cognition, discourse, emotion, and so forth, have always had to struggle much harder for their funding than researchers in the sister disciplines in the cognitive sciences, such as computer science, biological sciences, neuroscience. The methodology and the writing have always had to be much more rigorous for the behavioral scientists because of the parameters of the competition. There is much to be learned about learning and intelligence in the behavioral sciences.”

The University of Illinois Beckman Institute’s Brian Ross, who is the principal investigator on An Integrated Approach to Concept Learning in Humans and Machines, said that, given the many different directorates that supplied funding, he was pleasantly surprised that so many LIS projects had a strong behavioral component.

“I did think that behavioral science would be a main focus of the research, but I was surprised at the extent to which funded projects have a behavioral science base,” he said. “It is exciting to have a grant that promotes collaborations, not just with psychologists in my area, including Gregory Murphy and Karl Rosen gren, but with computer scientists doing related work, including Gerald DeJong and Leonard Pitt.”

The multidisciplinary aspects of the LIS program was an aspect that pleased researchers, many of whom said that...
multidisciplinary research often results in riskier and left-of-center proposals. Graesser said the interdisciplinary slant was necessary, "because much of the past NSF funding in the behavioral sciences [in learning and intelligence] has focused on a narrow set of paradigms."

"The crucial thing about the LIS program is not so much that it focused on behavioral science per se, but that it focused on riskier approaches to interdisciplinary work, which included the behavioral sciences," added APS Member and Brown University researcher Michael Tarr, who is involved in two research projects funded through the LIS program. "For the kinds of things that many people are working on, for instance, in the cognitive or brain science or artificial intelligence, interdisciplinary work is critical and often it is not favorably looked upon by the funding agencies because it is perceived as riskier. The great thing about LIS is that it was willing to fund riskier, to be on the cutting edge, and be creative rather than going for the straight incremental work that is usually funded by the agencies."

Steven Greenberg, of the International Computer Science Institute at the University of California-Berkeley, is the principal investigator on one of the projects that received an LIS grant.

The project, called From Sounding to Meaning, integrates techniques and concepts from psychology, neuroscience, linguistics, statistics, computer science, and electrical engineering into a coherent theoretical framework for understanding spoken language by systematic investigation of the role played by time at various levels of the perceptual chain.

"My colleagues [David Poeppel, Christopher Schreiner and Lokendra Shastri] and I were both delighted and surprised to receive one of the LIS awards," said Greenberg. "We focused in our application on what we truly felt would be a useful set of experiments to conduct for understanding in greater depth and detail how the brain proceeds from sound to meaning in the processing of spoken language. Quite frankly, we didn't believe there was much chance of receiving an award. I even joked with my colleagues that in the event we actually received one of the awards, I would file a letter of protest with NSF since what we are proposing to do is certainly novel and of high risk," added Greenberg.

Next year, as part of the new KDI program at NSF, the LIS grants will be administered similarly to the 1997 grants.

"KDI is a new project and LIS is the first element of it, even though LIS was run as a separate program last year," said McCloskey. "LIS is going to be one component of KDI. The idea in KDI is that the advances that have been made in computer power—both hardware and software—as well as advances in understanding learning and intelligence, bring us to a point where we can do a lot more to take advantage of these advances. For example, one element of KDI is going to be computational challenges and this is going to cover work that is attacking very complex computational problems that were previously intractable but that may be now tractable as a result of more computer power. In the psychology area, that may involve things like complex unknown network simulations."

While the details are still being worked out, McCloskey, who will continue to be involved in the program, says that the funding mechanism will essentially remain the same. "KDI is going to have a single budget that is going to cover the three components of it so there is not going to be a specific number of dollars allocated specifically to LIS. But I expect that the amount spent of LIS projects in 1998 will be about the same amount as last year." Elizabeth Ruksznis

---

**APS At Your Service**

Do you have questions about:

- your membership?
  Contact mburke@aps.washington.du us or 202-783-2077 x. 3025

- the APS Convention?
  Contact mweiner@aps.washington.du us or 202-783-2077 x. 3017

- advertising job opportunities in the APS Observer?
  Contact kbourke@aps.washington.du us or 202-783-2077 x. 3028

- stories in the APS Observer?
  Contact ewr@aps.washington.du us or 202-783-2077 x. 3022

- song lyrics of the '60s?
  Contact akraut@aps.washington.du us or 202-783-2077 x. 3011

The American Psychological Society
1010 Vermont Ave., NW • Suite 1100 • Washington, DC 20005-4907
(t) 202-783-2077 • (f) 202-783-2083 • aps@aps.washington.du us

---

**APS OBSERVER**
American Psychological Society

January 1998
Women’s Health Research Goes “Where No Man Has Gone Before”

ORWH Conference Develops Research Agenda for Next Century

They saying goes that behind every great man, there is a great woman. And for years, research—biomedical and behavioral—in women’s health followed the same model. Until now.

The relatively young (it was established by Congressional mandate in 1990) National Institutes of Health (NIH) Office of Research on Women’s Health (ORWH) recently convened several hundred members of the research, science, medical, and health care communities to take a look at where research on women’s health is and where it needs to go.

Behavioral and social sciences were represented in one of 14 working groups, but the impact and importance of the fields were apparent in almost every area the conference addressed. Recurring behavior-related themes included: how to get women to engage in healthful behaviors and preventive measures such as smoking cessation and exercise; recruiting and retaining women in clinical trials; encouraging women to adhere to treatment measures; and maintaining healthy behaviors once they are started.

U.S. Senator Barbara Mikulski (D-Md.) got to the heart of the matter when she told participants of the conference, titled Beyond Hunt Valley: Research on Women’s Health for the 21st Century, that it was time to look at that women’s health not organ by organ, but with respect to the lifestyles, needs, and challenges of women in today’s society. In this spirit, she included a specific call for more behavioral research in this arena.

“Most of the risk factors that threaten women’s health are behavioral in nature. The research that we have now is downright skimpy,” she said, and told the Observer that she was looking for recommendations and advice from behavioral scientists and practitioners regarding what research is needed in the field of women’s health research. “We need to look at behavior and how it fully affects our well-being. And we need to hear from you,” she added.

Mikulski’s call-to-arms was a fitting kick-off to what was to be one of the most comprehensive convocations ever to examine the state of women’s health research. The conference, held in Bethesda, Md., in November, was sponsored by the ORWH, the Task Force on the NIH Women’s Health Research Agenda for the 21st Century, and the NIH Advisory Committee on Research on Women’s Health (ACRWH). It was the culmination of a series of meetings held to explore just what the research agenda in the field should be. The title of the conference: Beyond Hunt Valley, referred to the Hunt Valley, Md., location of a meeting in 1991 that was convened to assess the state of the science and to develop a research agenda in women’s health for the coming decade. Beyond Hunt Valley is meant to take the science and research even farther.

“Progress has been made in establishing women’s health research as an integral part of the fabric of NIH Progress,” said ORWH Director Vivian Pinn. “But with progress comes new questions, a need for assessment, and a consideration of new priorities and a revitalized agenda. Over the past six years, the national agenda on women’s health research has been shaped by certain underlying principles that must continue to inform our directions for the future. The ORWH has convened this series of meetings ... to facilitate the collaboration between representatives of the NIH community with the broader women’s health community to revisit our research agenda.”

Recommendating Behavioral Science

After a day of public testimony and a series of plenary addresses, the conference broke into 14 working groups, with topics including Behavioral and Social Sciences, Mental Disorders, and Neuroscience, in addition to biomedical areas such as Cancer, Digestive Diseases, and Reproductive Health. Each working group was charged with developing five recommendations for research initiatives in that particular field. The recommendations were to include a new framework for research priorities, ways of disseminating, implementing, and integrating research outcomes, and how these initiatives can best be accomplished.

“The approach that we took was to recognize that behavioral and social science issues have become increasingly important since the first Hunt Valley meeting,” said Virginia Cain, of the NIH Office of Behavioral and Social Sciences Research (OBSSR), who co-chaired the Behavioral and Social Sciences Working Group. “For that we are very pleased, but there are areas...
that continue to need emphasis and support from NIH and the ORWH. One of the areas that we felt was underdeveloped and that we felt could use some additional support is basic behavioral and social science research."

Cain, who worked at the ORWH before coming to OBSSR, listed some specific areas for further study, including: the adoption and maintenance of health behaviors, gender roles, culture, and social context.

The second area the group emphasized was the role of collaborative, multi-disciplinary research that incorporates behavioral and social sciences into biomedical and clinical studies. "We felt that there really needed to be an emphasis in undertaking that in nearly all areas: preventive factors, treatment, the maintenance of change, and the care giving experience," Cain said.

The group also made recommendations for methodological research. "Several areas are particularly important, such as developing innovative measures that really reflect women's lives. The kind of thing we are talking about here, for example, is the area of physical activity. Women's roles generally lead them to have different kinds of physical activities than men," said Cain.

"We need to include innovative data gathering strategies, including community based approaches and qualitative research so you get a better sense of what is going on in women's lives than you may be able to attain in some of the more traditional approaches."

Recruiting and retaining women in studies was a recurrent topic throughout the conference. Cain said that while there have been many interesting approaches that have been taken over the years, good methodological research would help determine which are the most effective approaches.

"We thought that funding and training was a particular need in this area and we wanted to focus on some specific funding issues," said Cain, outlining another recommendation. "We encourage NIH to incorporate behavioral and social components into a wide variety of studies much more broadly. There is special need for training for behavioral and social scientists who go to work in medical settings."

The final recommendation of the group was to develop special initiatives, specifically in regards to violence, physical activity and clinical trials of behavioral interventions.

**Mental Disorders: Thinking Outside of the Lines**
The Mental Disorders Working Group developed an overarching theme that guided their recommendations: "Mental disorders in women are inextricably linked to their own physical health and to the health and well-being of their families. Because women are often caregivers for their parents and children concurrently, a woman's mental disorder may affect two or three generations. Conversely, the burdens of women's multiple responsibilities often create stresses that can amplify mental disorders."

The group called for more research outside of the mental health clinic setting in the areas of basic science, assessment, and intervention research. "In the basic science area, there is a great need to better understand brain development," said M. Katherine Shear, a professor of psychiatry at the University of Pittsburgh. "An example of this basic science outreach would be sex differences in brain development in population studies. In assessment and intervention areas, we felt there was a need to study populations that are often not included in clinical studies and clinical trials, such as poor and minority women. We felt that there was a need to do such studies in sites outside of a mental health clinic such as jails, homeless shelters, primary care settings—places where we know mental disorders can be prominent."

The Mental Disorders Group also recommended: developing more novel treatments and outcomes as well as prevention studies in areas such as resilience, caregiver roles, and lifespan perspective; examining the effects of reproductive hormones across the lifespan; and continuing studies of disorders that are prevalent in women, including mood, anxiety, and eating disorders.

**It's Hormones**
The Neuroscience Working Group—co-chaired by Constance Arwell, of the National Institute of Neurological Disorders and Stroke, and Howard Kurtzman, of the National Institute of Mental Health, both APS Members, and Bruce McEwen, a professor in the Rockefeller University Laboratory of Neuroendocrinology—reached some conclusions that McEwen said might be startling.

"Virtually all components of the nervous system respond to gonadal hormones. Secondly, virtually all disorders involving the nervous system are affected in some way by gonadal hormones," said McEwen. "In both of these cases, I am referring not only to effects of hormones acutely but also to sex differences. This information has been accumulated for some time, but the recent interest in this whole topic..."
Psychology Is All in the Family

For several APS Members, searching for a career meant looking no further than home

(Ed. Note: This is the first in a series of articles on the family ties within the field of behavioral science. If you have any interesting stories or anecdotes, contact Kristen Bourke at kbourke@aps.washington.dc.us or 202-783-2077, x. 3028.)

This would be a fun study: what leads the children of scientific psychologists to follow in their parents’ (or other relatives’) footsteps? Or, to put it another way, are psychologists born or are they made?

The Observer talked to a number of APS Members with first-hand knowledge of this topic. Here is some anecdotal evidence.

Nature or Nurture?

“It did not seem to me at the time that my grandfather played a role in my decision to become a psychologist, nor even in selecting psychophysiology as a specialty,” said APS Member Francie Gabbay about her maternal grandfather, psychophysiologist R.C. Davis. Gabbay’s grandfather was one of the founding members of the Society for Psychophysiological Research.

“After all, he had died before I began thinking about a career. In retrospect, however, I think he had a strong influence on the path I took. Because of him and my experiences in the academic community in which he and my grandmother lived, I developed a sense of the academic life—least as it was then. My interest in human behavior, combined with that sense of science and academics, led me to the same career as he chose,” added Gabbay.

Much of Davis’s work reflected his concern with problems of measurement and instrumentation in that field. In particular, he pioneered techniques in the recording of the “galvanic skin response,” as well as the electrocardiogram, and electromyogram. Gabbay’s grandfather applied these techniques to a wide range of problems in psychology, including tests of theories of learning and motivation.

“Oddly, when I made the decision to major in psychology as a freshman in college, I do not recall having R.C. Davis in mind. I thought I wanted to become a social worker. It was at the end of my freshman year, having participated in several psychology experiments for academic credit, that I decided I wanted to do research,” recalled Gabbay. “It wasn’t until my second year of graduate school that I gravitated toward psychophysiology, at which point I began my training in [APS Charter Fellow] David Lykken’s lab in Minnesota,” she added.

APS Fellow and Board Member John Darley also comes from a family of psychologists. His parents met while in graduate school at the University of Minnesota. “My mother was then in what was called child welfare (human development) and my dad was a student in the regular psychology department,” said Darley. “My mother dealt largely with raising her own children. But once that was done, she took part time teaching jobs at nearby colleges. She really enjoyed it,” recalled Darley.

Darley speculates that the prejudice against women in the workforce kept his mother from pursuing an academic career. “She was clearly a person who really wanted to use her mind and I think it was a little frustrating for her to be relegated to a housewife position. There was an excellent mind there,” recalled Darley.

Darley’s father worked in vocational psychology. “Dad’s career was by and large at the University of Minnesota. During the war however, he went away. We lived for a year in Florida, near Camp Murphy. While he was there he worked on radar. He then joined the navy, thinking he would get closer to war but was instead shipped off to Washington, DC, to work in the Surgeon General’s group, essentially testing and trying to get people into the right occupations. Afterwards he returned to the University of Minnesota and was eventually asked to be the department chairman—which was absolutely thrilling for him,” reported Darley.

Darley said that to him, the academic life seemed a wonderful life. “During the time that the social psychology group formed under Kurt Lewin at the Massachusetts Institute of Technology and ended up at the University of Minnesota, Dad was the director of the lab where all of those people were. They were observing a millennial group, whose members had joined thinking that the world was going to come to an end. That work was the start of dissonance theory. The social psychology group was an enormously influential group and I thought that if I could ever figure out what a social psychologist was, it was probably what I wanted to be,” recalled Darley.

With all of the excitement going around Darley, his parents wanted to be sure this was the right career path for him. “They wanted to be very sure that this was what I wanted to do as opposed to what you may automatically answer when someone asks you what you want to do,” said Darley. “But they did have some sense that it was right. In the end, they were terribly thrilled. It is a kind of confirmation of the importance of the things you do when the next generation decides to do it.”

APS Member Joshua Aronson decided to go into the field his father Elliot chose after seeing the rewards of his father’s work. “My current research represents the confluence of several of my abiding theoretical interests, but the sense of mission underlying it was born in the boys’ room at Murchison Jr. High School in Austin, Texas. It was in that boys’ room that I first felt the injustice of the American school
system for minorities. At the time, though, it seemed that the target of the injustice was me. Groups of blacks and Chicanos used to congregate there, just waiting, it seemed, for a guy like me to come along to push up against the wall, slap around, shake down for lunch money—to terrorize. The classroom was another story altogether. They were virtually invisible. You never heard a peep out of them. It was only much later when I realized how frightened and demoralized they were in class that I understood the anger that I caught the brunt of,” recalled Aronson.

“We were it not for my parents, I might have become as much of a racist as many of my white schoolmates. They helped me understand the unfairness that was making school such a dangerous place at the time—how the boys’ room terrorists were only trying to compensate for the psychological beating they were taking while the rest of us were getting an education,” said Aronson.

Joshua’s father, APS Charter Fellow Elliot Aronson, who was teaching psychology at the University of Texas at the time, was asked by the school district to study methods of reducing the racial tension.

“I was only vaguely aware of this research at the time, but later—many years after he wrote The Jigsaw Classroom (a description of his program of cooperative learning)—that work affected me profoundly,” said Joshua.

“I read a letter he received from a Hispanic college student who had been fieldtesting the Jigsaw method in a class that had adopted it permanently. His letter said that he had just been accepted to Harvard Law School, that as a child he had been considered stupid until the Jigsaw technique was instituted in his school, and that, as far as he was concerned, my father had saved his life. I’ll never forget the mixture of pride, hope, and sadness I felt. I thought of all the minority kids I had gone to school with who weren’t so lucky, about the potential that was being needlessly wasted. I also thought about my own career. It seemed to me that few things one could do with one’s life could be either as important or as satisfying as helping people reach their potential,” reflected Aronson.

After this experience, Joshua decided to be a clinical psychologist. After taking an experimental methodology course he became hooked on science. “I loved coming up with hypotheses about the how people’s minds work, and loved devising ways of testing them. Experimental psychology satisfied the urge for answers to questions in a way that clinical psychology could not,” recalled Aronson.

“My family undoubtedly instilled in me the highest regard for academic excellence. However, there was never any expectation that I would go into academia, and certainly not into psychology. I was, in fact, rather oblivious to my parents’ occupation while growing up,” recalls APS Student Affiliate Kevin M. Carlsmith, now a second year graduate student at Princeton University. “I recall very clearly calling my mother part way through my first semester in college with the astonishing news that my father was cited in my introductory to psychology textbook. It had never really occurred to me that he was more than a teacher for the older kids,” explained Carlsmith.

Carlsmith is the son of J. Merrill and Lyn K. Carlsmith. Merrill, who passed away in 1984, was a prominent social psychologist who is most often identified with the research on cognitive dissonance and, to a lesser extent, his statistical abilities. He did his undergraduate work at Stanford University and did his senior thesis with Leon Festinger. This project became the famous “Festinger & Carlsmith (1959) paper on forced compliance.

Carlsmith’s mother Lyn earned her bachelor’s degree in international relations, and her master’s degree in psychology, from Stanford. She earned a PhD from Harvard in social relations under John Whiting. Her dissertation involved a longitudinal study of the effects of early childhood paternal absence on subsequent academic performance. She is currently a senior lecturer in social psychology at Stanford.

Carlsmith’s lineage does not stop there. “My father’s aunt was Pauline Sears, a noted personality and developmental psychologist. She married Robert Sears, an even more noted professor of psychology. Their son is [APS Member] David O. Sears, a professor of social and political psychology at UCLA,” said Carlsmith.

Let’s take a trip to the lab!

Finding subjects for your experiments is not always an easy task. But when you can use family members, your research can make for some interesting memories for them later in life, as was the case for Gabbay, Carlsmith, and Darley.

“I recall, going to the lab with my grandfather one morning, having not been permitted to eat breakfast first. After having electrodes attached to my abdomen, I watched a light that was to turn green just before he brought in a doughnut,” said Gabbay.

Gabbay also recalls some funny stories about her grandfather. “When my mother was small, someone asked her what her father did, and she replied, ‘(he) puts his feet on the desk and thinks!’”

To the best of Carlsmith’s knowledge, he was never used in his parents’ research, “[though] it certainly seems likely that I became an unknowing pilot subject for some of my father’s experimental work with children,” said Carlsmith. “I recall clearly when my parents invited some students over for a barbecue dinner and one of my mother’s students met me and said, ‘Oh, so YOU’RE the one who used to feign headaches to miss school’... I was mortified,” recalled Carlsmith.

For Darley, a picture is worth more than a thousand words. “When we lived in Washington, DC, I must have been in either first or second
New Staff at APS

APS Welcomes...

Marshella Willis is Communications and Meetings Secretary

APS is pleased to welcome Marshella Willis, who joined the office in October in the new position of Secretary to the Communications and Meetings departments. In this position, Marshella will support both departments in a variety of ways including everything from correspondence and data entry to editorial and marketing assistance. As a contact person for both departments, Marshella will be answering questions regarding the annual APS convention as well as Observer advertising deadlines.

Marshella has recently relocated to the Washington, DC-area from Detroit, where she worked for the past five years at Health Alliance Plan, a health maintenance organization (HMO). Originally joining Health Alliance Plan as a utilization review clerk, a position in which she processed records and maintained mailing databases, she moved up to the position of Clerical Support Liaison, in which she processed referrals, analyzed records, and reviewed claims. Her most recent position at the HMO was Medical Analyst, in which she processed, appraised, and prepared medical records for various purposes and worked with doctors and hospitals to ensure payment.

Marshella, who counts reading among her hobbies, has a nine-year-old daughter and says she is excited about her new position at APS and is looking forward to getting to know its members.

ORWH FROM PAGE 15

has really been galvanized by the recent evidence of the possible neural protective effects of estrogen replacement therapy on Alzheimer’s disease. So this situation of awareness in the scientific community and in the public in general creates opportunities but it also creates needs, which are the basis for recommendations.” which included:

- raising awareness through training, research design, and peer review, in the neuroscience research community about the importance of sex difference and hormonal influences on all aspects of brain function;
- increasing research on basic mechanisms to develop better prevention and treatment strategies;
- paying more attention to the lifespan issues, developmental stages, and hormonal states in females and males;
- looking at the neurobiology of interactions of gender and gonadal hormones with endocrine, immune, and other systems and disorders; and
- examining the impact of the social and physical environment on neural development and function.

What’s Next

“What we hope to do with the recommendations we have received is to put together a research agenda to update the one we have had since 1991,” said Pinn. “But that was a document we used to guide us until we thought it was time to review the progress we have made since then and look forward.”

Pinn said that the recommendations proffered by the working groups would go to the Task Force on the NIH Women’s Health Research Agenda for the 21st Century. A report based on this meeting is expected to be available sometime next year. (Researchers interested in obtaining reports from the previous agenda-setting meetings, or any other information about the ORWH, can contact the ORWH office at 301-402-1770.)

“One of the most important mandates of the ORWH is to suggest where the most truthful paths for new investigation lie and to identify the gaps in our knowledge about women’s health,” said Marianne Legato, a professor of clinical medicine at Columbia University and co-chair of the conference. “A very ambitious document was constructed in 1991 about the state of our knowledge then about women. The last six years has seen an explosion of information and new technologies. The concept of woman as more than pelvis and the diseases that afflict her as more than diseases of the reproductive system has been developing steadily and I think that now we are recommending a multidisciplinary approach to the entire woman.”

Elizabeth Ruksznis
ABOUT FACE
Jonathan Cole
"As a physician and neurologist, Jonathan Cole considers every aspect of the human face—its evolution; its exquisite delicacy of musculature and neural control; its capacity to transmit every feeling, intention, mood, state of mind; its crucial role in making contact, establishing identity and relationships; and the dire effects if any of these are defective or break down. About Face is a remarkable book, the first comprehensive exploration of the face, and a fascinating one, which combines the clinical and the human, the biological and the cultural, in an altogether original way." — Oliver Sacks
A Bradford Book • 256 pp., 13 illus. $25

ZEN AND THE BRAIN
Toward an Understanding of Meditation and Consciousness
James H. Austin, M.D.
"In this monumental work, the author marshals the evidence from neuroscience to help clarify which brain mechanisms underlie the subjective states of Zen, and employs Zen to 'illuminate' how the brain 'works' in various states of consciousness. By 'monumental' I refer not merely to the size but to the breadth and depth of coverage of the book." — George Adelman, Editor of The Encyclopedia of Neuroscience
896 pp., 18 illus. $40

SOURCES OF POWER
How People Make Decisions
Gary Klein
This book is based on observations of humans acting under such real-life constraints as time pressure, high stakes, personal responsibility, and shifting conditions, presenting an overview of the research approach of naturalistic decision making and expanding our knowledge of the strengths people bring to difficult tasks.
338 pp., 22 illus. $40

THE TWO SIDES OF PERCEPTION
Richard B. Ivry and Lynn C. Robertson
"This book offers a fresh approach to the issue of hemispheric asymmetries in visual and auditory perception. It provides an integrative review of a previously fragmented literature, and proposes a bold new theory. While this theory will undoubtedly provoke some controversy, it has the great virtue of being very explicit and testable." — Jon Driver, University College, London
Cognitive Neurosciences series • A Bradford Book • 360 pp., 107 illus. $55

CHILDREN WITH SPECIFIC LANGUAGE IMPAIRMENT
Laurence B. Leonard
"This book is a tour de force. I would expect the book to quickly become a classic reference in the field. It is extremely up-to-date, helped in part by the fact that Dr. Leonard is the author of some of the best research on the topic." — Erika Hoff/Ginsberg, Florida Atlantic University
Language, Speech, and Communication series. A Bradford Book • 344 pp., 31 illus. $60

WHY SO SLOW?
The Advancement of Women
Virginia Valian
"Virginia Valian has made distinguished contributions to the science of language acquisition, and here she turns her analytical eye to another challenging problem—how the human capacity for categorization affects the perception and status of women. Why So Slow? is comprehensive, skillful, and well-written. It is an important advance and an indispensable resource." — Steven Pinker, MIT, author of The Language Instinct and How the Mind Works
606 pp., 23 illus. $30

Original in Paperback
KNOWLEDGE, CONCEPTS, AND CATEGORIES
edited by Koen Lamberts and David Shanks
Knowledge, concepts, and categories are the major topics in the study of how the mind represents information. This book presents key conclusions from across different subfields of cognitive psychology, including developmental psychology, formal modeling, neuropsychology, and philosophy.
Studies in Cognition series • 384 pp. $30

SPECIES OF MIND
The Philosophy and Biology of Cognitive Ethology
Colin Allen and Marc Bekoff
"Bekoff and Allen have combined to produce the first volume that brings together the conceptual and the empirical issues in the study of animal cognition. More than that, the philosophical sophistication and the scientific information of this work should enable Species of Mind to set the agenda at the intersection of philosophy and cognitive ethology for a long time." — Alex Rosenberg, University of Georgia
A Bradford Book • 280 pp., 9 illus. $35

Now in Paperback
NATURALIZING THE MIND
Fred Dretske
Develops a representational theory of the qualitative, the phenomenal, the what-it's-like aspects of the mind that have defied traditional forms of naturalism. Combined with an evolutionary account of sensory representation, the result is a completely naturalistic account of phenomenal consciousness.
Jean Nicod series • A Bradford Book 224 pp. $12.50 paper

To order call 800-356-0343 (US & Canada) or (617) 625-8569. Prices higher outside U.S. and subject to change without notice.

http://mitpress.mit.edu
An APS Founding Father Looks Back

APS's First Past-President, Charles Keisler, Reflects on the First Days of APS

Demanding Satisfaction
APS was born out of the dissatisfaction of the full range of academics and scientists at the American Psychological Association (APA)—just how they were being treated by APA. It was also important to behavioral scientists that when people in Washington and around the country thought of psychology, they understood how important science was. Another great concern we had in establishing APS was that it not be simply self-serving. There was a concern in the heart of scientists that APA was self-serving and our people felt that we needed to be more in the public interest.

Presidents and Past-Presidents
It was exciting when we were doing this. I was asked to be president of the Assembly of Scientific and Applied Psychologists (ASAP)—the group that eventually became APS and when ASAP became APS, I became the first past president of APS without ever having "officially" been its president. People came to me talking about being a candidate to lead this effort. They wanted someone who could handle themselves in public and do well in public debate. They wanted someone whose name was recognizable and who was well respected for being honest and not grinding their own ax. And they wanted someone who was tough and who wouldn't really be disturbed by a lot of personal attacks. I guess they thought I would do.

Love-Fest
When ASAP became APS, people really rallied around it—partly because it was just a good idea whose time had come. Membership exploded. We had many more people than we expected at that first APS meeting—enough so that we had to move to a larger hotel. The first APS national meeting was what I call a love-fest. Psychological scientists are a tough bunch of guys. There is nothing they love more than to have a good argument, preferably in public. But this was a big touchy-feely thing by people who had never done touchy-feely before. Everyone took such pride in what they created and in the fact that it actually had been created. What made me so proud of this field was not just to have people come out with such a strong statement on behalf of science, but also on behalf of the value of being in the public interest. There was never any problem about asking people about being a candidate for the board or to serve on committees, and whomever we asked was glad to be asked and glad to do it.

Where Are We Now
I think APS is seen as one of principal powers in science in Washington and I think it has an extremely positive reputation on the Hill, with other organizations, and with federal agencies. The Human Capital Initiative (HCl) is a good example of APS in action. It starts with a public problem that is recognized by agencies and by congress. It looks at where research is now and where it needs to go and it features it in a way in which psychology plays an intimate role. The HCl effort has gotten strong praise from everybody.

Double Impact
The spirit of APS is still there after ten years. APS has also had a very positive affect on how APA has treated science. I think the minute membership starting exploding at APS, there was immediately more power given to science at APA. So APS has had a double impact. The mere existence of APS forced a lot of that to change. I think APS is a marvelous success.
People

Recent Appointments, Awards, Promotions...

APS Member Aaron T. Beck, university professor emeritus of Psychiatry at the University of Pennsylvania Medical Center and president of The Beck Institute for Cognitive Therapy and Research in Bala Cynwyd, Pennsylvania, received the Cummings PSYCHE Award on September 22, 1997. The lifetime achievement award is given to a nationally distinguished behavioral healthcare professional who has made significant contributions to the theory and practice of efficient psychotherapy and behavioral health services. The Nicholas & Dorothy Cummings Foundation, in cooperation with the Institute for Behavioral Healthcare, honored Beck as “one of the major figures of the 20th-century psychotherapy.” The award, consisting of $50,000 and a bronze statue of the Greek goddess Psyche, was presented to Beck for his “significant and enduring contributions, which have reshaped the fields of psychiatry, psychology, social work and behavioral health.” Beck pioneered cognitive therapy as an effective course of treatment for a wide array of psychological disorders, including depression, anxiety, obsessions and compulsions, phobias and self-defeating behaviors. In 1975, he founded the Center for Cognitive Therapy, a world-renowned facility at the University of Pennsylvania.

APS Members Mihaly Csikszentmihalyi, of the University of Chicago, and Elizabeth Spelke, of the Massachusetts Institute of Technology, were recently inducted into the American Academy of Arts and Sciences. Each year, the Fellows of the academy elect individuals who have made significant contributions to knowledge and culture. The academy membership consists of approximately 3300 Fellows, elected from citizens or residents of the United States, and 550 foreign honorary members, elected from citizens or residents of foreign countries.

APS Member Stefan E. Hormuth was elected University President by the council of the Justus-Liebig University Giessen. The election is for a six-year term. Hormuth received his PhD from the University of Texas at Austin. He was a post-doctoral fellow at Northwestern University, and then held faculty positions in Germany at the University of Heidelberg and the University of Giessen and is currently Professor of Social Psychology at the Technical University of Dresden.

APS Fellow Michael Knox, was named a Distinguished Services Professor at the University of South Florida (USF), making him one of only 12 faculty members in the history of the institution to receive the honor. The title was confirmed at an Honors Convocation in Tampa in November. Knox earned his PhD in psychology in 1972 from the University of Michigan, and joined the USF faculty in 1986, after having taught and worked in Michigan, Virginia and West Virginia for the intervening 12 years. He is the Director of the USF Center for HIV Education and Research, which he founded in 1988. He holds joint faculty appointments as a professor in the Department of Community Mental Health and as a professor of medicine in the Department of Internal Medicine. He is currently the chairman of the Advisory Council of Faculty Senate for the 10-institution Florida State System. For the past two years, he has served as president of the USF Faculty Senate, and from 1985 to 1996, he was chair of the USF Department of Community Health at the Louis de la Parte Florida Mental Health Institute.

APS Member Albert A. Maisto, professor of psychology at the University of North Carolina at Charlotte, and APS Fellow Christina Maslach, a professor of psychology at the University of California at Berkeley, were honored by the Carnegie Foundation for Advancement of Teaching as “Professor of the Year.” Maisto was recognized as the outstanding professor at master’s institutions. Maslach was named outstanding professor at research institutions.

APS Member Zenon W. Pylyshyn, Director of Rutgers University Center for Cognitive Science, has been elected a fellow of the Academy of Humanities and Social Sciences of the Royal Society of Canada. This is Canada’s senior body of eminent scientists and scholars. Fellowship in the Royal Society is Canada’s foremost academic accolade. Pylyshyn was honored for his contributions to the establishment of the field of cognitive science. He is a Fellow of both the Canadian Psychological Association and the American Association for Artificial Intelligence—the only person to have held this joint honor. He has published six books and more than 50 journal articles and currently serves on the editorial boards of eight international scientific journals.

People News Welcomed . . .

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

Garrett L. Berman, Roger Williams Univ., San Francisco Examiner, Nov. 16, 1997: Unabomber defense finding it difficult to find jurors


Ester Buchholz, New York Univ., First for Women, Dec. 1, 1997: How much privacy does one need?


Mihaly Csikszentmihalyi, Univ. of Chicago, Chronicle of Higher Education, Oct. 17, 1997: Induction into American Academy of Arts and Sciences

James M. Dabbs, Georgia State Univ., The Washington Post, Nov. 17, 1997: Study of testosterone levels in trial lawyers to determine whether their aggressive bent is a matter of culture or biology

Howard S. Friedman, Univ. of California-Riverside, Self, November 1997: The relationship between a given personality trait and a disease

Avery Gilbert, Olfactory Research Fund, Self, November 1997: Aroma zones


John Gottman, Univ. of Washington, Good Housekeeping, February 1997: When kids get lost in the crowd; Men's Fitness, November 1997: Martial quarrels


Janice Juraska, Univ. of Illinois, The Los Angeles Times, Oct. 23, 1997: Sexual behavior altering the brain

Peter Jurszycz, Johns Hopkins Univ., Science, September 26, 1997: Infants' memory for spoken words


Leon Kamin, Northeastern Univ., Science, Nov. 21, 1997: Social and environmental treatment of fraternal and identical twins

Deborah A. Kashy, Texas A&M Univ., Self, November 1997: The truth about lying

Eric Klinger, Univ. of Minnesota, The Washington Post, Nov. 11, 1997: Daydreams


Ellen J. Langer, Harvard Univ., Good Housekeeping, May 1997: Losing things


Gayla Margolin, Univ. of Southern California, The Los Angeles Times, Aug. 31, 1997: Effect on children when parents fight constantly


Kevin McKillop, Washington College, Shape, December 1997: Risks and benefits of confession

Andy Meltzoff, Univ. of Washington, Chicago Tribune, Boston Globe, Des Moines Register, Minneapolis Star Tribune, Oct. 29, 1997: The nature of memory and its development in preverbal infants and young children

Randolf M. Nesse, Univ. of Michigan, Science, Oct. 3, 1997: Psychoactive drug use in evolutionary perspective

Anthony Phillips, Univ. of British Columbia, Science, Oct. 3, 1997: Dopamine as a reward transmitter


Daniel Schacter, Harvard Univ., Good Housekeeping, May 1997: Losing things

Mark Seidenberg, Univ. of Southern California-Los Angeles, The New York Times, Nov. 4, 1997: Genetics versus environment in brain research


Elizabeth Spelke, Massachusetts Institute of Technology, Chronicle of Higher Education, Oct. 17, 1997: Induction into American Academy of Arts and Sciences

Roni Tower, Yale Univ., The Washington Post, Nov. 11, 1997: Daydreams


Kimberly Young, Univ. of Pittsburgh, Health, Nov/Dec. 1997: Internet addiction

---

**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 vitae.
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 the annual convention, 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)

(email)

---

Members in the News

Send your media sitings to:

APS Observer

Members in the News

1010 Vermont Ave., NW, Ste. 1100

Washington, DC 20005

fax: 202-783-2063

Kbourne@aps.washingtondc.us

---

APs Observer

American Psychological Society

January 1998
Teaching Tips

TEACHING TIPS provides the latest in practical advice on the teaching of psychology. TEACHING TIPS is aimed at current and future faculty of two- and four-year colleges and universities. Complementing the Annual APS Institute on the Teaching of Psychology, TEACHING TIPS will inform teachers about the content, methods, and profession of teaching. Chief editor Baron Perlman and Co-editors Lee McCann and Susan McFadden, all of the University of Wisconsin-Oshkosh, welcome your comments and suggestions.

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

Self-Knowledge of a Job Well Done: Reflections on a Teacher’s Self-Appraisal

Stanford C. Erickson
University of Michigan

Since the time of Socrates, great teachers have held true to their distinctive selves; to know thyself continues as a good rule for the rest of us. Institutional awards for good teaching may yield money in the bank and a quick fix to self-esteem but, over the long haul, self-knowledge of a job well done is the more lasting reward for the career teacher. Self-appraisal, however, can drift into self-deception if not guided by a clear conception of what good teachers do and the ideas that influence their thinking and action.

This article is a summary of teaching concepts given emphasis over the years. I hope it confirms to teachers that they have the ability and standards necessary to examine their own interaction with students.

About good teaching, opinions differ. Two self-serving opinions stay in memory: My job is to give students the opportunity to observe the scholarly mind at work; and My responsibility is to teach the subject matter; if students don't want to learn, that's their problem. Show-and-tell stories about instructional events and polemics about the art of teaching make easy reading, but college teachers are better served by having access to conceptual information about how to help students learn, remember, and form lasting values.

From the beginning of pedagogical time, teachers have learned about teaching from their own teachers. Plato learned from Socrates and these two demonstrate, well enough, that good teaching is not a new invention. One hundred years of scientific analysis has sharpened our understanding of what does and does not work in the classroom; but dramatic new findings about the interchange among the teacher, the student, and the book are not likely. Over the centuries, good teachers have, in their own way, discovered such basic principles as the effects of reward and punishment, and that students learn what they care about and remember what they understand. In comparison, most rules of teaching are secondary.

Books, films and computers have speeded and expanded access to information but the in-head machinery for processing same remains steady from grandparents to children and to grandchildren. Biological evolution has not had enough time to change how the brain works. Students learning to navigate cyberspace are perceiving learning, and remembering in about the same way as did students who survived the saber-tooth tiger curriculum. The task for the teacher, then as now, is to recognize and direct the use of basic conditions for learning.

The Smooth and the Zig Zag Curves of Learning

The smooth curves carry nomothetic messages about general conditions for learning while the zig zag curves mark the idiosyncratic progress of the individual student. The professional teacher works at the interface between the abstract and the concrete, between general laws of learning and the instructional realities. As the cook in charge of a kitchen, the teacher draws on principles of pedagogical nutrition which must then be modified and adapted to meet the special requirements of the subject matter, the characteristics of the students and the teacher's own distinctive self.

The pressures of instructional mass-production notwithstanding, the individual teacher and the individual student are still the de facto units of instruction. This educational reality is intrinsic for helping stu-
students learn and store information, skills, and values in long-term memory. By voice, print, and good intentions, I have been preaching about this kind of teaching for more than 30 years and my scripture was derived from what the science of psychology has had to say about motivation, learning, memory, and thinking as extended to the classroom.

To admonish and exhort about better teaching barely ripples the course of instructional events and teachers report that books tell me more than I want to know about instruction. The message is clear: teaching is a thoroughly personal engagement and this privacy is respected and, by campus common law, well guarded by fellow teachers. Thus, self-appraisal remains as a voice frequently heard and individual teachers will agree with material from these guides in terms of their own distinctive selves and habits for managing the classroom hour.

Five Guidelines for Self-Appraisal

Course Content: Insofar as the teacher controls course content, the first measure of good teaching is the quality of knowledge students carry away when the course is over. Students are able to adapt to less-than-exciting modes of teaching, but compensatory mechanisms are not available for what should have been taught but was not. They place their trust in a teacher’s decisions about course content and the only instructional sin greater than teaching obsolete, irrelevant, or trivial information is to test and grade students about such stuff.

Books and computers are powerful technological aids for the delivery of course content but the classic question remains: What knowledge will be worth a student’s knowing five or ten years hence? Value judgments of this order call for a touch of prophetic vision which is helped along by listening to what discipline colleagues have to say and by reading about intra- and interdisciplinary developments. In one form or another, relevance continues to be a legitimate challenge to the substance of a course of study.

The Motivation to Learn: In any year and any language, May I have your attention please? triggers the start of the learning process. Teaching draws a blank in the absence of student interest and good teachers enhance this interest without even thinking motivation. Successful teachers are working demonstrations of a single sweeping principle: enthusiasm for the job at hand. Enthusiasm does more to counter student apathy and indifference than do contrived efforts to attack motivation directly, that is, showmanship, entertainment, or threats of a low grade. If the instructor is indifferent, negative, and simply going though the mechanisms of doing a job, students will sense this flat motivational climate and respond in kind.

Enthusiasm is contagious. By precept and example, teachers perform a dual role: presenting information and indicating its worth. Enthusiasm can be wild, charismatic, and spellbinding but it can also be soft, quiet, and low key. The earthworm professor is my favorite exemplar: Professor Jones truly enjoyed teaching but was totally oblivious to matters of instructional technique, classroom style, and laws of learning. What he did have was a deep, abiding and visible enthusiasm for the structure and function of the earthworm and the wonders of its emerging synaptic nervous system. Students soon took unto themselves the motivational intensity for understanding more about this small part of the biological world.

The earthworm professor is, for most of us, a more likely model than the spellbinding, charismatic, preacher-teacher in the classroom. Low-key teachers may not win prizes, but their quiet enthusiasm for the interchange with students about a subject they love has a powerful impact on what students learn. Enthusiasm is one of the more significant dimensions of a teacher’s distinctive self.

Enthusiasm for intellectual curiosity. Intellectual curiosity is on display when the teacher probes the ambiguities within the discipline and questions, out loud, one’s own understanding. As a matter of fact, students give closer attention to a lecture involving questions and conflicting issues than to a recital of neatly encapsulated facts, rules, and conclusions.

Fear of failure may be a handy tool for prodding students into line but, as a steady diet, negative motivation is educationally weak. To find students working at their cognitive best, look past the grading system and observe the excitement that comes when students sense they understand what they had set out to study. The hour-after-hour fixation of students at their computers confirms, again, the holding and rewarding power of informational curiosity. When it comes to motivation, the Eureka experience is hard to beat.

Teaching To Remember: On-the-job training is learning today for use today, but college students learn today for remembering tomorrow and, thus, the essence of teaching is defined: to help students store information for retrieval in later courses and in times and places beyond graduation. This is more easily said than done. One classical view, the Doctrine of Formal Discipline, defended the belief that hard mental effort, as in the study of Latin and Mathematics, strengthens the faculties (muscles) of the mind, e.g., reasoning and memory. Today, the instructional line is straightforward and to the point: what students study is what students learn, i.e., what students understand is what they remember.

The motivation to remember. Motivation directs the course of memory. Will this be on the next test? A Yes immediately directs student attention (motivation) to what information needs to be remembered. On a more lasting level, the college experience creates and shapes attitudes and values as motivational patterns that may last a lifetime. These well-rooted motives have a selective influence on what information will move into long-term memory and in the retrieval of same. The heart, as it were, tells the brain what to learn and to remember.

See Teaching Tips on next page
TEACHING TIPS FROM PREVIOUS PAGE

Teaching to remember means hard work for the student. The sunburn theory of instruction says to sit quietly and look interested while the teacher shines the light of knowledge on your face. This is wishful thinking and a reality check will show that to study at the kitchen table is more productive than propped on pillows in bed. A mild degree of muscle tension helps the information go down.

Active participation is intrinsic to learning and students working at a laboratory bench, in a clinical setting, or in a discussion group, generate more learning than does passively listening to the talking teacher or gazing at a film. Writing is an established resource for helping students to remember; putting things in black-and-white seems to generate a file copy in the writer’s long-term memory. The fact that writing involves the student’s own understanding and thinking, and modes of expression may account for the memory benefits of this form of active participation.

For many students overlearning is a dreary term, and society does better with practice makes perfect. Bicycle riding is overlearned and this skill lasts a lifetime, as does knowing how to add, subtract, and multiply. The principle of overlearning applies across the curricular board—and beyond, The longer I live, the more convinced I am that (such-and-such) is true. To rehearse and review a unit of information beyond threshold levels of understanding is to generate a stronger fix in long-term memory. Contemplation may be a quiet form of rehearsal but memories are made stronger by writing 50 repetitions of a correctly spelled word or a rule of behavior—as I recall.

Learning to Manage Concepts:
Teaching students how to think is too grand a topic for these few pages but to examine concept learning is more than a substitute. We live in a wordy world and students will be engaged with semantic distinctions for the rest of their lives. Understanding what abstract words do and do not mean taps the peak intellectual strength of students, that is, their ability to manage ideas that go beyond the limitations of time and space. The ability to memorize is a weak second. A teacher can feel that the job is well done when students demonstrate they comprehend the important ideas (concepts) in the course.

Concept learning. The basic task is to recognize the common features in otherwise different instances—to link an array of independent events into a meaningful unit. Dog and cat are easy concepts but extra study is needed to understand how the principles in the Bill of Rights apply to the religious right, the political left and to everyone in between.

Using example after example, the teacher places positive (or negative) instances within the frame of reference of the target concept (the negatives help define a conceptual boundary). The concept of reinforcement, for example, takes on depth and breath with material from Pavlov, Skinner, and such areas of application as education, business, sports, and family life.

Conceptual learning involves tracing an idea through an array of specific sites, particular issues, or anecdotal events. The aim is to understand how a concept (rule, principle, procedure, generalization, theme) functions as a frame of reference giving meaning to otherwise isolated facts. Conceptual thinking is the foundation process for problem solving and for making decision on one’s own. Memorizing sets of words will not do this.

The maturation of each student’s conceptual knowledge continues as he and she study different subjects and live and learn away from the classroom. They find that conceptual understanding can be exciting as it reduces their own uncertainties and offers some degree of unity and continuity in a world of kaleidoscopic events. Above all else in the teacher-student interchange, the moment of instructional truth is, for me, helping a student grasp the meaning of a significant idea.

Testing and Grading: Faculty standards for A-grade performance should be the preferred institutional measure of educational excellence. These standards, however, are stretched and weakened by grading-on-the-curve. In this system, the grade measures how well students compete against one another rather than against standards of achievement set by the teacher.

Students work hard for grades which serve as a basis for special awards, admission to advanced training, and the entry job. The GPA is one step removed from the essence of education but has become a most visible measure of academic success. It has become a kind of institutional currency in the exchange with society. With such a payoff, it is unfair for a teacher to casual or careless when assigning the grade, contribution to this index of achievement.

Evaluation is more instructive specific is grading. Students need guidelines that confirm they are moving in the right direction and for this, evaluation has a strong impact than does grading. A low grade gives little or no feedback about how the student is progressing. The teacher should be on the lookout to improve the student’s performance.

Tests are tools for teaching. Students study for tests and fair play requires that teacher and student be on the same wavelength about material to be covered and the mode of testing. Examination time is the time for tricks, ambiguities or the outmoded game, I’ve got a secret, see if you can guess what it is. Testing, grading and evaluation are difficult and demanding responsibilities, and the self-assessing teacher might benefit more from a workshop on the technical aspects of testing and grading than on the technical matters of telling things to students.

Tests have various instructional functions. Grade-free diagnostic testing offers an intellectual X-ray showing the strength and low points in a student’s inventory of information. On the other hand, frequent testing-for-a-grade helps both students and teacher hold their focus on course content. Further, multiple entries in a grade book add reliability to the course grade. The final examination measures, ideally, how well students have packaged worthwhile knowledge for storage in long-term memory.

SEE TEACHING TIPS ON PAGE 48
The APS Observer Index is now online!!!

Your Search Ends Here!

Can't remember when the NIMH behavioral science research report relating to mental health was released?
Or when the obituary on Roger Sperry appeared?
How about when you were featured in the Observer's People section?
The APS World Wide Web page now features an Index in which Observer issues are broken down by subject, title, and date of publication. The Index dates back through March 1990 and will be updated annually.

100 Years of Psychology
University of Missouri-Columbia

The Missouri Symposium 2000
EXPLORING HUMAN EXPERIENCE
Cognition, Emotions, Memories

Where: Department of Psychology
University of Missouri-Columbia

Speakers: Henry L. Roediger, III, John Cacioppo, Martha J. Farah, Christine Courtois

Registration: *$65 (meals included)
Deadline: March 1, 1998 (Space is Limited To 200 Attendees)
Contact: David A. Knipp, psyknipp@showme.missouri.edu
WEB: http://www.missouri.edu/~psywww/symp98.htm

*Fees are waived for graduate and undergraduate students

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

Advertise in the
American Psychological Society’s
APS Observer Employment Bulletin

Here's why you should . . .

- The Observer has the most competitive ad rates.
- Readers include nearly 16,000 academic, applied, and research psychologists in all subdisciplines.
- Ads are searchable on Internet before they are received in the mail.
- There are no typesetting charges for display ads.
- There is a short, three-week lead time to publish your ad.
- Readers easily find ads with the one-of-a-kind job subject index in each issue.

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

APS ™ 1010 Vermont Ave., NW, Suite 1100 ™ Washington, DC 20005-4907 ™ Tel. 202-783-2077 ™ Fax 202-783-2083
APS Celebrates
"A Decade of Commitment
To the Science of Psychology"

Join APS in Washington, DC on May 21-24, 1998 to celebrate its 10th Annual Convention! APS will again hold its annual convention at the Washington Hilton and Towers, but this year look for many new and innovative changes to the program as we enter the next decade of bringing psychology to you. As always, APS offers you the best in the field of psychological science— the most distinguished speakers, the most provocative addresses and symposia and the latest research findings.

What is new in 1998?

- Hot Topics
- Specialized morning sessions in your major field
- Receptions in the exhibit hall
- Non conflicting poster sessions
- "Back to the Future with APS" Party
- How to Write Psychology Textbooks Workshop
- Federal Grant Writing Workshop
- Outstanding Student Poster Award

APS offers select integrative talks and symposia that 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 the individual presenter.

Although APS is excited about this year’s program changes, we have kept your favorites such as the Keynote address, the Presidential Symposium, the Bring-the-Family address, and the exhibit hall. This year the exhibit hall will have more exhibitors than ever. With close to 60 exhibitors you will have the opportunity to see the latest in publications, computer tools and services. APS will host a number of satellite meetings: NIMH, NSF, NIDA, NIAAA, SPSP, AAAPP, ABPN, and the Academy of Psychological Clinical Science; making it possible for you to consolidate your essential meeting travel into one jam-packed week.

Come early and make plans to attend the 5th Annual Institute on the Teaching of Psychology. This one day preconference on Thursday, May 21 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.

Representatives from Federal funding agencies will help answer grant writing questions during the pre-APS convention Federal Grant Writing Workshop on May 21. Program officials from the National Science Foundation, the National Institute of Mental Health and other agencies will provide advice and guidance on the preparation of research grant proposals. This "nuts-and-bolts" workshop, which is especially designed for beginning grant writers (although anyone with an interest in writing grant proposals would benefit and is welcome to attend), will cover virtually every aspect of grant writing in a format that combines formal content presentation with group discussion and question-and-answer exchanges.

A new workshop will be added to the convention on Sunday, May 24th. Writing Psychology Textbooks: A Nuts and Bolts
To celebrate our 10th Anniversary, APS invites you to join us Saturday, May 23, 1998, from 8 PM to Midnight in the Crystal Ballroom to dance the night away to your favorite oldies and new favorites. We will have snacks and a giant anniversary cake. Stop by and see the wall of fame, which will display the history of APS; how many convention t-shirts do you have? There may even be an Elvis sighting.

So, get out your go-go boots and platform shoes and start practicing for our dance contests where you can win fabulous APS memorabilia. The DJ and MC will teach you past and recent dance crazes such as, the hand jive, the swim, the hustle and the macarena. You will not want to miss this party as you and your colleagues reflect on the past and look towards the future.

Don’t forget to pack your retro outfit for the party. There will be a prize for the best retro costume, so go through your old boxes and dust off your poodle skirt or polyester pantsuit and join the fun. There will be music and fun for everyone so be sure to stop by to wish APS a Happy 10th Anniversary.

Workshop for Prospective Authors will be a four-hour workshop covering virtually every aspect of textbook writing in a format that combines formal content presentation with group discussion and question-and-answer exchanges. The emphasis will be on offering practical information and advice on topics such as:

- Deciding if textbook writing is right for you
- How a book idea becomes a book
- Writing a textbook prospectus
- Finding (or choosing) a publisher
- Negotiating book contracts
- The organizing, writing, and editing process

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

When you are not attending sessions, take the opportunity to experience the history, monuments and culture of the city. Tour the US Capitol, Library of Congress or White House; see the Smithsonian museums ranging from the American History Museum where you can see Archie Bunker’s chair, visit the National Gallery, or explore the Air & Space Museum and learn about the history of flight. You may choose to stroll through historic Georgetown. Washington, DC, has a lot to offer, so be sure to extend your stay in the DC area.

For convention registration, hotel reservation, and travel discount information, please refer to this brochure. Note the attractive combination discount for those of you registering for both the Institute on the Teaching of Psychology and the 10th Annual Convention. If you have any further questions, please call the APS convention department at 202-783-2077, ext. 3017, or check the APS web site at http://www.hanover.edu/psych/APS.

Join APS in the nation’s Capital this spring to help celebrate a decade of commitment!
Presidental Symposium

Psychology Works: From Basic Research to Better Mousetraps

Contributions of basic psychological research to society are often unrecognized or taken for granted. Four distinguished investigators describe the links between fundamental research questions and important applications, as exemplified by their own research programs. The discussant considers how we construe “discoveries” and standards of proof for theory and application.

Chair
Kay Deaux
CUNY Graduate School

John Swets
BBN Labs
From Esoteric Psychophysics to Worldly Diagnostics

Patricia Kuhl
University of Washington
Language, Mind, and Brain: The Clinton’s Foray into Psychology

Jacquelynne Eccles
University of Michigan
Why Don’t Junior High Schools Work Very Well for Some Students

Linda Bartoshuk
Yale University Medical School
Bitter Pain and Sweet Pleasure: Taste Psychophysics in the Clinic

John Darley
Princeton University
Discussant
Keynote Address

Larry Squire
VAMC- San Diego

Memory Amnesia, and Brain Systems
Studies of monkeys and humans have identified a system of anatomical structures in the medial temporal lobe that are essential for conscious recollection. This work illuminates the organization and function of this system and highlights the contrast between conscious memory and various nonconscious forms of memory that depend on other brain systems.

"I think the message is that this is an area in which there has been systematic and relentless progress now in a cumulative way since the animal models of human memory impairment were first developed in the late 1970s and early 1980s. I hope to convey some of the excitement of that progress and some of the satisfaction one can have by engaging in a long-term systematic study of a problem, and also, in the context of psychology, the great advantages and excitement that can be obtained by combining the strategies of psychology and neuroscience."

--Larry Squire

Bring the Family Address

Paul Ekman
UC- San Francisco

Telling Lies
Why we lie, why lies fail and succeed, and how well academic psychologists, clinicians, and law enforcement personnel can identify lying from demeanor. There will be an opportunity to find out how well you can distinguish lying from truthfulness on a videotape test.

"When I got involved in this research, I found that lies occur in every aspect of life. There are some costs to being able to catch a liar. You might find out things you would sometimes rather not know: your wife is cheating; your kid is using drugs; your students are bored. There are all kinds of things you might discover which you might think are in your interest but they might not be pleasant things to find out."

--Paul Ekman

Catch APS on the Web

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

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.

Now you can get up to the minute changes/additions to the 10th annual APS Convention via the internet. Plus, you can register for the convention by visiting our website at one of the addresses above.

It is as easy as 1,2,3...so check us out now!!!
10th Annual Convention of the American Psychological Society

Schedule of Convention Events

(as of December 1997; subject to change)

Wednesday, May 20
- APS Board Meeting (1-5PM)
- SPSP: The Donald T. Campbell Award (4-5:30PM)
- SPSP Reception/Social Hour (5:30PM-6:30PM)

Thursday, May 21
- APS Registration (7:30AM-7PM)
- APS/NIDA Mini-conference: Cognition and Emotion: Applications to Drug Abuse (1PM-4:45PM)
- APS Board Meeting (8:30AM-NOON)
- Federal Grant Writing Workshop (1-4:45PM)
- APS/NIAAA Symposium: Behavioral Genetics, Psychology, and Alcohol Research (9AM-4:45PM)
- Academy of Psychological Clinical Science (9AM-4:45PM)
- APS Institute on the Teaching of Psychology (9AM-4:45PM)
- SPSP Conference (9AM-4:45PM)
- APS Opening Ceremony, Keynote Address (5-6:30PM)
- APS Opening Reception & Showcase Poster Session (6:30-8PM)

Friday, May 22
- APS Registration (7:30AM-7PM)
- NIMH Junior Investigator Breakfast (7-8:30AM)
- APS Concurrent Sessions (8-11:30AM)
- APS Poster Session II and Federal Posters (11:30AM-1PM)
- Psi Beta Chapter & National Council Information Exchange (11:30AM-1PM)
- APS Cross-cutting Symposia #1 (1-2:50PM)
- APS Presidential Symposium (3-5PM)
- APS Business Meeting (5-6PM)
- APSSC Paper Session Election & Social Hour (5-8PM)
- APS BTF Reception & Poster Session III (6:30-8PM)
- APS Bring the Family Address (8-9PM)

Saturday, May 23
- APS Registration (7:30AM-5:30PM)
- APS Concurrent Sessions (8-11:30AM)
- Psi Chi Symposium (9-11AM)
- APS Poster Session IV, Psi Chi and AAAPP Poster Sessions (11:30AM-1PM)
- APS Cross-cutting Symposia #2 (1-2:50PM)
- AAAPP Board Meeting (2-4PM)
- APSSC Symposium
- APS Cross cutting Symposia #3 (3-5PM)
- APS Anniversary Celebration (8-MIDNIGHT)

Sunday, May 24
- APS Registration (8-10AM)
- APS Concurrent Sessions (8-11:30AM)
- APS Workshop on Writing Psychology Textbooks:
  - A Nuts and bolts Workshop for Prospective Authors (9AM-1PM)
- APS Cross-cutting Symposia #4 (11:30AM-1PM)
- American Board of Professional Neuropsychology (9AM-5PM)

Monday, May 25
- American Board of Professional Neuropsychology (9AM-5PM)
10th Annual Convention of the American Psychological Society

Partial Roster of Invited Presenters

(as of December 1997; subject to change)

KEYNOTE ADDRESS
Larry R. Squire, VAMC- San Diego

BRING THE FAMILY ADDRESS
Paul Ekman, University of California - San Francisco

PRESIDENTIAL SYMPOSIUM
Kay Deaux, CUNY Graduate School, Chair
Linda Bartoshuk, Yale University Medical School
Jacquelynne Eccles, University of Michigan
Patricia Kuhl, University of Washington
John Swets, BBN Labs
John Darley, Princeton University

INVITED ADDRESSES
Craig Anderson, University of Missouri
Jonathan D. Cohen, Carnegie Mellon University
Bella M. DePaulo, University of Virginia
Dedre Gentner, Northwestern University
Mark Leary, Wake Forest University
Nora Newcombe, Temple University
Edward E. Smith, University of Michigan
Jennifer A. Stoltz, University of Waterloo

INVITED CROSS-CUTTING SYMPOSIA
Lee Sechrest, Arizona State, Organizer
Mark Schaller, University of British Columbia, Organizer
Julia Evans, University of Wisconsin-Madison, Organizer
William Timberlake, Indiana University, Organizer

INVITED SYMPOSIA
Richard Davidson, University of Wisconsin-Madison
Lisa Feldman Barrett, Boston College, Organizer
Julie C. Stout, Indiana University, Organizer
Dianne Chambless, University of North Carolina
Alan Leshner, National Institute on Drug Abuse
Kurt Salzinger, Hofstra University
Edward Zigler, Yale University

INVITED ADDRESSES—TEACHING INSTITUTE
Robert Feldman, University of Massachusetts
Peter Gray, Boston College
David Holmes, University of Kansas
Karen Huang
Saul Kassin, Williams College
Hilary Lips, Radford University
Charles Morris, University of Michigan

1998 Program Committee
Morton Ann Gernsbacher
Chair
University of Wisconsin-Madison

Monica Biernat
University of Kansas

Beverly Fagot
University of Oregon

Richard Davidson
University of Wisconsin-Madison

Robert Lord
University of Akron

Randall Engle
Georgia Institute of Technology

Dick McFall
Indiana University

Douglas Bernstein
Chair, APS Institute on the Teaching of Psychology
University of Illinois
Brain Imaging: New Frontier or New Phrenology
Julie C. Stotz, Indiana University, Organizer
Imaging of brain activity using methods such as positron emission tomography (PET) and functional magnetic resonance imaging (fMRI) has become an increasingly common technique in neurobehavioral research. With the increase in popularity of these techniques, controversy has intensified as to what constitutes proper use of PET and fMRI data in the context of psychological investigations. For example, how does one conduct hypothesis-driven empirical research using these methods? What are the limits of these methods for revealing neural processes? What inferences can be made from neuroimaging data? To what extent are the interpretations of neuroimaging data subjective? This symposium addresses these issues in the presentations of three invited speakers. Mark Lowe, a physicist with expertise in scientific uses of brain imaging will compare the types of data obtained from PET and fMRI. He will discuss the physiological bases of the data, and will describe recent developments in data analytic approaches that allow investigation of the activity of neural circuits. Research psychologists Steve Engel and John Gabrieli will speak about their uses of functional brain imaging within the context of their respective research programs. The symposium will end with a general discussion of neuroimaging research issues.

Psychological Foundations of Culture
Mark Schaller, University of British Columbia, Organizer
Culture emerges from the thoughts and actions of individuals. The four speakers will present recent theoretical and empirical work examining the roles of cognitive and interpersonal processes in the formation and perpetuation of behavioral norms, shared belief systems and other cultural structures.

Emotion Research from a Dimensional Perspective
Lisa Feldman Barrett, Boston College, Organizer
Dimensional models of affect provide rich descriptions of and measurement frameworks for emotional experience. They also provide a conceptual foundation for understanding the functions of emotional experience. This symposium illustrates several ways in which dimensional models of affect have been integrated into contemporary research on emotion.

New Approaches to Methodology
Lee Sechrest, University of Arizona, Organizer
These talks are meant to inform psychological scientists about relatively new developments in research methods and data analysis that have come to the fore in fairly encapsulated or otherwise limited areas of inquiry. These developments may be much more widely useful, however, and about which the broader community of psychology should be informed. The talks are meant to be didactic, instructive and practical. They are intended to show how the methodological developments described may be applied in other areas of psychology than those in which they were developed. They are not aimed at specialists in these methods. In all three of the papers, applications to a variety of areas of psychological research will be described.

Adaptive Analyses of Pavlovian Conditioning
William Timberlake, Indiana University, Organizer
This symposium focuses on adaptive aspects of Pavlovian conditioning—how Pavlovian procedures interact with behavioral and neural organization that controls behavior. Speakers will address the function of conditioning at birth, its adaptive advantages in reproduction, the specificity of its underlying neural organization, and the use of Pavlovian procedures to analyze purposive behavior.

Dynamical Systems and Human Behavior: Implications for Models of Development and Disorders
Julia Evans, University of Wisconsin-Madison, Organizer
Psychologists studying both typical and disordered aspects of human behavior must confront variability in human behavior. The goal of this session is to provide an introduction to Dynamical Systems theory, illustrate how variability and order can be viewed along a continuum with respect to aspect of development as well as alternative models of intervention.

Organizer: Valerie Folk, Educational Testing Service; Item Response Theory
Aurelio J. Figuredrito and Lee Sechrest, University of Arizona; Analysis of longitudinal data
A Sampling of Invited Addresses

Craig Anderson, University of Missouri
Artificiality, Triviality, and the External Validity of Laboratory Paradigms or, Do Cookies and Explosions Generalize?
The external validity of psychological laboratory research is examined from empirical, and philosophical perspectives. Empirical assessments of the generalizability of classic paradigms in social, personality, and cognitive psychology are presented, with an emphasis on aggression research. Alternatives to standard metatheoretical assumptions about laboratory and field research are proposed.

Nora Newcombe, Temple University
Remembering Our Early Childhoods: When, How and Why (or Why Not)
This talk will argue that childhood amnesia, contrary to recent suggestions, is a real phenomenon. It will go on to present evidence that memories may be preserved in an implicit form even when explicit memories are lacking. Finally, it will argue that the lack of explicit memories for early childhood may be akin to the phenomenon of source amnesia.

Jonathan D. Cohen, Carnegie Mellon University
The Neural Bases of Cognitive Control
Cognitive control has occupied a central role in modern psychological theory, however the mechanisms by which this is accomplished remain largely unknown. In this talk, I will consider how computational modeling and the study of brain function have begun to provide new insights into these mechanisms underlying controlled processing and the regulation of behavior.

Dedre Gentner, Northwestern University
Comparison and Cognition
Similarity is one of the great principles of human cognition. In this research I show that similarity can be analyzed as akin to analogy – as a structural alignment between situations or domains that highlights common structure and allows further properties to be projected. This mapping framework suggests notions of structural consistency, systematicity and candidate inferences that offers new insights into how similarity and analogy are used, as well as into how differences are perceived. I will present evidence that structural alignment processes can promote the learning of abstract systems of knowledge. I will also offer evidence for interactions between language and cognition: specifically, for the claim that the ability to carry out relational similarity comparisons is facilitated by the acquisition of relational language.

Mark Leary, Wake Forest University
Making Sense of Self-Esteem
Despite thousands of studies on self-esteem, psychology lacks an integrative theory of the nature and functions of self-esteem. This presentation will focus on a theory of self-esteem that explains what is known about self-esteem and dispels widespread misconceptions about the role of self-esteem in behavior, emotion, and adjustment.

Bella M. DePaulo, University of Virginia
Deceiving and Detecting Deceit: Insights and Oversights from the First Several Hundred Studies
People are not very successful at detecting lies. I will discuss reasons for this obliviousness; prospects for improvement via training or relationship closeness; and the risks of knowing too much about others' true feelings. New data from implicit measures suggest ways in which people can distinguish truths from lies indirectly.

Jennifer A. Stolz, University of Waterloo
On the Intersection of Attention and Reading: Independence and Interactivity
The dominant approach to studying the relation between attention and reading asks what consequences attention has for word recognition. The neglected question of what consequences word recognition processes have for attentional processes is also important. I will discuss some of my recent work addressing both of these issues.

Edward E. Smith, University of Michigan
Neural Bases of Human Working Memory
Working memory, a fundamental component of thought, has recently been studied by neuroimaging techniques, including PET and fMRI. These studies indicated that the neural network for verbal working memory has separate components for different cognitive functions. Posterior parietal mechanisms seem to mediate passive storage, frontal speech areas mediate active rehearsal, and the prefrontal cortex subserves the processing component of memory.

Symposia Continued

Prevention of Problems Produced by Society, by Drugs, and by Therapists
Chair: Kurt Salzinger; Hofstra University
Speakers:
Edward Zigler, Yale University; Headstart: Current Issues
Alan Leshner, National Institute on Drug Abuse; Preventing Drug Use: A Clear Target for Psychological Research
Diane Chambless, University of North Carolina; Empirically Supported Treatments: What Now?
Kurt Salzinger, Hofstra University; Prevention through a Behavior Analytic Lens
Gender is, to a large extent, a cultural construction. However, in teaching the psychology of women and gender we seldom pay more than lip service to the question of whether experiences associated with genders transcend cultural boundaries. Cross-cultural perspectives shed new light on many aspects of the psychology of gender.

Saul Kassin, Williams College
*When Worlds Collide: The Teaching of Psychology and Law*
Hardly a day goes by without news concerning jury decision-making, TV cameras in the courtroom, lie-detector tests, child sex abuse testimony, eyewitness identifications, repressed memories, police confessions, the insanity defense, and the role of psychologists as trial consultants. These interfaces of psychology and law can be brought to life in a course that students will not soon forget.

Robert S. Feldman, University of Massachusetts at Amherst
*Novice's Guide to Using Technology in the Classroom: The Technology Train Is Leaving, and You Don't Want to Be Left Behind*
This presentation will discuss and demonstrate a broad range of new technologies that are changing the way psychology is taught. These include "smart" presentation media, interactive classroom technologies, class Internet and World Wide Web use, and distance learning. Both benefits and costs of implementing these technologies will be considered.

Charles Morris, University of Michigan
*Beyond the Textbook*
Several highly successful approaches to supplementing the introductory textbook will be described. One involves computer conferencing centered on a large number of provocative discussion questions. The second involves individual or group reading projects based on a selected bibliography of popular trade books in psychology.

Peter Gray, Boston College
*Teaching is a Scholarly Activity*
To teach a subject well we must be philosophers of that subject. I will describe an idea-centered approach to teaching and include suggestions for choosing ideas as the content of a course, creating idea-based lectures, developing idea-centered writing assignments and tests, and helping students search for ideas and evidence in their reading.

David Holmes, University of Kansas
*What's New In Abnormal Psychology*
Attention will be focused on the new and sometimes controversial findings concerning the causes of major psychological disorders. Links will be made to other areas of psychology, such as physiology and social. This presentation is designed for those who teach introductory psychology as well as those who teach abnormal psychology.
Related Organizations Schedule Events in Conjunction with APS Meeting

One more sign that APS is the place to be: a substantial number of psychology-oriented and related organizations will hold mini-conventions, workshops, poster sessions, business meetings, and social events in conjunction with the 1998 APS Convention. Many of these events take place prior to the Opening Ceremony of the APS Convention at 5PM on Thursday, May 21, 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, or you may contact the following societies themselves for more information.

NIAAA Symposium on Behavioral Genetics, Psychology, and Alcohol Research

Continuing a several-year trend of involvement with the APS Convention, the National Institute on Alcohol Abuse and Alcoholism (NIAAA) will sponsor a day-long symposium on Behavioral Genetics, Psychology, and Alcohol Research.

The Symposium, which is being held on May 21 in conjunction with the APS 1998 Annual Convention in Washington, will feature presentations by leading researchers on such topics as: Genetic epidemiology of alcoholism - twins and adoptions studies; Genetics of subjects at high risk for developing alcoholism; Genetics of protective factors in the development of alcoholism; Genetics of drinking behavior; and the Future of Alcohol Behavioral Genetics. Enoch Gordis, Director of NIAAA, will lead the symposium.

Recognition of the importance of genetics is one of the most dramatic changes in the behavioral sciences during the past two decades. Research in genetics cuts across all of psychology and serves as a two-way bridge between the behavioral and biological sciences. It is now generally accepted that genetic factors contribute importantly to most areas of psychology and in the past few decades, discoveries in behavioral genetics have grown at a rate matched in fewer other areas in the behavioral sciences.

Behavioral geneticists studying issues relating to alcohol are in the physiological and environmental factors that contribute to alcohol abuse and alcoholism. Alcohol genetics researchers have not yet found a specific gene or combination of genes that causes or predisposes individuals to alcoholism; such a discovery may be the long-term result of genetics research. Although attention at the moment is focused on finding genes for complex behaviors, the question will soon become: What do we do with genes once they are found? The answer is: Behavioral scientists can use genes in other ways that are likely to pay off relatively quickly in terms of understanding how such genes affect behavior.

Looking toward the future, psychologists will be able to use DNA for identified genes as another variable in their research. For example, they could chart the developmental course of the effects of genes on behavior; take a theory-driven approach to understanding the physiological and psychological mechanisms by which genes influence behavior; and add genetic links between normal variation and abnormal disorders. Especially important is the increased power specific genes will provide to investigate the interplay between genes and environment, including questions of gene-environment interaction — are individuals who are at genetic risk for alcoholism more sensitive to psychosocial risk? — and gene-environment correlation — are individuals who are at genetic risk more likely to be exposed to psychosocial risk?

These and other provocative issues will be addressed during what promises to be a lively and extremely important session on cutting-edge research.

For further information and to register for the symposium, contact Geoffrey Laredo (301-443-6371) or Stephen Long (301-443-5080). Registration is free.

NIDA Mini Conference
Cognition and Emotion: Applications to Drug Abuse

The National Institute on Drug Abuse (NIDA), in conjunction with the American Psychological Society (APS) will be sponsoring an all-day satellite mini conference at the APS Convention titled: Cognition and Emotion: Applications to Drug Abuse. The meeting will be held on Thursday, May 21, 1998, at the Washington Hilton APS Convention Hotel. Leading researchers in cognition, decision making, and emotional factors will be featured. Discussants will connect these factors to the etiology of drug abuse and addiction. Speakers to date are Timothy Baker, Antoine Bechara, Alice Ilsen, George Loewenstein, G. Alan Marlatt, and Damaris Rothenow. The meeting will provide many opportunities for active interchange between speakers and attendees. For further information contact Jaylan Turkkan (301-443-1263). Registration is free.
Representatives and interested faculty members from clinical science programs that have been accepted into membership in the Academy are invited to attend.

Richard M. McFall, APCS President
Dept. of Psychology
Indiana University • Bloomington, IN 47405
812-855-0349, (f) 812-855-4691 mcfall@indiana.edu

NIMH JUNIOR INVESTIGATOR BREAKFAST

The National Institute of Mental Health maintains active programs of support for basic, clinical and applied research in psychology. Support is available in the form of grants for research, training, and career development, and several types of grants are specifically directed toward junior investigators. The workshop is a chance to learn about these opportunities and to obtain practical information that will maximize chances of funding. Topics to be covered include:

- An update on the recent NIMH reorganization
- How to obtain presubmission consultation from NIMH staff
- Steps in the application process
- How to direct a proposal to the most appropriate funding component at NIMH
- Criteria used in scientific review
- Funding considerations and priorities
- The types of grants that are available

Mary Ellen Oliveri, Chief of the Behavioral Science Research Branch within the Division of Mental Disorders, Behavioral Research and AIDS, will host this breakfast workshop Friday, May 22, 1998, 7:30-9:30am intended for investigators and students who have not had previous NIMH grant support. Since space is limited, advance reservations are required. You must be preregistered for the 10th APS Annual Convention in order to reserve a place at this breakfast workshop. Reservations will be accepted via fax on a first come, first served basis, and a waiting list will be maintained. If you are interested in attending this event, please fax your request to attend the breakfast to Melanie Weiner at the APS Office (202-783-2083). Registration is free.

SOCIETY FOR PERSONALITY AND SOCIAL PSYCHOLOGY 8TH ANNUAL CONFERENCE

The eighth annual APS preconference of the Society for Personality and Social Psychology (SPSP) will be held on May 20-21, 1998, in Washington, D.C. The preconference is being planned by SPSP President Gifford Weary and SPSP President-Elect Shelley Taylor. This year marks the 40th anniversary of Fritz Heider's seminal book *The Psychology of Interpersonal Relations*. Few other books have had such a wide-ranging impact on the field of social and personality psychology. Central to this work are critical analyses of the basic components of our implicit, naive ideas about other people and social situations, about how individuals perceive or are perceived by other persons and the impact of such perceptions on individuals' evaluations, motivations, attributions, and actions toward others. Accordingly, this year's preconference theme will be "The Psychology of Interpersonal Relations." Symposiums will include a tribute to Heider, as well as contemporary research on a subset of topics that were of central concern to Heider.

Registration is free and the conference is open to all members of SPSP and all attendees of the Annual Meeting of the American Psychological Society. The APS preconference will be on May 20-21, 1998, and advance program information will appear in the spring issue of *Dialogue*. It also will be posted on the SPSP Web site (http://spsp.clarion.edu/spsp/spsp.htm). For more information, contact Gifford Weary by phone (614-292-7456) or email (gweary@pop.service.ohio-state.edu).

Donations Sough 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 past seven years, these funds have allowed 125 Student Affiliates from over 70 institutions of higher learning to attend the annual convention and present their research.

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.
You Are Cordially Invited to Take Part In the Event of a Decade...

On behalf of the 1998 Program Committee, I heartily invite you to attend what is shaping up to be the most exciting APS convention ever. For our 1998 convention, APS returns to Washington, DC, for the 10th and best convention yet. How fitting that we celebrate a decade of commitment to the science of psychology in the Society's hometown.

The continued high attendance and enthusiasm at the annual convention underscores the vigor of our membership and of our mission. This yearly gathering of scientific psychologists from research, teaching, clinical and government settings, graduate students, federal funding policymakers, and press provides an ideal forum for sharing advances in the discipline and for the giving away of psychology in the public interest.

In keeping with the mission of APS, the 1998 Program Committee is committed to striking a balance between specialty topics and integrative themes. Cornerstones of the convention—the Keynote Address (to be given this year by Larry Squire, VAMC-San Diego), the Bring-the-Family Address (to be given this year by Paul Ekman, UC-San Francisco), and the Presidential Symposium (organized by APS President, Kay Deaux, CUNY-Graduate School)—have been preserved.

Several major changes to the program have been made, creating a more diverse convention and opening up the meeting to include more types of presentations and more opportunities for member participation.

Morning sessions will be devoted to specialized content-specific presentations. Afternoons will feature integrative, cross-cutting symposia. Poster sessions are scheduled during lunches and evening receptions, giving convention attendees more time to visit with exhibitors, view posters, and interact with colleagues, without missing other elements of the convention program. "Hot Topics," a new presentation forum, are 15-minute individual oral presentations that will be scheduled during the morning, area-specific portion of the meeting program. In addition, the Program Committee has established the "APS Outstanding Student Poster of the Year Award," which will be given to the best student poster presenter.

The Program Committee has been busy crafting a well-rounded program of leading-edge research. For example, the Program Committee has organized four integrative "State of the Art" symposia with interest geared toward our broad membership: New Approaches to Methodology (chaired by Lee Sechrest, Arizona State University); Psychological Foundations of Culture (chaired by Mark Schaller, University of British Columbia); Adaptive Analyses of Pavlovian Conditioning (chaired by William Timberlake, Indiana University); and Dynamical Systems and Human Behavior: Implications for Models of Development and Disorders (chaired by Julia Evans, University of Wisconsin-Madison).

APS President, Kay Deaux, has lined up an exciting Presidential Symposium, called "Psychology Works: From Basic Research to Better Mousetraps," with Patricia Kuhl, John Swets, Linda Bartoshuk, Jacqueline Eccles, and John Darley.

With this mixture of distinguished speakers, integrative cross-cutting symposia, well-placed poster presentations, and the stimulating company of your fellow psychologists, the APS Annual Convention should be a truly exciting event.

And if you're looking for something fun, on Saturday evening, May 23rd, go "Back to the Future with APS," at a special dance event to celebrate our 10th Anniversary.

This year APS continues its emphasis on the important adjunct to the yearly convention—the 5th Annual APS Institute on the Teaching of Psychology, which will occur on May 21st. This newly re-worked preconference offers a special blend of substantive psychological research and proven teaching tools. Teachers of psychology at two-year colleges, four-year colleges, and universities, as well as graduate students will benefit from the experience of their peers in an informal atmosphere that encourages group interaction.

I am very excited about the convention, and I encourage you and your colleagues to join us in Washington, DC, to commemorate the 10th Annual Convention of the American Psychological Society.

I hope to see you there!

Sincerely,

Morton Ann Gernsbacher
Chair, 1998 Program Committee
**REGISTRANT INFORMATION**

(Please type or print clearly.)

- Dr.  - Mr.  - Ms.

Name:

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>MI</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Mailing Address:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>Country</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Telephone (day):</th>
</tr>
</thead>
</table>

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

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

**REGISTRATION FEES**

("Early Bird" refers to postmarked or faxed by 4/17/98.

Those interested in signing up for the Teaching Institute or either workshop are advised to register early as enrollment is limited. Dependent/significant others may not be psychology students or 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 dependent fee when accompanied by a registered adult.)

**Dependent Information:**

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>MI</th>
</tr>
</thead>
</table>

- **APS Teaching Institute Only**
  
  Early-Bird On-Time
  (Thursday, May 21, 9AM-4:45PM)
  APS Member, Fellow $50 $65 $70
  APS Student Affiliate $25 $40 $45
  Nonmember of APS $80 $95 $100

- **APS Convention Only**
  
  Early-Bird On-Time
  (Thursday, May 21, 9AM-Sunday, May 24, 1PM)
  APS Member, Fellow $85 $100 $115
  APS Student Affiliate $55 $70 $85
  Nonmember of APS $135 $150 $165
  Dependent/Significant Other $20 $25 $30

- **APS Convention AND Teaching Institute**
  
  Early-Bird On-Time
  APS Member, Fellow $115 $130 $145
  APS Student Affiliate $70 $85 $100
  Nonmember of APS $185 $200 $215

- **Special Half-day Workshops:**
  
  Registration is limited
  Combination discounts not applicable

  Writing Psychology Textbooks: A Nuts and Bolts Workshop for Prospective Authors
  Sunday, May 24, 1998, 9AM-1PM $40

  Federal Grant Writing Workshop
  Thursday, May 21, 1998, 1-4:45PM no charge
  (indicate your wish to attend by marking an X on the line.)

**TOTAL AMOUNT OF REGISTRATION FEES** $4310.02

**VOLUNTARY CONTRIBUTION:**

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

**TOTAL AMOUNT OWED** $4410.01

(Refunds must be requested in writing prior to May 1, 1998; no refunds will be made after that date.)

Checks and money orders should be made payable to the American Psychological Society in US dollars only

- MasterCard
- Visa

Name (as it appears on card):__________

Account #__________

Expiration Date__________

Signature (required)

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

Check here if you wish to make your registration fee a tax-deductible contribution:

**MAIL to** APS 1998 Convention, P.O. Box 90457, Washington, DC 20090-0457.

**FAX to** 202-783-2083 (credit card registrations ONLY)
## American Psychological Society

### Convention Housing Form

**10th Annual Convention**  
**May 21-24, 1998**  
**Washington Hilton and Towers**

**APS Special Convention Rate** = $105 per night plus tax for single or double rooms  
Reservations will be made on a space available basis.

### Guest Information

<table>
<thead>
<tr>
<th>Name:</th>
<th>Last</th>
<th>First</th>
<th>MI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>State</td>
<td>Zip Code/Postal Code</td>
<td>Country (if not USA)</td>
</tr>
<tr>
<td>Telephone (day):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone (evening):</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Room Type:  
- Single (1 Person)  
- Double (2 People + 1 Bed)  
- Double (2 People + 2 Beds)  
- Triple (3 People + 2 Beds)  
- Quad (4 People + 2 Beds)

*Single and double rooms are guaranteed at $105 plus tax per night. Please add $20 per extra person, per night for triple and quad rooms.*  
*Rooms containing two beds cannot accommodate cots or roll-away beds.*

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

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>MI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Special Requests:  
- Smoking  
- Non-smoking  
- Handicapped Accessible  
- Other: __________

### Arrival/Departure Information

<table>
<thead>
<tr>
<th>Arrival:</th>
<th>Day</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Check-in time: 3PM)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Departure:</th>
<th>Day</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Check-out time: 12NOON)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Deposit Information

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

- **(A)** Enclosed is a check or money order for $__________.
- **(B)** Enclosed is my credit card information authorizing my account to be charged a deposit of one night’s room and tax.

<table>
<thead>
<tr>
<th>Check credit card:</th>
<th>American Express</th>
<th>Carte Blanche</th>
<th>Diners Club</th>
<th>Discover</th>
<th>MasterCard</th>
<th>Visa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Card Number</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expiration Date</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

The Washington Hilton and Towers is located on Connecticut Avenue, the Park Avenue of Washington. The hilltop neighborhood in the Kalorama-Dupont Circle area is within walking distance of many embassies, historic and cultural landmarks and fashionable places to shop and dine.

Special Rates

At APS, we continue to make affordable meetings our priority. Combination discounts on Teaching Institute and APS Convention registration fees once again will be available. This year we are delighted to offer hotel room rates at the Washington Hilton of $105 single or double occupancy.

Advance housing registration is strongly encouraged since an April 17 deadline for early registration has been set. APS does not guarantee its room block availability prior to April 17, as the block may sell out before this deadline. We recommend that you make your hotel reservations as soon as possible. After April 17, or once the room block sells out (whichever comes first) the Washington Hilton does not guarantee that rooms will be available or that they will honor the special rate. Room reservations should be made on the official Housing Reservation Form, which should be submitted directly to the Washington Hilton and Towers. Additional housing forms will be mailed upon request from the APS Office (202-783-2077).

Traveling By Car

In continuing partnership with APS, Hertz Rent-a-Car invites attendees at the 10th Annual APS Convention to avail themselves of the APS association discount on car rentals. Hertz offers you a wide selection of cars, many with unlimited free mileage. Advance reservation is required and some restrictions apply, so call early to get the car of your choice. To reserve your rental car, please call Hertz at 800-544-0058 and specify File # CV 41802. Once again, your use of these special arrangements helps you save money and helps APS earn credit toward future Society meetings and events.

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

Traveling By Plane

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

Traveling by Train

For train fares and schedules, call AMTRAK at 800/872-7245. This number operates 24 hours a day, 7 days a week. The AMTRAK terminal is located at 50 Massachusetts Avenue, NE, about 15 minutes from the hotel. Taxi fare from the train terminal to the hotel is approximately $8.

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


DON'T TAKE PROPOSALS FOR GRANTED: WORKSHOP ON WRITING GRANT PROPOSALS

What does it take to write a winning grant proposal? Representatives from Federal funding agencies will help answer that question during a half-day pre-APS convention workshop on May 21. Program officials from the National Science Foundation, the National Institutes of Health and other agencies will provide advice and guidance on the preparation of research grant proposals. This "nuts-and-bolts" workshop, which is especially designed for beginning grant writers (although anyone with an interest in writing grant proposals would benefit and is welcome to attend), will cover virtually every aspect of grant writing in a format that combines formal content presentation with group discussion and question-and-answer exchanges. The emphasis will be on offering practical information and advice on topics such as:

- Identifying appropriate topics
- Justifying or motivating a project idea
- Describing the proposed methodology
- Revising an unsuccessful proposal
- Balancing the discussion of theory and method

For additional information, please contact the workshop organizers: Steven Breckler (sbreckle@nsf.gov) or Michael McCloskey (mmcclosk@nsf.gov) at the National Science Foundation, (703-306-1728). Space will be limited, so you are encouraged to register with them as soon as possible (see insert). Registration is free.

NEW TEXTBOOK WORKSHOP

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

- Deciding if textbook writing is right for you
- How a book idea becomes a book
- Writing a textbook prospectus
- Finding (or choosing) a publisher
- Negotiating book contracts
- The organizing, writing, and editing process

To assure that participants get what they want out of the workshop, each pre-registrant will have an opportunity to submit discussion topics of special interest. Doug Bernstein, workshop leader, currently has six psychology textbooks in print or in production. The workshop will be based on his experiences in the world of publishing over the last 25 years. Space will be limited, so please register early (see insert).

PSI CHI SYMPOSIUM

Graduate School: Getting In and Succeeding

Psi Chi, the National Honor Society in Psychology, will present an 80-minute symposium on Saturday, May 23, 1998 (9-11AM), titled "Graduate School: Getting In and Succeeding." All students planning to attend graduate school in psychology are encouraged to attend this informative symposium filled with tips on getting in and staying in graduate school.

All participants in the symposium are professors of psychology at their respective universities. Slater Newman, North Carolina State University, will serve as the chair of the symposium and will talk on "The Importance of Research." Other panelists are Joseph Horvat, Weber State University, who will speak on "The Application Process: Do's and Don'ts;" James Kalat, North Carolina State University, who will talk about "The GRE and the Personal Statement;" Norine Jalbert, Western Connecticut State University, will address "Presentation, Publication, and Award Opportunities for Undergraduates;" and Linda Skitka, University of Illinois at Chicago, will address "Surviving and Thriving in Graduate School." Following each presentation there will be time for questions on the topic presented. For further information please contact: Psi Chi (423-756-2044).

PSI BETA TO HOLD ITS ANNUAL CHAPTER INFORMATION EXCHANGE

Psi Beta will hold its annual Chapter Information Exchange during the APS convention on Friday, May 22, 11:30AM-1PM. The session will be chaired by the Psi Beta National Past-President Robin J. Hailstorks, of Prince George's Community College in Largo, Maryland. Psi Beta is the national honor society in psychology for community and junior colleges. Psi Beta offers a wide variety of enriching programs and activities designed to promote a better understanding and appreciation of the field of psychology. Faculty advisors and student members of Psi Beta chapters are invited to attend. Also, all two-year college faculty and students interested in learning more about Psi Beta are invited to attend. There will be a Psi Beta information table near the registration area. For more information, contact Psi Beta, (423-265-6555).
Things to Do
A Sampling of the 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 to midnight.

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.

The Franklin D. Roosevelt Memorial is the newest presidential memorial to be built in Washington, DC. On a seven-acre site near the Jefferson Memorial, the new FDR Memorial depicts the 12 pivotal years of Franklin Delano Roosevelt’s presidency through a series of four outdoor “gallery” rooms. The rooms feature ten bronze sculptures depicting President Roosevelt, Eleanor Roosevelt and events from the Great Depression and World War II. The park-like setting includes waterfalls and quiet pools amidst a meandering wall of reddish Dakota granite, where Roosevelt’s inspiring words will be carved. It is the first memorial in Washington purposely designed to be totally wheelchair accessible. Information: 202-619-7222.

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 from 8 am to 7 pm from April through September.

The Women in Military Service Memorial honors servicewomen from all areas and services. The dedication ceremony for the Women in Military Service Memorial was held in October at Arlington National Cemetery. It was the first major national memorial in the country to honor all women who have defended America throughout history. The memorial is located at the main gateway to Arlington National Cemetery, and will include 1-exhibit alcoves; a 196-seat theater; a hall of honor and a computerized database which visitors may use to access photos and military histories of registered servicewomen. Information: 703-533-1155.

When You Are
10th Annual Convention of the American Psychological Society

Things to See

Landmark Buildings

The **White House** has been the home of every President except George Washington and Harry Truman and it's filled with the antiques and 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 House chambers. After the tour you may want to wander around on your own or 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. Various free tours are offered.

That’s the Ticket!

Ticket Place has a new home! The Ticket Place booth (which sells 1/2 price day-of-show tickets to area performances at more than 60 institutions) is now located on the ground floor of the Old Post Office Pavilion at 12th and Pennsylvania Avenues, NW. Ticket place was most recently located at George Washington University’s Lisner Auditorium. The new location is very convenient for tourists and local residents. Ticket place is a joint project of the Kennedy Center and the Cultural Alliance of Greater Washington.

In Washington, DC

Fun for the Family

Unique customized Adventures for exploring Washington, DC in educational ways. Each Adventure is designed to address the individual interests of every family member. Each Adventure creates shared family experiences. For further information please contact: Dee Hoffman at 15757 Crabbs Branch Way, Rockville, MD 20855-2634. Phone: 301-948-3312 or e-mail at: SDHOFF@KIDSGOTO.COM
**For fundamental theories of cognition and learning that transformed the field of experimental psychology and led to the development of quantitative cognitive science. His pioneering methods of quantitative modeling and an insistence on rigor and precision established the standard for modern psychological science.**

**CITATION FOR WILLIAM K. ESTES**

**RECIPIENT OF THE 1997 NATIONAL MEDAL OF SCIENCE**

Estes' contributions to APS go beyond his work as editor of *Psychological Science*.

As a Charter Fellow of the Society, Estes has been involved with APS since its conception. "I'm sympathetic with the APS objectives. The objective that particularly interests me is serving the scientific, research-oriented part of psychology—giving it real representation. I want scientific psychology to have a real opportunity to speak out and to get into contact with broad national problems," he told the *Observer* in 1989, just as the organization was under way. He has since been named a William James Fellow, been a frequent presenter at the APS convention, and delivered the Keynote Address at the 1994 meeting in Chicago.

He has sat on government grant panels and served either as president or on the board of numerous scientific societies. Estes was elected in 1963 to the National Academy of Sciences and is also a fellow of the American Academy of Arts and Sciences, an honorary life member of the New York Academy of Sciences, a member of the Society of Experimental Psychologists, and former chair of the psychology section of the American Association for the Advancement of Science in 1992.

Currently living near Harvard in Cambridge, Massachusetts, Estes, an avid tournament bridge player, traveler, and music aficionado, said that in looking back at his career, he is most proud of his work with colleagues and students. "I think I am most satisfied by the accomplishments of the students and postdocs who have spent time in my laboratory over the years, evidently finding it a fertile environment for expanding their creative abilities," he said, and added that he is excited about some of the interesting recent developments in the field. "There has been spectacular recent progress in developing meaningful connections between neural and cognitive science and the role of computational modeling in these developments."

Elizabeth Rukznzis
Throughout the NIH now, the behavioral science review committees are being reformulated.

TURKKAN: I am the NIDA representative, along with Teri Leventin, the head of the Office of Extramural Program Review, to make sure that the NIDA perspective is included in the new structure. Overall, we are taking a blank slate approach rather than keeping whatever committees already existed at the Center for Scientific Review. We are really kind of throwing the deck in the air and reshuffling the cards. Letters are now being sent to APS and other scientific organizations asking for suggestions of people who can help us sort those cards in the right way.

There seems to be a lot of ground where NIDA’s work and that of the other institutes would intersect.

TURKKAN: Yes there is. We are right now working closely with the National Cancer Institute (NCI) and the National Institute of Child Health and Human Development (NICHD) on initiatives around prevention and cessation of tobacco use by children and youth in the U.S.

Another example is that the Epidemiology and Prevention Research Division here is working very closely with the White House Office of National Drug Control Policy on an initiative focussing on persuasive communication. They are looking at how persuasive communication can work on the negative side, as with cigarette marketing, and how we in public health can better and more persuasively communicate with youth about avoiding drug use.

One of my goals here at NIDA is to get the word out that NIDA, like other NIH institutes, is interested in the most fundamental scientific questions about behavior—about the sources of behavior and about how to change behavior. I can’t emphasize more that this kind of fundamental behavioral science research, whether about impulsivity or early indicators of risk or how people make decisions or how emotions affect what you do, is of great interest and importance to this institute and every other institute at NIH.

NIAAA FROM PAGE 11

cumstances. What are the contextual and cognitive influences that make people susceptible to alcohol abuse at one time and not susceptible at another time? Much depends on their own cognitive appraisals of their own individual abilities.

Additional Areas

Psychophysiological research — Combining perspectives from biological, genetic, and psychological research, psychologist James Blascovich and his colleagues have discovered psychophysiological patterns that distinguish threat responses from challenge responses. This has implications for models of tension reduction which would benefit from having these finer patterns of cardiovascular responses. This research also is relevant to issues of how environmental stimuli are perceived, which in alcohol research, could be something such as the expectancy of having a drink.

Methodology — Studies of research methodology and program evaluation, such as Lee Sechrest’s work in the area of drug abuse, is of enormous interest to NIAAA and the field of alcohol research more generally. Among other things, Sechrest has been investigating ways to synthesize research findings, and his colleague Elizabeth Merkle has worked on issues related to the phenomenology of craving and the development of a measure of craving.

Alcohol and the workplace — Industrial/organizational psychologists such as Milton Hakel study issues relating to health and stress, and productivity. This research requires the cooperation of industry and unions, which are easier to work with now compared to past experiences. Reducing alcohol problems through stress management has been shown to be effective. The author would like to see the study of employee assistance programs (EAP) in an era of managed care.

Symposium on Genetics

In addition to conducting workshops on some of the areas described above, NIAAA is holding a day-long symposium on behavioral genetics prior to the APS Convention in Washington, DC, on May 21, 1998. The symposium, which is described in greater detail on page 37, will feature presentations on genetics research relating to alcoholism, including twins and adoption studies, genetic risk and protective factors, and the future of behavioral genetics research relating to alcohol abuse.

Sarah Brookhart

Letters to the Editor

The Editor welcomes your letters

Do you have something to say about the Observer, a particular article or issue, or the field itself? Then let us know.

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

Elizabeth Ruksznis
Editor
APS Observer
1010 Vermont Ave, NW
Ste. 1100
Washington, DC 20005
Fax: 202-783-2083
Email: ewr@aps.washington.dc.us
President’s Update: On Our Way

by Susan Yoder

As president of the APS Student Caucus, I would like to take a moment to inform you of what we’ve been up to in the past few months, and how our student affiliates fit into all of this. New programs or revamping of old programs are underway, all with the end goal of making ourselves even more useful to you, the students we represent.

As you may have seen in the previous Student Notebook, we are sponsoring an Ethnic Minority Concerns Committee (EMCC) Research Competition for the first time ever. The purpose of this research competition is to recognize and encourage quality student research on minority issues. The winners of the competition, in addition to having the opportunity to give a talk at the annual APS Convention instead of a poster, will also receive a cash award. In past years we have had a successful EMCC symposium with student presenters, but this is the first year we have had a monetary award as well.

A new Mentorship Committee chair has been appointed. Ben Hayes will be expanding and promoting our under-utilized Mentorship program. The idea behind this program is students helping students. We want to establish a network in which graduate students who are interested in being mentors can connect with, answer questions and provide helpful advice to undergraduates or graduate students who need it. If you think you might be interested in serving as a mentor for students and want more information, or if you are a student who would like a mentor, please contact Ben at bhayes@scs.unr.edu.

Communications Director, recently sent a note to the chapters we have on file requesting information about their status and chapter activities, and included a response card. If you received one of these response cards, please fill it out and get it back to us. If you didn’t receive a card, please e-mail or write to Otto letting him know. The sooner we get information on our local chapters, the sooner we can start better serving their needs.

As you can probably figure out from the previous paragraphs, one of our primary goals is to increase student participation. If you’re a student affiliate of APS, you’re automatically a member of the APSSC, and should plan now to take advantage of some of the opportunities we offer. In addition to the EMCC Research Competition and Mentorship program I have already mentioned, we provide travel assistance, grants, research awards, and chapter awards. Last year, participation in the Research Competition and Student Grant Awards almost doubled from the previous year. Deadlines this year are earlier, so please be aware that you might need to get an earlier start than expected to submit materials on time. Your increased participation will help ensure that we can continue to offer these awards and programs for student affiliates in the future.

If you want the most up-to-date information on a particular program the APSSC offers, please check out our web site at http://psych.hanover.edu/APS/APSSC/apssc.html. We are constantly updating the information on the page, so it is likely that new information will appear there even before it comes out in the next Notebook.

Deadline Reminders

<table>
<thead>
<tr>
<th>Competition</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSSC Research Competition</td>
<td>Jan 15</td>
</tr>
<tr>
<td>EMCC Research Competition</td>
<td>Jan 15</td>
</tr>
<tr>
<td>Reviewer Nominations</td>
<td>Jan 15</td>
</tr>
<tr>
<td>APSSC Grant Competition</td>
<td>Feb 10</td>
</tr>
<tr>
<td>Travel Requests</td>
<td>Feb 10</td>
</tr>
<tr>
<td>Chapter of the Year Award</td>
<td>Apr 22</td>
</tr>
</tbody>
</table>

For more information about these competitions check out the September 1997 issue of the Observer.
Mentorship Committee Up and Running!

The APSSC Executive Council is pleased to announce our newest member, Ben Hayes of the University of Nevada, Reno. Ben will be taking over as Chair of the Mentorship Committee. The Mentorship Committee is designed to facilitate communication between those in the know, and those who wish they were.

Mentors can be faculty or graduate students, and mentees are typically undergraduates, but we are encouraging participation by junior graduate students as well. Topics for discussion with undergraduate mentees may include: how to apply and get into graduate school, choosing the appropriate graduate program, and what to do to prepare for the rigors of graduate school. Topics for discussion with graduate student mentees might focus on time management, getting the most out of research/teaching experiences, vita development, and how to get a job.

The Mentorship Committee will link up interested mentors and mentees for communication via email, or if geographic location permits, for in-person discussion. First, let’s let Ben introduce himself:

I am a graduate student in the Experimental Psychology Program at the University of Nevada, Reno. I would like the Mentorship Program to become an effective resource for students applying to or even considering graduate school. I think that any mentor, whether a professor or graduate student, would be helpful in assisting a potential student in choosing which program(s) would be best for him or her and how to go about getting into those programs. Also, I think junior graduate students would be helped by having someone to communicate with who has gone through the same processes. With email available to practically everyone now, both the mentors and mentees can communicate with relatively little effort. I am both excited and optimistic about bringing the program to its potential. Please contact me if you are interested in either being mentored or becoming a mentor. Ben Hayes, Department of Psychology/296, University of Nevada, Reno, NV 89557. Or via email at bhayes@scs.unr.edu.

Hot Site

From now on, every issue of the Student Notebook will include a “Hot Site.” To qualify, a web site must be of very high quality, be psychology related, and be of some use to students.

The Hot Site for this issue of the Student Notebook is the Research Randomizer. This site allows you to generate random numbers, and can be used for random assignment as well as random selection. Visit it at: http://www.wesleyan.edu/spn/random/intro.htm.

Do you know of a Hot Site? If so, contact Kim Beal (kimbeal@equinox.unr.edu).

Visit Us at Our Web Site! http://psych.hanover.edu/APS/APSSC/apssc.html

Questions? Comments?
Contact: Communications Director
Otto H. MacLin
otto@scs.unr.edu

Job Hunting?

The APSSC Web site now offers a page of resources for all of you job hunters out there. These resources include information on how to ensure you are marketable before you search for a job, where to look for job openings (our own Observer for one!), how to put together a winning application packet, preparing your “job talk,” how to handle the job interview, negotiating a contract, and much more. Check it out at http://psych.hanover.edu/APS/APSSC/apssc.html.

APSSC Officers • 1997-1998

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

Executive Council
President
Susan R. Yoder
Department of Psychology
Kent State University
Kent, OH 44242
Office: (330) 672-2166
FAX: (330) 672-7586
Email: sperryl@kent.edu
Past-President
Nikki Scarberry
Department of Psychology
Texas Christian University
Fort Worth, TX 76129
Office: (817) 921-7414
FAX: (817) 921-7110
Email: nscscarberry@delta.is.tcu.edu
Graduate Advocate
Jeremy Moreland
Department of Psychology
Texas Christian University
P.O. Box 298920
Fort Worth, TX 76129
Email: jimmoreland@delta.is.tcu.edu
Undergraduate Advocate
David Samonds
86 Dana St.
Amherst, MA 01002
Email: dsamonds@student.umass.edu
Communications Director
Otto H. MacLin
Department of Psychology
University of Nevada, Reno/296
Reno, NV 89557
Office: (702) 784-4710
FAX: (702) 784-1358
Email: otto@scs.unr.edu
Student Notebook Editor
M. Kimberly Beal
Interdisciplinary Ph.D. Program in Social Psychology
University of Nevada, Reno
Reno, NV 89557
Office: (702) 784-6420
FAX: (702) 784-4506
Email: kimbeal@equinox.unr.edu
Ethnic Minority Concerns Committee
Natesha Bailey, Chair
1420 N. Charles St.
Baltimore, MD 21201
FAX: 410-837-5431
Email: nbailey@UBmail.UBalt.edu
Mentorship Committee
Ben Hayes, Chair
Department of Psychology
University of Nevada, Reno/296
Reno, NV 89557
Office: 702-784-4474
FAX: 702-784-1126
Email: bhayes@scs.unr.edu

January 1998
Obituaries

Stanley Schacter
Scientist of Distinction
1922-1997

Stanley Schacter was born in New York City on April 15, 1922. The only child of an immigrant Jewish couple from Eastern Europe, he was educated in the New York City public school system, P.S. 77 and James Monroe High School. During that time his family was making a transition to middle class status through the successes of his father's laundry business. His father wanted Stan to go to laundry “college” for a year in preparation for entry into the family enterprise but a high school counselor persuaded Stan to attend a regular college and suggested the West Virginia University. When his application was turned down by WVU, he enrolled at Yale in 1939 at the age of 17.

In his early Yale years, his choice of majors was between Art History and Psychology, presaging both his career in academics and a lifetime of pursuits and pastimes in aesthetics, art, architecture, literature, and music. He received a Bachelor of Science degree in Psychology at Yale during World War II. He remained to receive a Master of Arts in Psychology and then entered the Army Air Corps for a two and a half year term of service in an applied psychology unit at Wright-Patterson Air Force Base in Ohio. When he left the Army in 1946, he moved to Kurt Lewin’s Research Center for Group Dynamics at MIT. He was one of an extraordinary cohort of students that developed and defined modern Social Psychology. His colleagues included, among others, Kurt Bach, Morton Deutsch, Murray Horwitz, Harold Kelley, Albert Peplow, John Thibaut, and Ben Willerlam. After Lewin’s death in 1947, the Center moved to the University of Michigan where Stanley received his PhD in 1947.

During his student years he worked and studied with some of the most prominent and influential figures in 20th century psychology: Clark Hull and Donald Marquis at Yale, Kurt Lewin at MIT, Dorwin Cartwright at Michigan, and his mentor, friend, and colleague, Leon Festinger, at both MIT and Michigan. He would continue that tradition of distinction in psychology by acquiring a garland of honors, such as election to the National Academy of Sciences and to the American Academy of Arts and Sciences. He was a William James Fellow of the American Psychological Society and among the awards which he received were the American Psychological Association’s Distinguished Scientific Contribution award, the Distinguished Scientist Award of the Society for Experimental Social Psychology, and the New York State Psychological Association’s Kurt Lewin Award.

In 1947, armed with his new degree, Stan took a position at the University of Minnesota as an Assistant Professor. He stayed there for 12 years (a period that he always regarded with fond nostalgia) rising to the rank of Professor. In 1961, the offer of a Professorship at Columbia University gave him the opportunity to return to New York City and the newly formed Department of Social Psychology. He remained at Columbia for the rest of his life, leaving only for occasional sabbaticals.

In a long career of psychological research, Stan Schacter’s interests evolved and changed. He made contributions to at least 15 different problems over time. Just a listing of these areas and a representative publication from each may help convey the breadth of his mastery of the psychology of modern life.

1. Night blindness and visual adaptation. (Schachter and Chapinis, Distortion in glass and its effect on depth perception.)
2. Social consequences of environmental design. (Festinger, Schacher, and Bach. Social Pressures in Informal Groups.)
3. Social Influence and communication processes. (Deviation, rejection, and communication.)
4. The transmission of rumors. (Schachter and Burdick, A field experiment on rumor transmission.)
5. Dissonance theory. (Festinger, Rieckten, and Schacter. When Prophecy Fails.)
6. The methodology of replication and cross-cultural studies. (Interpretive and methodological problems of replicated research.)
7. Mood and industrial productivity. (Schachter, et al., Emotional disruption and industrial productivity.)
8. Affiliation. (The Psychology of Affiliation.)
9. Birth order, eminence, and sociometric choice. (Birth order, eminence, and higher education.)
10. The two factor theory of emotion. (The interaction of cognitive and physiological determinants of emotional state.)
11. Sociopathy and crime. (Schachter and Latane, Crime, cognition, and the autonomic nervous system.)
12. Eating and obesity. (Eating and obesity.)
13. Psychological and physiological factors in smoking (Pharmacological and psychological determinants of cigarette smoking.)
14. The psychology of economics and stock market behavior. (Schachter, et alia. Some Causes and consequences of dependence and independence in the stock market.)
15. Speech disfluency (Schachter, et alia. The vocabularies of Academia.)

The range of Schacht’s contributions is astonishing but their impact is even more so. Many of them are the groundbreaking and seminal publications in the fields that they address and the flair, imagination, and variety of methods used keeps them worthwhile and useful almost 50 years after some of them were first published.

In addition to his research productivity, Stan has been a nurturer and trainer of many students who have gone on to distinguished careers of their own. To name but a few, among his protégés are included Nico Christenfeld, William Gerrin, Neil Grunberg, Peter Herman, Lynn Kozlowski, Bibb Latané, Richard...
Nisbett, Patty Pliner, Roland Radloff, Judith Rodin, Lee Ross, Brett Silverstein, Jerome Singer, Ladd Wheeler, Lawrence Wrightsman, and, as the old refrain goes, others too numerous to mention. Stan trained all of them as their preceptor and mentor. He clearly was not Mr. Chips winning students' hearts in the classroom. In a career that spanned 5 decades, Stanley probably taught no more than a half dozen undergraduate courses. He seldom went to professional society meetings and was sparing in the number of colloquia that he gave. He was not a charismatic speaker and never seemed fully at ease in front of a podium with a large audience. He preferred his home in East Hampton to professional traveling and spent most of his discretionary time there with his wife, Sophia, and his son, Elijah.

Stan's main formal teaching forte was his seminar. The content evolved over the years as his interests developed but the format was always the same. He was influenced by a graduate seminar he had taken at Yale from Clark Hull. Hull would assign one or two articles each week together with a set of discussion questions for homework. The class following was a give and take on those questions. Stanley once wrote, "Hull tried to teach Socratically. I do, too, but my version ... tends more to resemble the way Miss Hogan used to run second grade back in P.S. 77 – teach by terror." (Schachter, 1989) Generations of his students would concur that he succeeded. From an historical perspective they would argue the atmosphere was more reminiscent of Torquemada than of Socrates.

The technique was effective in concentrating the students' attention on the materials but it served other functions also, ones that were central to Stan's research and teaching style. The seminar was a boot camp for screening the cohort of students down to those with whom he could work. Basically, his students had to be people with whom he could schmooze.

Stan Schachter was a championship class schmoozer. Lying on the beach at East Hampton, sprawled on the sofa in his living room with a glass of scotch, or at his desk looking across a backgammon or cribbage board, he loved to talk about the world, about people, about the follies of the day, or any other topic that arose. His conversation was not a monologue or the polished anecdote of a raconteur but a genial back and forth about interesting things going on around him. The talk would be the way that he formulated and polished his ideas or even the way they occurred to him. The conjectures, the 'what ifs', the 'what would happen' were his alternative to the hypothetico-deductive system. Stan's theory of obesity led him to speculate (and later demonstrate) that in a Chinese restaurant overweight Orientals and normal weight Caucasians would use chop sticks and normal weight Orientals and overweight Caucasians would use knives and forks. Such imaginative leaps of implication from theory were not the product of tightly reasoned conclusions from a set of formal axioms. It came from schmoozing about fat and skinny with a student, a colleague, or a friend.

The schmoozing was the major source of education for Stan Schachter's students. The seminar may have been hell but the schmooze was a signal that the students had crossed the threshold. They were worth bouncing opinions off of, and maybe, they might have something worthwhile to contribute. What's more, schmoozing led to research, research that was also fun and was created in the excitement of discovery. Stanley conducted research on mundane topics but he had absolutely no interest in doing mundane research. He would not even consider a student's suggestion of a parametric study to follow up some finding. Just in conversation there arose so many interesting things that he couldn't imagine spending research enthusiasm on things that were interesting neither in prospect nor in report. Ultimately, Stan conducted research to satisfy an itch in his curiosity, to find a simple explanation for what seemed a complicated behavior. When Stan had solved one problem to his own satisfaction, he was content, even driven, to move on to another. It would then be time for more schmoozing to bat another observation back and forth.

In his television series, "The Ascent of Man," Jacob Bronowski traces the history of science (cf. Bronowski, 1976). and in the final episode there is a throwaway line that catches the viewer up short. While talking about his late friend John von Neuman, arguably the greatest mathematician of the 20th century, Bronowski calls von Neumann a genius because he had had two ideas in his lifetime. This escalation of what to credit as an idea is reminiscent of Stan Schachter. He was interested in ideas but, like Bronowski, he was stringent in what he considered to be an idea. To him an idea was not a way to repeat a study with a different control group, or a variation of some developed body of knowledge, or even a way to sort out two competing explanations. An idea was something that excited, that explained something completely puzzling. An idea was something that should be worth time and effort and that solved real problems. Stanley's success as researcher was his imaginative ability to find those ideas, decade after decade. His success as a teacher was his ability to implant that same enthusiasm and set of values into his student protégés, schmooze after schmooze.

Stanley Schachter believed that his strongest attribute for producing important research was his ability to look through sets of data, preferably laid out on cross-hatched tabulation sheets, and find the interesting quirk or the non-obvious anomaly that led to the final "Eureka". He would delight when a research assistant would bring him data. It was not just work, it was a chess problem or a crossword puzzle as well. This, too, was not lost on his students and colleagues.

There are data that are of relevance to Stan's life as a psychologist. Stan wrote or co-authored 8 monographs and books, 69 professional articles, and 5 technical reports. He was first or only author on 4 (50 percent) of the books and on 56 (81 percent) of the articles. If the number of publications seems small for someone so heavily cited, it may be because his publications tended to reappear. Of his 77 books and articles, 36 (47 percent) have been reprinted and not just once but multiple times for an average of 1.9 reprints/publication. One study alone was reprinted 29 times and those articles or books that were reprinted were done so an average 4.1 times each. This exemplary record has one quirky, but revealing, Schachterian datum. In an era when research is more and more credited to 'teams' and 'laboratories', Stanley valued originality in his colleagues and students. Not one of his publications is a co-authorship by him of a student's dissertation.


CONTINUED ON NEXT PAGE
Postscript

The self-examined life of teaching finds, for most, little discontent. Knowledge that we are helping students prepare for their own future years. As a member of the faculty, these years probably include delightful way to earn a living. Few of us are heroes but the

Teaching Tips from Page 26

Within the context of this column (students remember what they understand), a term paper is better than an essay exam which, in turn, is better than a machine-scorable test.

Recommended Reading


Family from Page 17

grade. My mother worked for the Department of Labor and they were doing a lot of publishing on child care and so forth and they needed a wan-looking, sickly child on the cover of one of their publications. I got drafted!"

Other Memories

Although Gabbay’s grandfather died when she was 10 she has fond recollections of him: “When we visited my grandparents in Bloomington, Indiana, I remember waiting at our ‘post’ on the second-floor porch for him to come back from his lab — either for lunch, or at the end of the day. Each of us children would try to be the first to see him appear over the hill, as he walked home from campus.”

“He taught me how to swim and how to play solitaire, as I suppose, many grandfathers have done. I also remember, however, sitting on his lap in front of the fireplace, learning how to count the binary system. Although he died just before computers began to be used routinely in psychological research, maybe he was preparing me,” said Gabbay. “It’s too early to tell whether my own children will end up in the field or not, although both of them have submitted behavioral science entries to their school science fairs,” said Gabbay. “My son Nathan (age 13) conducted a study comparing visual and auditory reaction times on an attention task, and my daughter Elise (age 11) did a study of sex differences on some neuropsychological tests. Nathan spent much of his first year swinging in a baby swing in David Lykken’s psychophysiology lab at the University of Minnesota, and Elise, in her snugly, attended lab meetings at Connie Duncan’s cognitive psychophysiology laboratory at the National Institutes of Mental Health. If there are genetic or environmental influences on career choice, both of my children may be “at risk” for becoming psychophysiologists!” Kristen Bourke

Stanford C. Ericksen received his PhD from the University of Chicago in 1938 in Experimental Psychology. He was Professor and Chairperson, Department of Psychology at Vanderbilt University and is currently emeritus Professor of Psychology at The University of Michigan where, in 1962, he was the founding director of the Center for Research on Learning and Teaching. His MEMO TO THE FACULTY series was widely read and after retirement in 1982, he continued these reports as UPDATE ON TEACHING at the University of Florida.
Organizational Profile

Origins and Purpose
The International Society for Research on Aggression (ISRA) was founded in 1972 for the purpose of encouraging the discovery and exchange of scientific information on the causes and consequences of aggression and for developing knowledge and techniques which might reduce harmful aggression. The Society is non-partisan, but its activities are intended to promote human welfare through enhanced knowledge of the causes and control of aggressive behavior.

Membership
The Society has more than 350 active researchers from various disciplines. The international membership represents over 34 countries. There are two classes of members: (1) Fellows and scholars have made substantial contributions on problems of aggression, and (2) Associates are scientists or professionals who support the goals of the Society but are not themselves actively engaged in aggression research. Annual dues are $20 (US). Members receive a discount on our affiliated journal Aggressive Behavior published bimonthly by Wiley.

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

OFFICERS

President: L. Rowell Huesmann
University of Michigan
Past-President: Dan Olweus
University of Bergen
President-Elect: Jaap Koolhaas
University of Groningen
Executive-Secretary: Ed Donnerstein
University of California-Santa Barbara
Treasurer: John Knutson
University of Iowa
Archivist: Ron Baenninger
Temple University

BACKGROUND
ISRA was founded to be a broadly interdisciplinary society that would study and address the vast and complex problems of destructive violence, aggression, and warfare. Due to intercultural differences in the expression and control of violence, and the international nature of warfare, the society's founding members determined that a society formed to focus on the study of aggression would best serve the scientific community and world through maintaining international membership.

Members include anthropologists, biologists, physiologists, sociologists, and psychologists. The society is composed about equally of members who study human aggression and members who study animal aggression. The primary activity of the society is its biennial world scientific meeting which alternates between the Eastern and Western hemispheres. Meetings focus on promoting a scholarly exchange of recent ideas between researchers from different countries using different methodologies. Regional meetings are often held in off years.

In July of 1998, ISRA will celebrate its 25th anniversary with a week of papers, symposia, and invited addresses. The conference will be held on the campus of Ramapo College in Mahwah, New Jersey, just 20 miles from New York City. One session will also be held at the Rockefeller University. A special program is being planned.

Contact:
ISRA Conference Information:
Roger N. Johnson
School of Theoretical and Applied Science
Ranapo College of New Jersey
Mahwah, NJ 07430-1680
Tel: 201-529-7755,7748
Fax: 201-934-9380
E-mail: rjohnson@ramapo.edu

Membership:
Ed Donnerstein
Dept. of Communications
UC- Santa Barbara
Santa Barbara, CA 93106
E-mail: donnerst@alishaw.ucsb.edu

Web Page
http://www.ski-town.com/isra

January 1998
Announcements

SERVICES

DISSERTATION COMPLETION CONSULTING: Individualized program assists with all aspects of dissertation and thesis research. By phone, by FAX, by mail, or in person. Write: The Academic Information Center, Dissertation Completion Project, 9794 Scripps Ranch Blvd., Ste. 294, San Diego, CA 92131, or call “toll-free” 1-1(888) 463-6999.

Silver Fox Developments is releasing a 10 hr interactive courseware entitled the Psychology of Learning CBT. This CD-ROM course teaches basic learning principles and addresses these principles to the design of individualized instruction. Contact Murray Etheridge at 506-778-2482 or etheridge@hnnet.nh.a.ca.

SUMMER SCHOOL

Applications are invited for participation in a 2-week residential Summer School on techniques in connectionist modelling. The course is aimed primarily at researchers who wish to exploit neural network models in their teaching and/or research and it will provide a general introduction to connectionist modelling, biologically plausible neural networks and brain function through lectures and exercises on Macintosh's and PC's. The course is interdisciplinary in content though many of the illustrative examples are taken from cognitive and developmental psychology, and cognitive neuroscience. The instructors with primarily responsibility for teaching to course are Kim Plunkett and Edmund Rolls. The cost of participation in the Summer School is £950 for Faculty and £750 for Graduate Students. Participants will be expected to cover their own travel and meal costs. Further information about the contents of the course can be obtained from Steve Young @ psy.ox.ac.uk. If you are interested in participating in the Summer School, please contact Mrs. Sue King, Department of Experimental Psychology, University of Oxford, South Parks Road, Oxford, ENGLAND OX1 3UD. Tel (01865) 271353. E-mail: susan.king @psy.oxford.ac.uk.

RESEARCH FUNDING AND AWARDS

The Law School Admission Council (LSAC) research Grant Program funds empirical research on legal education in the United States and in the common law schools of Canada. The program welcomes research projects proposing any of a variety of methodologies and topics, and time frames looking as far back as students' undergraduate consideration of legal education as far forward as jobs following law school. Proposals are judged on the importance of the questions addressed and the quality of the research designs. Eligible investigators need not be members of law school faculties. Proposals from interdisciplinary research teams are encouraged. There are two review cycles for these grants each year. The deadlines for submitting proposals are September 1 and February 1. To obtain a copy of the program announcement, contact Kathleen B. McGeady, Coordinator of Grants and Contracts, Law School Admission Council, P.O. Box 40, 661 Penn Street, Newtown, PA 18940-0040, (Telephone: 215-968-1377; e-mail: kmcgeady @lsac.org; fax: 215-968-1169.

The National Research Council announces the 1998 Postdoctoral and Senior Research Association Grants to be conducted on behalf of over 120 research laboratories throughout the United States representing nearly all U.S. Government agencies with research facilities. The program provides opportunities for Ph.D. scientists and engineers of unusual promise and ability to perform research on problems largely of their own choosing yet compatible with the research interests of the sponsoring laboratory. Awards are made for one or two years, renewable for a maximum of three years; senior applicants who have held the doctorate at least five years may request shorter periods. Applicants submitted directly by the research laboratories, as well as application materials, may be obtained from the: National Research Council, Association Programs (T2114/D3), 2101 Constitution Avenue, NW, Washington, DC 20418, Fax 202-334-2759. E-mail: rap @nas.edu. Information also on Internet at: http://www.nas.edu/rap/welcome.html.

DEADLINES FOR APPLICATION: January 15, April 15, and August 15, 1998. Qualified Applicants will be reviewed without regard to race, creed, color, age, sex or national origin.

1998 Annual Prize ($200) for Psychological Research on Women and Gender by Graduate Students. Awarded By: Association for Research in Women in Psychology (AWP) and Division 35 (Psychology of Women) of the American Psychological Association (APA). Research Issues: Research topics eligible for this award must be constructed very broadly and may represent work in any area of Psychology. The research should be relevant in some significant way to women's lives, or more generally, to the emerging psychological understanding of gender role influences on human behavior. The research may be basic or applied. Eligibility: Jointly authored papers are eligible, but the first author must have been a student at the time the research was done. Do not submit reprints or manuscripts with authors' names embedded in them. Submission of Papers: Send four (4) copies of the paper and a self-addressed, stamped post card and a self-addressed stamped size business envelope by April 1, 1998 to: Joan C. Christer, Co-Chair, 1998 Election, AWP, Center for Education of the Women in Psychology, College (Box 5578), 270 Mohegan Avenue, New London, CT 06320. Telephone (860) 439-2236, FAX: (860) 439-5300. Judging: A panel of psychologists will read all entries using a standard masked review procedure. Judging will be done on the basis of theoretical creativity, methodological skill, clarity and style of presentation, and importance of the research program. First and alternate winners will be announced at the APA. A $200 prize will be awarded for the best paper. Winners will be given the opportunity to present their research at the 1999 Conference of the Association for Women in Psychology. DEADLINE for 1999 PRIZE: APRIL 1, 1998.

CALL FOR PAPERS/PROPOSALS

The Society for the Multidisciplinary Study of Consciousness is accepting submissions for its inaugural conference, Aug. 17-18, 1998. The first meeting of the society will focus on ways to encourage and organize the establishment of multidisciplinary conceptions and principles of consciousness. Submissions are invited that address cognitive science, including cognitive neuroscience, linguistics, philosophy of mind, artificial intelligence, and cognition and nonlinear dynamics. The deadline for submission of abstracts is March 15, 1998. Acceptance of paper and poster submissions depends on their suitability to the conference theme, quality, and availability of slots. Submissions can be sent to: Larry Vandervert, American Nonlinear Systems, 711 Waverly PI., Spokane, WA 99205-3271; tel.: 509-533-3383, fax: 509-533-3149; email: larryv@sef.sc.spokane.ww.us.

The Journal Of Offender Rehabilitation plans tp publish a special issue in Volume 29 (to appear during the 1998-99 academic year) devoted to STUDIES IN THE PRE-SERVICE ASSESSMENT OF PUBLIC SAFETY PERSONNEL (police and other law enforcement, fire, correction, probation and parole officers), with particular emphasis on (1) innovative psychological techniques and protocols and (2) techniques and protocols that, especially in the case of pre-service assessment, meet varied EEOC and case law guidelines for predictive validity and relevance for task performance. Prospective contributors are asked to prepare a brief précis of 2-3 pages the planned manuscript; there is no arbitrary limit on length of the final manuscript. Proposals should be sent by February 1, 1998 via surface mail to Dr. N. J. Pallone, Edina, OR, California State University, New London, CT 06320. Telephone (860) 439-8950; fax: (215) 439-8950. Prospective authors whose proposals are accepted will be so notified by March 15. Final manuscripts are due June 15, 1998.

International Society for the History of Behavioral and Social Sciences will hold its thirtieth annual meeting June 18-21, 1998, at the University of San Diego in San Diego, California. Proposals (symposia, workshops, papers, and posters) may deal with any aspect of the history of the behavioral and social sciences or with related historiographical or methodological issues. Submissions must be postmarked by February 2, 1998. Travel awards are available for graduate students to present papers or posters. For further information, contact Leila Zanderland, Cheiron Program Chair, Department of American Studies, California State Uni-

January 1998
International Society for Developmental Psychologyology Annual Meeting will be held July 2-6, 1998 in Orleans, France. This meeting will feature a series of contributed and invited papers and posters that focus on neural, psychological and evolutionary aspects of behavioral development. The Wiley speaker will be Scania de Schonen, Director of the Neurocognition Group Center (CNRS). The Presidential address will be given by Gerald Turkewitz entitled “The influence of the pre and prenatal period on everything of importance.”

For further information contact Dr. P. Kehoe, Department of Psychology, Trinity College, Hartford, CT 06106; (860)-297-2237; Fax (860)-297-2538; e-mail: priscilla.kehoe@mail.trincoll.edu.

Sociologists Against Sexual Harassment announces its Eighth Annual Conference and Call for Papers. The conference is organized around the theme “Sexual Harassment Research and Response: Culture and the Politics of Social Change” and will meet at the Hotel Nikko in San Francisco, CA, August 19-20, 1998. The Program Chairs invite proposals for papers, panels, roundtables and workshops addressing existing and emerging topics pertaining to sexual harassment response, research trends, and organizational issues. We are especially interested in cross-disciplinary work addressing, for example, critiques of feminist ad/or legal interpretations/definitions of sexual harassment by scholars and activists of color, power/social control and the role of the researcher/expert, “needs” based discourse/research, issues of “multiculturalism” and organizational response to sexual harassment, same-sex sexual harassment, prevention education evaluation, race/culture and informal resolution strategies, national and international comparative studies, etc. Sociologists Against Sexual Harassment is an interdisciplinary origin of educators, researchers, practitioners, and consultants from the social sciences, the legal profession, and equal opportunity groups and agencies. SASH is co-sponsored by the Society for the Study of Social Problems. Submissions must be received by March 15, 1998. Contact: Susan Hippensteele, SASH '98 Program Co-Chair, Sex Equity Specialist, University of Hawaii at Manoa, 2600 Campus Road, Room 209, Honolulu, HI 96822, 808-956-9499 (ph), 808-956-4541 (fx), hippenst@hawaii.edu.

NEW PUBLICATIONS

Manisses Communications Group, Inc. of Providence, RI and Strafford Publications, Inc. of Atlanta, GA have jointly produced Behavioral Health Law '97 Case Yearbook covering more than 160 recent court decisions related to mental health and addiction. The volume is organized into three sections: Individual’s Rights, Program Responsibilities, and Professional Rights and Responsibilities. Each section includes coverage on a variety of topics, including confidentiality, drug testing, sexual misconduct, malpractice, staff responsibilities, and patient’s conduct. It also includes full legal citation, summary of the facts, the court’s findings and the legal basis for the decision. Manisses is the publisher of Mental Health Weekly and Alcoholism & Drug Abuse Weekly. Strafford is the publisher of Health Law Week. The book sells for $99 plus $5.95 for shipping and handling. It can be ordered by calling Manisses Customer Service at 1-800-333-7771.

The Hawthorne Medical Press will be publishing the new Journal of Forensic Neuropsychology beginning Spring 1998. The new journal will cover forensically-related neuropsychological research and topical issues and will promote the appropriate use of clinical neuropsychology in the forensic forum. It will also strive to improve the quality of clinical neuropsychological information available to professionals engaged in legal endeavors. The journal will feature mainly full-length, empirically-based articles; however, shorter brief reports will also be accepted. Jim Holm will serve as editor. For submission information, contact Jim Horn, Journal of Forensic Neuropsychology, The Neuropsychology Center, P.O. 9400 North Central Expressway, Ste. 904, Dallas, TX 75231. For subscription information, contact 1-800-HAWORTH or fax 1-800-895-0582.

APS OBSERVER
American Psychological Society

January 1998
Meeting Calendar

January

Winter Conference on Brain Research
Snowbird, Utah
January 24-31, 1998
Contact: M. Zigmond, Univ. of Pittsburgh, Dept. of Neuroscience, 570 Crawford Hall, Pittsburgh, PA 15260; tel.: 412-624-4258; email: wcbr@pitt.edu; http://www.decisionmaking.com

Winter Conference on Neural Plasticity
St. Lucia, Caribbean
February 21-28, 1998
Contact: T.L. Petit, Dept. of Psychology, Univ. of Toronto, 1255 Military Trail, Scarborough, Ontario M1C 1A4, Canada; fax: 416-287-7642; email: wcnp@scar.uottawa.ca; http://www.neuro.com/wcnp/

American Society of Neuroimaging
Orlando, Florida
February 26-28, 1998
Contact: Laura Wilkerson, 612-545-6291

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

American Academy of Pain Medicine
Annual Meeting
San Diego, California
Feb 13-15, 1998
Contact: AAPM at 847-375-4731

March

Association for Women in Psychology
Baltimore, Maryland
March 5-8, 1998
Contact: Lynn H. Collins, AWP Conference Coordinator, Div. of Applied Psychology and Quantitative Methods, Univ. of Baltimore, 1430 N. Charles St., Baltimore, MD 21201-5779; tel.: 410-837-5283; fax: 410-837-5336; email: lcollins@ubmail.ubalt.edu

The 56th Annual Meeting of the American Psychosomatic Society
March 12-14, 1998
Clearwater, Beach, Florida
Contact: American Psychosomatic Society, 6728 Old McLean Village Dr., McLean, VA 22101-3906; tel.: 703-556-9222; fax: 703-556-8729; email: apsychsoc@aol.com

14th National Symposium on Child Sexual Abuse
Huntsville, Alabama
March 17-20, 1998

The 12th Annual Conference on Undergraduate Teaching of Psychology:
Ideas & Innovations
Ellenville, New York
March 18-20, 1998
Contact: Gene Idenbaum, Dept. of Psychology, SUNY-Farmingdale, Farmingdale, NY 11735; tel.: 516-420-2725; fax: 516-420-2452

Rotman Research Institute Conference:
Cognition and the Aging Brain
Toronto, Canada
March 19-20, 1998
Contact: Rotman Research Institute, Baycrest Centre for Geriatric Care, 3560 Bathurst St., Toronto, Ontario, Canada M6A 2E1; tel.: 416-2500 x. 3550; fax: 416-785-2862; email: snag@rotman-baycrest.on.ca

Anxiety Disorders Association of America
Boston, Massachusetts
March 26-29, 1998
Contact: http://www.adaa.org

April

Association of Applied Psychophysiology and Biofeedback
Orlando, Florida
April 1-6, 1998
Contact: Kate Hololand, AAPB, 10200 W. 44th Ave., Ste. 304, Wheat Ridge, CO 80033-2840; tel.: 303-422-8436; fax: 303-422-8894; email: AAPB@resourcecenter.com

European Conference on Cognitive Modelling
Nottingham, England
April 1-4, 1998
Contact: Frank E. Ritter, Psychology, Univ. of Nottingham, Nottingham NG7 2RD, England; tel.: +44 115 951 5292; fax: +44 115 951 5324; email: Frank.Ritter@nottingham.ac.uk; http://www.psychology.nottingham.ac.uk/staff/ritter/ecn98/

The 11th Biennial International Conference on Infant Studies
Atlanta, Georgia
April 2-5, 1998
Contact: Lee Hunter, ICIS Atlanta, Dept. of Psychology, PO Box 5010, Atlanta, GA 30302-5010; tel.: 404-651-1616; email: leehunter@gsu.edu

The Cognitive Neuroscience Society's Fifth Annual Scientific Conference
San Francisco, California
April 5-7, 1998
Contact: 603-646-1189 FAX 603-646-1181; email: cns@dartmouth.edu; website: http://www.dartmouth.edu/~cns

Southern Society for Philosophy and Psychology
New Orleans, Louisiana
April 9-11, 1998
Contact: David Washburn, Dept. of Psychology, Georgia State Univ., Atlanta, GA 30303; tel.: 404-244-5845; fax: 404-244-5846; email: dwashburn@gsu.edu; http://funnelweb.utcc.utk.edu/~sopp

The 14th European Meeting on Cybernetics and Systems Research
Vienna, Austria
April 14-17, 1998
Contact: http://www.aiaustria.ac.at/mecsr/

American College of Clinical Pharmacology
17th Frontiers Symposium
Bost, Massachusetts
April 25, 1998
Contact: Susan Ulrich, ACCP Executive Director, 3 Ellinwood Ct., New Hartford, NY 13413-1105; tel.: 315-768-6117; fax: 315-768-6119; email: accplssu@aol.com

Midwestern Psychological Association
Chicago, Illinois
April 30-May 2, 1998
Contact: Steve Nida, MPA Convention Manager, nida@babbage.franklin.edu

May

☆☆☆ American Psychological Society ☆☆☆
Washington, DC
May 21-24, 1998
Contact: Melanie Weiner, APS, 1010 Vermont Ave., NW, Ste 1100, Washington, DC 20005-4907; tel.: 202-783-2077; fax: 202-783-2083; email: mweiner@aps washington dc us

Sunbelt XVII and 5th European Conference on Social Networks
Sitges, Spain
May 28-31, 1998
Contact: Program Committee, International Social Network Conference, ICS, Grote Rozenstraat 31, 9712 TG Groningen, The Netherlands; fax:+31 50 363 6226; email: SocialNetworks@psw rgr nl

The Fourth Conference on Naturalistic Decision Making (NDM)
Washington, DC
May 29-31, 1998
Contact: Laura Miliello, Klein Associates Inc., 582 E. Dayton-Yellow Springs Rd., Fairborn, OH 45324; Tel: 937-673-8166; FAX 937-873-8288; email: Laura@klein-inc.com Web: http://www.decisionmaking.com

APS OBSERVER
American Psychological Society
International Conference on Cognitive and Neural Systems
Boston, Massachusetts
May 27-30, 1998
Contact: Cynthia Bradford, CNS Dept., Boston Univ., 677 Beacon St., Boston, MA 02215; fax: 617-353-7755; email: cindy@cns.bu.edu; http://cns-web.bu.edu/cns-meeting

Second Annual Applied Development Conference
Claremont, California
May 30, 1998
Contact: Calire B. Kopp, The Claremont Graduate University, School of Organizational Sciences, Claremont, CA 91711-3955. Phone: (909) 607-3715, email: claire.kopp@cgu.edu

International Conference on the Application of Psychology to Quality of Learning and Teaching
Hong Kong
June 2-6, 1998
Contact: Sarah Wilkinson, Child & Adolescent Mental Health Conference Secretariat, Elsevier Science, The Boulevard, Langford Lane, Kidlington, Oxford OX5 1GB, United Kingdom; tel.: 44 (0) 8165 843691; fax: 44 (0) 1865 843958; email: sm.wilkinson@elsevier.co.uk; www.elsevier.nl/locate/jcann

International Society for the Study of Personality and Social Issues
New York
June 20-24, 1998
Contact: http://www.hamilton.edu/academic/psych/pscp

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

Ann Arbor, MI
June 19-21, 1998
Contact: SPSSI Central Office, PO Box 1248, Ann Arbor, MI 48106-1248; Tel 313-662-9130; fax 313-662-5607; email: spssi@umich.edu; http://www.umich.edu/~sociss/98convention.html

International Society for Developmental Psychobiology Annual Meeting
Orleans, France
July 2-6, 1998
Contact: P. Rehoe, Department of Psychology, Trinity College, Hartford, CT 06106, (860)-297-2257; Fax (860)-297-2538; e-mail: priscilla.kehoe@mail.trincoll.edu

The 10th Annual Meeting of the Human Behavior and Evolution Society
Davis, California
July 8-12, 1998
Contact: Details for the abstracts can be found at http://www.dses.ucdavis.edu beginning January 1998.

International Society for Research on Aggression (ISRA)
Malawi, New Jersey
July 19-31, 1998
Contact: Steve. Young@psy.ox.ac.uk or Sue King, Department of Experimental Psychology, University of Oxford, South Parks Road, Oxford, England OX1 3UD. Tel (01865) 271353, email: susan.king@psy.oxford.ac.uk

Center for International Business Education and Research-The Twelfth Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities
Honolulu, Hawaii
July 15-24, 1998
Contact: Richard Brislin, University of Hawaii, College of Business Administration/MIR, Honolulu, HI 96822; tel.: 808-956-8720; fax: 808-956-9685, Email: brislin@busadm.cha.hawaii.edu

Head Start National Research Conference: A Research Agenda on Children and Families in an Era of Rapid Change
Washington, DC
July 9-12, 1998
Contact: Faith Lamb Parker, Project Director, Columbia School of Public Health, CPHF, 60 Haven Ave., #B, New York, NY 10032; tel.: 212-304-5251; fax: 212-544-1911

The 6th International Conference on Work Values & Behavior
Istanbul, Turkey
July 12-15, 1998
Contact: Alison M. Konrad, Temple Univ., School of Business and Management, 13th and Montgomery, Philadelphia, PA 19122; fax: 215-204-8362; email: v5165e@vm.temple.edu

Send announcements to:
APS Observer • Meeting Calendar
1010 Vermont Ave, NW • Ste 1100
Washington, DC 20005
Kboure@aps.washington.edu

Summer Institute in Political Psychology
Columbus, Ohio
July 20-August 14, 1998
Contact: http://www.sbs.ohio-state.edu/policyi/sipp.htm

The 14th International Congress of the International Association for Child and Adolescent Psychiatry and Allied Professions
Stockholm, Sweden
August 2-6, 1998
Contact: http://www.stocon.se/facapap/index.html

The 14th International Congress of the International Association for Cross-Cultural Psychology
Bellingham, Washington
August 3-8, 1998
Contact: http://www.wwu.edu/~lommer.congress.html

The 3rd Congress of the International Academy of Family Psychology
Athens, Georgia
August 6-9, 1998
Contact: Luciano L’Abate, Dept. of Psychology, Georgia State Univ., Atlanta, GA 30303; email: psyll@panther.gsu.edu

The 24th International Congress of Applied Psychology
San Francisco, California
August 9-14, 1998
Contact: Congress Secretariat, APA Office of International Affairs, 750 First St., NE, Washington, DC 20002-4242; fax: 202-336-5966

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

14th Bi-Annual Conference of the International Society for Human Ethology
Burnaby, British Columbia
August 19-23, 1998
Contact: Charles Crawford, Dept. of Psychology, Simon Fraser Univ., Burnaby, BC, Canada, V5A 1S6; email: crawford@sfu.ca; tel.: 604-291-3660, x. 3427

Second International Conference on Aging and Work
Elsinore, Denmark
September 14-16, 1998
Contact: The Danish Working Environment Fund, Ole Teller, Vermundsgade 38, DK-2100 Copenhagen, Denmark; email: AMFUD@inet.unr-DK

Society for Psychophysiological Research
Denver, Colorado
September 27-October 4, 1998
Contact: Melanie Weiner, APS, 1010 Vermont Ave., NW, Ste 1100, Washington, DC 20005-4907; tel.: 202-783-2077; fax: 202-783-2083; email: mweiner@aps.washington.edu
American Psychological Society
1998 Member Application

(The membership dues below are valid from 1/1/98 to 12/31/98; any 1998 journal issues missed will be sent.)

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)

NAME

Mailing Address

Telephone

Office (include extension)

Home

Fax

Institutional Affiliation

(spell out)

EDUCATION

Highest Degree

Year of Degree

Institution (spell out)

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

Specialty Area

Email Address

ANNUAL DUES

To join, simply complete this form and return it to APS with your dues payment or Visa or MasterCard Authorization. Thank you!

Please check appropriate membership dues category below. All membership categories, except those noted, include a subscription to the APS Observer Newsletter, Psychological Science, and Current Directions in Psychological Science.

☐ Member U.S. $122
☐ Member U.S. (two years; ends 12/99) $225
☐ Member outside U.S. $132

(journals via surface mail, Newsletter via air mail)

☐ Retired (Over 65) $72
☐ Retired (No journals) $32
☐ Spouse (No journals) $57

Spouse name

☐ Student $47
☐ Student $85

(Residing outside U.S. with air delivery of newsletter)

☐ Postdoc or First-year PhD $72

☐ Lifetime Member $2500

TOTAL DUES $ _______

Contribution $ _______

TOTAL PAYMENT $ _______

(U.S. Currency)

Please check method of payment:

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

Account # ____________________

Expiration Date ____________ Interbank # (MC Only) ____________

Signature ____________________

If you elect not to receive Current Directions, deduct $15 from Total Dues Payment. This deduction is NOT APPLICABLE to Retired (No journals) or Spouse (No journals) membership categories.

BIRMINGHAM-SOUTHERN COLLEGE: The Division of Behavioral & Social Sciences invites applications for a tenure-track position as Assistant Professor of Psychology with a starting date of 8/98. Applicants with specialties in organizational, cognitive, social or related areas of psychology will be considered. Teaching responsibilities may include introductory psychology as well as courses in work behavior, cognitive psychology, social psychology, statistics, research methods or psychological testing depending upon areas of expertise. Ability to contribute to a graduate program in management is also desired. Birmingham-Southern College is classified as a national liberal arts institution. Applicants should be committed to high quality teaching in a liberal arts environment and to fostering undergraduate research. Ph.D. in a relevant area of psychology is required. Review of applications will begin on February 1, 1998. Send a curriculum vitae, a letter detailing teaching and research interests and experience, a graduate transcript, and three letters of recommendation to: Psychology Search Committee, Box 549037, Birmingham-Southern College, Birmingham, AL 35254. EOE. AL2

JACKSONVILLE STATE UNIVERSITY (HEAD, DEPARTMENT OF PSYCHOLOGY): Seeking applications for Head of the Psychology Department. Tenure track faculty position, and minimum qualifications include credentials appropriate for appointment as an associate professor. Applicants must have Ph.D. in psychology, sub-statal college-level teaching experience, a record of scholarly activity, and a record of departmental service and student-oriented activities and service. The Department has seven full-time and five part-time faculty, offers BA and BS degrees and a Master's degree. Faculty members have a predominantly behavioral orientation with a strong commitment toward experimental methodology. 450 undergraduate majors and minors and 50 graduate students. Jacksonville State University is a public institution of approximately 7,700 students with baccalaureate and master's programs. It is located 75 miles from Birmingham and 100 miles from Atlanta. Please reference number 20093 in your letter of application. Submit a curriculum vitae, and three letters of reference to: Personnel Services, Jacksonville State University, 700 North Pelham Road, Jacksonville, Alabama 36265. Screening of the applicants will begin immediately and will continue until the position is filled. AN EEO/AA EMPLOYER. AL3

BEHAVIORAL NEUROSCIENCE: The Department of Psychology at AUBURN UNIVERSITY seeks a Visiting Assistant Professor for one year, with the possibility of extension to a second year pending available funding. The position involves teaching undergraduate behavioral neuroscience and related courses, including sensation and perception, cognitive psychology, or psychopharmacology. The potential to contribute to ongoing research activities in the department is desirable. The Ph.D. is required at the time of appointment. Review of applications will begin February 15, 1998 and will continue until a suitable candidate is selected and recommended for appointment. The position can begin as soon as an acceptable candidate is found. The Department is committed to the enhancement of departmental diversity, therefore, minorities and women, especially, are invited to apply. Auburn University is an Equal Opportunity/Affirmative Action Employer. Send C.V., letter of interest, and three letters of reference to Virginia E. O'Leary, Chairperson, Department of Psychology, Aubur University, Auburn, AL 36849. AL3

ARKANSAS

COGNITIVE PSYCHOLOGY: The Department of Psychology at the UNIVERSITY OF ARKANSAS, FAYETTEVILLE invites applications for a tenure-track position at the Assistant Professor level in Cognitive Psychology beginning August, 1998. We are especially interested in receiving applications from women and minorities. Applicants are expected to have completed the Ph.D. by the time of appointment and to have demonstrated potential for excellence in research and teaching. Preference will be given to candidates with an active research program in any of the following areas: reasoning, judgment and decision-making, problem solving, psycholinguistics, memory, or knowledge representation. Applicants will be invited to campus to present their research for the department. Additional details can be obtained by contacting Clifford Attkisson, Professor, Department of Psychology, University of Arkansas, Fayetteville, AR 72701. The University of Arkansas is an Equal Opportunity/Affirmative Action Institution. AR1

CALIFORNIA

POST-DOCTORAL RESEARCH FELLOWSHIP: Mental health clinical services research with emphasis on methodology and design. Two-year NIH/NIH-funded 2-year position 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 are available upon request. The program is searching for post-doctoral fellows in the following areas: research areas: aging, population (supervised by Patricia A. Arena, 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, Ph.D.), and mental health services and systems for persons suffering from AIDS (supervised by Drs. Kenneth Phillips, and James Kahn). USPHS stipends levels. Send letter of interest, curriculum vitae, three names of references to: Vicky Brown-Ravano, Dept. of Psychiatry, UCSF, 401 Parnassus, Box CPT, San Francisco, CA 94143-0984. UCSF is an Equal Opportunity/Affirmative Action Employer. CA3

Interval Research Corporation, an advanced-technologies research institute in Silicon Valley (adjacent to Stanford University), announces the availability of a 2 year (1-year renewable) POSTDOCTORAL RESEARCH FELLOWSHIP in perceptual/cognitive psychology. The position would involve collaborating on basic and applied research projects and some general consulting. Ph.D. required. Statistical and computing skills experience preferred. Researchers with strong methodological skills and broad applied interests are especially encouraged to apply. Please contact: Diane J. Schiano, Ph.D., Interval Research Corporation, 1801 Page Mill Road, Palo Alto, CA 94304, schiano@interval.com, (415) 842-6099. Applications received before 1 January 1998 will be given full consideration. CA2

See Subject Index and the Index Instructions on page 74.
Assistant Professor. The Department of Psychology and Social Behavior in the School of Social Ecology at the UNIVERSITY OF CALIFORNIA, IRVINE seeks to fill an assistant professor position at the assistant professor level in an area broadly defined as community health and well-being “Health” includes both physical and mental health, and “community” signifies an interest in social justice. The position is available immediately. Applicants must have a Ph.D. in psychology or a closely related field and postdoctoral training. Applicants should submit a letter of interest, curriculum vitae, a statement of research interests, and three letters of recommendation to: Robert Malenk, PhD, Chair, Search Committee, c/o Rita Emelita, SFVAMC, 116A; 4150 Clement Street; San Francisco, CA 94121. CA6

Education: Post-doctoral research. Policy Analysis for California Education (PACE), UNIVERSITY OF CALIFORNIA AT BERKELEY AND STANFORD SCHOOLS OF EDUCATION is searching for a multidisciplinary research center that focuses on a variety of education issues, from early childhood and family poverty to policy questions pertaining to K-12 education policy issues. PACE is seeking a post-doctoral scholar to conduct research in early education, policy, and research methods, beginning April 1, 1998. The selected scholar will focus on two tandem activities: (1) coordinating a national longitudinal study of the mother and preschool-age children experience welfare reform, including the youngsters’ early development and learning, and (2) providing methodological and other technical assistance on other empirical PACE studies conducted in the K-12 education field. Candidates must have a Ph.D. in psychology, human development, social welfare, education, or sociology. Only applicants with thorough training in quantitative analysis and multivariate modeling will be considered. Applicants must also demonstrate interest in policy. Initial appointment will be for one year with the possibility of renewal for a second year. Starting salary will depend on qualifications and experience of the individual selected. Please submit a letter and resume (not exceeding four pages) to Prof. Bruce Fuller, PACE/School of Education, 3659 Toland Hall, University of California, Berkeley, CA 94720-1670. Deadline for post-date of applications is March 2, 1998. The University of California is an Equal Opportunity, Affirmative Action employer. CA7

POSTDOCTORAL PROGRAM IN DRUG ABUSE TREATMENT RESEARCH Funded by the National Institute on Drug Abuse: Several fellowships are available in the Department of Psychology at the UNIVERSITY OF CALIFORNIA, SAN FRANCISCO (UCSF), in a multidisciplinary program in a active research environment. Fellowships are for two years, with the possibility of renewal. 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, (3) dissemination methods, (4) person and environment variables that contribute to outcomes, (5) analyses of treatment components, and (6) treatment innovation. Training includes core seminar, lecture series on drugs of abuse and their treatment, advanced statistics and methodology, and clinical training and supervision. Examples of current research interests of faculty include psychosocial and pharmacologic treatments of stimulant and opioid abusers, instrument development in drug abuse, diagnosis and outcome (especially in nicotine and cocaine dependence), treatments tailored for HIV-positive drug abusers, treatment of drug abusers with psychiatric and medical disorders, and issues in the evaluation of new drug abuse methodology. The position is available immediately. A priority of the Department of Psychiatry, and will begin in the fall of 1998. Experience with newer quantitative methods for the analysis of behavior in context is desirable by not required (e.g., hierarchical linear modeling). No special training in addiction is needed by psychologists but should complement the department’s existing strengths in developmental, health, clinical, and social psychology and must demonstrate excellence in research and teaching. Applicants should submit a letter of interest, a curriculum vitae, and representative preprints/reprints, and should arrange to have three letters of recommendation sent to Chair, Community Health Search Committee, Department of Psychology and Social Behavior, 3340 Social Ecology II, University of California, Irvine, CA 92697-7085. To ensure consideration, application files must be complete by Jan. 30, 1998, but the search will remain open until an appropriate candidate has been identified. The University of California is an Equal Opportunity Employer committed to excellence through diversity. CA4

POSTDOCTORAL FELLOWSHIP IN HEALTH PSYCHOLOGY UCLAs NIH-funded Health Psychology Program currently has 2 or more two-year postdoctoral fellowships open to begin during the 1998-1999 academic year. We are seeking individuals with Ph.D.s in the past 5 years or less from APA-accredited Psychology programs in Social, Clinical, or Health psychology areas of Psychology (must be U.S. residents) with strong statistical and methodological skills. Applicants with interests in HIV/AIDS, stress and coping, women’s reproductive health, psychoneuroimmunology, or ethnic and minority issues are encouraged to apply; but applicants with well-validated interests in health-related issues will be considered as well. We especially encourage applicants with expertise in managing large datasets and an interest in issues related to HIV in low-income, ethnic minority women. Review of applicants will begin immediately and will continue until positions are filled. Send curriculum vitae, 3 letters of reference, and selected reprints to: Dr. Christine Donker-Schetter, Department of Psychology, UCLA, 405 Hilgard Ave., Los Angeles, CA 90095-1563. CA8

POSTDOCTORAL RESEARCH ASSOCIATE AT UCLA: To supervise and conduct NIA-sponsored research on effects of aging on language and memory. Fully funded salary for 3 years. Opportunity to work in a productive and stimulating research environment. Preference given to candidates with strong statistical training and a record of involvement in publishable research. Responsibilities include assisting with the design, implementation, data analysis, and writing of research papers. The University of California, Los Angeles, CA 90095-1563. Questions may be addressed to: IRWIN@psych.ucla.edu. Application deadline: Feb. 2, 1998. CA9

POSTDOCTORAL RESEARCH ASSOCIATE at UCLA, to help put together a book on connections between processes: Preference given to candidates with strong academic and research skills and a record of involvement in theoretical issues and publishable research. Highly competitive, fully funded salary for 1-3 years. Opportunity to participate in a productive stimulating research lab. Responsibilities also include supervision of an undergraduate. Send vita, letter of interest, relevant preprints/reprints, and three letters of recommendation to: Dr. Don MacKay, Psychology Dept., UCLA, Los Angeles, CA 90095. Application Deadline: March 15, 1998; Start date: asap but flexible. CA10

One-Year Faculty Position in Social Psychology SCRIPPS COLLEGE, Department of Psychology, is seeking applications for a one-year, sabbatical replacement position for the 1998-99 academic year. The position will be at the level of assistant professor (with Ph.D.) or lecturer (ABD). Responsibilities will include teaching introductory and advanced courses in social...
psychology, participating in a team-taught introductory psychology course, and supervising student research. We are looking for someone with a strong commitment to undergraduate liberal arts education; successful teaching experience is highly desirable. Send vita, statement of interest and teaching philosophy, reprints, and three letters of reference to Chair, Psychology Search Committee, Scripps College, Claremont, CA 91711. Review of applications will begin immediately and continue until the position is filled. Scripps College is a highly-selective liberal arts college for women. It is one of six members of the Claremont Colleges, located 35 miles east of Los Angeles. Scripps is an equal opportunity employer. Women and minority applicants are especially encouraged to apply. Further information is available at http://www.scrippscoll.edu. Follow the links to Academics and Psychology.

CA11

TWO TENURE-TRACK POSITIONS IN PSYCHOLOGY AT SAN JOSE STATE UNIVERSITY: CLINICAL/COUNSELING, AND INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY: Fall 1998, Assistant professor level. Requirements: Ph.D.; evidence of teaching excellence and demonstrated research potential; awareness of and sensitivity to the educational goals of a multicultural population; interest in teaching students with nontraditional or ethnically diverse backgrounds; and interest 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 program, or APA-approved internship, eligibility for licensure in California within two years, and interest in supervising graduate students in desirable: clinical assessment, family systems and therapy, health psychology, child, marital, and gender issues. Industrial/ Organizational Psychology: Expertise in one or more of the following areas is desired: organizational behavior, management, human resource psychology, diversity in the workplace, organizational development, leadership, motivation, team building and career development. Teaching undergraduate and graduate courses in I/O psychology and one or more of the following content areas: personality, social, research methods, and statistics. An active research program that can incorporate graduate students for thesis supervision is essential. Application materials should be received by February 15, 1998. Send application letter, vita, and three letters of recommendation to: Clinical/Counseling Search Committee, San Jose State University, San Jose, CA 95192-0120. SJSU is an equal opportunity/affirmative action employer. 

CA12

ASSISTANT PROFESSOR OF PSYCHOLOGY (Tenure-track), Department of Behavioral Sciences, UNIVERSITY OF LA VERNE. Search conducted for Fall 1998 (pending budgetary approval). Teach 6 courses per academic year at the undergraduate and graduate level; supervise student research and clinical fieldwork; and develop community-based programmatic research. Requires earned doctorate in Clinical or Counseling Psychology (Ph.D. or Psy.D.), preferably from an APA-accredited program; licensure as a Psychologist in California (or within two years of hire); and relevant experience in or demonstrated commitment to teaching within a liberal arts institution. The ideal candidate will be prepared to teach psychology courses in existing undergraduate core areas (e.g., introductory; abnormal; theories of personality) and will be expected to teach and develop courses within his or her own area of expertise within the department's newly established Psy.D. Program in Clinical-Community Psychology. Ten-month position. Negotiable range $29,315 to $37,361 commensurate with qualifications and internal departmental equity. Employment benefits include tuition remission for employee, spouse, and dependent children. Review of credentials begins March 1, 1998 and will continue until position is filled. Send curriculum vitae, representative publications, a cover letter indicating professional experiences related to the position, and the names/telephone numbers of 3 professional references to: Director, Human Resources, University of La Verne, Position #1803, 1950 Third Street, La Verne, CA 91750. For more details see http://www.laverne.edu, then Human Resources. Fax (909)392-9508, email barbero@ulv.edu. Equal Opportunity Employer. Women and minorities encouraged to apply.

CA13

Embracing the Future at Mercy

Mercy Healthcare Sacramento is an integrated, multi-facility healthcare leader strongly positioned for the next century with new expansions and major technological transformations to provide superior patient care. We currently have the following opportunity:

STAFF NEUROPSYCHOLOGIST

You'll provide assessment and counseling for TBI and other neuropsychologically impaired patients within a rehab continuum, with primary focus in acute rehab and post-acute services. Responsibilities also include program development and consultation with rehab staff. Requires a doctoral degree in psychology, a CA Psychologist license, and 5 years' experience as a clinical psychologist including 4+ years in neuropsychology in acute and post-acute rehab programs.

There's no time like the present to create a better future! Please contact: Wendy Syper, Mercy Healthcare Sacramento, 10540 White Rock Road, Suite 150, Dept. APS, Rancho Cordova, CA 95670. (800) 688-3884, Fax (916) 851-2740. Email: wsyper@cholve.edu. JOBLINE: Non-Nursing (916) 851-2227. We are an equal opportunity employer and offer a drug-free workplace.

MERCY HEALTHCARE SACRAMENTO

100 YEARS OF COMPASSIONATE CARING

The Department of Psychiatry and Human Behavior at the UNIVERSITY OF CALIFORNIA, IRVINE has an opening for a full-time post-doctoral position. This position is available for two to three years to begin immediately. The candidate will participate in an NIH-funded project that investigated pre-natal stress and stress-related factors on birth outcome and infant development. Qualifications include a Ph.D. in Psychology with academic interests in early development and/or stress. If interested, please send a curriculum vitae and three letters of reference to: Dr. Curt Sandman, 2501 Harbor Blvd. #5A, Costa Mesa, CA 92625. UCI IS AN EQUAL OPPORTUNITY EMPLOYER COMMITTED TO EXCELLENCE THROUGH DIVERSITY.

CA14

CONNECTICUT

ASSISTANT PROFESSOR PUERTO RICAN AND LATINO STUDIES UNIVERSITY OF CONNECTICUT. The Institute for Puerto Rican and Latino Studies at the University of Connecticut is seeking candidates for an anticipated tenure-track position of Assistant Professor to begin on September 1, 1998. We seek candidates whose research and teaching interests will focus primarily on the comparative study of human development, family, class, gender, and cultural relations within and among the Puerto Rican, Mexican-American and other Latino communities in the United States. A Ph.D. in Anthropology, Sociology, Psychology, Family Studies, Human Development or related discipline is required. The position will be a joint appointment between the Institute for Puerto Rican and Latino Studies and the School of Family Studies. Requirements include appropriate methodological skills, a commitment to teaching, and a commitment to the comparative study of Puerto Rican, Mexican-American, and other Latino or ethnic minority families in low-income, urban settings in the United States. Salary is competitive. Screening of applicants will begin February 15, 1998 and continue until the position is filled. Send curriculum vitae, three letters of recommendation, any available evidence of teaching excellence and publications, and a statement describing your research and teaching interests to: Professor Scott Cook, Interim Director, Institute for Puerto Rican and Latino Studies, 354 Mansfield Road, Beach Hall, Room 412, U-137, Storrs, CT

APS OBSERVER

January 1998
PSYCHOLOGY - Developmental Psychology. Assistant Professor, tenure-track. Ph.D. required. Successful applicant should have job-relevant teaching experience and be prepared to teach 12 credits/semester in some combination of the following: Child, Adolescent, Adulthood, Advanced Developmental, Research Seminar, and Introductory Psychology. Supervision of student research, 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, transcript of graduate course work, evidence of undergraduate teaching experience and effectiveness, evidence of research productivity, and three letters of recommendation by February 14, 1998 to: Dr. Norine Jalbert, Chair, Psychology Department, WESTERN STATE UNIVERSITY 181 White St, Danbury, CT 06810. Western is an AA/EEO Educator/Employer. CT2

Assistant Professor, Behavioral Neuroscience: The Department of Psychology at YALE UNIVERSITY expects to make an appointment at the rank of Assistant Professor in behavioral neuroscience effective July 1, 1998. The emphasis of the behavioral neuroscience faculty in the Department is on the analysis of learning and memory. Preference will be given to candidates whose research relates directly to this concentration, but outstanding candidates in any subspecialty of behavioral neuroscience are encouraged to apply. Applicants are expected to provide high-quality teaching at the undergraduate level and in a graduate Behavioral Neuroscience program, and to have exhibited or shown clear promise of excellence in research. Yale 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, Behavioral Neuroscience Search Committee, Department of Psychology, P.O. Box 208205, New Haven, CT, 06520-8205. Deadline for completed applications; March 1, 1998. CT3

The University of Connecticut encourages applications from under-represented groups including minorities, women and people with disabilities. (Search #98A143). CT1

The George Washington University invites applications for a tenure-track, fiscal-year, academic position at the rank of Associate or Full professor, to begin either in Summer or Fall 1998. The position is a joint appointment in the Administrative Sciences Program and the Department of Psychology, with tenure granted in the latter. The multi-disciplinary Program offers MA degrees in Human Resource Management and Organizational Behavior. The Department offers Ph.D. degrees in I/O and Applied Social Psychology with emphasis on training scientists/practitioners. Faculty members in both groups hold a number of long-term contracts and grants and have interdisciplinary research ties.

We seek a replacement for the retiring Director of the Administrative Sciences Program. The director directs and oversees the Program in teaching, research, personnel, budget, corporate and government liaison, and recruitment. Additional responsibilities include teaching graduate course, directing and reading psychology dissertation, and advising students. Activities of the position are principally focused in Administrative Sciences.

We are interested in candidates with a specialization in I/O, organizational behavior, applied social psychology or closely related fields who have developed strong, personal research programs and who have widely recognized scholarly publication. The quality of research is more important than the particular research area. Candidates should have a Ph.D. and university graduate teaching experience. Work history as a chair, manager, consultant or project manager is highly desirable. Candidates also should have demonstrated ability to build academic programs and enjoy interacting with corporate and governmental agencies to identify new program opportunities.

Review of applications will begin on January 15, 1998, and will continue until the position is filled. Send a curriculum vita, statement of research and teaching interests and qualifications, reprints or preprints of publications and three letters of reference to: SEARCH COMMITTEE, FACULTY POSITION IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY/ORGANIZATIONAL BEHAVIOR, Administrative Sciences Program, 2136 Pennsylvania Ave. NW, Suite 301, George Washington University, Washington, DC, 20052.

The George Washington University is an affirmative action, equal opportunity employer. DC2

DISTRICT OF COLUMBIA

SOCIAL PSYCHOLOGY. THE GEORGE WASHINGTON UNIVERSITY seeks to fill a tenure-track position at the rank of ASSISTANT PROFESSOR to begin in Fall, 1998 in the area of Social Psychology. We are interested in candidates with background in applied social psychology who have research interests in societal issues such as health and illness, risk-taking behavior, workplace violence, multiculturalism and diversity, or work/family relationships. Preference will be given to candidates whose research is conducted in communities or organizations with diverse, undererved, high stress populations. Expertise may be in substantive theory or in methodology of relevance to such studies, such as program evaluation, field experimentation, or hierarchical linear modeling. Candidates should have record of committee assignment, potential for securing external funding. Review of applications will begin on January 15, 1998 and will continue until the position is filled. Please send a curriculum vita, statement of research and teaching interests and qualifications, reprints or preprints of publications, and three letters of reference to “SEARCH COM-
MITTEE, SOCIAL PSYCH-OLOGY”, Department of Psychology, 2125 G Street, N.W., George Washington University, Washington, D.C., 20052. The George Washington University is an affirmative action, equal opportunity employer. DC1

AMERICAN INSTITUTES FOR RESEARCH Research Scientist / Associate Research Scientist / Research Associate. Due to rapidly expanding business, the American Institutes for Research (AIR) has immediate openings for part-time or full-time applied research researchers with strong quantitative and methodological skills to support current and future projects. The openings include, Research Associates (MA or MS preferred), Associate Research Scientists (ABD or Ph.D. preferred) and Research Scientists (Ph.D. with 3-5 years experience). These positions involve working as part of a collaborative research team on a variety of projects that include the development and application of job analysis, measurement, personnel selection, test development, and statistical analysis techniques. Additional tasks include preparation of technical reports, presentations, journal articles, and writing competitive proposals for applied social science research as part of a team. Other positions at these levels require additional expertise in areas relating to applications development, human-computer interaction, computer science and/or information systems. Candidates selected may be subject to a government security investigation and must meet eligibility requirements for access to classified information. Some periodic travel may be required. Job title and salary are negotiable and will depend on the candidates' education, skills, experience and other qualifications. Positions are available immediately and are located in Washington, DC. Please send resume/vita and writing sample to Eliorin Clason at American Institutes for Research, 3333 K Street NW, Suite 300, Washington, DC 20007. American Institutes for Research is an Equal Opportunity Employer. DC3

FLORIDA

The Department of Psychology at FLORIDA INTERNATIONAL UNIVERSITY (FIU) invites applications for two tenure-track positions for the Fall 1998-1999 academic year. Applicants who have a strong commitment to research and an interest in teaching graduate and undergraduate courses are sought in the area of Clinical/Personality Psychology. Both positions will be
at the Assistant Professor level. The individuals we 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, Psychology and Law, and Industrial and Organizational Psychology; M.S. tracks are offered in Behavioral 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 30,000 students. Applications must be completed by January 17, 1998. Send vita, reprints of recent publication, three letters of recommendation, and a statement of teaching and research interest 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

THE UNIVERSITY OF WEST FLORIDA. Psychologist who specializes in cognitive and/or cognitive-behavioral approaches applied to one or more of the following areas: counseling/clinical or health psychology/behavioral medicine; social-organizational; human factors; developmental processes. Tenure-track position, Assistant Professor rank, commencing August, 1998. Teaching assignments include graduate and undergraduate courses and supervision of theses and internships. Applicants must be prepared to pursue a productive program of research that provides hands-on opportunities for students. Doctoral degree is required. The Department has 15 faculty with master’s tracks in Counseling, General, and I/O psychology, and a large graduate program emphasizing upper division courses. We are housed in a spacious new Psychology Building on an attractive wooded campus on the northern Gulf. Review of applications will begin March 1 and will continue until the position is filled. Send letter of application, vita, and names and addresses of at least three references to Frank Andrasik, Ph.D., Chair, Search Committee, Department of Psychology, The University of West Florida, Pensacola, FL 32514-5751. We seek to diversify our faculty and UWF is an EO/AA/ADA Employer. FL2

GEORGIA

The Department of Psychology at AUGUSTA STATE UNIVERSITY, a Senior Unit of the University System of Georgia, invites applications for one, and possibly two, tenure-track positions, with duties beginning in August of 1998. It is anticipated that these will be entry-level, assistant professor positions, but exceptional persons with more experience may be considered. Positions may include the possibility of an associate professorship. The University has a nonwhite student population of approximately 30%, and we are particularly interested in applications from persons of color and others with expertise and interest in minority populations. Successful candidates will evidence a strong commitment to excellence in teaching, promise of scholarly productivity, and potential to actively participate in departmental, university and community affairs. The primary need of the department is for a person holding or completing a Ph.D. from and APA-accredited clinical psychology program, who is licensed or license-eligible in Georgia, is an advocate of the scientist-practitioner model, and has special interest in and skills for teaching courses in psychological assessment. However, we will consider persons with other specialties, in particular those interested in teaching introductory, personal adjustment, and/or developmental courses. The Department of Psychology has nine full-time faculty members who instruct more than 250 undergraduate majors and 40 graduate students in its clinical/applied M.S. degree program. Augusta State University is a student-and teaching-focused liberal arts institution with an enrollment of over 2000 students. Augusta is the progressive center of Georgia’s second largest metropolitan area with more than 400,000 persons. The city is located on the Savannah River dividing Georgia and South Carolina, and is within easy driving distance to the Appalachian mountains, Atlantic beaches, Atlanta, Columbia and Charlotte. The area offers an appealing lifestyle with an abundance of cultural and leisure opportunities, and affordable housing in university neighborhoods. Because Augusta is a major health services and training center, which includes the state’s medical university, there are many professional and research opportunities for psychologists. Applicants should send a resume, at least three letters of reference and other supporting materials, especially information related to teaching qualifications, to: Search Committee, Department of Psychology, Augusta State University, Augusta, GA 30904-2200. The Search Committee will begin its review in early January 1998, and will continue until the position(s) is/are filled. Augusta State University is an Equal Opportunity/Affirmative Action Institution. GA1

HAWAII

HAWAII DEPARTMENT OF HEALTH. Forensic Postdoctoral Fellowship. The Adult Mental Health Division is recruiting three forensic postdocs to run a SAMHSA-supported study of jail diversion services in Hawaii; the study also will look at the relationship between psychosis and criminal behavior. One position will be filled immediately, the other two in late spring or early summer. The positions are for three years and include a visiting appointment in the Division of Psychosocial Services of the University of Hawaii. The salary range is $55-$57K with an attractive benefits program. Applicants must have a Ph.D. in clinical psychology or related field and extensive research experience as indicated by journal articles interests, reprints or preprints, and three letters of recommendation to: John Junginger, Hawaii Dept of Health, A95/NM 1646, 1250 Punchbowl Street, Honolulu, Hawaii 96813. E-mail: j junginger@hawaii.edu. Learn more about the Hawaii Dept of Health at our web site: www.hawaii.gov/health/. The Hawaii Department of Health is an Equal Opportunity/Affirmative Action Employer. HI1

ILLINOIS

HEALTH PSYCHOLOGIST. FULL PROFESSOR. The Department of Psychology announces a search for an experienced investigator in any area of Health Psychology. Preference will be given to candidates with clinical training. Women and minority candidates are especially invited to apply. The Department is an APA accredited clinical Ph.D. training program strongly committed to the Boulder Model with more than 80 full time students and nine tenure track positions. The Department is a free standing unit in the FINCH UNIVERSITY OF HEALTH SCIENCES. In addition to clinical training, all of our students train either in Health Psychology or Neuropsychology. About half of the faculty has expertise in Health Psychology. The University provides doctoral level training in most of the disciplines related to the health sciences. With a suburban location, we have access to local hospitals and clinics. The Department enjoys close collaboration with Departments of Medicine and Psychiatry at the Chicago Medical Center as well as with the department of clinical medicine at the North Chicago VA Medical Center whose campus we share. In addition, the Department has a contract with many of the major hospitals and clinics in Chicago which is located about 35 miles to the south. As a graduate school only, teaching loads permit ample time for academic and clinical training of graduate students. If you are interested in receiving consideration for this opening, please send a letter of research interests along with a vita and representative reprints. If you have any questions please feel free to call or write Lawrence C. Perlmutter, Ph.D., Chairman, Dept of Psychology, Finch University of Health and Sciences/The Chicago Medical School, 3333 Green Bay Road, North Chicago, (847) 578-8754 or send an e-mail to perlmuff@ms@finch.edu. IL1

UNIVERSITY OF CHICAGO, the Committee on Human Development and the College invite applications for a tenure-track assistant professorship to begin in fall 1998. The Committee on Human Development is an interdisciplinary graduate program in the Division of the Social Sciences specializing in the study of psychological anthropology, cultural psychology, mental health and personality research in social and cultural context, comparative studies of language and cognition, and biocultural studies (focusing on gender, sexuality, disease, and healing) — with a preference for developmental approaches in all areas. Women and minorities are encouraged to apply. The deadline for submitting applications is January 15, 1998. Please submit a letter of application, vita, a list of referees, and any relevant papers to John Lucy, Chair, Search Committee, Committee on Human Development, The University of Chicago, 5730 S. Woodlawn Ave., Chicago, IL 60637. EO/AAD. II.2

WESTERN ILLINOIS UNIVERSITY seeks three tenure-track psychology faculty members for Fall, 1998 continuing on funding in the areas of Experimental/Applications (e.g., applied cognitive, I/O, neuropsychology, human factors); Gerontology/Adult Development (for the University’s Regional Center in Rock Island, II and Cruise); and Clinical. All faculty members are expected to teach, conduct research, provide university service, and engage students in research. The Ph.D. is required for all positions. Preferred qualifications include scholarly activities and...
The School of Education and Social Policy and Institute for Policy Research at Northwestern University are conducting a search for a Professor of Social Development and Public Policy. We seek a highly qualified candidate who can contribute to the research and teaching mission of the school and the policy research mission of the Institute. We seek a welfare reform, education and/or the urban environment.

An outstanding record of scholarly publications and external research funding in social policy is essential in undergraduate as well as graduate teaching are essential. Candidates will be affiliated with the Human Development and Social Policy Graduate Program. Formerly known as the Center for Urban Affairs and Policy Research, the Institute for Policy Research is the locus on campus for policy-relevant social science research and is home to 25 faculty fellows from across the University. Northwestern University is located in an attractive lakeshore community adjacent to Chicago. Please mail a statement of research and teaching interests, vita, representative reprints, and three letters of reference to Greg J. Duncan, Search Committee Chair, School of Education and Social Policy, Northwestern University, 2115 North Campus Drive, Evanston, IL 60208. In order to ensure full consideration, all application materials must be received by February 15, 1998. Minorities and women are strongly encouraged to apply. Northwestern University is an Equal Opportunity/Affirmative Action employer.

Hiring is contingent upon eligibility to work in the United States. IL7

INDIANA

POST DOCTORAL FELLOWSHIP IN MEDICAL ETHICS, INDIANA UNIVERSITY SCHOOL OF MEDICINE: A multidisciplinary research group to study the involvement of opioid peptides in mediating the actions of alcohol. Candidates need to be U.S. citizens or permanent residents and hold a recent Ph.D. degree with training in one of the basic medical sciences. Research background in neuroscience is preferred. Stipend is in accord with NIH guidelines ($20,000 - $32,000 depending on experience). Send application letter, CV, and the names of three references to Dr. J.C. Froehlich, INDIANA UNIVERSITY SCHOOL OF MEDICINE, Department of Medicine, Emeritus Hall 421, 545 Barnhill Drive, Indianapolis, Indiana 46202-5124. Telephone: 317-274-1347. E-mail: jfroehlic@mdip.iupui.edu. Indiana University is an Equal Opportunity/Affirmative Action employer. IN1
and philosophy, and names and addresses of three professional references to: Dr. Charles J. Meliska, Chair, Psychology Department, University of Southern Indiana, 8600 University Blvd., Evansville, IN 47712. AA/EOE IN3

POSTDOCTORAL RESEARCH POSITIONS IN SPEECH, HEARING & SENSORY COMMUNICATION AT INDIANA UNIVERSITY: Indiana University is pleased to announce several NIH Postdoctoral Traineeships in Speech, Hearing, and Sensory Communication. Postdocs are available to qualified individuals who may wish to further their background and training in any of the following areas of basic and clinical research: (1) Speech Perception and Production, (2) spoken Word Recognition and Lexical Access, (3) Auditory Psychophysics, Hearing Science, and Experimental Audiology, (4) Tactile Psychophysics and Communication, (5) Acoustic and Articulatory Phonetics and Experimental Phonology, (6) Perceptual and Cognitive Development, (7) Clinical Phonetics and Phonology, (8) Sensory Aids for Hearing Impaired, (9) Individual Differences in Patients with Cochlear Implants, (10) Language Development in Deaf Children with Cochlear Implants. The Program welcomes individuals with backgrounds in Speech and Hearing Sciences, Linguistics, Engineering, Experimental Psychology, and Cognitive Science. Trainee salaries, consistent with current NIH guidelines, range from $20,000 to $25,600 plus a modest travel allowance. Trainees are expected to carry out original empirical and/or theoretical research and collaborate with professors and other research scientists currently working in the laboratories and clinics in Bloomington and Indianapolis. Interested applicants are encouraged to send: (1) an up-to-date vita, (2) a personal letter describing their specific research interests, goals, and long-term career plans, and (3) reference letters from three people who can describe the applicant's background, interests, research potential and previous accomplishments. Reprints and preprints should also be sent, if possible. Women, minority members, and handicapped individuals are strongly urged to apply. Send all correspondence and materials to: Professor David B. Pisoni, Program Director, Program in Speech, Hearing and Communication Sciences, Indiana University, Bloomington, Indiana 47405, (812) 855-1155 FAX: (812)885-4691, Email: pisoni@indiana.edu. (Indiana University is an Affirmative Action Employer) IN4

INDIANA STATE UNIVERSITY: Educational and School Psychology: Chairperson and Associate/Full Professor in School Psychology who brings skills in grant writing and an established background in research activity. The Department of eleven full-time faculty offers the Ph.D. (APA accredited), Ed.S. (NASP approved) and M.Ed. degrees in School Psychology and the M.A. and M.S. degrees in Educational Psychology. Send letter, vita, and three letters of recommendation to: Dr. Lisa K. Grimes, Chair, Chairperson Search Committee, School of Education, Indiana State University, Terre Haute, IN 47809. FAX: (812) 237-4348. E-mail epgrml@bfaic.indstate.edu. Home page: http://web.indstate.edu/soe/eolc/epgrml/ Salary commensurate with experience. Review begins 2/2/98 and will continue until position is filled. AA/EOE IN5

INDIANA STATE UNIVERSITY: Statistics and research methods. Assistant Professor (tenure-track) to begin 8/98, to teach applied statistics, measurement and evaluation, and research methods. Doctoral degree required in psychology or educational research with commitment to scholarly excellence in all areas. Send letter describing interests, vita, and 3 letters of reference to Dr. Linda Sperry, Chair, Faculty Search Committee, Educational and School Psychology, Indiana State University, Terre Haute, IN 47809. FAX: (812) 237-4348. Email: clsperr@bfaic.indstate.edu. Home page: http://web.indstate.edu/soe/eolc/epgrml/ Salary commensurate with experience. Review begins 2/2/98 and will continue until position is filled. AA/EOE IN6

IOWA UNIVERSITY OF NORTHERN IOWA, DEPARTMENT OF PSYCHOLOGY: Invites applications for a TENURE TRACK POSITION IN PSYCHOLOGY AND THE LAW at the Assistant Professor level, beginning Fall, 1998. Qualifications include: an earned Ph.D. in social OR clinical psychology (advanced ABDs will be considered), strong methodology skills, research productivity and teaching excellence. Responsibilities will primarily include teaching undergraduate courses in research methods and/or statistics, psychology and the criminal justice system, areas of research interest, as well as thesis supervision in a rigorous M.A. program in psychology. The University of Northern Iowa is a state-supported university with an enrollment of approximately 13,000 students and 700 faculty, and an emphasis on quality undergraduate teaching. The Department of Psychology consists of 15 Ph.D.-level faculty members representing all major areas of psychology; there are approximately 450 undergraduate psychology majors and 25 full time graduate students. Applicants should send a letter of interest, curriculum vitae, three letters of reference, and reprints/preprints to: Beverly Kopper, Ph.D., Chair, Search Committee, Department of Psychology, University of Northern Iowa, Cedar Falls, IA 50614-0505 (e-mail: Kopper@uniui.edu). Review of credentials will begin immediately; all applications received by MARCH 2, 1998 will be given full consideration. The University of Northern Iowa is an inclusive academic community, hospitable to all. The University is an Equal Opportunity Employer with a comprehensive plan for affirmative action. IA1

ASSISTANT PROFESSOR OF COGNITIVE PSYCHOLOGY: LUTHER COLLEGE announces a tenure-track position in psychology for an assistant professor beginning late August, 1998. The successful candidate will teach Statistics and two lab courses (Cognition plus related areas):

Summer Internship Program

ACT annually conducts a 8-week program for outstanding graduate students (mainly doctoral) interested in careers in testing/measurement/research. In 1998, the program will run from June 1 through July 24 at ACT's headquarters in Iowa City, Iowa. The Summer Internship Program provides interns with practical experience through direct interaction with professional and administrative staff responsible for research and development of testing and survey programs. An additional objective is to increase representation of women and minority professionals in measurement and related fields.

Interns are provided a $3,000 stipend, plus reimbursement for round-trip transportation costs. A supplemental living allowance for accompanying spouse and/or dependents is also available. Internships are offered in the following areas (with preference for doctoral students):

TEST DEVELOPMENT Focus—Test design, test review and evaluation, and test development research and analysis through application of measurement and statistical methodologies.

Requirements—Students enrolled in educational measurement, research, or related programs.

I/O PSYCHOLOGY Focus—Job analysis, test development, training programs, design, and other activities closely associated with ACT's Work Keys program.

Requirements—Students enrolled in industrial/organizational psychology or related programs.

TECHNICAL ANALYSIS Focus—Psychometric and statistical analyses of test data, validity and reliability, scaling and equating, and issues related to reporting test information to users.

Requirements—Students enrolled in measurement, statistics, or related programs.

TO APPLY

Application deadline is March 2, 1998. Information and application materials are available from ACT's website (http://www.act.org), by e-mail (elliott@act.org), by telephone (319/337-1026), or by writing to:

Human Resources Dept. (AS)
ACT National Office
2201 North Dodge Street
P.O. Box 168
Iowa City, Iowa 52243-0168

ACT IS AN EQUAL OPPORTUNITY EMPLOYER IA2

January 1998
Sensation/Perception or Psycholinguistics). This person will also team-teach General Psychology and will conduct research and possibly teach a course in their area of interest. The well-equipped Psychology Department at Luther (www.luther.edu/dept/psych.htm) has over 190 majors and eight faculty members (7.0 FTE) representing all the major areas of the field. Applicants will have completed a Ph.D. before September 1, 1998. Women and minorities are strongly encouraged to apply. Send documentation of preparation to teach the courses above with evidence of a history of significant experience in quality undergraduate college-level teaching. Send letter of application (containing a description of areas of research and teaching interests and accomplishments plus a statement of teaching approaches and philosophy), curriculum vitae, three letters of recommendation (at least two of which can make evaluative comments on applicant’s teaching), authorized transcripts of undergraduate and graduate work, and placement files to Dr. William H. Moorcroft, Chair, Search Committee; Department of Psychology; Luther College; Decorah, IA 52101 (FAX: 319/387-1080). Review of applications will begin February 20, 1998, and will continue until position is filled. An EEO/AA employer. IA3

KENTUCKY
Assistant Professor of Psychology, CENTRE COLLEGE seeks applicants for a full-time renewable non-tenure track position beginning Fall 1998. The teaching load of six courses (21 hours) includes courses in personality, abnormal psychology, and developmental psychology, introductory psychology with lab and other courses appropriate for the person’s background. Collaborative undergraduate research encouraged. The successful candidate will join a five-member department. Send statement of teaching philosophy, vita, transcripts and three letters of recommendation to: Dean John Ward, Vice President for Academic Affairs, Centre College, 600 W. Walnut St., Danville, KY 40422. EOE. Women and minorities are encouraged to apply. KY1

LOUISIANA
PHYSIOLOGICAL PSYCHOLOGY The Department of Psychology of TULANE UNIVERSITY invites applications for a tenure track position in Physiological Psychology at the rank of Assistant Professor to begin July 1998. Applicants must possess the Ph.D. in Psychology, Neuroscience, or related discipline. Additional training at the postdoctoral level is desirable. Applicants must demonstrate the potential to develop strong programmatic research in Physiological Psychology, and evidence of significant extramural support. Applicants must be able to teach undergraduate and graduate courses in Physiological Psychology, and supervise graduate and undergraduate research. Tulane University is a private, urban university offering bachelors, masters, and doctoral degrees in Psychology. Interdisciplinary collaborations with investigators from other departments, including the Tulane Medical School, are encouraged. Vivid research facilities are available. Minorities, women, and physically challenged persons are encouraged to apply. Applicants should send a letter of application, curriculum vitae, three letters of recommendation, teaching philosophy, past teaching interests, publications, teaching evaluations (if available), and three letters of reference by January 15, 1998 to Dr. Gary Doohanich, Search Committee Chair, Department of Psychology, 201 Percival Stern Hall, Tulane University, New Orleans, LA 70118. TULANE IS AN EQUAL OPPORTUNITY/AFIRMATIVE ACTION EMPLOYER. LA1

MARYLAND
POSTDOCTORAL FELLOWSHIP IN COGNITIVE AND PERCEPTUAL NEURO-SCIENCE—THE JOHNS HOPKINS UNIVERSITY invites applications for postdoctoral positions in Psychology, Cognitive Science, and Neuroscience for a two-year postdoctoral fellowship, which is part of an NIH-sponsored interdisciplinary research program in cognitive and perceptual neuroscience (pending final approval of funding). The research areas emphasized in the training program include visual and tactile psychophysics, attention, perceptual development, primate neurophysiology, functional neuroimaging, cognitive neuropsychology and neurology, and computational and neural network modeling of perception, memory and cognition. Postdoctoral fellows will be expected to carry out research in laboratories affiliated with all three of the participating departments, thereby gaining experience in several approaches to perceptual and cognitive neuroscience. The program also provides the opportunity for course work in cognitive psychology, cognitive neuroscience, systems neuroscience, and computational neuroscience. Individuals with Ph.D. (earned or expected by 11/1/98) in cognitive psychology, cognitive science, neuroscience, or a related discipline are encouraged to apply. Send vita, three letters of recommendation, statement of research interest, and recent publications to the Cognitive Neuro-science Program, Department of Psychology, The Johns Hopkins University, 3400 N. Charles Street, Baltimore, MD 21218-2686. Review of applications will begin February 15, 1998, and continue until the position is filled. For further information about the program faculty and facilities, see http://www.psych.jhu.edu/cognitive.html. Members of underrepresented groups are especially encouraged to apply. An Equal Opportunity/Affirmative Action Employer. MD1

MASSACHUSETTS
HARVARD UNIVERSITY - The Department of Psychology anticipates making an appointment at the assistant or associate professor level in the area of developmental psychology. Candidates with strong research and teaching interests in this area are invited to submit a vita and reprints to Beverly Douhan, Department of Psychology, 33 Kirkland Street, Cambridge, MA 02138. Candidates should ask three individuals familiar with their work to send letters of recommendation directly to Ms. Douhan. Applications should be received by February 28, 1998. Applications from women and minority groups are especially encouraged. Harvard University is an Affirmative Action/EQUAL Opportunity Employer. MA1

DEVELOPMENTAL PSYCHOLOGY-MAGNOLIA, INDIANA: The Department of Psychology at the UNIVERSITY OF MASSACHUSETTS/AMHERST expects an opening for a non-tenure track Assistant Professor starting in September, 1998 and renewable through August, 2001, contingent on funding. Applicants with an interest in language development are especially encouraged to apply. Salary commensurate with education and experience. Review of applications will begin February 1, 1998 and continue until the position is filled. Send curriculum vitae, statement of interests, and three letters of recommendation to: Dr. Susan Boudreau, Department of Psychology, University of Massachusetts, Amherst, MA 01003-7710. The University is an Affirmative Action/EQUAL Opportunity Employer. Women and members of minority groups are encouraged to apply. MA2

January 1998
THE HARVARD PROJECT ON SCHOOLING AND CHILDREN is offering 24 month post-doctoral fellowships in evaluation to promote innovative, interdisciplinary approaches to the evaluation of programs in school reform. Applicants must have received their Ph.D., Ed.D. or equivalent degree between September 1, 1993 and August 31, 1998. Qualifications also include a strong background in research methods (quantitative and/or qualitative) and a pledge of evaluation methods. Applicants must have a demonstrated interest or background in programs for children and a strong desire to develop interdisciplinary approaches to program evaluation. Support will be provided to fellows for 2 years (September 1998-August 2000) with an annual stipend of $38,250. The application deadline is February 15, 1998. For application materials and further information, contact Jay Braut, Coordinator, Post-Doctoral Fellowship in Evaluating Programs for Children, HPSC, 126 Mt. Auburn St., Cambridge, MA 02138. Tel: (617) 496-6881, or by e-mail to HPSC@Harvard.edu.

MICHIGAN

Post-doctoral Teaching Fellowships in Psychology NORTHERN MICHIGAN UNIVERSITY is pleased to announce the establishment of two innovative post-doctoral teaching fellowships in the Department of Psychology. Our department is widely recognized for the quality of its undergraduate teaching which includes the active participation of students in faculty-directed research projects. The fellowships offer training in teaching a variety of undergraduate courses in psychology. Candidates will teach two courses per semester (full teaching load is three courses). Research activity, involving students, is expected of candidates. A formal mentoring program in all aspects of university teaching, along with concurrent evaluations of teaching and advising, is a key element of this program. The Ph.D. is required; we seek candidates who have recently received their doctoral degree or who will have it in hand prior to the start of the fellowship. Candidates in any area of psychology are invited to apply; the strengths of the current faculty include areas of psychology: abnormal, personality, cognitive, learning, physiological, neuropsychology, social, developmental, behavior analysis, gender studies and aging. Applications must be submitted by January 15, 1998 in addition to the letter of reference. Northern Michigan University is an Equal Opportunity Employer. M13

F9832, 318 King Hall, Eastern Michigan University, Ypsilanti, MI 48197. We encourage women and members of minority groups to consider this opportunity and to identify themselves when applying. EMU is an Equal Opportunity Employer. M13

OAKLAND UNIVERSITY INTERPERSONAL RELATIONS AND GROUP PROCESSES, OAKLAND UNIVERSITY of PSYCHOLOGY invites applications for a tenure-track appointment at the Assistant Professor level beginning Fall, 1998. All applicants are expected to have a Ph.D., a strong commitment to quality teaching at the undergraduate level, and potential for developing an active research program in the area of interpersonal relations and group processes. Although the appointment will likely be in Social Psychology, applicants from other areas, such as Personality and Developmental, with a research program in the area of interpersonal relations and group processes, are encouraged to apply. Primary consideration will be given to applicants whose interests and strengths complement those of the existing faculty. Applicants must be interested in teaching a variety of courses including courses in their area of specialization as well as research methods and statistics. Interested applicants should submit curriculum vitae, a statement of professional interest and goals, representative reprints or preprints, and arrange for the submission of at least three letters of reference. Oakland University is a state-supported comprehensive institution with 14,000 students located in a rapidly developing suburban area 26 miles north of Detroit. The deadline for applications is March 1, 1998. Send applications to: Christine Hansen, Chair, Faculty Search Committee, Department of Psychology, Oakland University, Rochester, MI 48309-4489. Oakland University is strongly committed to Affirmative Action, and women and minority candidates are especially encouraged to apply. M14

MINNESOTA

(COLLEGE OF ST. CATHERINE) ASST, PROF—Clinical Counseling Psychologist: Ph.D. or ABD from APA-accredited doctoral program. Tenure-track position at a co-educational arts and sciences college for women. Ideal candidate will have teaching and research experience, and an appreciation of the college’s mission. Teaching abnormal, introductory, and developmental psychology, with opportunity to develop courses in Clinical Behavioral Analysis and Behavior Therapy, eligibility for Michigan licensure (2000-hr internship in clinical behavioral setting). Application should explicitly address strength of behavioral orientation and contain readily identifiable evidence of (a) training and experience in clinical behavior psychology; (b) publication in Behavioral Journal. Successful candidate will be expected to play major role in MS Clinical Behavioral Psychology program following strict natural science approach to clinical services, and teach courses in behavioral assessment and treatment. Ability and interest in supervising undergraduate and graduate students in applied and clinical psychology research and skill development activities desirable. Candidates should also demonstrate capability to teach undergraduate psychology in an area that complements existing program; develop own program of research involving students and publish research, engage in university and community service activities. Screening begins on or about January 31 and will continue until finalists selected. Send letter of interest, CV, and three letters of reference to Position F9831,318 King Hall, Eastern Michigan University, Ypsilanti, MI 48197.

We encourage women and members of minority groups to apply. EMU is an Equal Opportunity Employer. M12

Eastern Michigan University: Tenure-track position available for Ph.D. in Psychology with expertise in MULTICULTURAL issues beginning Fall 1998. Candidates should demonstrate ability to teach both undergraduate and master’s level courses. Instructional and specialty areas that would enhance our curriculum include: prejudice, and discrimination, cross-cultural psychology, aging, psychology of women/gender issues, clinical/ community mental health applications, and disability. Other instructional and research specialties are also considered. In addition to the letter of reference. Northern Michigan University is an Equal Opportunity Employer. M13

EASTERN MICHIGAN UNIVERSITY: Tenure-track position available Fall 1998. Requires Ph.D. in psychology with specialty in Clinical Behavior Analysis and Behavior Therapy, eligibility for Michigan licensure (2000-hr internship in clinical behavioral setting). Application should explicitly address strength of behavioral orientation and contain readily identifiable evidence of (a) training and experience in clinical behavior psychology; (b) publication in Behavioral Journal. Successful candidate will be expected to play major role in MS Clinical Behavioral Psychology program following strict natural science approach to clinical services, and teach courses in behavioral assessment and treatment. Ability and interest in supervising undergraduate and graduate students in applied and clinical psychology research and skill development activities desirable. Candidates should also demonstrate capability to teach undergraduate psychology in an area that complements existing program; develop own program of research involving students and publish research, engage in university and community service activities. Screening begins on or about January 31 and will continue until finalists are selected. Send letter outlining qualifications, vita and three letters of reference to Position F9832, 318 King Hall, Eastern Michigan University, Ypsilanti, MI 48197. We encourage women and members of minority groups to consider this opportunity and to identify themselves when applying. EMU is an Equal Opportunity Employer. M13

OAKLAND UNIVERSITY INTERPERSONAL RELATIONS AND GROUP PROCESSES, OAKLAND UNIVERSITY OF PSYCHOLOGY invites applications for a tenure-track appointment at the Assistant Professor level beginning Fall, 1998. All applicants are expected to have a Ph.D., a strong commitment to quality teaching at the undergraduate level, and potential for developing an active research program in the area of interpersonal relations and group processes. Although the appointment will likely be in Social Psychology, applicants from other areas, such as Personality and Developmental, with a research program in the area of interpersonal relations and group processes, are encouraged to apply. Primary consideration will be given to applicants whose interests and strengths complement those of the existing faculty. Applicants must be interested in teaching a variety of courses including courses in their area of specialization as well as research methods and statistics. Interested applicants should submit curriculum vitae, a statement of professional interest and goals, representative reprints or preprints, and arrange for the submission of at least three letters of reference. Oakland University is a state-supported comprehensive institution with 14,000 students located in a rapidly developing suburban area 26 miles north of Detroit. The deadline for applications is March 1, 1998. Send applications to: Christine Hansen, Chair, Faculty Search Committee, Department of Psychology, Oakland University, Rochester, MI 48309-4489. Oakland University is strongly committed to Affirmative Action, and women and minority candidates are especially encouraged to apply. M14

MINNESOTA

(COLLEGE OF ST. CATHERINE) ASST, PROF—Clinical Counseling Psychologist: Ph.D. or ABD from APA-accredited doctoral program. Tenure-track position at a co-educational arts and sciences college for women. Ideal candidate will have teaching and research experience, and an appreciation of the college’s mission. Teaching abnormal, introductory, and developmental psychology, with opportunity to develop courses in
assessments and area of specialization. Send C.V., evidence of scholarly activity, three letters of recommendation, and a statement of how your teaching and research experiences and interests would enhance our program and the college, by February 1, 1998 to Human Resources Department, 17 College Ave, CATH-ERINE, St. Paul, MN 55105. EEO/AA. MNI

MISSISSIPPI

Social Psychology. The Department of Psychology at MISSIS-IPPI STATE UNIVERSITY invites applications for a tenure-track position in Social Psychology beginning in August 1998. Applicants from all specialization areas within social psychology are welcome. The candidate should be willing to teach undergraduate and graduate courses and should have a strong commitment to both faculty service and maintaining excellence in teaching. The candidate must have a Ph.D. in Social Psychology received or expected by August 1998. Send Vita, statement of teaching and research interests, three letters of reference, and evidence of teaching effectiveness including student evaluations to: Dr. Chante Cox, Chair, Social Psychology Search Committee, Department of Psychology, Missis-ippi State, MS 39762-6161. Review of applications will begin February 1, 1998 and will continue until the position is filled. Located in a pleasant sun-belt community, Mississippi State University is one of the top 100 research universities in the nation, and teaching excellence is explicitly valued. The Department of Psychology offers Master's Degree concentrations in Clinical, Social, and Experimental Psychology, and is pursuing an interdisciplinary Ph.D. program in the area of applied cognition. Salary competitive. MSU is an AA/EEO MS2

NEVADA

UNIVERSITY OF NEVADA, RENO. The Department of Psychol-ogy invites applications for a tenure-track position of Assistant Professor in EXPERIMENTAL PSYCHOLOGY. Preference will be given to research specialties that are compatible with the existing research emphases of the program (perception, cognition, behavior), or are in closely related areas (e.g. cognitive neuroscience). Applicants should have a strong record of research and potential for external funding, and demonstrated ability to contribute to program teaching requirements at both graduate and undergraduate levels. Strong quantitative skills and postdoctoral experience are desirable. A Ph.D. is required by time of appointment. Competitive salary and start-up funds are available. The University is set in an attractive location, both for scholarship and recreation. In addition to experi-mental, the Department has doctoral programs in clinical psychology and behavior analysis, and participates in an interdisciplinary social psychology doctoral program. Review of applications will begin on March 1, 1998, for a start date in Fall, 1998. Applicants should send vita, positions and a statement of research and teaching interests, and at least 3 letters of recommendation to: Michael Webster, Chair, Experimental Psychology Search Committee, University of Nevada, Reno, NV 89557. Female and minority candidates are encouraged to apply. The University of Nevada, Reno is an AA/EEO/ NV1

NEW JERSEY

RUTGERS UNIVERSITY-NEWARK CAMPUS: The Depart-ment of Psychology anticipated making one tenure-track appoint-ment in the area of Theoretical and Applied Social Psychology at the Assistant Professor level. This area currently includes active research programs in Attachment Theory and Interpersonal and Social Conflict. Candidates need to have a strong research interest in one or more of the following areas: adult development, organizational conflict and mediation, social cognition, and technology based instruc-tion in higher education. We are particularly seeking candidates who 1) focus on one or more of the areas with expertise in qualitative research design and/or quantitative statistical methods. Candidates need to be effective teachers at the graduate and undergraduate levels. Review of applications will begin January 15, 1998. Rutgers University is an equal opportunity/affirmative action employer. Qualified women and minority candidates are encouraged to apply. Send CV, a statement of current and future research interests, and three letters of recommendation to Social Psychology Search Committee, Depart-ment of Psychology, Rutgers Uni-versity, Newark, NJ 07101. Information can be made to social@psych.rutgers.edu. Visit our web site: www.psych.rutgers.edu. NJ1

DEPARTMENT OF PSYCHOLOGY, RUTGERS, New Brunswick anticipates making two tenure-track appointments: 1) Molecular Psychobiologist employing state-of-the-art techniques to study mole-cular and/or genetic bases of repetitive learning, behavior, and motivation. Member of Biopsychology and Behavioral Neuroscience graduate program; memb-ership eligibility in center for neuroscience. Appointment for ei-ther September '98 or '99. 2) Cognitive neuroscientists or cognitive neuropsychologists with a major research program combining analysis of cognitive architecture and function in humans with study of neural system's abnormalities. Outstanding candidates at other ranks will be considered for this position. The successful candidate will be a member of the Cognitive Area in the Psychology Department with possibility of joint appoint-ment in the Rutgers Center for Cognitive Science. For consideration to either position, send vita, 3 letters of recommendation, and select reprints to Charles Flaherty, Chairman, Department of Psychology, Rutgers, University, 52 Frelinghuysen Rd., Piscataway, NJ 08854-8202. Closing date 3/1/98. Applications considered as received. NJ2

PSYCHOLOGY (Pos. #C35), Assistant Professor, Tenure Track, Sept. 1998. Ph.D. in psychology with a specialization in cognition and teaching experience required. Active research interests and interest in pedagogical innovation preferred. Applicants should also be able to teach experimental, learning or perception, as well as interdisciplinary courses in our general studies curriculum. Additional duties as expected under the collective bargaining agreement, including an expectation of ongoing scholarly activity. Salary: $35,424-$38,967, may be higher depending on qualifications, experience and increases in the appropriate established compensation plan. Screening begins February 1, 1998, and will continue until position is filled. Send letter of application (Refer to Pos. #), resume and three current letters of reference to the Richard Stockton College of New Jersey, AAR4, Dr. David L. Carr, Dean of Social and Behavioral Sciences, PO Box 195, Pomona, NJ 08240-0195, Stockton is an AA/EEO. Women and minorities are encouraged to apply. R082751 NJ3

PSYCHOLOGY (Pos. #E25), Assistant Professor, Tenure Track, Sept. 1998. Ph.D./Ed.D. with a specialty in Educational Psychology; public school experience is desirable. Responsibility for teaching educational psychology and supervising fieldwork of educa-tional psychology students; assisting with other program courses such as Introduction to Psychology, Developmental; and, teaching in the college General Studies program. Additional duties as ex-pected under the collective bargaining agreement, including an expec-tation of ongoing scholarly activity. Salary: $35,424-$38,967, may be higher depending on qualifications, experience and increases in the appropriately established compensation plan. Screening begins February 1, 1998, and will continue until position is filled. Send letter of application (Refer to Pos. #), resume and three current letters of reference to THE RICHARD STOCKTON COLLEGE OF NEW JERSEY, AAR4, Dr. David L. Carr, Dean of Social and Behavioral Sciences, PO Box 195, NJ1

January 1998
Ponsona, NJ 08240-0195 Stockton is an AA/EOE. Women and minorities are encouraged to apply. R802751 NJ14

NEW YORK

HUNTER COLLEGE- Psychology Department is searching for a junior faculty member specializing in quantitative analysis and having an interest in any area of Psychology. The position involves life-span developmental issues. A focus upon tests and measurements, evaluation research, or mathematical modeling, etc. would be appropriate. The individual hired will be a Ph.D. with an active Program of Research and would be expected to play a key role in the department’s developing undergraduate and master’s programs; and appointment to CUNY’s doctoral faculty is possible. Compensation is $30,991 to $52,213. If interested submit a C.V., three letters of recommendation, and representative publications to Dr. Martin Chodrow, Department of Psychology, HUNTER COLLEGE, 695 Park Avenue, New York, NY 10021, by 31 January 1998. HUNTER COLLEGE is an affirmative action equal opportunity employer. Members of protected groups women and minorities are especially encouraged to apply. NY1

ASSISTANT PROFESSOR- The Department of Psychology at SUNY Brockport is seeking candidates for a tenure track position for Fall 1998. The 15-member department has both undergraduate and master’s level programs. Teaching responsibilities in one or more of the following areas: Cognitive, Developmental, and/or Personality. Required qualifications: Doctorate in psychology, teaching experience, interest in involving students in research projects, competence to conduct and publish scholarly research, computer skills and knowledge of educational technology in the discipline, and ability to work with a culturally diverse student population. Salary competitive and commensurate with training and experience. Submit curriculum vitae, letter describing research and teaching interests, and at least three letters of recommendation to: Richard D. Meade, Faculty/Staff Recruitment Office, SUNY College at Brockport, 350 New Campus Drive, Brockport, NY 14420-2929. Begin date of review: January 26, 1998. Applications accepted until position is filled. Applicants are encouraged to apply by the above date for early consideration. AA/EOE. NY2

DEVELOPMENTAL PSYCHOLOGIST- Department of Psychology at ST. JOHN’S UNIVERSITY invites applications for a tenure-track faculty position in developmental psychology at the assistant or associate professor level, beginning September 1998 (pending budget approval). The area of specialization within developmental psychology is open. The candidate will be expected to teach graduate and undergraduate courses in developmental psychology and an undergraduate course in research methods. Strong commitments to research and to seeking external funding are also required. St. John’s University, a Catholic institution of higher learning in the Vincentian tradition, offers an excellent salary/benefits program and supportive environment in which to teach and conduct research. Review of applications will begin immediately and continue until the position is filled. Interested individuals should send a statement of research and teaching interests, a current vita, complete representative publications and/or preprints, and three letters of recommendation to: Jeffrey W. Fagen, Chairperson, Department of Psychology, St. John’s University, 8000 Utopia Parkway, Jamaica, NY 11439. St. John’s University is an equal opportunity employer; women and minorities are encouraged to apply. NY3

CLINICAL PSYCHOLOGY- ST. LAWRENCE UNIVERSITY invites applications and nominations for a full-time, tenure-track position in Clinical Psychology at the Assistant Professor level available beginning the Fall term, 1998. The position will entail teaching three undergraduate courses per semester. We seek an individual who can teach Abnormal, Clinical, Personality, Introductory Psychology, and an additional course in the applicant’s area of expertise. An important consideration in the selection process will be the extent to which an applicant’s areas of teaching interest and professional expertise complement those of current department members. The Psychology Department has approximately 160 majors, 10 full-time Ph.D. Faculty members and one academic support person. As part of the general education curriculum at St. Lawrence, all first-year students enroll in a team-taught introductory psychology course that seeks to develop skills in critical thinking, writing, and research. The successful candidate will have the opportunity to participate in this program if he or she so chooses. Applicants should have a Ph.D. in Clinical Psychology from an APA accredited program by September 1, 1998. Advances A.B.D.s may be considered. Applicants should send a letter of application, vita, teaching evaluation, representative publications and three letters of reference to: Dr. Thomas Greene, Clinical Psychology Search Chair, Department of Psychology, St. Lawrence University, Canton, NY 13617. The deadline for the receipt of completed application materials is January 30, 1998. Applications completed after this deadline may be reviewed beginning March 23, 1998, but only in the event that the position has not been filled. St. Lawrence University, chartered in 1856, is the oldest continuously coeducational institution of higher learning in New York State. An independent, private university firmly committed to undergraduate liberal arts education. St. Lawrence University offers a unique learning environment. The University’s 1900 students come from almost every state in the U.S. and more than two dozen other countries. Canton, the St. Lawrence River Valley, the nearby Adirondack State Park and the cities of Ottawa and Montreal provide the University community opportunities in cultural, social, and outdoor recreation activities. SLU’s homepage is at http://www/stlawus.edu. St. Lawrence University is an Affirmative Action/ Equal Opportunity employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply. NY4

HAMILTON COLLEGE. The Department of Psychology invites applications for a two-year term position at the assistant professor level (Ph.D. required), beginning late August 1998. The teaching load will be the equivalent of five courses per year, including the Introductory Psychology course, a course in Educational Psychology that contributes to the Hamilton program in secondary education, courses in the candidate’s specialty area, and supervising student research projects. We encourage individuals who have been trained in various academic specialties to apply for the position. Hamilton has a selective liberal arts college located in scenic upstate New York. Above all, it is an academic community in which challenging and productive intellectual work is the main focus. The Department of Psychology, consisting of eight faculty members, has a strong tradition of excellence in teaching and research. Send resume, reprints, and three letters of recommendation to: John M. Rhbost, Chair, Department of Psychology, Hamilton College, 198 College Hill Road, Clinton, New York, 13323. Women and minorities are encouraged to apply. Hamilton College is an Equal Opportunity and Affirmative Action Employer. Review of applications will begin on February 15, 1998 and will continue until the position is filled. NY5

DEVELOPMENTAL PSYCHOLOGY- Anticipated tenure-track Assistant Professor position in adolescent or adult development, starting August 1998. Required: demonstrated teaching effectiveness in developmental psychology for undergraduates and Ph.D. earned by August 1998. Preferred: background or training in adolescent or adult populations. Applications should include a letter of interest, a current curriculum vitae, a list of publications, and three letters of recommendation. Send applications to: Kaye Geneseo, Chair, Department of Psychology, SUNY Geneseo, 1 College Circle, Geneseo, NY 14454. Closing date is February 15, 1998. SUNY Geneseo is an Affirmative Action/Equal Opportunity Employer. NY6

DIRECTOR OF PSYCHOLOGICAL TRAINING CLINIC- SYRACUSE UNIVERSITY is seeking a Clinic Director with strong program credentials to fill a 3 year full-time position. Applicants are expected to have 2-5 years post-doctoral experience. The Psychological Services Clinic is the training clinic of the University’s APA approved program in Clinical Psychology and serves the Syracuse University student body as well as the Syracuse community. The Director is responsible for the daily operation of the clinic, including program evaluation, and maintaining scholarship (either through independent or collaborative research and writing). Teaching responsibilities include a 2-semester graduate level practicum for clinical and school psychology graduate students and may include a specialized undergraduate course in Clinical Psychology. The successful candidate must have a strong commitment to the scientific approach to the practice of psychology, strong supervisory and administrative skills, experience with short-term interventions, and be eager to collabo-
DEPARTMENT OF ORGANIZATION AND LEADERSHIP
SOCIAL-ORGANIZATIONAL PSYCHOLOGY
ASSOCIATE PROFESSOR, TENURE TRACK
Position: Scholar to join the faculty in the Program of Social-Organizational Psychology. The program is concerned with the various interpersonal, group, intergroup, and organizational contexts in which human behavior occurs; with the ways in which groups of individuals interact with, adjust to, and influence their peers; and with how these interactions can be understood, studied, and modified through theory, research and various types of interventions.

Responsibilities: Teach graduate courses at both the master's and doctoral level. Conduct research, advise students, and supervise doctoral research.

Qualifications: Earned doctorate in either social or organizational psychology. Established record of strong potential for research and publication. Demonstrated competence in research of psychological processes relevant to organizations and/or strong foundation in social psychology as applied to organizations.

Send: CV, a cover letter stating research and teaching interests, sample publications, and three letters of reference to Professor Caryn Block, Search Committee Chair, Box 6.

Review of applications will begin immediately and will continue until the search is completed.

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
525 West 120th Street, New York, NY 10027 http://www.tc.columbia.edu

NY12

rate in clinical research. We are particularly interested in receiving applications from Psychologists with expertise in cognitive behavioral and/or family systems orientations. The position offers the opportunity to collaborate with the clinical faculty whose interests include substance abuse, sexual health, psychosomatic, psychotherapy, and developmental psychopathology. Candidates must be licensed eligible in New York State. Program information may be found on our home page at: http://psychology.columbia.edu. Applications should be addressed to: Psychological Services Director Search Committee, 430 Huntington Hall, Department of Psychology, Syracuse University, Syracuse, NY 13244-2340. Applications will be reviewed until the position is filled. Preference will be given to applications received prior to: March 1, 1998. AVEEOE NY7

CLINICAL HEALTH PSYCHOLOGY: SYRACUSE UNIVERSITY invites applications for an Assistant Professor, pending budgetary approval. Candidates should be able to teach courses in Health and Clinical Psychology. Teaching load will be 3 courses per year, providing ample time for research. Collaborative research on HIV-risk reduction with an active team of NIH-funded investigators, postdocs, and students is expected. This is a non-tenure-track appointment for an initial 2-year term beginning August 1998, with the opportunity for renewal. Send vita, three letters of recommendation, statement regarding teaching and research interests as well as career aspirations to: Michael P. Carey, Ph.D., Chair, Health Psychology Search Committee, Department of Psychology, 430 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340. Applications received by February 20, 1998 will receive strongest consideration. Syracuse University is an Equal Opportunity, Affirmative Action Employer. NY8

SOCIAL PSYCHOLOGY: The Department of Psychology at SYRACUSE UNIVERSITY invites applications for a two-year, non-tenure-track appointment at the level of Assistant Professor. The candidate must demonstrate excellence in research and teaching and have a Ph.D. by the time the appointment begins. The successful candidate will teach undergraduate and graduate courses in Social Psychology beginning in August 1998. Review of applications will begin on March 1, 1998, but new applications will be accepted until the position is filled. Applicants should submit cover letter discussing their qualifications, a curriculum vitae, (pre)prints, and three letters of reference to: Blair T. Johnson, Chair, Social Psychology Search Committee, Department of Psychology, 430 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340. For more information on the Social Psychology program and the department see: http://www.syr.edu/~socpsych/AA.EOE. NY9

PSYCHOLOGY-INDUSTRIAL ORGANIZATIONAL The Department of Psychology, Sociology, Anthropology, COLLEGE OF STATE ISLAND OF THE CITY UNIVERSITY OF NEW YORK, seeks candidates for an anticipated tenure-track position as assistant professor in industrial/organizational psychology, beginning in September 1998. Required: a doctorate in Psychology with a specialization in industrial/organizational psychology (I/O) and a demonstrated commitment to research publication, and undergraduate teaching. Postdoctoral experience is preferred. Responsibilities include initiating an industrial/organizational psychology curriculum by developing and teaching courses in such areas as organizational development, conflict management, mediation, career development, and personnel psychology. performing department and college service; and carrying on research in the department's new facility. The successful candidate will also be expected to affiliate with the I/O doctoral program at the CUNY Graduate Center. Salary: $37,172 - $52,213, commensurate with qualifications. Review of applications will begin on February 16, 1998 and continue until the position is filled. Send a letter of application, a curriculum vitae, and the names, addresses, and telephone numbers of three references to Professor Harvey Taub, Chairperson, I/O Psychology Search Committee, Department of Psychology, Sociology, Anthropology, College of Staten Island/CUNY, 2800 Victory Blvd, Staten Island, NY 10314. EEOAA/ADA employer. NY10

LEHMAN COLLEGE, THE CITY UNIVERSITY OF NEW YORK; Department of Psychology, invites applications for two tenure-track positions starting September 1, 1998 at the rank of Assistant/Associate Professor. A Ph.D. in Psychology or related discipline is required. Applications should be addressed to: Professor John J. Murphy, Chair, Search Committee, Psychology Department, Lehman College, 250 Bedford Park Blvd, Bronx, NY 10468. Telephone: 1-718-960-5496. EEOAA/ADA Employer. NY11

SCHOOL PSYCHOLOGY (Ph.D./2-APS) ASSISTANT PROFESSOR - The department seeks a candidate of exceptional promise for the School Psychology program. The School Psychology program offers the MA and CAS degrees. Responsibilities: The successful candidate will be committed to both research and practice in supporting the learning and development of children, youth and families. Experience in school-based treatment and interventions, assessment, counseling, behavior disorders, and/or consultation is highly desirable. Individuals with interests in related areas such as alternative assessment, human development, or counseling are especially encouraged to apply. Qualifications: Ph.D. in school psychology from an accredited program; eligibility for certification as a school psychologist and licensure as a psychologist in the State of New York; evidence of scholarly productivity and prior experience practicing as a school psychologist in grades K-12. Responsibilities: teaching undergraduate courses in assessment and interventions courses such as Developmental Psychology, Learning and Cognition or Psychopathology! Exceptionality depending upon qualifications of successful candidate; developing & maintaining an active research program which will include supervision of Master's Theses; supervising School Psychology Interns.

COMMUNITY PSYCHOLOGY (Ph.D./2-APS) ASSISTANT PROFESSOR - Candidates must have a doctorate prior to appointment. The successful candidate will teach undergraduate courses in research methods and/or statistics. The candidate will be expected to develop and coordinate undergraduate student internship opportunities in areas such as community counseling, personnel, public relations, marketing and program evaluation. A strong commitment to teaching as well as excellent teaching skills are very important in this position. Applicants should submit evidence of quality teaching performance and a statement of teaching philosophy as well as other materials. Requested.

Females & racial minorities encouraged to apply.

Please send cover letter, resume or curriculum vitae, transcripts, three letters of recommendation and other requests mentioned in individual ad to: Chair, Search Committee (P497), c/o Personnel, Plattsburgh State University of New York, 101 Broad St., Plattsburgh, NY 12901-2681.

Review of applications begins January 12, 1998 and continues until position is filled. EEOAA.

Plattsburgh STATE UNIVERSITY OF NEW YORK
NY14

January 1998

APS OBSERVER
of research, and to integrating non-traditional, multi-ethnic undergraduates into that research program is expected. Preferred areas of specialization are: personality, physiological/ neuropsychology, psychometrics, and developmental. Salary range: Assistant Professor $29,931 - $52,213 and Associate Professor $39,003-$62,394. Appointment rank and salary commensurate with qualifications and experience. Applications from whose research and teaching interests include cross-cultural issues are especially encouraged to apply. The department participates in NIH and NIMH funded programs that support the research of faculty who mentor undergraduate students. Applications must be received by March 2, 1998. Send vita, reprints/ preprints, and a least three letters of reference to: Professor Vincent Prinstein, Chair, Department of Psychology, Lehman College/CUNY, 250 Bedford Park Boulevard West, G113-C, Bronx, New York, 10468-1589. Lehman College/CUNY is an EEO/AA/ADA Employer. For additional information, visit the Lehman College website at http://www.lehman.cuny.edu. NY11

LONG ISLAND UNIVERSITY-SOUTHAMPTON CAMPUS- Assistant Professor of Psychology (Full-time, tenure track position beginning September, 1998.) Seeking Developmental Psychobiologist to teach introductory Psychology, Life Span Development, Neuropsychology, Psychopharmacology, other relevant courses within the candidates specialty. Research experience in clinical neuroscience desired. Preference will be given to applicants whose research programs apply neuroscientific techniques to the study of human development, psychopathology, or cognition. Send letter of interest, CV and references to Search Committee, Social Sciences Division, South Hampton College of Long Island University, Southampton, NY 11968. Reply by March 27. NY13

NORTH DAKOTA

FACULTY POSITION- UNIVERSITY OF NORTH DAKOTA The Psychology department at the University of North Dakota is recruiting a full-time assistant professor tenure-track position in Clinical Psychology for Fall, 1998. Applicants must include a Ph.D. in clinical psychology (received or expected prior to 8/98); completion of an APA-approved clinical internship; a strong commitment to research and teaching at the undergraduate and graduate levels; evidence of scholarly productivity (commensurate with experience); plans to establish and maintain an active, independent research program, evidence of quality teaching skills/potential. The area of specialization for the research interests is open. The successful candidate will be expected to teach graduate assessment. The Department also has teaching needs in the areas of learning and personality. The successful candidate will be expected to participate in the department's undergraduate and graduate programs (Ph.D. programs in Clinical Psychology and General/Experimental Psychology). Members of underrepresented groups, including women and minorities, are strongly encouraged to apply. Applications will be accepted until position is filled and review of applications will begin immediately. Submit a letter of application, curriculum vita, and three letters of recommendation should be sent to: Chair, Psychology Clinical Search Committee, Box 8380, University of North Dakota, Grand Forks, ND 58202. TO UND is an equal opportunity/affirmative action employer. ND1

OHIO

THE OHIO STATE UNIVERSITY- DEPARTMENT OF PSYCHOLOGY invites applications for a tenure track position in Clinical Psychology at the advanced Assistant or Associate Professor level. We are seeking an individual with an established program of research in psychopathology, whose research program has a productive, programmatic thrust, one who has achieved national visibility and external funding, and has shown a capacity to influence any area of clinical psychology will be considered, and those who complement existing strengths in the department (e.g. health psychology, social, psychological, quantitative) will be especially attractive. Our APA approved program admits outstanding graduate students, and professors provide research mentorship as well as supervision in the Department's psychological clinic. Prospective candidates should submit a letter of application, at least three letters of recommendation, a curriculum vita, and selected reprints to the Chair of the Search Committee: Barbara L. Anderson, Department of Psychology, 1987 Millikan Hall, Ohio State University, Columbus, OH 43210-1222. Applications will be accepted until March 1, 1998, although interviewing may begin as early as mid-December. 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

Faculty Search. ASSISTANT PROFESSOR OF PSYCHOLOGY Buchtel College of Arts and Sciences Department of Psychology, THE UNIVERSITY OF AKRON The position: Counseling Psychology. One tenure track position as an Assistant or advanced Assistant Professor of Psychology beginning August 31, 1998. We are looking for a psychologist with strong research skills and the drive and potential to obtain external funds to join our APA accredited program in Counseling Psychology. Area of specialization within Counseling Psychology is open with priority given to specialization's consistent with funding agencies' interests (health psychology, personality, gerocounseling, additions, depression, etc.) Teaching responsibilities will include a graduate seminar in the applicants area of specialization and other graduate and undergraduate courses consistent with the applicants background and departmental needs (e.g., Graduate Social Psychology, undergraduate Cross-Cultural Psychology, undergraduate Personality, graduate Pratice, undergraduate Experimental Psychology). Applicants who enhance the diversity of the present faculty are especially sought. The position requires establishing an active research program and obtaining external funding for that research or other projects. The successful applicant will join a 19 member research-oriented department with doctoral emphasis in Counseling Psychology, Industrial/Organizational Psychology (with a new, highly competitive, full-time position available later this year), and Applied Cognitive Aging. 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 competitive, benefits are excellent, as are the research and teaching facilities. The University is a public state-supported Carnegie classification II-1 database institution which annually receives an annual income of over $19 million in external funds for 1997, and as such provides strong support to faculty pursuing external funds. Applications: Applicants should send a letter of application together with vita, three letters of recommendation to Dr. Linda Meyydro Subich, Search Committee Chair, Department of Psychology, The University of Akron, Akron, OH 44325-4301 (email: lsubich@uakron.edu). Applications will be accepted until January 23, 1998. EEO Statement.

The University of Akron is an Equal Employment and Education Institution. Women and Minorities are encouraged to apply. OH2

PSYCHOPHYSIOLOGIST: The Department of Psychology at OHIO UNIVERSITY is seeking a tenure-track Assistant Professor with basic or applied research interests in psychophysiology. Individuals whose research interests complement departmental strengths in health, cognitive or social psychology are particularly sought. The successful candidate will be within three years of having received the doctorate. Demonstrated evidence of programmatic research and scholarly productivity, a history of, or potential for, external funding and a commitment to teaching courses in physiological psychology and psychophysiology at the graduate and undergraduate level. Applicants should send a curriculum vitae, recent publications, a brief statement of research interests and have three letters of recommendation sent to: Chair, Psychophysiology Search Committee, Department of Psychology, 200 Porter Hall, Ohio University, Athens, OH 45701. For best consideration, applications must be received by December 31, 1997. Inquiries can be directed to Christopher France, Ph.D. by phone (614-593-1079) or by e-mail (cfrance@ohiou.edu). We strongly encourage applications from minority and women candidates. Ohio University is an equal opportunity employer. OH3

COGNITIVE/SOCIAL PSYCHOLOGIST: The Department of Psychology at OHIO UNIVERSITY is seeking a tenure-track Assistant Professor with research interests in cognitive and social psychology. Individuals whose program of research complement departmental strengths in decision making, judgment or social judgment are particularly sought. The ideal candidate will be within three years of having received the doctorate, demonstrated evidence of programmatic research and scholarly productivity, a history of, or potential for, external funding and a commitment to teaching courses in cognition, social cognition or social psychology at the graduate and undergraduate levels. Applicants should send a curriculum vitae, recent publications, a brief statement of research interests and have three letters of recommendation sent to: Chair, Cognitive/Social Search Committee, Department of Psychology, 200 Porter Hall, Ohio University, Athens, OH 45701. For best consideration, applications must be received by December 31, 1997. Inquiries can be directed to Frank Bellezza, Ph.D. by phone.
KENYON COLLEGE - Assistant Professor of Psychology. Tenure-track position beginning July, 1998. PhD in Psychology required. Position involves the teaching of introductory psychology, undergraduate courses in physiological psychology, research methods in physiological psychology, and other courses in the candidate's field. Preference will be given to candidates who are qualified and prepared to teach human neurophysiology and/or psychopharmacology. Candidates need to have an active research program in which undergraduates can participate. Research interests should be in an area of psychological research in an area of psychology in animals or humans. Preference will also be given to candidates who can contribute to the College's Neuroscience Program. Please send letter of application, curriculum vita, separate statements of research and teaching interest, reprints, and at least three letters of recommendation to Dr. Sarah Munro, Chair of Search Committee, Department of Psychology, Kenyon College, Gambier, OH 43022. An equal opportunity employer, Kenyon strongly encourages the applications of women and minority candidates. Review of applications will begin January 15 and will continue until the position is filled. OH6

DENISON UNIVERSITY DEPARTMENT OF PSYCHOLOGY: A full-time, tenure-track position in COGNITIVE SCIENCE, for an initial three-year appointment, beginning Fall, 1998. Teaching and research in one or more of the following areas is desired: cognitive processes, such as language, thinking, and comprehension; computational or connectionist models, cognitive neuroscience. Candidates should be able to teach an undergraduate experimental course in area of specialization, as well as introductory psychology or research methods. Inter-disciplinary interests are desirable. The teaching load is three courses a semester. Ph.D. and teaching experience required. Candidates should have an active research program that can be sustained by undergraduate students. Denison University is an undergraduate liberal arts college with excellent research facilities and support. Send vita, statement of teaching philosophy, teaching evaluations, statement of research interests, selected reprints, and three letters of recommendation to Dr. Nicholas Santilli, Chair, Department of Psychology, John Carroll University, University His., OH 44118. Deadline for receipt of application materials is February 2. John Carroll University is an Affirmative Action/Equal Opportunity Employer. OH5

Equal Opportunity Employer. Women of color are encouraged to apply. OH7

DIRECTOR OF CLINICAL TRAINING - The Department of Psychology, UNIVERSITY OF CINCINNATI invites applications for clinical scientists for a tenure track faculty appointment as Director of Clinical Training. (Tenure upon appointment is negotiable.) Clinical psychology at UC is primarily concentrated within two broad research foci: Health Psychology and Neuropsychology. Applicants with an established record of active, programmatic research in one of these two areas are encouraged to apply. We are seeking someone with clinical administrative experience and a strong record of teaching and scholarship, including funded research. Well-developed relationships with the Department and the UC Medical School, Children's Hospital, the Air Force Wright Patterson Laboratory and other local and regional institutions and universities provide access to a wide variety of patient populations and external research opportunities. Please send vitae, copies of representative publications, a letter of interest, and list of references to: Faculty Search Committee, Department of Psychology, ML 376 University of Cincinnati, Cincinnati, OH 45221-0376. Informal e-mail inquiries are encouraged and should be directed to the Department Head, Robert Stutz, at robert.stutz@uc.edu. Review of applications will begin immediately and will continue until the position is filled. The University of Cincinnati is an Equal Opportunity Affirmative Action Employer and especially encourages applications from women and minority candidates. OH9

The Department of Psychology, UNIVERSITY OF CINCINNATI, invites applications for three tenure track faculty positions. We expect to hire at the level of Assistant or Associate Professor. We are seeking colleagues with established or especially promising records of graduate and undergraduate teaching and scholarship, including demonstrated ability or clear promise for securing external funding. Our doctoral program is concentrated within three broad research foci: Health & Social Behavior, Neuropsychology, and Human Factors. In the area of Health Psychology, we are particularly interested in candidates whose interests will complement our strengths in substance abuse, stress, and coping. We are open to candidates with strong research interests in any area of Health, and Social Behavior. In Neuropsychology, we are looking for someone who complements our existing strengths in the following (experimental or clinical) neuropsychological domains: neuropsychiatric disorders, neuroimaging, epilepsy, patient violence, aging and the demography of Human Factors. 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. Possibilities include: ecological approaches to human-machine systems, human computer interaction, human performance, visual performance, visual and auditory display design, training, safety, stress & fatigue, medical systems, human factors & health and automation. Well-developed relationships with UC Medical School, Children's Hospital, the Air Force Wright Patterson Laboratory and other local and regional institutions and universities provide access to a wide variety of subject populations and collaborative research opportunities. Please send a vita, copies of representative publications a letter of interest, and list of references to: Faculty Search Committee, Department of Psychology, ML 376 University of Cincinnati, Cincinnati, OH 45221-0376. Informal e-mail inquiries are encouraged and should be directed to the Department Head, Robert Stutz, at robert.stutz@uc.edu. Review of applications will begin immediately and will continue until the positions are filled. The University of Cincinnati is an Equal Opportunity Affirmative Action Employer and especially encourages applications from women and minority candidates. OH10

Assistant Professor of Psychology, MOUNT UNION COLLEGE. Tenure track position, Ph.D. preferred and required for tenure achievement. Must be able to (1) teach several courses in Developmental (Child-Adolescent and Life Span) and Introductory Psychology; (2) supervise undergraduates in independent research and internships and (3) occasionally teach Counseling and/or a variety of other courses. Should be committed to teaching at a small liberal arts college. Salary competitive, 10 months. Screening of applicants will begin immediately. Appointment to begin in August. Send letter of application, vita, and 3 letters of recommendation to Dr. Steve Kramer, Chair, Department of Psychology, Mount Union College, Alliance, OH 44601. Minority candidates and women are strongly encouraged to apply. OH11

Assistant Professor of Psychology, MOUNT UNION COLLEGE. Tenure track position, Ph.D. preferred and required for tenure achievement. Must be able to (1) teach several courses in Developmental (Child-Adolescent and Life Span) and Introductory Psychology; (2) supervise undergraduates in independent research and internships and (3) occasionally teach Counseling and/or a variety of other courses. Should be committed to teaching at a small liberal arts college. Salary competitive, 10 months. Screening of applicants will begin immediately. Appointment to begin in August. Send letter of application, vita, and 3 letters of recommendation to Dr. Steve Kramer, Chair, Department of Psychology, Mount Union College, Alliance, OH 44601. Minority candidates and women are strongly encouraged to apply. OH11

Assistant Professor of Psychology, MOUNT UNION COLLEGE. Tenure track position, Ph.D. preferred and required for tenure achievement. Must be able to (1) teach several courses in Developmental (Child-Adolescent and Life Span) and Introductory Psychology; (2) supervise undergraduates in independent research and internships and (3) occasionally teach Counseling and/or a variety of other courses. Should be committed to teaching at a small liberal arts college. Salary competitive, 10 months. Screening of applicants will begin immediately. Appointment to begin in August. Send letter of application, vita, and 3 letters of recommendation to Dr. Steve Kramer, Chair, Department of Psychology, Mount Union College, Alliance, OH 44601. Minority candidates and women are strongly encouraged to apply. OH11

Assistant Professor of Psychology, MOUNT UNION COLLEGE. Tenure track position, Ph.D. preferred and required for tenure achievement. Must be able to (1) teach several courses in Developmental (Child-Adolescent and Life Span) and Introductory Psychology; (2) supervise undergraduates in independent research and internships and (3) occasionally teach Counseling and/or a variety of other courses. Should be committed to teaching at a small liberal arts college. Salary competitive, 10 months. Screening of applicants will begin immediately. Appointment to begin in August. Send letter of application, vita, and 3 letters of recommendation to Dr. Steve Kramer, Chair, Department of Psychology, Mount Union College, Alliance, OH 44601. Minority candidates and women are strongly encouraged to apply. OH11
Research Director School of Medicine, Department of Community Health WRIGHT STATE UNIVERSITY The Substance Abuse Resources and Disability Issues (SARDI) Project is seeking a dynamic, experienced professional with a strong interest in research and collaboration. The project offers opportunities to lead a social or behavioral sciences discipline to fill the full-time position of Research Director. The senior level position requires a Doctorate in a social or behavioral science and experience in research, evaluation, and instrumentation. This position requires supervising multiple research projects at multiple data collection sites. Strong writing skills essential. Responsibilities also include supervising other research staff, supervising multiple data sets, developing quantitative and qualitative evaluation instruments, preparing scientific reports and papers, and assisting in developing new research proposals and obtaining support for new research projects. A background in substance abuse and/or disability research, a successful publication history, and supervisory experience is preferred. This position also involves a faculty appointment in the School of Medicine. Salary commensurate with experience. This is a grant-funded position in its first of five years funding, with continued employment contingent on additional grant funding. Qualified candidates should submit vita, sample publications, and salary history by January 31, 1998 to: Dennis Moore, Ed.D., SARDI, Wright State University, SOM, P.O. Box 927, Dayton, OH 45401. EOAA Employer OH12

OHIO UNIVERSITY. The Department of Social Medicine in the College of Osteopathic Medicine invites applications for an assistant professor appointment specializing in medical decision-making and medical informatics beginning July 1st—September 1st depending upon the availability of the successful candidate. The successful candidate will be expected to conduct research in medical decision-making, medical education, and the application of medical informatics to education and patient care. Teaching responsibilities include both formal and informal instruction, seminars and other offerings to undergraduate and graduate medical students. Qualifications include a Ph.D. in experimental/cognitive psychology, educational psychology, or a related field. Experience in an active research program in the psychology of medical decision-making; experience with medical informatics and educational technology in a medical education environment; and knowledge of and experience in using quantitative and qualitative research methods. Preference will be given to candidates whose work record or decision-making and applied cognitive (especially cognition and technology) who can form bridges to areas already represented on the faculty (i.e., language, knowledge, memory). The successful candidate also will be expected to teach the cognitive survey course taught at the graduate and undergraduate level. The Department consists of 16 faculty in experimental/quantitative psychology and 30 doctoral students. Human research laboratories include a 5000 sq. ft. state-of-the-art, networked data-collection and conference facility. The University offers competitive salaries and excellent fringe benefits. OUS is in a college-town located 30 minutes from Columbus (a large metropolitan area of 1,000,000). Screening will begin January 15th and continue until the position is filled. Candidates must send a letter of intent, vita, reprints/preprints, evidence of teaching ability, and three letters of recommendation to: Scott Grondin (grondin@ou.edu), Cognitive Search Committee, Department of Psychology, University of Oklahoma, Norman, OK 73019-0535. Phone 405/325-4535; Fax 405/325-4737; http://wwwOU.edu/caps/psychology. The University of Oklahoma is an Affirmative Action/Equal Opportunity Employer. OK11

OREGON

FULL PROFESSOR AND DEPARTMENT CHAIRPERSON: The department of Psychology at PORTLAND STATE UNIVERSITY invites applications for an open-rank tenure-track or tenured opening beginning September 11, 1998. We are seeking a distinguished full professor to serve as department chairperson. The department of Psychology at Portland State University is a leader in research, teaching, and community service in Oregon and the Pacific Northwest. The department is committed to a multicultural educational environment, and we seek candidates who can contribute to this environment. The successful candidate is expected to demonstrate active research, teaching, and service in psychology and to contribute to the mission of the department. Qualifications include a Ph.D. in psychology or a closely related field, evidence of scholarly activity, teaching effectiveness, and a commitment to diversity. In addition, candidates should be prepared to serve in the department as chairperson. The successful candidate will be expected to be an active member of the faculty and to contribute to the department's mission. Applications should be submitted to: Chair, Search Committee, Department of Psychology, Portland State University, P.O. Box 751, Portland, OR 97207-0751. We will begin con-sidering applications February 1, 1998 but will continue to accept applications until the position is filled. In keeping with our university's mission regarding campus diversity, we encourage candidates to submit biographies and/or letters of recommendation from historically underrepresented groups to apply. Portland State University is an Affirmative Action/Equal Opportunity Employer. OR1

SOCIAL PSYCHOLOGIST ASSISTANT OR ASSOCIATE PROFESSOR: The Department of Psychology at the UNIVERSITY OF OKLAHOMA seeks applications for an entry-level, tenure-track position in cognitive psychology. Successful applicants will be expected to maintain an active research program, secure extramural funds, direct doctoral students, and participate in graduate education. Applications from women and minorities are especially welcome. Applicants who specialize in any area of cognitive psychology will be considered, although preference may be given to those with a research record in decision-making or applied cognitive psychology. The position is available September 1, 1998. The University of Oklahoma is an equal opportunity employer. OH14

OKLAHOMA

Cognitive psychologist, The Department of Psychology at the University of Oklahoma seeks applications for an entry-level, tenure-track position in cognitive psychology. Successful applicants will be expected to maintain an active research program, secure extramural funds, direct doctoral students, and participate in graduate education. Applications from women and minorities are especially welcome. Applicants who specialize in any area of cognitive psychology will be considered, although preference may be given to those with a research record in decision-making or applied cognitive psychology. The position is available September 1, 1998. The University of Oklahoma is an equal opportunity employer. OH14

Leading continued development of the Systems Science/Psychology Ph.D. program in Applied Psychology, the continued strengthening of the graduate program, and mentoring other faculty in the art and craft of securing external funds. Qualifications: A doctorate in psychology, a distinguished record of applied research, the documented ability to attract consistent external funding; while prior experience as a department chairperson would be helpful, it is not essential. Portland State University is a member of the Oregon State System of Higher Education and is located in the metropolitan area of Portland. The department of psychology has a strong applied research orientation, and has a Systems Science/Psychology Ph.D. program in the areas of applied developmental, Applied Industrial/Organizational, and Applied Social Psychology. Send letter of application, at least three letters of reference, a statement of research interests, and copies of publications to: Roger D. Jennings, Ph.D., Chair, Search Committee, Department of Psychology, Portland State University, P.O. Box 751, Portland, OR 97207-0751. We will begin considering applications February 1, 1998, but will continue to accept applications until the position is filled. In keeping with our university's mission regarding campus diversity, we encourage members of historically underrepresented groups to apply. Portland State University is an Affirmative Action/Equal Opportunity Employer. OR1

SOCIAL PSYCHOLOGIST / ASSISTANT OR ASSOCIATE PROFESSOR: The Department of Psychology at the UNIVERSITY OF OKLAHOMA seeks applications for an entry-level, tenure-track position in cognitive psychology. Successful applicants will be expected to maintain an active research program, secure extramural funds, direct doctoral students, and participate in graduate education. Applications from women and minorities are especially welcome. Applicants who specialize in any area of cognitive psychology will be considered, although preference may be given to those with a research record in decision-making or applied cognitive psychology. The position is available September 1, 1998. The University of Oklahoma is an equal opportunity employer. OH14

January 1998
as demonstrated in dissertation and published research. Send letter of application, at least three letters of reference, a statement of research interests, and copies of papers to Dr. Roger D. Jennnings, Chair, Social Search Committee, Department of Psychology, Portland State University, P.O. Box 751, Portland, OR 97207-0751. We will begin considering applications February 1, 1998, but will continue to accept applications until the position is filled. In keeping with our university's mission regarding campus diversity, we encourage members of historically underrepresented groups to apply. Portland State University is an Affirmative Action/Equal Opportunity Employer. OR3

PA

CARNegie mELlON uNIVeRsITY- (2) NIHM POSTDOCTORAL FELLOWSHIPS—For training in cognitive and industrial psychology, developmental models, cognitive development or cognitive neuropsychology with one or more faculty members - K. Adolph, M. Alliball, J. Anderson, M. Behmahn, P. Carpenter, J. Cohen, M. Just, D. Klahr, R. Klitzky, J. Larkin, B. MacWhanney, J. McClelland, D. Plaut, L. Reder, B. Siegler, H. Simon. Stipend will be $25,000 per year, renewable for a second year. The candidate must have a U.S. citizen, non-citizen national, or already have a permit for permanent residence. Send vita and letters describing your research interests, and have three letters of recommendation forwarded by February 15, 1998 to: NICMH Postdoctoral Search Committee, Department of Psychology, Carnegie Mellon University, Pittsburgh, PA 15213. PA1

DEVELOPMENTAL PSYCHOLoGY, GETTYSBURG COLLEGE. The Department of Psychology anticipates a one-year sabbatical replacement position beginning Fall, 1998, with the possibility of extension for a second year. The successful candidate will have a PhD in developmental psychology and will be expected to teach developmental psychology, an advanced laboratory in developmental psychology and general psychology. The position provides the opportunity to conduct a personal research program and to supervise undergraduate research. Gettysburg College is a highly selective liberal arts college located within 90 minutes of the Washington/Baltimore metropolitan area. Established in 1832, the College has a rich history and is situated on a 220-acre campus with an enrollment of 2,100 students. The college seeks to promote diversity in its community through affirmative action/equal opportunity programs; included in an attractive benefits package is a Partner Assistance Program. For best consideration, application materials should be received on or before January 5, 1998. Send letter of application describing teaching and research interests, curriculum vitae, reprints/preprints, and three letters of recommendation to: Janet Morgan Riggs, Chairperson, Department of Psychology, Box 407, Gettysburg College, Gettysburg, PA 17325. PA2

LA SALLE UniveRSITY- The Department of Psychology anticipates a tenure-track position at the Assistant or Associate Professor level to begin in Fall, 1998. Applicants should have a strong commitment to teaching and research, and are expected to contribute to research and scholarly activities. Candidates who have completed teaching and research, and are committed to research. Candidates will be evaluated based on teaching and research activities. Involvement in research is also preferred. The successful candidate will be eligible for a Ph.D. or Psy.D. program. Applications will be accepted until the position is filled. Applicants should submit a cover letter describing their teaching and research interests, and three letters of recommendation. The university’s web site address is: http://www.lsu.edu. Review of applications will begin December 15, 1997 and continue until the position is filled. Applications should be sent to: Chair, Psychology Department Search Committee, Lock Haven University, Lock Haven, PA 17745. Review of applications will begin December 15, 1997 and continue until the position is filled. The successful candidate will be eligible for a Ph.D. program. Applications will be accepted until the position is filled. Faculty position in psychology with emphasis on behavioral neuroscience. The Department of Psychology at Lock Haven University is an equal opportunity/affirmative action employer and encourages applications from minorities, women, veterans, and persons with disabilities. PA5

CARNegie mELlON uNIVeRsITY- POSTDOCTORAL TRAINEESHIPS IN COMBINED COMPUTATIONAL & BEHAVIORAL APPROACHES TO COGNITIVE NEUROSCIENCE. We anticipate multiple NICMH postdoctoral fellowships for training in computational modeling of behavioral data. Members of the training grant include: J. Anderson, M. Behmann, P. Carpenter, J. Cohen, A. Corbett, B. John, M. Just, D. Klahr, R. Klitzky, K. Koedinger, K. Kotovsky, J. McClelland, D. Plaut, L. Reder, B. Siegler, H. Simon, D. Tourretsky, R. Valdes-Perez. The stipend will be $27,500 per year, renewable for a second year. The successful candidate must be a U.S. 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 March 15, 1998 to: Prof. L. M.
Reider, Department of Psychology, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh, PA 15213. PA6

The School of Health Professions of ALLIANCE UNIVERSITY OF THE HEALTH SCIENCES* in Philadelphia invites nominations and applications for the position of Chairperson of the Department of Clinical and Health Psychology. The position will be available September 1, 1998. The Department houses three major graduate-level programs: Ph.D. programs in clinical psychology (APA-accredited), law-psychotherapy program (joint JD/Ph.D. in collaboration with Villanova Law School), and the M.A./M.S. degree program in clinical psychology. The Ph.D. program also has a neuropsychology track. The Department currently has 12 full-time faculty members with strong research interests that span a variety of health and mental health areas (e.g., major mental illness, psychosocial oncology, anxiety, depression, behavioral medicine, neuropsychology, forensic psychology, violence, and sexual aggression). The major theoretical orientation of the faculty in cognitive-behavioral. AUHS is research-oriented health sciences university comprised of four schools: School of Health Professions, School of Medicine, School of Nursing, and School of Public Health. As such, the Department of Clinical and Health Psychology has strong ties to other health-oriented academic departments, in addition to a large clinical network. Applicants should have a Ph.D. in clinical psychology and demonstrated evidence of academic leadership, as well as significant accomplishments in research, education, and administration commensurate with previous experience of the professor. APA-Fellow status, earned diploma, editorial board member of a major journal, and/or leadership position in national professional association are highly desirable. Applicants with a history of external funding and a strong research program are preferred. Specific research areas of applicants need not coincide with existing Departmental research projects, but should be complement current foci. We are looking for candidates who are familiar with the factors shaping the future of Psychology and who have innovative ideas for fostering continued growth in our graduate programs. A letter of application, curriculum vitae, and the names of five persons who can address the candidate’s leadership skills and experience (letters are not requested at this time). Minority and women candidates are strongly encouraged to apply. AUHS in compliance with all local, state, and federal laws and regulations, does not discriminate on the basis of race, religion, color, gender, age, national origin, handicap, sexual preference, disability or Vietnamese veterans status or financial status, in admission or access to, or treatment or employment in, its programs, activities or facilities. AUHS is a separate institution from Allegheny College, Meadville, PA. PA7

DIRECTOR, NOLL PHYSIOLOGICAL RESEARCH CENTER, COLLEGE OF HEALTH AND HUMAN DEVELOPMENT, PENN STATE UNIVERSITY. The Physiological Research Center is a multidisciplinary center which conducts basic, applied and clinical research and trains graduate students in the physiological sciences from the cellular level to those using whole-body human approaches. The Director reports to the Dean of the College of Health and Human Development. Successful candidates must hold a Ph.D. and/or M.D. degree, be acceptable as a full Professor, and have a well-funded active research program in the physiological sciences in addition to demonstrated administrative experience. Salary is negotiable and commensurate with qualifications and experience. Penn State offers a full and comprehensive benefits program. Applications and nominations should be sent to: Peter A. Farrell, Chair, Search Committee for the Director of Noll Physiological Research Center, 119 Noll Laboratory, Dept., APS, The Pennsylvania State University, University Park, PA 16802. To receive full consideration, applications must be received no later than February 15, 1998. AN/BB/FS8

Assistant Professor. Tenure track position beginning August, 1998. The Psychology Department at SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA seeks applications for tenure-track position in health psychology. Successful applicants will have a demonstrated competence in the use of collaboratively with undergraduates and the ability to attract students to a program of research. Priority will be given to applicants with multicultural teaching or research interests. The ability to teach a broad range of courses including general psychology and health psychology is necessary. A commitment to teaching the effectiveness will be required as part of the interview. Ph.D. preferred, but ABD will be considered on a contingent contract basis, with the Ph.D. required for tenure. A current vita, all transcripts and three letters of recommendation must be received by March 6, 1998. Apply to: Search Chair, Department of Psychology, Shippensburg University, 1871 Old Main Drive, Shippensburg, PA 17257-2299. Telephone: 717 530 0477. Fax: 717 530 4057. Shippensburg University is committed to equal employment opportunity. Women, person of color, veterans, and the disabled are encouraged to apply. FS9

UNIVERSITY OF PITTSBURGH at JOHNSTOWN. Assistant professor, tenure track beginning Fall 1998. Required: Ph.D. in Psychology, with concentration in NNN specialty or area related to psychology or related area, and appropriate teaching and research experience. Teaching load 12 credits per term including introductory courses. Active research program and supervision of undergraduate research expected. Full consideration send vita, statement of teaching philosophy and research goals, graduate transcripts, and three recommendation letters by February 15, 1998 to Dr. Charles Hindleider, Search Chair, Department of Psychology, UPI, Johnstown, PA 15904. UPI is an Equal Opportunity Employer, and women and minorities are encouraged to apply. PA10

Founded in 1876, CEDAR CREST COLLEGE is a four-year, independent liberal arts college for women. The beautiful 85 acre campus (a registered national arborretum) is located in the Lehigh Valley of Pennsylvania. The College is 90 miles from New York City and 60 miles from Philadelphia. Cedar Crest College emphasizes cross-disciplinary cooperation and excellence in undergraduate teaching. The Psychology Department at Cedar Crest College seeks a tenure-track faculty member at the ASSISTANT PROFESSOR level with a background in biopsychology. Applicants must have a Ph.D. and be committed to excellence in undergraduate teaching and research. The successful candidate will participate in the newly initiated neuroscience program that includes faculty from the Biology and Psychology departments. Teaching responsibilities include psychopharmacology, general psychology and participation in the team taught introductory neuroscience course. In addition, maintaining an active research program with extensive undergraduate involvement is expected. Research projects confined to non-mammalian systems are preferred. Please submit curriculum vitae, a detailed statement of teaching philosophy and research goals, including how this research could involve undergraduates, copies of recent publications, and have three letters of recommendation sent to: Dr. Ellis Hong, Chair, Department of Psychology, Cedar Crest College, 100 College Drive, Allentown, PA 18104. Review of applications will begin February 15, 1998. Equal Opportunity Employer. PA11

RHODE ISLAND PROVIDENCE COLLEGE seeks a Director of Arts Program in Black Studies, a tenure track, teaching, research, and administrative position at the assistant or associate professor level. The program offers an integrated curriculum in Black Studies; this position will be a joint appointment with one of the following Departments: Art and Art History, English, History, Political Science, Psychology, Social Work, or Sociology. The candidate’s research specialty may be in any of the participating disciplines but must be in an African American, African or Diasporan aspect of that field. The Director will, with the assistance of other program faculty, manage program planning, budgeting, and curriculum, advise students, coordinate activities with other academic and support units, teach core courses in the program in his/her cooperating department, and guide the future growth and development. Providence College is a Roman Catholic four-year liberal arts college conducted under auspices of the Dominican Friars. Salaries and benefits are competitive. Applications should include a letter of interest, curriculum vitae, three letters of recommendation, course syllabi, teaching evaluations, and samples of research papers or publications. Formal review of applications will begin on February 1, 1998, and will continue until the position is filled. Early submission is strongly encouraged. Telephone inquiries are welcome. Send all materials to: Dr. Anthony D. Affigne, Assistant Professor/Director, Black Studies Program, Providence College, Providence, RI 02918. e-mail: affigne@providence.edu. Providence College is an affirmative action, equal opportunity employer. RI11

January 1998

APS OBSERVER
SOUTHCAROLINA

The Department of Psychology at the College of Charleston invites applications for a tenure-track Assistant Professor position to begin August 15, 1998. We are seeking a Ph.D. in psychology with a strong background in cognition. Applicants should be prepared to teach Introduction to Psychology, Cognitive Psychology, Laboratory in Cognitive Psychology, and other courses in areas of interest. Strong preference will be given to applicants with a demonstrated interest in both teaching and conducting research with student collaborators. The College of Charleston is a four-year, liberal arts, state-supported institution with 9,000 undergraduate students, located on a beautiful campus in the center of historic Charleston. A letter of application, curriculum vita, reprints, graduate transcripts, teaching evaluations, and letters of recommendation should be sent to the Search Committee, Department of Psychology, College of Charleston, Charleston, SC 29424. Review of completed applications will begin February 20, 1998. The College of Charleston is an Equal Opportunity/Affirmative Action Employer. SC1

TEXAS

FACULTY POSITION OPENINGS:
The Department of Psychology at Texas A&M University anticipates hiring two clinical psychology faculty beginning in Fall, 1998. The first position involves a tenure-track appointment and requires an established record of programmatic research and scholarly productivity. Although rank of appointment is flexible, we anticipate recruiting an established scholar at an advanced rank. Area of research emphasis is unspecified. The second position involves a non-tenure-track appointment as Director of the department's Psychology Clinic. This 12-month position as Clinic Director includes clinical faculty status and is renewable on a biennial basis. Applicants must possess a Ph.D. in clinical psychology from an APA-accredited program as well as an APA-accredited internship. Both positions require graduate and undergraduate teaching as well as supervision of students' clinical responsibilities and research. We are particularly interested in candidates who can contribute to clinical training addressing issues of ethnicity and cultural diversity. The clinical psychology program at Texas A&M is APA-accredited and maintains state-of-the-art clinical training and research facilities. Candidates should send a current vita, statement of teaching and research interests, three letters of reference, and relevant (pre)prints by January 15, 1998, to: Douglas K. Snyder, Ph.D., Chair, Clinical Search Committee, Department of Psychology, Texas A&M University, College Station, TX 77843-4235. Texas A&M University is an Equal Opportunity/Affirmative Action Employer. TX1

TENNESSEE

POSTDOCTORAL FELLOWSHIP: The Developmental Psychopathology Research Training Program of Vanderbilt University announces the availability of several positions for postdoctoral fellowships in psychology. The aim of this interdisciplinary program is to train leading scholars in the methods and science of the development of normal abnormal behavior across the life-span. Trainees work closely with one or more faculty mentors to develop a program of research and will participate in ongoing proseminars. With NIH support, trainees receive tuition, stipend, and funds for research and travel. Interested persons should submit a curriculum vita, a single-page statement of interests and possible match with program faculty, research papers(s), and three letters of reference. Application materials should be sent immediately to: Kenneth Dodge, PhD, Director, Developmental Psychopathology Research Training Program, Box 512 Peabody, Vanderbilt University, Nashville, TN 37232. Vanderbilt University is an equal opportunity/affirmative action employer. TN1

SOUTHERN METHODIST UNIVERSITY:
The Psychology Department seeks a senior scholar at the Full Professor Level. Candidates should have a strong national reputation in research, success in procuring extramural research funding, and a commitment to excellence in both graduate and undergraduate teaching. The area of specialty is open. Applications will be accepted until March 31, 1998, or until the position is filled. The department will notify applicants of its employment decision after the position is filled. Please send a cover letter, vita, and three letters of recommendation to the Search Committee, Department of Psychology, Southern Methodist University, Dallas, TX 75275-0442. SMU is an Equal Opportunity/Affirmative Action Employer. TX2

Psychology: Assistant Professor. Tenure-track beginning Fall, 1998. Rank and specialty required. Anticipated opening: Spring 1998. Teaching assignment will include general psychology, courses in specialty area, statistics and/or tests and measurements desirable, weekend classes required. Advising students, college/ community service expected. Doctoral research opportunities are available. Position pending budget approval. Salary dependent upon qualifications. Send letters of interest, curriculum vita, and miniatura of professional references to: Allen Henderson, Dean, School of Education, Texas Wesleyan University, 1201 Wesleyan, Ft. Worth, TX 76105-1356. AA/EOE. TX3

VIRGINIA

Physiological psychologist or behavioral neuroscientist. Owing to an impending phased retirement, the Psychology Department of the Virginia Commonwealth University and the Medical College of Virginia announces a search for a physiological psychologist (behavioral neuroscientist) to occupy a tenure-track position. The successful candidate will have a Ph.D. in psychology, substantial post-doctoral experience with demonstrated success in teaching and research, and a history of external research funding. A specialization in animal learning and memory would be a strong asset. This position is currently available. Applications and files will be accepted until the position is filled. Send a cover letter, curriculum vita, and three letters of reference to: Vera Holleman, M.A. NASMHPD Research Institute, 66 Canal Center Plaza, Suite 302, Alexandria, VA 22314, Phone (703) 739-9333 ext. 16. Fax (703) 348-9517. E-Mail: vera.holleman@nasmhpdp.org VA2

Physiological Psychologist: Lynchburg College is seeking a physiological psychologist/psychobiologist with a Ph.D. to teach Psychological with Lab and to instruct other undergraduate courses. The department supports a strong teaching environment. Research especially with students is expected. Candidates should support an interdisciplinary approach and be willing to colloborate with faculty members in biology and related disciplines. The position is tenure-track and the appointment will be made at the rank of assistant or associate professor. Salary and benefits are competitive. Review of applications will begin February 1 and continue until the position is filled. Lynchburg College is a private, coeducational liberal arts institution of 2,000 undergraduate and graduate students, affiliated with the Christian Church (Disciples of Christ), a liberal Protestant denomination. Lynchburg is a metro-

APS OBSERVER January 1998

THE NATIONAL ASSOCIATION OF STATE MENTAL HEALTH PROGRAM DIRECTORS (NASMHPD) Research Institute, in collaboration with the National Institute of Mental Health, announces new opportunities for postdoctoral positions in a two-year postdoctoral fellowship in mental health services research. For Fellows to be considered for the Program, the position must be sponsored by the Department of Psychology at a University, or if the position is a postdoctoral position, the position must have been sponsored by a psychology department prior to the beginning of the scholarship year. For further information, Fellows should contact: Vera Holleman, M.A. NASMHPD Research Institute, 66 Canal Center Plaza, Suite 302, Alexandria, VA 22314, Phone (703) 739-9333 ext. 16. Fax (703) 348-9517. E-Mail: vera.holleman@nasmhpdp.org VA2
political community of 150,000 persons located near the Blue Ridge Mountains, 3 hours southwest of Washington D.C. The city has a diversified economic base, excellent public schools, and mild climate, and many of its residents рекреация. Live colleges enhance its cultural life. Send credentials, including vitae and three letters of recommendation to: Dr. Thomas A. Looney, Chair, Search Committee, Department of Psychology, Lynchburg College, Lynchburg, VA 24501. Lynchburg College strongly encourages applications from women and from members of minority groups. EOE VA3

WASHINGTON

CENTRAL WASHINGTON UNIVERSITY has a tenure-track position in educational psychology at the assistant professor level in the Department of Psychology. APA begins reviewing applications, beginning September, 1998. Responsibilities will include teaching undergraduate and graduate classes in educational psychology and general psychology, serving on master's thesis committees, and developing an active research program. Screening of application materials will begin on January 15, 1998. A complete job description is available on the Department web site at http://www.cwu.edu/depts/psych or from Dr. Robert Chaffin, Chair, Educational Psychology Search Committee, Department of Psychology, Central Washington University, Ellensburg, WA 98926-7575. VOICE: (509) 963-2381, FAX (509) 963-3207. CVI is an EEO/AA/Title IX institution. WA1

WEST VIRGINIA

WEST VIRGINIA UNIVERSITY, DEPARTMENT OF PSYCHOLOGY invites applications for a beginning tenure-track position as Assistant Professor in the psychology of aging, to start August 16, 1998. Applicants are expected to have a Ph.D. by the starting date and a strong commitment to research and teaching. Responsibilities include undergraduate teaching, research, and graduate teaching in the Department's program in Life-Span Developmental Psychology. The Department has 22 full-time faculty, 73 graduate students, and over 600 undergraduate pre-majors and majors. Doctoral (Ph.D.) Training is offered in Life-Span Developmental Psychology, Adult and Child Clinical Psychology (M.A. and Ph.D. accredited), and Behavior Analysis. Send vita, representative (preprints), a letter outlining research interests and teaching background, and three letters of recommendation to Developmental Search Committee, Department of Psychology, West Virginia University, P.O. Box 6040, Morgantown, WV 26506-6040 (Phone: 304 293-2001 ext. 664; E-mail: ehenson@wuw.vu.edu). Review of applications will begin January 16, 1998, and continue until position is filled. Women and minority applicants are strongly encouraged to apply. Send vita, three letters of reference, and representative reprints or preprints by January 15, 1998 to: David C. Osmun, Ph.D., ABPP, Chair, Clinical Search Committee, The University of Wisconsin-Milwaukee, Department of Psychology, P.O. Box 413, Milwaukee, WI 53201. The University of Wisconsin-Milwaukee is an Equal Opportunity/Affirmative Action and ADA employer. The names of those applicants who have not requested that their identities be withheld and the names of all finalists will be released upon request. WI1

CANADA

MCGILL UNIVERSITY DEPARTMENT OF PSYCHOLOGY The Department of Psychology at McGill University seeks applicants for a tenure-track position at the Assistant Professor level to commence September 1998. Individuals whose research is concerned with any aspect of social psychology are invited to apply. Applicants are expected to provide evidence of research involving undergraduates is encouraged, but the primary criterion for advancement is effective undergraduate teaching. Wheeling Jesuit University is a small private, liberal arts university. The candidate must be able to contribute to the mission of a Jesuit, Catholic institution that fosters the values of lifelong learning, service to others, and intelligent, moral leadership. The University is an Equal Opportunity/Affirmative Action Employer. Women and Minority Group Members are encouraged to apply. By March 31, 1998, send cover letter outlining research plans and teaching philosophy, vita, a graduate transcript, and three recommendation to the Director of Human Resources, Wheeling Jesuit University, 316 Washington Avenue, Wheeling, WV 26003. No phone calls, please. WV2

MC GILL UNIVERSITY DEPARTMENT OF PSYCHOLOGY The Department of Psychology at McGill University seeks applicants for a tenure-track position as the Assistant (or junior Associate) Professor level in Child Clinical Psychology. We seek a candidate who uses concepts and methods from cognitive neuroscience (including, but not limited to, neuropsychology, evoked potentials, and brain imaging) to address questions in developmental psychology or child psychopathology. Deadline for receipt of completed applications is January 30, 1998. The anticipated starting date of the appointment is September 1, 1998, but is negotiable. The program in Clinical Psychology is strongly committed to the scientist-practitioner model; demonstrated excellence in research is required of candidates. A statement of interest, curriculum vitae, selected reprints, and three letters of recommendation should be sent to: David Zuroff, Chair Clinical Search Committee, Department of Psychology, McGill University, 1205 Dr. Penfield Avenue, Montreal, Quebec, Canada H3A 1B1. In accordance with Canadian immigration requirements priority will be given to Canadian citizens and permanent residents of Canada. McGill University is committed to equity in employment. CN2

UNIVERSITY OF OTTAWA: Psychology. The School of Psychology of the University of Ottawa anticipates two tenure-track positions to be filled (pending budgetary approval) as of July 1, 1998, at the level of Assistant Professor. Priority will go to applicants in the areas of quantitative methods in psychology, clinical psychology (with a specialty in adolescent, child or family), or behavioral neuroscience. Applicants should meet the following minimum requirements: Doctorate in Psychology and research competence. Fluency in French and English (i.e., ability to teach in both languages) is essential. The minimum salary for the current academic year is $43,978. Applications should be received before February 28, 1998. Submit a letter of application, curriculum vitae, names and addresses of three individuals who will be letters of reference, and two recent publications from refereed journals or other visible evidence of scholarly publication to: Dr. Catherine Bielajew, Assistant Director, School of Psychology, University of Ottawa, Ottawa, Ontario, Canada, KIN 6N5. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Equity is a university policy, and as such, the university strongly encourages applications from women. CN3

GERMANY

(MAX PLANCK INSTITUTE FOR HUMAN DEVELOPMENT) One-year Predoctoral Fellowship (tax-free stipend) DM 21,600 and I two-year Postdoctoral Fellowship (tax-free stipend range DM 40,000-DM 53,000) starting in September 1998. Candidates should be interested in modeling bounded

APS OBSERVER January 1998
rationality in real-world domains, and should have expertise in one of the following areas: judgment and decision making, evolutionary psychology or biology, cognitive anthropology, experimental economics and social games, risk-taking. For a detailed description of our research projects and current researchers, please visit our WWW homepage at http://www.mpib-berlin.mpg.de/abc or write to Dr. Peter Todd at ptool@mpib-berlin.mpg.de. The working language of the center is English. Send applications (curriculum vitae, letters of recommendation, and reprints) by February 28, 1998 to Professor Gerd Gigerenzer, Center for Adaptive Behavior and Cognition, Max Planck Institute for Human Development, Lentzeallee 94, 14195 Berlin, Germany. GM1

Using the Index

To help readers easily find positions 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 "FL10." Individual subject areas listed in the SUBJECT AREAS list may be followed by more than one code, indicating that more than one job relates to that specific subject area. Each code following an individual subject area represents one specific position opening. The subject list will vary in content across issues of the Bulletin.

Editor's Note: Subject indexing is not intended to be exhaustive. Readers should browse the job listings for a thorough exposure to available openings. Comments regarding indexing are welcome.

SUBJECT AREAS Index

Behavioral Neuroscience: AL3, CT3
Behavioral Science: PA4, VA1
Biological: LA1, ME1, NJ2, NY13, OH3, PA11, VA3
Clinical: CA12, CA13, FL1, GA1, MA4, MI2, MN1, NY4, OH1, PA3, PA5, PA10, TX1, WI1, CN2
Clinical (Child): IL3, NY8, NY14, ND1, OH14
Cognition: NJ3
Cognitive: AL1, AR1, FL2, IN3, MS2, NJ2, NY2, OH4, OH7, OK1, SC1
Community: CA4
Counseling: OH2
Cross-Cultural: CT1, MI3, OH14, RI1
Developmental: CT2, IL3, IL6, MA1, MA2, MA4, NY2, NY3, NY6, OH11, PA2, WV1
Educational: IN7, NJ4, NY5, WA1
Experimental: IL3, NV1, OH13, WV2
General (Includes Director and Chair): AL2, IL4, IN6, KY1, NY7, NY11, OH5, OH9, OR1, PA7, PA8, TX2, TX3
Health: IL1, IL2, NY1, OH10, PA9
Human Factors: OH10
Industrial/Organizational: AL1, CA12, DC2, NY10, NY12
Interpersonal Relations: MI4
Law: IA1
Neuropsychology: CA15, OH6, OH10
Postdoctoral: CA1, CA2, CA3, CA5, CA7, CA8, CA9, CA10, CA14, HI1, IL5, IN1, IN2, IN4, IA2, MD1, MA3, MI1, PA1, PA6, TN1, VA2, GM1
Quantitative: OR3, CN3
Research: DC3
Sensation/Perception: IA3,
Social/Personality: AL1, CA11, DC1, IL2, MS1, NJ1, NY2, NY9, OR2, CN1
Substance Abuse/Alcoholism: CA6, OH12
Women's Studies: IA3

Have you surfed the APS Webpage for job listings?

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
URL: http://psych.hanover.edu/aps/
Want the best candidates for your academic, applied, or research position openings?

Advertise in the
American Psychological Society’s
APS Observer Employment Bulletin

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

❖ Fax: 202-783-2083
❖ Internet:
  kbourke@aps.washington.dc.us
❖ Mail:
  APS OBSERVER
  Kristen Bourke, Communications Assistant
  1010 Vermont Ave., NW, Suite 1100
  Washington, DC 20005-4907
  (202) 783-2077 (ext. 3028)

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

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

Here’s why you should . . .

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

Insertion Order
Classified Advertising

Insertion Issues
Please run our ad for the following issue(s) (circle all that apply):

Ad Format

Please run as:
  ❑ Display classified (boxed). The ad size should be: 1/4 pg 1/3 pg 1/2 pg 1 pg Other*  
  *Request a copy of the Observer ad rate sheet for prices and additional sizes.
  ❑ Regular classified (text listing); 34 characters fit on a line. Each line is $7.

Billing Information

Bill to this address: ____________________________________________

___________________________________________
___________________________________________
___________________________________________

❑ Payment is enclosed
❑ Use purchase order number: ____________________________

Contact:
Name: ___________________ Telephone number: ___________________ Fax: ___________________

Attach ad copy and any required billing forms and send/fax to:
Kristen Bourke
Communication Assistant
American Psychological Society
1010 Vermont Avenue
Suite 1100
Washington, DC 20005-4907
Tel.: (202) 783-2077 x3028
Fax: (202) 783-2083
kbourke@aps.washington.dc.us

January 1998
COULD THIS BE YOUR LAST OBSERVER???

Check your address label below.
If 98 does not appear on your address label below, your membership is in need of renewal.

Be sure not to miss a single issue of the APS Observer—with its informative articles, funding updates, member news, and job ad listings—or the APS journals Psychological Science or Current Directions in Psychological Science. Renewing your membership now will also ensure that you will continue to receive all of the benefits of membership, including registration and travel discounts to the annual convention, May 21-24, 1998. Unless you renew your membership, this will be the last issue of the Observer you receive. To renew or membership, or to get more information, contact:

The APS Membership Department
1010 Vermont Avenue, NW • Ste. 1100
Washington, DC 20005-4907
tel.:202-783-2077 • fax: 202-783-2083
email: aps@aps.washington.edu

Printed in the United States of America. The OBSERVER is printed on recycled paper.

American Psychological Society
APS Observer
1010 Vermont Ave, NW, Suite 1100
Washington, DC 20005-4907

Time-sensitive Material

Is your address correct?
Please make corrections to your mailing label and return the original or a photocopy to APS at the address above.

IMPORTANT: Don’t forget to include information about changes in your work and home telephone numbers, fax, email, and institutional affiliation.

JOHN H. NEWMAN
DEPT OF PSYCHOLOGY
UNIV OF SOUTHERN CALIFORNIA
SEELEY G. MUDD BLDG, RM 501
LOS ANGELES CA 90089

January 1998