Giving Psychology Away

How do we increase the public’s literacy in psychological science?

Has this ever happened to you? Someone asks what you do. Upon hearing that you are a psychologist, they then
- jokingly ask for a quick psychoanalysis or a Prozac prescription;
- ask you to interpret a dream;
- say, “Oh, you mean you are a shrink;” or even
- all of the above.

You are not asked about research and, in fact, find people surprised to hear that there is a science of psychology.

Perhaps the question here is not has this ever happened to you, but how often does it happen to you? The other question is, what can be done to change this perception.

Increasing the general public’s awareness of psychological science has implications for a number of critical issues, from research funding (where public support can have a favorable influence) to the use of psychological science in society. In her column in the July/August 1998 Observer, APS President Elizabeth Loftus asked two key questions related to this: what should the literate citizen know about us? And how do we make that happen?

Taking it Back First

Improving the public’s literacy in psychological science was one of the topics of the May 1998 Summit of Psychological Science Societies, which featured representatives of nearly 100 organizations involved in psychological science. After the meeting Summit planning committee member Robert Bjork said that he was “struck with the sentiment that we should not only do a better job of giving psychology away, but that we should also focus on taking it back—that is, we should not let talk shows and the pop psychology shelves of large bookstores define our field.”

Bjork went on to say that instead of attempting to define psychological science with other names—by, for example, renaming departments—the field should embrace and not shy away from the challenge of educating students and the public to the reality and the potential of psychology as a science.

“Many people don’t understand that many psychologists are scientists in the tradition of scientists in other fields,” said APS Charter Fellow Robert A. Zucker.

NIAAA Launches College Age Initiative

Research program to test prevention strategies for students

College and drinking. The two seem to go hand-in-hand for students on campuses all over the country, where “consuming mass quantities” is a widespread rite of passage that is increasingly linked to profound health, educational, and social consequences for young people. In response, the National Institute on Alcohol Abuse and Alcoholism (NIAAA) has launched the College Age Drinking Initiative to develop a research agenda to stimulate prevention programs aimed specifically at students.

The initiative is overseen by NIAAA’s National Advisory Council, which has formed the College Age Drinking Subcommittee co-chaired by APS Member Mark Goldman, of the University of South Florida.

“There has been a lot of attention in recent months to the epidemic of deaths caused by alcohol among college students,” said Goldman. “These deaths are being counted up at institutions all over the country. They are happening as we speak. We are talking about the best and the brightest students in the United States— influenced by alcohol. The implications of this have made their way all the way up to the U.S. Congress. And obviously, the question comes back to NIAAA. What is in the works about this?”

Consisting of college presidents and researchers, including APS Charter Fellows G. Alan Marlatt and Robert A. Zucker, NIAAA Director Enoch Gordis, pictured (right) with Surgeon General David Satcher, discusses the advances behavioral science has contributed to alcohol research in a guest column on page 11.
The American Psychological Society
APS is dedicated to the promotion, protection, and advancement of the interests of scientifically oriented psychology in research, application, and the improvement of human welfare.

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APS OBSERVER
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Higher Intolerance

Elizabeth Loftus
President, American Psychological Society

"I may be wrong and you may be right, and by an effort, we may get nearer to the truth." — Sir Karl Popper

Last year my closest friend in the psychology department found angry strangers in her otherwise peaceful neighborhood not far from the university. It was a Sunday. They were protesting her use of animals in research. Of course I knew that other psychological scientists have had these kinds of problems, but my friend works with rats. And her work is the kind that makes important contributions to learning theory, but also to alleviating human suffering, like that of cancer patients.

My colleague's story could have been told in a provocative new book called *The New Know-Nothings* by Morton Hunt (Transaction Publishers, 1999). It wasn’t told, perhaps because it was too mild compared to the generally more horrific cases that Hunt elaborates upon in this intriguing book, subtitled “The political foes of the scientific study of human nature.” Morton Hunt, by the way, began his career in 1948 as a staff writer for the McGraw-Hill magazine *Science Illustrated*, and is now a specialist in behavioral sciences and the author of many other books including *The Story of Psychology*.

*The New Know-Nothings* is about ideological suppression of scientific knowledge. Of course there is nothing new about that kind of activity. Just ask Galileo. The new style of suppressing scientific knowledge does not necessarily involve deprivation of one’s professorship, months of imprisonment and trial, and the prospect of being burned at the stake. But it can and has involved tremendous harassment and it has happened to numerous behavioral scientists and members of APS.

One psychologist who was studying behavioral changes in squirrel and macaque monkeys caused by the inhalation of crack was riding high on the joy of discoveries that might help in the understanding of human crack use. His work was well regarded if the grants, publications, and awards that he had received were any indication. Once allegations by an animal rights organization surfaced claiming that he had subjected research animals to barbaric tortures, he was effectively driven into a kind of hiding at another institution, spending much of his time distracted from scientific work worrying about pending lawsuits.

Psychologists who specialize in behavior genetics have taken their share of hits. One prominent member of APS has been labeled a racist by campus activists, faced spray-painted slogans calling him a Nazi on campus walls, and fended off efforts to have him fired. A former president of our organization who tread on this dangerous ground, had her highly regarded research called slovenly, reactionary, and derogatory. Anticipating even worse, she contemplated emigration.

Psychologists who fought in the Gender Skirmishes, the Alcohol Clashes, the Sex Battles, and the I.Q. Wars have suffered countless casualties. They have been met with hostility on the part of colleagues and lay citizens. They have faced vilification in journals and the media, dealt with orchestrated interference with their lectures, fended off efforts to relieve them from their academic jobs, and had to confront more than a dollop of hate mail and threats to their families. Hunt asks, would these scientists have pursued this line of work had they known the personal cost? The answers he receives reveal much about a kind of human nature I admire.
ADHD Care Called Inconsistent by NIH Consensus Panel

Longer term studies needed to determine best medical and behavioral treatments for disorder

AFTER two days of presentations by leading researchers in the field, an NIH Consensus Panel concluded that children with attention deficit hyperactivity disorder (ADHD) often receive an inconsistent level of care from a fragmented system that consumes a large share of health care dollars. In addition, longer-term studies of medical and behavioral interventions are needed to determine best treatment courses for the disorder.

"There is no consistency in treatment, diagnosis, or follow-up for children with ADHD," said David Kupfer, a psychiatrist from the University of Pittsburgh. "It is a major public health problem. These children are subjected to a fragmented treatment system that reaches beyond health care into a wide range of social and educational support services. Its impact on individuals, families, schools, and society is profound, and it demands our immediate attention."

The Consensus Development Conference was convened to review the current state of knowledge regarding the diagnosis and treatment of ADHD and identify directions for future research. It sought to address the following six questions:

1) What is the scientific evidence to support ADHD as a disorder?
2) What is the impact of ADHD on individuals, families, and society?
3) What are the effective treatments for ADHD?
4) What are the risks of the use of stimulant medication and other treatments?
5) What are the existing diagnostic and treatment practices, and what are the barriers to appropriate identification, evaluation and intervention?
6) What are the directions for future research?

Experts disagreed on the best approaches—medication, behavioral therapy or a combination—to treat ADHD. The panel called for more long-term studies testing pharmaceutical and psychosocial treatments for ADHD. They added that the current state of empirical research regarding the treatment of ADHD is such that many treatment questions cannot be answered definitively at this point.

According to the 13-member panel, which included APS Fellow Samuel M. Turner, the problem is compounded by the fact that no independent, valid test exists for ADHD, even though it is one of the most commonly diagnosed disorders of childhood.

Despite the fact that it is so commonly diagnosed, ADHD is one of the most controversial behavioral disorders of childhood. Its core symptoms include the inability to concentrate and stay attention, and extremely high levels of activity, distractibility, and impulsivity. It affects an estimated 3 to 5 percent of school-age children, yet confusion resulting from widespread, frequently expressed opinions regarding ADHD—often not based on research evidence—have made many uncertain about the status of the disorder, its long-term consequences, and whether and how it should be treated. Another major controversy concerning ADHD concerns the possible overuse of psychostimulants to treat the condition.

Studies show that there is inadequate communication between the physician diagnosing the child and the educators who must play an important role in implementing and monitoring the prescribed treatments. The panel emphasized the importance of cooperation between practitioners and educators in diagnosing and treating children with ADHD, and called for more training to help teachers recognize and understand the behavioral problems frequently associated with ADHD and to develop better skills to interact with the children in the classroom.

The panel concluded that in order to better define ADHD, basic research is needed, including studies of cognitive development and cognitive processing in ADHD and brain imaging studies before initiating medication and following the individual through young adulthood and middle age.

Pooling the Knowledge

"This kind of conference is put together for a number of reasons," said Turner. "Usually, it is felt that there is enough empirical literature to answer questions about a particular issue, or, in this case, disorder. Often the areas chosen are controversial or of critical importance for public health. For this conference, there were roughly 31 presentations that were from some of the most eminent researchers and clinicians in the field. There is time on the program for many different people to voice their views and, by and large, the scientific presentations were of the highest quality."

In addition to Turner's participation on the independent consensus panel, several APS members took part in the proceedings. November 16-18, including APS Fellow Benjamin Lahey, who, with APS Student Affiliate Erik Willcutt, presented research on "Current Diagnostic Schema/Core Dimensions"; APS Fellow William Pelham, who spoke on "Psychosocial Interventions"; APS Member James Swanson, who, with F. Xavier Castellanos, presented "Biological Bases of Attention Deficit Hyperactivity Disorder: Neuroanatomy, Genetics, and Pathophysiology"; APS Member Stephen Hinshaw, who delivered "Impairment: Childhood and Adolescence"; and APS Member Kimberly Hoagwood, who presented research on "A National Perspective on Treatments and Services for Children with Attention Deficit Hyperactivity Disorder." *

(More information on the consensus conference, including the consensus statement, program, and abstracts, is available at http://odp.od.nih.gov/consensus/news/upcoming/adh_info.htm.)
Association or Computation?
Rutgers symposium examines and debates two current models of learning

How does the brain learn? Is it by associating experiences so that they become linked together? Or is the brain a kind of computer that stores and processes information?

These two theories were debated and discussed at "Learning: Association or Computation?" a day-long symposium November 4, sponsored by the Department of Psychology and the Center for Cognitive Science at Rutgers—the State University of New Jersey.

The concept of association plays a fundamental role in behavioral neuroscience, while cognitive scientists studying human learning have preferred computational models of brain function. Organizer and APS Member Alan Leslie brought together a number of prominent cognitive scientists to deliver presentations on the fundamental empirical and theoretical issues involved in how the brain learns.

"Perhaps the one thing that everyone trained as a psychologist studies at some point in their career is animal learning," said Leslie. "Experimental studies of animal learning and associationist models of the learning process form the nearest thing to a bedrock of sure and certain knowledge—even for cognitive psychologists who will spend the rest of their careers ignoring the animal learning literature. There may be other kinds of learning that may be outside the scope of association formation, but, in the backs of our minds, there is little doubt that simple learning in organisms with simple nervous systems is associative and has been definitively demonstrated to be so.

"To anyone whose views fit the above characterization—and I suspect that most of us—it will come as a surprise to discover that those who currently work on animal learning view the question of whether animal learning is associative or not as an empirical question that has yet to be settled," he continued. "In fact, some researchers believe that animal learning might be better understood as a computational rather than as an associative process. This meeting was held to examine the question of whether in animal learning the brain associates stimuli or computes over representations. To determine that animal learning (conditioning) is an associative or a computational process is to fix basic functional properties of neural tissue. Thus, animal learning may continue to set the agenda for the cognitive neurosciences well into the next century."

Participant Robert Rescorla said the symposium offered an excellent occasion for researchers to step back from their own scientific enterprises to consider broad alternative frameworks within which to study learning processes. "Discussions like this provide opportunity for uncovering and challenging basic assumptions," he said.

Setting the Stage
After welcoming remarks from Richard Foley, dean of Rutgers’ Faculty of Arts and Sciences—New Brunswick, APS Charter Fellow Rescorla, of the University of Pennsylvania, set the stage for the association side of the discussion.

The notion of an association, he said, has survived many attacks to remain for centuries a primary theoretical construct in psychology. A reason for this survival, he said, is its undergoing of important evolutionary changes. As the available data and the general scientific environment have changed, he continued, the notion of an association has adapted with changes in the elements that it takes as its arguments, in the conditions under which it is formed, and in the way in which it is exhibited in behavior.

In addition, Rescorla said, the association has survived by increasingly constraining the range of psychological phenomena it claims to explain. As a result of these adaptive changes, he contended, the association has continued to be a powerful explanatory device, especially as applied to elementary learning processes in animals.

"I was eager to illustrate, with examples from our own research, how the notion of association has evolved so as to continue to be a highly useful heuristic tool for the study of animal learning," he said.

Randy Gallistel, an APS Fellow and professor at the University of California—Los Angeles and visiting Rutgers Center for Cognitive Science, illustrated the other side in his presentation on "Contrasting Conceptual Frameworks for the Understanding of Conditioning: Neurobiological Implications." In this presentation, Gallistel presented some of the results of modeling work that he and APS Charter Fellow John Gibbon, of Columbia University, have conducted and argued that a more coherent and powerful understanding of conditioning is obtained if one starts from the premise that animals learn the temporal intervals that define the experimental protocol and the rates of reinforcement.

"One of the principles I stressed is the principle of time-scale invariance, which asserts that the time-scale of the protocol does not affect the results obtained. What this means is that if the data are presented in normalized form, that is, with the scale factors taken out, you cannot tell what the time-scale for the protocol was," he said. "I wanted to make sure that people understood how fundamentally different the two kinds of frameworks—the computational/timing framework and the associative framework—were. To that end, I built my talk around the kinds of questions that are addressed in the basic course in animal learning. I contrasted the answers that the two frameworks offer to these basic questions."

Discussion and Debate
Once the debate was illustrated by Gallistel and Rescorla, other scientists presented their research.

In "Metonymic Psychology: Why Johnny can’t add, brains can’t think, and computers can’t compute," Arizona State University’s Peter Killeen, an APS Charter Fellow, looked at the category error of attributing aspects of a hierarchically organized network to sub- or supra-levels. He suggested some operating principles for heritability claims to explain. As a result of these adaptive changes, he contended, the association has continued to be a powerful explanatory device, especially as applied to elementary learning processes in animals.

"Such metonymy may be poetic, concise and colorful," he said. "It may also be confusing to the tyro or granting agent who may search for (or fund a search for) properties that can exist only poetically in the terrain searched. Metaphors can transcend levels, but must eventually fail—a warlike society may comprise warlike individuals, but those are seldom claimed to embody warlike dopamine receptors."

APS Charter Fellow Russell M. Church, of Brown University,
Research at the Crossroads
Meeting examines contributions and future directions of behavioral and social science in prevention

Prevention research supported by the National Institutes of Health (NIH)—and the contributions that behavioral and social science have made to it—was the focus of a recent two-day conference sponsored by the NIH Office of Behavioral and Social Sciences Research (OBSSR) and the NIH Office of Disease Prevention.

“Our collective goals were to show clearly that outstanding behavioral and social science research is playing and should continue to play a key role in the field of prevention across all the NIH institutes, to help shape a vision for the future of the field of prevention and to begin to address the issue of translating research findings into improved practice and service delivery for the nation,” said APS Charter Fellow Richard Price, of the University of Michigan, who co-chaired the planning committee. “My sense is that people were pleased and excited about the meeting. Many people weren’t aware of the broad range of excellent behavioral and social science research in prevention that has been supported by NIH.”

The objectives of “Preventive Intervention Research at the Crossroads: Contributions and Opportunities from the Behavioral and Social Sciences,” held November 5-6, were threefold:

1) showcase examples of NIH supported preventive intervention research strategies, ranging from primary prevention of problems such as HIV infection, smoking, alcohol abuse, child abuse, and physical inactivity, to the management of chronic conditions such as heart disease, asthma, and arthritis;

2) highlight contributions of the behavioral and social sciences to advances in prevention intervention research, clinical and public health practice, and health policy; and

3) provide recommendations that address challenges and opportunities in prevention research across the life course.

“Certainly there can be no component of research for which the social obligation is more fundamental,” said keynote speaker J. Michael McGinnis, scholar in residence at the National Academy of Sciences. “It is in prevention research—research that is designed to yield results that are directly applicable to impeding the occurrence, or progression from an asymptomatic stage of disease, injury, or impairment, or to promoting an enhanced level of function and sense of well-being—that some of our greatest challenges and most promising opportunities may be found.”

The meeting featured presentations on primary prevention research on children, adolescents, and adults, at-risk groups, and chronic disease management. It concluded with presentations on at-risk groups research with children and adolescents; Tiffany Field, who spoke on early intervention for infants born at risk; Carolyn Webster-Stratton, who spoke on preventing conduct problems by strengthening parenting competencies; Mary Jane Rotheram-Borus, who discussed the multisite HIV prevention trial at the National Institute of Mental Health; Amiram Vinokur, who spoke about the risk of depression for unemployed job seekers; the National Cancer Institute’s Barbara Rimer, who discussed chronic disease management research; and David Abrams, whose discussion was titled “Bridging Cells and Society: Paradigms for the 21st Century.”

“There is a gap between prevention science and prevention practice,” said OBSSR Director and APS Member Norman Anderson, who served on the meeting’s planning committee and also spoke on a new approach to advancing evidence-based prevention practice. “Practitioners may not be using the best science-based practices available, and scientists may not be studying issues relevant to the needs of practitioners or certain target populations.”

Price said that the prevention models presented at the conference represented only the first step in establishing effective preventive programs in schools, neighborhoods, clinics, hospitals, and the larger communities.

“There is a large gap between developing a promising program model and establishing the model in practice,” he said. “First, practitioners actually ‘reinvent’ research-based program models and adapt them to local circumstances. Second, a blueprint for reinvention in the form of a program theory is seldom available from researchers that might guide local implementation.”

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• dozens of links to sites of interest to psychological scientists
• well, basically everything

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**Figure X: Latent Growth Curve Model**

Chi sq. = 15.89 P = 0.08 CFI = 0.96 RMSEA = 0.03

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January 1999
Weary Named PS Associate Editor

Ohio State scientist brings extensive editorial experience to the job

The name of the new Associate Editor—Ohio State University’s Gifford Weary—will join that of Editor Sam Glucksberg on the masthead of Psychological Science in 2000.

“As Associate Editor I will have full action authority on the manuscripts that I handle,” she recently told the Observer. “This includes solicitation of reviews, reading the reviews when they arrive, reading the manuscripts, and making the final decisions on them. The areas that Sam has asked me to cover include social, personality, health, and clinical psychology. I also will have the opportunity to select members of the editorial board who best represent these areas.”

Weary’s own research interests focus on motivated social cognition, person perception, and casual inference processes. An APS Charter Fellow, Weary earned her master’s and doctorate degrees in psychology from Vanderbilt University before joining the faculty of Ohio State as a lecturer in 1978. She is now a professor at the university and has served as director of the Graduate Training Program in Social Psychology. Her editorial experience includes terms on the editorial boards of Social Psychology Quarterly, the Review of Social and Political Psychology, the Journal of Social and Clinical Psychology, the Journal of Personality and Social Psychology, Contemporary Psychology, and Psychological Review. In addition, she has served as associate editor for Personality and Social Psychology Bulletin and the Journal of Social and Clinical Psychology.

Glucksberg, (see the story on his appointment in the November 1998 Observer) who starts receiving manuscripts this year for the 2000 publication year, said he is delighted to be working with Weary. “Her scholarship and expertise as a scientist, her broad editorial experience, and her reputation for fairness, judgement, and taste make her an excellent choice for the position,” he said. Weary added that she hopes to promote the integration of the field through her work as Associate Editor.

“As for my specific contribution to the journal, I hope to be able to highlight, and in some instances solicit, pieces in social, personality, health, and clinical psychology that will be of interest to the general audience and that will help to promote the integration of the discipline,” she said. “There are currently many exciting scientific advances being made in each subdiscipline that may well have implications for important work being done in other areas.”

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and APS Fellow Ken Sher, the Subcommittee will foster a dialogue among university researchers and administrators about prevention. They will also consult with students, parents, community leaders, corporate executives, among others.

Alcohol Prevention Programs

Goldman said that one of the big issues in consideration almost speaks directly to the mission of APS. “There are lots of people out there with ideas about how to develop alcohol prevention programs,” he said. “But there are very few efforts to actually monitor these programs and find out if they work. In the past when these programs were tested, they were found to have little impact. There is no documentation that these prevention programs work in some cases, the documentation that is available is negative. As NIAAA Director Enoch Gordis said in a talk recently, we will be back in five or 10 years saying the same things about college student drinking unless we have a research program designed to develop these strategies and test them.”

Goldman, who received his doctorate from Rutgers University, has research interests in clinical psychology with a specialty in human psychopharmacology. His particular focus has been on cognitive factors in the ideology of alcohol use and abuse. He became involved with NIAAA in 1981 as an invited grant reviewer, and has served on different NIAAA committees including the Psychosocial Research Advisory Committee, Committee to Review the NIAAA Portfolio of Genetic Research, and the Committee to Review the NIAAA Portfolio of Prevention Research.

The NIAAA Subcommittee will be spending the next two years investigating what is already known about alcohol prevention programs both in terms of the nature of the problem and in terms of what has already been done in the prevention field. There are two goals of the Subcommittee. The long-term objective is to advise NIAAA and other policymakers on future research to improve campus prevention and treatment programs. The short-term aim is to provide college researchers with information on the effectiveness of current interventions. The subcommittee’s report will lay out a foundation for working towards solving the problem of alcohol abuse among college students.

Looking ahead, Marlatt, director of the Addictive Behaviors Research Center at the University of Washington, speculated on some possible outcomes of this investigation. The subcommittee will probably develop a comprehensive program strategy that would focus on particular groups of college students, such as incoming freshman or ‘high risk’ groups like members of the Greek system or student athletes,” said Marlatt. “Programs may be developed that have to do with residence halls and training residence hall peers, or that address issues such as what to do if someone is passed out from too much alcohol—could they be at lethal risk for fatal overdose or is it just something they have to sleep off.”

Marlatt thinks the subcommittee will also have to address the issue of policy. “Should universities be zero tolerance alcohol-free?” said Marlatt. “What should be the penalties for violating the underage drinking law? Should there be more cracking down by the administration to make alcohol harder to obtain? Those identified with a harm reduction perspective do not take any particular position on what the law should be. We just say that there is something happening and people are having problems, and that just going in and issuing regulations about alcohol is not going to help.”

By focusing on research outcomes, the subcommittee seeks to make a lasting contribution to understanding and preventing misuse of alcohol on college campuses.

Alcohol Research Today

There are an estimated 10 to 15 million alcoholics in the United States today. “These are not skid row alcoholics—there is probably less than a million of those,” said Goldman. “These are people all around us. Most of these people have families who are living directly with the problems. So, if you now take the 10 to 15 million and multiply that by four to account for the family that is living with the alcoholic, you are talking in the neighborhood of 60 million or more people. The problem is enormous.”

According to Goldman, when these numbers are translated into the college environment, it becomes even more problematic. “Drinking is almost seen as a rite of passage for college students,” he said.

How big of a problem is this on campuses? “This is a tough question,” said Sher, of the University of Missouri-Columbia. Sher’s research interests include the etiology of alcoholism and other drug dependence, with emphasis on high-risk research and the empirical study of children of alcoholics, and the psychological, behavioral, and subjective effects of alcohol and other drugs. He says that for the “average” student, alcohol is not perceived as problem. However, it clearly is a significant problem for a minority of individuals and non drinkers can be negatively affected by the interpersonal environment created by intoxicated individuals.

“One of the issues associated with severe alcohol problems at this period of life is that when problems, like traumatic injury, do occur, they are extremely costly,” said Sher. “You are taking young people at a time of their life where most of their productive years are ahead of them. So, when there is a fatal automobile crash or a disabling injury, the cost is huge from the perspective of years of productive life lost. Also, there is a strong association between alcohol involvement and academic success. The extent that academic problems are caused by alcohol involvement, however, is currently unknown. If the relationship is a causal one, the costs of alcohol problems are likely to be great because the economic and quality of life benefits associated with a college education accrue over the life span. Determining the effects of alcohol involvement on the accumulation of human capital should be a top priority for research on collegiate alcohol use.”

Zucker, director of the University of Michigan Alcohol Research Center, agrees that college age drinking is a big problem. “The college age drinking problem has been around for a very long time; heavy drinking was even a part of the college scene in medieval universities,” he said. “College is a time that maps onto what is known developmentally as the peak years for alcohol use.”

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Psychologists have made significant contributions toward understanding the causes and consequences of alcohol dependence and other addictions. In the National Institute on Alcohol Abuse and Alcoholism’s (NIAAA) research portfolio, the discipline of psychology is well represented. In fact, more than 30 percent of our Principal Investigators are psychologists and a degree in psychology is the most common single credential among our grantees. The practical and theoretical challenges that face psychologists should prove to be very informative over the next decade, especially as the traditional boundaries between disciplines melt away and more researchers begin to work across disciplines collaboratively.

There are two excellent examples of interdisciplinary collaboration in the alcohol field, one in genetics and one in the treatment area. The first, the “Collaborative Study on the Genetics of Alcoholism” (COGA), now in its eighth year, is a collaboration across six sites in which psychologists, molecular biologists, geneticists, and psychiatrists are working together to identify the genes for alcoholism. Contributions from psychology have been instrumental to this work. During the first two years of the COGA project, interview instruments were created with major contributions from psychology; if the diagnosis outside of the test tube does not have meaning, then all of the chemistry and genetics in the world will not matter. Since then, researchers have found a series of genetic “hot spots” on chromosomes that will lead to determining the location of the genes associated with alcoholism. Our work on COGA continues and although locating the genes for alcoholism is the next step, it is only one of many in our quest to understand the disease and its consequences. When we find the genes for alcoholism, it will take the work of skilled behavioralists to determine their function. Hopefully, this will lead to targeted prevention, better assessments of genetic risk, and increased knowledge about abnormal and normal behaviors associated with alcoholism.

Through other NIAAA-funded genetic research projects, psychologists have also played a major role in developing animal lines selective to responses to alcohol and preference to drinking. Psychologists played a prominent role in the development of alcohol-relevant “knockouts,” such as PKC gamma and serotonin 1 beta. Knockouts are techniques used in molecular biology whereby certain genes are eliminated. One can then deduce from the alteration and the animal’s behavior or health that the eliminated gene creates a product which is important to the mechanism being studied.

In the treatment area, NIAAA funded a collaborative project in which psychologists played a prominent role. Project MATCH, a large randomized study of more than 1700 patients, was conducted over seven years. Project MATCH investigators selected three behavior treatments that differed markedly in philosophy and practice — Cognitive Behavioral therapy, Motivational Enhancement therapy, and 12-step Facilitation therapy—and tested them for patient-treatment matching. The trial confirmed only one of the hypothesized patient-treatment matches: there was a significant match on psychiatric severity with 12-step facilitation therapy (TSF). Patients with few or no psychological problems had more abstinent days with TSF than those treated with Cognitive Behavioral therapy. The investigators concluded that patient-treatment matching adds little to enhance the outcome of treatment. These findings are good news for treatment providers and for patients who can have confidence that any one of the studied treatments, if well-delivered, represents state-of-the-art behavioral treatment. NIAAA-funded Project COMBINE, a mixed pharmacologic and behavioral study, builds on Project MATCH and aims to determine combinations with the greatest impact for treating alcoholism.

It is through such collaborations between disciplines that NIAAA is meeting with great success. As Y. Dudai, an Israeli cognitive psychologist has said, “Psychologists must remember that beyond the behavior, there is a brain, and molecular biologists must remember that the animal behaved prior to homogenization.”

The challenge to psychologists, neurologists, geneticists, molecular biologists, as well as to NIH and its institutes, is to work together to break down the traditional boundaries between disciplines. Because alcoholism is a genetic disease that manifests behaviorally, NIAAA is one of the lead institutes in responding to this challenge. Psychologists can make significant contributions to the alcohol research field to ensure success in this area. Behavioral researchers will help us find answers as we try to clarify the “craving” concept as well as improve diagnostic criteria for alcohol abuse and dependence. We still do not know what craving actually consists of, nor does the DSM-IV capture the full range of drinking and our understanding of relapse. These contributions by psychologists will be made in tandem with geneticists, molecular biologists, and others and should prove to answer some of the most pressing questions in the field of alcohol research. I urge more extensive collaborations. Through them, we will continue to meet with successes that improve the lives of people with alcohol dependence and their families.
The Bigger Picture

While developing the public’s literacy in psychological science has its own unique challenges, it may also be part of a larger problem: the public’s lack of understanding of science more generally.

According to Science and Engineering Indicators 98, a report published last summer by the National Science Foundation, about one in five Americans think they are very well-informed about new scientific discoveries and about the use of new inventions and technologies. In addition, only about a quarter of Americans understand the nature of scientific inquiry well enough to be able to make informed judgments about the scientific basis of results reported in the media.

Not all of the statistics in the report were disappointing. For example, Americans say they are more interested in new scientific discoveries than ever before. But overall, the report indicates that, as outgoing NSF Director Neal Lane said, “the scientific community needs to communicate its work more clearly and effectively because only one in four Americans understand the process of scientific discovery.”

In a recent article published in Parade magazine, writer David Levy attempted to improve the public’s understanding of science and of scientific announcements. Addressing the general public, Levy explained that the scientific headlines that hail a new drug discovery or research finding isn’t necessarily the final word.

“Science is not a set of definitive results but a way of understanding the world around us,” he wrote in the Sept. 20th article. “It’s real work is slow. The scientific method, as many of us learned in school, is a gradual process that begins with a purpose or a problem or question to be answered. It includes a list of materials, a procedure to follow, a set of observations to make, and, finally, conclusions to reach... All of this takes time and patience.”

Levy noted that typically, once an experiment is concluded or an observation is made, the result is submitted for publication in a journal that is reviewed by a scientist’s peers. Shortly before publication, a press release is sometimes issued announcing the research.

“The world may think that the announcement signifies the end of the process, but it doesn’t. A publication is really a challenge. ‘Here’s my result. Prove me wrong!’ Other researchers will then try to repeat the experiment, and the more often it works, the better the chances that the result is sound.”

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understand that “psychology is an area where everyone has an opinion, but that ‘common sense’ or consensusly-held beliefs are often proved to be wrong when scientific methods are applied.”

For that reason, he said, “psychological science does more than ‘tell us what we already know’—it can tell us whether what we ‘think’ we know is accurate or not.”

Bridging the Gap
At the Summit, attendees made several suggestions aimed at improving the public’s understanding of psychological science. These included: establishing a consortium dedicated to the effective communication of psychological science; training psychologists to communicate more effectively; encouraging better media coverage of behavioral science; developing internet resources and websites to establish better communication of research; and developing a new journal geared towards a broad audience.

Summit participants agreed that dissemination efforts should be geared to government officials and policy makers, schools, the public at large, and other professional groups in addition to the media.

APS Charter Fellow Herbert Walberg, of the University of Illinois-Chicago, suggests that the first step should be to determine just how much (or how little) the public understands. Walberg is a member of the Program Council of the International Center for the Advance­ment of Scientific Literacy, established by the Chicago Academy of Sciences in 1991.

“‘The idea came to me when I read an article by historian James Banner calling for a History Watch to counteract misinformation,” he said. “In the meantime, Walberg said he would like to see more students taking psychology at the high school level, more undergraduates taking more psychology courses, and better informed news reporters. ‘I would also like to see the field foster more education in Congress for programs that would make people better aware of psychological principles and techniques,’ he added. ‘Some of these things are in place but perhaps what we need is more of them.”

The University of New England’s Haskell suggests developing Psychology Watch—a committee dedicated to counteracting misinformation.

“Psychologists, All Other': What’s in a Name?

You know that awkward time at a cocktail party? When you say you’re a psychologist, and the other person just assumes you’re a practicing clinician? And even if you are a clinical researcher, you spend the next few minutes talking about the difference between research and practice. While it’s true that we are all psychologists, making the research/practice distinction is among the most fundamental challenges we face in increasing public understanding of psychological science.

This may help: APS recently asked the federal government to make this distinction in its classification system for collecting data on jobs. The system, which is currently undergoing final review, will be used by all federal agencies, with encouragement to state and local governments to use the system as well. Among other things, this system will be used in the upcoming census.

The job classification system has a hierarchical structure consisting, at the broadest level, of 23 major occupational groups such as management, transportation, farming, service, and so on. Within these groups, there are 810 separate occupations that are designed to capture all of the jobs in the country.

In the latest draft, they got it partly right. Psychologists are listed as a scientific category in the “Social Scientists and Related Workers” group. But within that, the only classification options under “Psychologist” are: “Clinical, Counseling, and School Psychologists”, “Industrial-Organizational Psychologists”, and “Psychologists, All Other.”

It’s the cocktail party problem all over again.

To rectify the situation, and to reduce the confusion about what is covered in the term “psychologist,” APS recommended the creation of a separate grouping titled “Psychological Scientists” with several subgroups to reflect the major research specialties within the field.

“Just as biologists are different from physicians, researchers in psychology are engaged in very different occupations than practitioners in psychology,” wrote APS Executive Director Alan G. Kraut in comments to the federal Office of Management and Budget (OMB). “They perform different work using different skills, and in many cases have received different education and training.

“Further distinguishing these categories is the fact that clinical, counseling, and school psychologists are subject to licensure requirements to engage in professional activities, while psychological scientists are not,” noted Kraut. “Because of these differences, it would be inaccurate to include psychologists conducting research in the same occupational category as clinical psychologists who deliver services in health care or other settings.”

The separate grouping would also reflect the fact that psychological research encompasses behavioral science as well as social science. “The majority of psychological scientists focus on behavioral and biological phenomena as well as social phenomena,” said Kraut. “For instance, it is just as likely for a psychology department to be housed in a life sciences division as

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'PSYCHOLOGISTS, ALL OTHER': What’s in a Name?

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Last year the APS Board established the Task Force on the Dissemination of Psychological Science. Led by APS Secretary Mahzarin Banaji, the task force was charged with looking at ways to improve information dissemination as a service to APS members, as a resource for policy makers, and to enhance the field's national image.

The mission of the committee, said Banaji, “is to consider all possible avenues for dissemination, from efforts directed at our colleagues in the academy, i.e. those outside psychology, to high-school students who are increasingly becoming interested in our field, to educators and policy makers. The goal is to come up with a coherent program of short-range and long-range programs for APS to embark on over the next 10 years.”

Members of the task force include Susan Andersen, Michael Tarr, Tom Gilovich, and Denise Park. In addition, Banaji has tapped a committee of students at Yale University’s psychology department for fresh opinions about avenues for dissemination.

“The breadth of research within our field and the advances psychology has made need to be understood and recognized by university administrators and our colleagues in other disciplines,” said Banaji. “A historian once commented to me that he simply couldn’t imagine how one would study prejudice in the laboratory. Rectifying such ignorance about the field as a whole is our responsibility. So, in a sense, we need to begin the work of dissemination at home.”

In addition, Banaji pointed out that, “the group that can make the most use of psychological science and have large-scale impact are educators and policymakers. These are the groups the committee is quite interested in thinking about.”

High-school students are an important group to keep in mind, she added, echoing Walberg’s suggestion of more emphasis on pre-college education. “Members of this task force report being contacted by high-school students for reprints of their work with greater frequency,” she said. “We are also noticing that more and more college students are placing out of introductory psychology classes because they have not had a good high-school course and received high scores on the placement test. This has led us to consider dissemination targeted toward high-school students.”

A Boston Museum of Science program targets even younger learners.

The Science-by-Mail program—in which APS participates—teams children in grades 4-9 with a scientist with whom to correspond over the school year in order to get children excited about science. More emphasis has recently been placed on recruiting more behavioral scientists to take part. (For participation information, contact the Science-by-Mail national program manager at 617-589-0438 or see the website at www.mos.org/mos/ssh/sciencemail.html.) While the program boasts about 1,200 scientists, just over 100 health and behavior researchers took part. This year, the National Institutes of Health Office of Behavioral and Social Sciences Research and the Center for the Advancement of Health took part in efforts to recruit behavioral scientists.

Among other things, Jesse Gruman, executive director of the Center for the Advancement of Health, said having greater numbers of behavioral scientists participating in program “helps children view behavioral and social scientists as scientists.”

Elizabeth Ruksnis

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proposed a Turing Test for the evaluation of current learning models and to guide theoretical developments.

“Scalar Timing Theory is an example of a well-developed computational theory of timing that involves addition, multiplication, division, and sampling,” he said. “The Behavioral Theory of Timing is an example of a well-developed association theory of timing that involves state transitions and strengthening of connections.”

APS Fellow John E.R. Staddon, of Duke University, argued that the dominant pacemaker-accumulator theory of scalar expectancy theory fails to explain some basic properties of operant behavior on interval-timing procedures and can only accommodate a number of discrepancies by modifications and elaborations that raise questions about the theory as a whole. He proposed an alternative based on principles of memory dynamics derived from the multiple-time-scale model of habituation.

Gibbon and Chara Malapani, delivered a presentation on “Separable Storage and Retrieval Distortions in Memory for Time in Parkinson’s Disease,” in which they discussed experimental work with Parkinson’s patients that showed a dissociation between deficits in encoding (writing to memory) and decoding (reading from memory) of learned temporal durations.

They argued that when durations are stored in memory, the encoding process is slowed, resulting in overestimates. On the other hand, an interference or coupling occurs between remembered time intervals on decoding, such that the shorter of two remembered durations is overestimated, while the longer is underestimated. Gibbon and Malapani said that this dissociation suggests separable functional pathways for memory storage and retrieval in neural networks of the human striatum.

Anthony Dickinson’s presentation on “Casual Learning: Association or Computation,” illustrated that the acquisition of casual knowledge represents a test case for the contrast between the two theories of learning. He also presented further evidence for the role of within-compound association, and he argued that retrospective revaluation involves separate excitatory and inhibitory associative processes rather than a general error-correcting learning algorithm.

APS Charter Fellow Ralph Miller ended the symposium with his presentation “Associations and Hat Racks: Sometimes useful, but not essential,” in which he said that most associative models can be rephrased to omit mention of associations, which are intervening variables. Such rephrased models, if quantitative, are computational models, he said. His argument was that an associative model is one of many possible forms of cognitive modeling and that cognitive models provide a heuristic for conceptualizing what is learned and how it is learned at the molar level.

“Computational models that identify computational steps with physiological processes are step-wise testable, hence, they suggest new experiments although different ones than cognitive models,” he said. “However, computational models that fail to identify testable steps in processing closely resemble radical behaviorism and curve fitting, which have their own, very different goals.”

American Psychologial Society

January 1999
Behavioral and social scientists are being encouraged to apply for Fogarty International Research Collaborative Awards (FIRCA), which, administered by the NIH Fogarty International Center, provide small grants to facilitate and encourage collaborative research between NIH-funded U.S. biomedical and behavioral scientists and investigators in the developing world. FIRCA Program Officer Kathleen Michels says that while the FIRCA program has been popular, fewer NIH-funded behavioral and social scientists tend to apply for the award. For more information and guidelines, check out: http://www.nih.gov/fic/ or contact Michels at FIRCA@nih.gov.

The Health and Behavior Alliance and the National Institutes of Health Office of Behavioral and Social Sciences Research—along with APS—is encouraging behavioral and social scientists to consider participating in the Science-by-Mail pen-pal program that teams scientists with children in grades 4-9 for correspondence during the school year. The program seeks to inspire children about science and to expand their ideas about who can be a scientist. Participation is encouraged to raise the visibility of health and behavior research with children and to help them view behavioral and social scientists as scientists. For more information check out: http://www.mos.org/mos/sbm/sciencemail.html or contact sbm@mos.org.

Nearly twice as many people with degrees in science and engineering (S&E) fields were employed in non-S&E occupations as were employed in S&E jobs in 1995, according to data collected by the National Science Foundation (NSF)'s Division of Science Resource Studies. A recent NSF Data Brief shows that the S&E workforce reached nearly 3.2 million in 1995—of which 83 percent, or 2.6 million people, had received their highest degrees in an S&E field. At the same time, however, about 4.7 million people whose highest degrees were in S&E fields were working in non-S&E occupations. Of the S&E total workforce, social scientists made up the third largest sector.

For the record . . .

Recent Appointments, Awards, Promotions...
APS Charter Fellows Alan I. Leshner, director of the National Institute on Drug Abuse, and Anne C. Petersen, senior vice president for programs at the W.K. Kellogg Foundation, were among the 55 people recently elected to the Institute of Medicine (IOM), raising the total active membership to 574. New members are elected based on their major contributions to health and medicine or to related fields including the social and behavioral sciences. With their election, new members make a commitment to devote a significant amount of volunteer time on committees engaged in a broad range of studies on health policy issues.

The National Institutes of Health (NIH) Office of Behavioral and Social Sciences Research (OBSSR) announces that, as of this full, APS Charter Fellow Ronald Abeles will collaborate with NIH Associate Director and APS Member Norman Anderson on several trans-NIH initiatives in the behavioral and social sciences. Abeles' work will enhance a focus on older populations in the NIH Office of Director. Among his initial activities at OBSSR will be educational workshops for interdisciplinary research, implementing the anticipated Congressionally mandated initiative on mind/body research, and assisting other current initiatives. He will be exploring a possible new initiative on conceptualizing and measuring the social environment in behavioral genetics research and will continue to serve as chairperson of the NIH Behavioral and Social Sciences Research Coordinating Committee.

Four APS Members were among the outstanding minority scholars awarded fellowships in the 1998 Ford Foundation fellowship programs. The programs, administered by the National Research Council, seek to increase the presence of underrepresented minority groups on the nation’s college and university faculties. Student Affiliates Jennifer Best, Kendra Gilds, and Laura Mitchell were named 1998 Pre-Doctoral Fellows, and Member Yves Labissiere was named a 1998 Postdoctoral Fellow. Six more APS Student Affiliates were awarded Honorable Mentions in the Ford Foundation Fellowships: Linda Terwilliger, Sophia Barrett, UnJa Hayes, Mischa Thompson in the predoctoral category; and Nnamdi Pole and Joseph Gone in the dissertation category.

People News Welcomed . . .
The Editor invites announcements of noteworthy awards, 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, Suite 1100, Washington, DC 20005-4807; Email: kbourke@aps.washingtontdc.us.
Teaching Tips

TEACHING TIPS provides the latest in practical advice on the teaching of psychology and is aimed at current and future faculty of two- and four-year colleges and universities. TEACHING TIPS informs 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 Baron Perlman, TEACHING TIPS Editor, Dept. of Psychology, Univ. of Wisconsin-Oshkosh, Oshkosh, WI 54901-8601; Tel.: 920-424-2300; Fax: 920-424-7317; email: perlman@uwosh.edu

Twenty Tips for Teaching Introductory Psychology

Robert J. Sternberg
Yale University
with the Authors of the
Teaching Introductory Psychology Project

No matter how much experience one has teaching introductory psychology, there is always more to learn about teaching this challenging course. One can learn not only from one’s own experience, but from the experience of others. Realizing the value of this collective experience, I asked a set of individuals who would be particularly knowledgeable about teaching introductory psychology—some authors of major introductory-psychology texts—to collaborate with me in a project to pool our collective experience.

The result was an edited book, Teaching Introductory Psychology (Sternberg, 1997b). This article summarizes 20 of the main tips for teaching introductory psychology that emerged from our shared effort.

What You Cover

1. Be selective. There is always one more fact, theory, or experiment you could include in your lecture, but teaching time does not expand to fit additional material. Therefore you must be selective and avoid the temptation to try to include everything. An expert teacher knows not only what to include but what not to include. Leave it to the textbook to include what you do not have time to cover.

2. Emphasize the core. Given that you cannot cover everything, decide carefully in advance what you believe to be the core of psychology. That’s one decision where your expertise as a teacher is critical. There is always the textbook and, if students wish, upper level courses they can take to learn about what you did not cover.

3. Balance classic and contemporary studies. By teaching students about contemporary theory and research, you show students that psychology is a rapidly evolving science. But psychology is not reinvented in the two to four years that constitute the typical cycle of new editions of textbooks, so it is important to balance new material with the classic studies that constitute our core knowledge about psychology.

How You Cover It

4. Help students organize their knowledge base. Research shows that people develop expertise not only by acquiring knowledge, but by organizing it effectively (e.g., Chi, Glaser, & Farr, 1988). Help students organize their knowledge base by using introductory outlines, integrative summaries, tree diagrams, maps showing interconnections among ideas, or any other useful organizing aids.

5. Take into account students’ cognitive, motivational, and emotional starting points. Chances are good that you are teaching primarily freshmen and sophomores. Consider where they are in their lives, and that their study skills, knowledge base, and motivation for psychology may all be at relatively modest levels. Teach to where they are, not where you might hope they would be.

6. Be patient. Because of where students are in their lives, you have to be especially patient with them. They often do not have the maturity to respond in the ways you might hope. You also need to be patient with yourself in your attempts to reach them.

7. Teach students to think like psychologists. The facts that constitute an introductory-psychology course will change greatly over the years, but the tools for thinking critically and creatively about psychology will not. In a good introductory psychology course, students think to learn as they learn to think. Research shows that students who are taught in a way that emphasizes critical and creative as well as practical thinking not only learn to think better, but even learn the facts better (Sternberg, Torff, & Grigorenko, in press). Students emerge from the course more knowledgeable and critical consumers of psychology with less susceptibility to the inflated and sometimes patently ridiculous claims of pop psychology.

8. Teach to diverse styles of learning and thinking. Not all students learn the same way. Some prefer auditory presentation, others visual. Some prefer to analyze material, others to go beyond the material, and still others to it. By teaching the material in a variety of ways, you motivate students as you help them to capitalize on their cognitive strengths and to ameliorate their cognitive weaknesses. Research shows that students learn better when you teach to their diverse styles of learning and thinking (Sternberg, 1994, 1997a, 1997c).

9. Show students how to apply what they learn to their lives. When you hear a lecture that has nothing to do with your life, chances are you tune out. Do so students. By relating the material directly to your lives and showing them how they can use it, you increase their attention and improve their learning.

10. Encourage active learning and thinking. Large lecture courses can foment passive learning and thinking, as students sit quietly waiting for instructors to spoon-feed them information. Encourage active learning through in-class demonstrations, oral participation, brief writing exercises, or any other techniques you can formulate.

11. Match assessments to instruction. Encourage critical, creative, and practical
thinking not only in the classroom, but in your assessments. Occasionally, teachers foster higher order thinking in the learning process, and then assess students in ways that measure little more than rote recall. Students quickly come to perceive higher order thinking as a useless and even cruel game. Equally bad is to teach for rote and then assess achievement for critical thinking. It is important that your assessments reflect what you value and implement in your teaching.

How You Communicate It

12. Have a clear vision for your course and communicate it to your students. What do you want your students to get out of your course? How do you want it to change their lives? Formulate a clear vision of your course objectives and intended outcomes and then communicate this vision so that students know explicitly both what you hope to accomplish and what you want them to accomplish.

13. Communicate your expectations clearly and early. Students early in their college careers often have only the foggiest idea of what teachers expect. Are they expected to memorize names? How about dates of studies? What level of detail in the book or lectures are they supposed to absorb? If there are essay examinations or papers, how are these products evaluated? Students always appreciate clarity regarding your expectations for them. Try to give a quiz, exam, and/or writing assignment relatively early in the semester so that students have feedback on how they are doing.

14. Teach with passion, energy, and enthusiasm. Nothing is quite so contagious as passion and enthusiasm. If you want your students to be enthusiastic about the subject matter, communicate your own enthusiasm to them. Students will enjoy your course more in all its aspects (Ceci & Williams, 1998).

15. Use lots of relevant concrete examples. Psychology encompasses so many wonderful ideas that it is easy for you to get lost in abstractions, and for students just plain to get lost. Using many relevant concrete examples to illustrate ideas helps students to remain grounded and to follow your lectures.

16. Allow students to ask questions. Allowing students to ask questions means at least two things. First, it means encouraging students not just to answer questions, but to formulate them. Second, it means setting aside the time to allow students to ask questions, even in large classes. Otherwise, the confusions of the moment are more likely to become permanent confusions in their minds.

How You Put It Together

17. Portray psychology as a unified and integrated discipline. Students can complete an introductory-psychology course believing that psychology constitutes the 15 to 20 relatively distinct subdisciplines that may happen to correspond to the chapters of their text. Don’t let this happen. Show them that different subdisciplines merely represent different pathways toward a common goal: the understanding of the mind and behavior in all its diversity.

18. Show students how psychological ideas evolve. Ideas in psychology evolve, and it is important for students to learn how these ideas evolve. It is for this reason that those early lectures on history are so important—not for students to learn about discarded ideas from the dusty past, but to learn how the ideas of today build on the ideas of the past, as the ideas of the future will build on the ideas of today. Show the connections between past and present ideas not just in one or two early lectures, but throughout the course.

19. Emphasize that psychological thought evolves within a sociocultural context. Psychological thought, no matter how scientific, evolves within a sociocultural context, and you need to encourage students to be both aware of and critical of the assumptions of all traditions and schools of psychological thought. The psychologies of diverse countries, such as Russia, France, Germany, Japan, and the United States, have evolved in quite different ways. Too often, we teach our own psychological tradition as though it were the only one, which of course it’s not.

20. Encourage students to be sensitive to issues of human unity and diversity. Humans all have sets of values, they all think; and they all seek self-esteem. But their values, ways of thinking, and means to attain self-esteem differ widely. It is important to emphasize both the unity and diversity that characterizes all human beings.

The teaching tips in this article are all relatively easy to implement and, for the most part, are things you already know how to do. The trick is to remember to do them. All you need do is get started, and there is no time like the present. Try them, and chances are both you and your students will see a difference. ♦

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References and Recommended Readings


Robert J. Sternberg is IBM Professor of Psychology and Education in the Department of Psychology at Yale University. He is editor of Teaching Introductory Psychology and coauthored Teaching for Critical Thinking with Louise-Spear Swerling. He has taught introductory psychology for about two decades.

*The chapter authors in the Teaching Introductory Psychology project (Sternberg, 1997b) are Douglas A. Bernstein, Peter Gray, Lester A. Leffon, Margaret W. Matlin, Charles G. Morris, David G. Myers, Rod Plotnik, Robert J. Sternberg, Carole E. Wade, Camille B. Wortman (with collaborator Joshua Smyth), and Philip G. Zimbardo. Commentaries are by Charles L. Brewer and Richard A. Griggs. The suggestions in this article are based on this collaborative project. I am grateful to the American Psychological Association for permission to summarize the main ideas of the book in this article.
The Student Notebook

Comps, Anyone? Pt. 2
Trials and Tribulations of Comprehensives

Karen M. Falla
Student Notebook Editor

This article is the second of a two-part series. Part one appeared in the November 1998 Observer.

Given the long-standing tradition of comprehensive exams as the gateway to doctoral candidacy, most programs have established formal procedures for accomplishing this goal. Each program defines its own goals and procedures, resulting in considerable variability among programs.

This article is based on interviews with current and former students from six doctoral programs in six different states, as well as one masters level program. Only three of the doctoral programs included a timed, written essay-type exam and only one included an oral defense separate from the dissertation defense. One discontinued comps after much debate among faculty on how to structure a cohesive exam. Despite the variability in methods, the general idea is to have students demonstrate a certain degree of competence and/or mastery in their chosen field.

The clinical psychology program at the University of North Texas structures comps as a written essay exam conducted on two consecutive days. Four sections each contain one required and two of four optional questions, with approximately one hour for each of 12 questions.

The University of Notre Dame holds qualifying exams which are similar in format for each of their PhD programs (cognitive, counseling, developmental, and social), according to social psychology student Suzanne Altobello Nasco. The written exam occurs over two days where, for four hours each day, students answer one required and one of two optional questions. Additionally, students write a manuscript or coordinate a research project independent of their thesis or dissertation.

The University of Nevada-Reno’s social psychology program holds a three-part exam. First, there is a written exam covering four days for four hours per day. A few weeks before the exam, students are told which 16 of 30 possible topics will be on the exam. Next, students have 10 days to prepare a grant proposal or literature review on a faculty-assigned topic. Finally, students select an area to study in-depth (usually dissertation-related), submit a reading list for faculty approval, and take another exam on this material.

Some programs eschew the time-restricted, written exam in favor of an alternative evaluation. Neuropsychologist Michelle Bengston graduated from the clinical psychology program at Nova Southeastern University. Their approach seems particularly suited to the tasks of clinical psychology.

One component involved a clinical case on which she wrote extensively of the treatment and outcome. She then conducted an oral defense of this case and related issues. Persephanie Silverthorn, a clinical psychology graduate from the University of Alabama, said their program required teaching introductory psychology and completing a three-step dissertation process including an oral presentation of a 20-page prospectus, a comprehensive defense of the proposal, and the dissertation defense itself.

Some unfortunate souls are required to take a preliminary exam as part of a terminal masters degree program, only to have to do it all over again as part of their doctoral program. Christen Clower’s masters program at the University of Southern Louisiana required passing preliminary exams before the thesis defense. Students answered four of five possible questions based on completed coursework. Failure of any of the four questions required retaking the entire test. Students must wait varying lengths of time for their results, depending on the number of students taking comps, faculty availability, and the faculty’s willingness to grade the exams.

Some programs eschew the time-restricted, written exam in favor of an alternative evaluation. Neuropsychologist Michelle Bengston graduated from the clinical psychology program at Nova Southeastern University. Their approach seems particularly suited to the tasks of clinical psychology.

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Considering the weight comps carry for students, along with the anxiety which seems to be an inherent part of the process, most faculty seem to give grading a top priority out of consideration and respect for the students.

Most people who passed comps believed they benefited despite the stress involved. Bengston said that it was the best thing she ever did in graduate school. When asked to do case presentations on internship, she experienced less anxiety because she had already been through a similar process. My own experience was that I enjoyed studying for comps, probably because I was able to distribute my preparation time over an entire summer. I viewed my study time as a luxury, time to really think about and integrate information from my coursework, practica, and research. The downside for me was the actual test-taking, which I found to be mentally and physically grueling. Although I would classify sitting for comps as a very aversive experience, having prepared for and passed them has strengthened my foundation in psychological theory and methods.

Many faculty are supportive of students during their preparation, sometimes conducting sessions on appropriate study strategies. Advice from Richard Rogers helps to keep our goals in perspective. He recommends a closed list approach to studying which allows students to focus on those resources and content areas which will be most helpful in answering anticipated questions.

Often the questions are “discoverable” via old test questions from previous comps. Some departments make these questions available; in other programs, they may be obtained from fellow students. Reviewing old test questions can help you structure your responses and anticipate the type of material likely to be covered.

Advice from students who have passed comps includes giving oneself enough time to prepare, practicing anxiety management, gathering a reasonable set of resource material from which to study, and not taking the approach that you have to “know everything.” Nasco created a timeline on a large banner with dates corresponding to important milestones in social psychology (important studies, theories, etc.). She displayed the banner in her office and encouraged others to add to it if they saw something missing. She said it helped her visualize the entire lifetime of her field and is especially helpful if you are studying with others.

As this approach illustrates, applying what we have learned about learning will help us succeed at this arduous task.
APSSC Matching Funds Award

Congratulations to the Social Psychology Club at the University of Nevada-Reno, a local chapter of the American Psychological Society Student Caucus (APSSC), which won an APSSC Matching Funds Award for a recent event. This award is designed to assist local APSSC chapters in obtaining speakers for campus conferences and colloquia. Through the support of APS, APSSC offers this financial program for its member chapters to help pay the cost of a speaker.

In collaboration with the Grant Sawyer Center for Justice Studies, the Social Psychology Club sponsored a colloquium by Melvin Lerner (pictured below in the front, center, with the UNR chapter) titled “The Human Costs of Corporate Restructuring: The Influence of the Justice Motive on Management and Labor.” Lerner, a prominent social psychologist, is presently a Distinguished Professor Emeritus and Adjunct Professor at the University of Waterloo, a Visiting Scientist in Psychology at the University of Miami, and a Visiting Scholar in Psychology at Florida Atlantic University. He is internationally known for the development of a theory of justice based on the psychological need to believe in a “just world.” In his lecture, Lerner addressed questions of justice for individuals at all levels of organizations, and more specifically, how corporate restructuring influences social psychological processes of individuals involved.

APSSC funds up to three speakers per year, at a maximum of $250 each. Each chapter may only apply for one award per academic year. Awards are made on a first come, first serve basis. To be considered for matching funds you must have an established APSSC chapter. For details, contact APSSC Communications Director Otto Maclin (otto@scs.unr.edu) or our website http://psych.hanover.edu/APS/APSSC/apssc.html.

1999 APS Student Travel Awards

The Student Travel Award Program is a joint effort by APS and the APSSC. Travel awards assist students attending the Annual APS Convention by defraying part of their travel costs. Winners will receive a cash award of $125 and are required to volunteer for six hours during the conference. Applicants must be APS student affiliates who have had their proposal accepted for presentation at the conference. Preference will be given to students who are first authors on their presentation and who demonstrate need. To request an application check the box located on page 6 of your Conference Submission Proposal Cover Sheet. Applicants may also visit the APS Student Caucus website http://psych.hanover.edu/APS/APSSC/apssc.html or contact the Volunteer Coordinator, Suzanne Altobello, at Altobello.1@nd.edu. The deadline for applications is March 31, 1999, and winners will be notified by April 30, 1999.

Hot Site

www.sinc.sunysb.edu/stu/pjeffrie/index.html

This issue’s Hot Site is titled “Resources for Graduate Students in Psychology” but contains a wealth of information for anyone in psychology or related fields. The site is maintained by the Committee on Professional Development from the Department of Psychology, State University of New York-Stony Brook. It contains information not normally included in formal curricula but necessary in the course of graduate training. Here is just a sample of titles included: Conferences, Funding, Presenting Your work, Professional Societies, Teaching, Surviving Graduate School, and Life After Graduate School. Good stuff!

Thanks to Kymberley Bennett for letting us know of this great site.

Visit it today at www.sinc.sunysb.edu/stu/pjeffrie/index.html

APSSC Officers ♦ 1998-1999

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

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APS OBSERVER
American Psychological Society

January 1999
ORGANIZATIONAL PROFILE

Midwestern Psychological Association

Origins and Purpose
The Midwestern Psychological Association was founded in 1926 and incorporated in 1965. Its primary function is an annual meeting at which scientific papers and symposia may be presented. A declaration adopted by the Council in 1952 states: “The professional problems of psychology are best handled at the national level by the national organization and at the local level by the state organization. The Midwestern Psychological Association will therefore retain its traditional function of encouraging psychology as a science rather than as a profession. This principle will continue to be reflected in the programming procedures and membership standards.”

Membership
MPA currently has about 3,500 members. Annual dues for members of MPA are $20 ($10 for graduate student members). Applications for membership in MPA can be downloaded from the MPA web site (http://www.ssc.msu.edu/~mpa). Membership is open to all psychologists including graduate students in psychology who have completed a year of graduate study (if sponsored by a current member). In addition, Council may confer membership on individuals who, in its judgement, are doing work that is psychological in nature which Council believes will further the science of psychology.

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BACKGROUND

The Midwestern Psychological Association serves as a region focus for the science of psychology. The 1998 meeting (the 70th meeting of the Association included symposia on the tripartite model of anxiety and depression; the relationship between affect and cognition; social, cognitive, and hormonal influences on the relationship between affect and cognition; societal knowledge and attitudes toward disability rights; and understanding coping and illness recovery; among others. Over 600 research papers were presented during the 1998 annual meeting in either oral or poster form. Paper sessions included the topics of clinical psychology, developmental psychology, educational psychology, attitudes, social cognition, groups, interpersonal behavior, applied social psychology, human learning and cognition, and psycholinguistics, comparative psychology, animal learning and cognition, behavioral neuroscience, and psychopharmacology.

Further information about the addresses, symposia, sessions, and other event that occurred at 1998 meeting can be found the MPA web site (http://www.ssc.msu.edu/~mpa) and information about the 1999 meeting will be posted at the web site as it becomes available.

Affiliated groups that meet during our annual meeting include: the Council of Teachers of Undergraduate Psychology, Psi Chi, Psi Beta, and the Society for Community Research and Action (APA Division 27).

COLUMN FROM PAGE 3

As Hunt put it, “the diffusion of anti-research attitudes and behavior throughout the body politic should deeply disturb all those who believe that science, rather than religious, political, or philosophic doctrines, offers the best hope to understanding the world and human nature.”

What appears to be happening in most of these cases is that people are making decisions on incomplete knowledge. It’s politics as usual, only carried out in a scientific setting.

If we believe, as APS member Randy Gallistel put it so eloquently, that the pursuit of scientific understanding is among the noblest of all human goals; if we believe, as he put it, that like the pursuit of great art, like the preservation of a beautiful wilderness, it is good in and of itself, then we should join in our interest to protect the freedom of scientific expression.

Of course this needs to be done with an appreciation that there are some limits to be placed on acceptable methods, so as to safeguard the rights of research participants. Hopefully, though, we can model legitimate and constructive ways to challenge ideas that we might not like or agree with.

In a democracy, this is done by conducting or communicating research findings that contradict or disprove opposing theories. It should not be done by halting research that offends our sensibilities, nor by subjecting the creator of offending theories to the guillotine.

The last line of The New Know-Nothing is a quote from a scientist in another field, J. Robert Oppenheimer, uttered 50 years ago: “The scientist is free, and must be free, to ask any question, to doubt any assertion, to seek for any evidence, to correct any errors.” Paste that one on the filing cabinet next to your desk.

CLASSIFICATION FROM PAGE 13

in a social sciences division, and in many cases, a psychology department anchors a broader behavioral sciences division.”

The OMB has yet to respond to APS’ proposed classification structure for psychological science. But if they adopt it, it could be the first step toward a new cocktail party conversation: you say you’re a psychologist, and the other person says “Oh really? What kind of research do you do?"

Sarah Brookhart
(The complete text of the letter to OMB is posted on the APS Website at http://www.psychologicalscience.org/apps/apswash_commets1.htm)
The news media in recent weeks has featured APS members on various research-related topics. The members are listed here along with their affiliation, the name and date of the publication/broadcast in which they were quoted/referred to and a brief description of the topic. The Observer urges readers to submit such items for publication in future issues of this column.


Elissa Epel, Yale Univ., *Shape*, November 1998: Stress, cortisol and fatty foods

Claire Etchauz, Bradley Univ., *Parents Magazine*, September 1998: Easing the transition to child care


Carol Hodes, Penn State Univ., *Pittsburgh Tribune-Review*, Oct. 14, 1998: Gender representations


Jon Krosnick, Ohio State Univ., *Columbus Dispatch*, July 3, 1998: Results of being first on a ballot

Reed Larson, Univ. of Illinois-Urbana, *Shape*, November 1998: Solitude


Elizabeth Loftus, Univ. of Washington, *The Unexplained*, Oct. 15, 1998: Memory and reincarnation


Elizabeth Loftus, Univ. of Washington, *The Unexplained*, Oct. 15, 1998: Memory and reincarnation


Ellen McGrath, *Shape*, November 1998: Holiday blues and relationships

Joanne Miller, Ohio State Univ., *Columbus Dispatch*, July 3, 1998: Results of being first on a ballot

Debbie Moskowitz, McGill Univ., *Cooking Light*, October 1998: End of the week relaxation


W.Gerrod Parrott, Georgetown Univ., *Shape*, November 1998: Malicious joy and envy


Jodie Plumert, Univ. of Iowa, *Parenting*, July 1998: Klutz kids


Peter Suedfeld, Univ. of British Columbia, *Shape*, November 1998: Solitude


Piotr Winkielman, Univ. of Denver, *Complex Light*, October 1998: Beliefs about one's own memory


On behalf of the 1999 APS Convention Program Committee, I am pleased to invite you to attend the next APS convention, June 3-6, 1999, in Denver, Colorado. Allow me to list several reasons why you should:

First, the annual APS convention is a special event. It provides the one occasion each year where leading psychological scientists—from virtually all areas within the discipline—gather to share information about the latest advances in psychological theory, method, evidence, and knowledge. No other psychological convention serves this role as well. Although specialty meetings serve an important function, too, only the annual APS convention offers a balanced combination of specialized and crosscutting scientific information. Each morning of the three-day convention, there are six parallel tracks of program content—biological-neural science, cognitive science, clinical science, developmental, industrial-organizational, and social. Each afternoon is devoted entirely to a select menu of crosscutting material—that is, to research and theory drawing upon, and appealing to, multiple areas of psychology. These hybrid afternoon offerings promote the kind of cross-fertilization and integration that is critical to maintaining psychology as a vital, coherent, and cohesive scientific discipline.

Second, the APS convention is unique among pan-psychology meetings in that it is devoted exclusively to the advancement of psychology as a science. No need to search through long program listings to unearth rare, hidden nuggets with scientific relevance; the entire APS convention program is a virtual gold mine of scientific psychological information. You shouldn’t have any problem finding high-quality content to interest you; your only problem may be choosing among the wealth of appealing program options. Bearing this in mind, the program committee is designing a program schedule that will minimize conflicts in program content, while maximizing variety and quality. Whatever your research focus, the 1999 program will offer you a rich vein of scholarly ore.

The majority of the APS convention program will be composed of the best proposals submitted by individuals, in response to the “call for submissions.” In addition, however, the program will be built around an exciting core of invited speakers and symposia. To get a small taste of what you can expect, look at the summary of confirmed program items on page 23 in this Observer.

Third, the APS convention offers an excellent environment in which to meet and interact with scientific colleagues from throughout the discipline. Last year, for example, more than 2,500 persons—all committed to the advancement of psychology as a science—attended the APS convention. Neither too big nor too small, the APS convention is a stimulating and friendly gathering place for a select group of like-minded psychological scientists. Attend the 1999 APS convention so that you, too, can experience the rewards of renewing old professional ties and building new ones.

Fourth, because the 1999 APS convention will be held in Denver, it will provide an especially rarefied atmosphere not only for intellectual stimulation and collegial interaction, but also for personal adventure and enjoyment. Denver is a gem of a city, in a dazzling setting, with opportunities to indulge almost any recreational taste. This promises to be a fun convention!

Finally, you should consider coming to the 1999 APS convention to share your own research and theoretical contributions with other psychological scientists. Submission guidelines and forms can be found in the November 1998 Observer, or may be obtained from the APS Office (call 202-783-2077 or email wbenjamin@aps.washington.dc.us). You might consider offering a “hot topic,” organizing a symposium, giving an individual address, or presenting a poster. Of course, you need not be an official part of the program to share your work; lots of information is exchanged in informal discussions, during question-answer periods, or over dinner or drinks. Everyone who attends the APS convention contributes to its success through the lively exchange of information and ideas.

If you haven’t been to an APS convention recently, you need to see for yourself what all the excitement is about. Those of you who have attended recent APS conventions have my assurance that the 1999 program committee will build on these past successes while striving to set new “mile-high” standards. I hope to see you in Denver!

Richard M. McFall
Chair, 1999 Program Committee

A Gold Mine for Psychological Scientists
Just A Sample of the Program!

Keynote Address
Claude Steele
Stanford University
How Stereotypes Can Shape Identity and Performance

Presidential Symposium
Science and Pseudoscience
Chair:
Elizabeth Loftus, University of Washington
Presenters:
Robert Sternberg, Yale University; Stephen Jay Gould; Carol Tavris
Discussant:
Ray Hyman, University of Oregon

Invited Addresses
Elliot Smith, Purdue University
Properties of Connectionist and Symbolic Representations: Implications for Social Psychology

Tom Pyszczynski, University of Colorado -Colorado Springs
The Human Quest for Self-Esteem and Meaning: A New Perspective on Unconscious Motivation

Jennifer Crocker, University of Michigan
Rescuing Self-esteem: A Contingencies of Self-worth Perspective

Lynne Roder, Carnegie Mellon University
Relating Implicit and Explicit Memories: A Source of Activation Confusion Account

Kathryn Bock, University of Illinois
When Mind Meets Mouth

Timothy McNamara, Vanderbilt University
Spatial Memories, True & False

David Balota, Washington University
Attentional Control and Memory in Dementia of the Alzheimer’s Type

Rebecca Treiman, Wayne State University
The Foundations of Literacy

Steven Maier, University of Colorado
The Immune System as a Sensory System: Implications for Psychology

Randall Reilly, University of Colorado
Conjunctive Representations in Learning and Memory: Principles of Cortical and Hippocampal Function

Jerry Rudy, University of Colorado
Stimulus Conjunctions, the Hippocampus and Contextual Fear Conditioning

Caryl Rusbult, University of North Carolina
Accommodation Processes in Close Relationships

Wayne Cascio, University of Colorado-Denver
The Future World of Work: Opportunities and Challenges for Psychologica -cal Science

Neal Schmitt, Michigan State University
Adverse Impact: A Persistent Dilemma

Stephen Zaccaro, George Mason University
Recent Developments in Executive Leadership Theory

Janet Polivy, University of Toronto
Paradoxical effects of self-change efforts: The ‘False Hope Syndrome’

Thomas Borkovec, Pennsylvania State University
The Nature and Psychosocial Treatment of Generalized Anxiety Disorder

Invited Symposia
Demand-Withdraw Couple Interaction:
Contextual Perspectives on Problems and Change
Chair: Varda Shoham, University of Arizona
Presenters:
Andrew Christensen, Pamela McFarland, & Kathleen Eldridge; University of California-Los Angeles
The Universality of the Demand-Withdraw Interaction Pattern
Amy Holtzworth-Munroe, Indiana University
Demand-Withdraw Communication and Husband Violence
Michael J. Rohrbaugh & Varda Shoham; University of Arizona
Demand-Withdraw Interaction and the Ironic Maintenance of Alcoholism
Discussant: Robert W. Levenson, University of California-Berkeley

Individual, Team, and Organizational Learning: Been There, Do That
Chair: Kurt Kraiger, University of Colorado-Denver
Presenters:
Eduardo Salas, Naval Air Warfare Center
Integrating Learning Theory and Training: Team Issues
Kevin Ford, Michigan State University
Integrating Learning Theory and Training: Individual Issues
Scott Tannenbaum, Executive Consulting Group, Inc.
Integrating Learning Theory and Training: Organizational Issues
Discussant: Kurt Kraiger, University of Colorado-Denver

Inhibition and Disinhibition in Psychopathology
Chair: Peter R. Finn, Indiana University
Presenters:
Brett A. Clemenz, University of California-San Diego
On Inhibitory Deficits in Schizophrenia
Nathan A. Fox, University of Maryland
On Bio-behavioral Processes in Emotion and Behavioral Inhibition in Children
Gordon D. Logan, University of Illinois
On Inhibitory Deficits in ADHD
Peter R. Finn, Indiana University
Inhibition and Disinhibition and Personality Risk for Substance Abuse and Risky Behavior
Title to be announced
Chair: Dierdre Knapp, HumRRO International, Inc
Presenters:
Howard Weiss, Purdue University
Can Thinking About Emotions Change the Way We Study Behavior in Organizations?

Cross Cutting Symposium
Emotion Regulation Across the Life-Span
Co-Chairs: Robert Levenson, University of California-Berkeley and Carroll Izard, University of Delaware
Presenters: Laura Carstensen, Stanford University; Carroll Izard, University of Delaware; John Gottman, University of Washington; Robert Levenson, University of California-Berkeley
Meetings of the Minds

In recognition of their members' participation as presenters and attendees at our upcoming Denver meeting, a substantial number of psychology-oriented and related organizations have accepted APS' invitation to hold mini-conventions, workshops, poster sessions, business meetings, and social events in conjunction with the 1999 APS Convention. Many of these events take place prior to the Opening Ceremony of the APS Convention (6PM on Thursday, June 3) and most 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 organizations directly for more information.

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:

- Up-to-date information on the new behavioral science study sections in the NIH Center for Scientific Review
- 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
- Tips on writing a winning application

Mary Ellen Oliveri, Chief of the Behavioral Science Research Branch, will host this breakfast workshop on June 4 from 7-8:30AM, 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 11th APS 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 Willie Benjamin at the APS Office (202-783-2083). Registration is free, but we must hear from you first.

Psi Chi symposium: “Getting Into and Succeeding In Graduate School”

Psi Chi, the National Honor Society in Psychology, will present an 80-minute symposium on “Getting into and Succeeding in Graduate School.” 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. Elizabeth Yost Hammer, Belmont University, will serve as the chair of the symposium. Panelists are Nancy J. Karlin, University of Northern Colorado, whose topic is “Tactics for Success/The Numbers”; Karen Ford, Mesa State University, will talk on “The Nuts and Bolts of Applying”; John Cooney, University of Northern Colorado, will address “The Importance of Research for Graduate School Admission”; and William Barnard, University of Northern Colorado, will talk about “The Dean’s Perspective.”

Following each presentation there will be time for questions on the topic presented. Psi Chi will also sponsor a student poster session at the convention.

For further information please contact: Kay Wilson, 423-756-2044.

Society for Personality and Social Psychology Preconference
Future Directions in Social Psychology: Toward the Year 2000
June 2-3, 1999
Contact: Shelley Taylor, phone: 310-825-7648,
e-mail: taylors@psych.ucla.edu
Meetings of the Minds

The Nuts and Bolts of Textbook Writing

On Sunday, June 6, Writing Psychology Textbooks: A Nuts and Bolts Workshop for Prospective Authors will be offered. This six-hour workshop will cover 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 such topics 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, and 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. Workshop leader Doug Bernstein, currently has seven psychology textbooks in print or in production. The workshop will be based on his experiences in the world of publishing over the last 26 years. Space will be limited, so please register early (see registration form).

American Board of Professional Neuropsychology
Thursday, June 3
For more information contact:
Arthur Horton, at 301-530-3417

Psi Beta Holds Annual Chapter Information Exchange

Psi Beta will hold its annual Chapter Information Exchange during the APS convention on Friday, June 4, 12:15-1:30pm. The session will be co-chaired by the Psi Beta National President L. William Cheney, Community College of Rhode Island in Warwick, Rhode Island, and Psi Beta President-Elect Robbye Nesmith of Navarro College in Corsicana, Texas.

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, plus all two-year college faculty and students interested in learning more about Psi Beta, are invited to attend.

Also, there will be a Psi Beta information table near the registration area. For more information contact Carol Tracy at 1-888-Psi-BETA.

NIAAA Preconference • Thursday, June 3
Adolescent Development and Alcohol: Implications for College Drinking

Recent newspaper headlines across the United States have been filled with stories about student deaths on college campuses as a result of abusive drinking. In the context of these tragedies other damaging consequences of alcohol use, such as campus violence, date rape, and property damage, receive less attention, but nevertheless influence many young lives. Because drinking by college students is often considered a “right of passage,” it perhaps has received less research attention that it has deserved. This conference is intended to stimulate research attention by reviewing what NIAAA funded scientists know about this problem and begin discussions of future directions. CME credit available. For more information contact: Geoff Laredo at 301-443-6371 or glaredo@willco.niaaa.nih.gov or Steve Long at 310-443-5080 or slong@willco.niaaa.nih.gov

Academy of Psychological Clinical Science
Meets Again at APS

Representatives and interested faculty members from clinical science programs that have been accepted into membership in the Academy are invited to attend. Contact: Richard Bootzin, APCS President, University of Arizona, tel.: 520-621-7447 fax: 520-621-9306 E-mail: bootzin@u.arizona.edu

Coming in the February Observer:
A preview of the 1999 Teaching Institute
# American Psychological Society
## Advance Registration Form
### 11th Annual Convention
**June 3-6, 1999**

**Adam's Mark Denver Hotel**

**Registration Fees**

<table>
<thead>
<tr>
<th><strong>APS Teaching Institute</strong></th>
<th>Early-Bird On-Time</th>
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<tr>
<td>APS Member, Fellow, First-year PhD</td>
<td>$55</td>
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<table>
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<tr>
<th><strong>APS Convention Only</strong></th>
<th>Early-Bird On-Time</th>
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<tr>
<td>APS Member, Fellow, First-year PhD</td>
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<td>APS Student Affiliate</td>
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<td>Dependent/Significant Other</td>
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(Dependents/significant others may not be psychology students nor psychology professionals; list name for badge below—do not use a separate form; appropriate fee must be paid for each individual.) Please note, children under 16 are not required to pay the dependent fee when accompanied by a registered adult.

### APS 1999 Membership Dues

| **Full Member** | $124 |
| **First Year PhD** | $74 |
| **Student Affiliate** | $48 |

**TOTAL DUES:** 
For more information call 202/783-2077, ext. 3021

**Voluntary Contribution:**
To help keep convention costs affordable, I would like to contribute: $ [ ] $4410.01

**Total Amount Owed:**
(Refunds must be requested in writing prior to May 5, 1999; 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 OR you may pay via credit card by completing the section below.

- [ ] MasterCard  [ ] Visa  Account #  
  Name (as it appears on card)  Expiration Date  
  Signature (required)  

By signing this, I understand that if this form is faxed/post marked later than 4/30/99 I will not be entitled to the 'early bird' discount.

**2 Ways to Register!**
- MAIL to APS 1999 Convention, P.O. Box 90457, Washington, DC 20090-0457.
- FAX to 202-783-2083 (credit card registrations ONLY) Avoid duplicate billing-do NOT mail hard copy if you registered via FAX.

**JUNE 3-6, 1999**

**Total Amount of Registration Fees:** 
**Total Amount of Membership Dues:** 

**State**

**Country**

**Telephone (day):** 

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

**Mailing Address:**

**Street Address**

**Street Address**

**City**

**Zip code**

**Name (as it appears on card) **

**First**

**Last**

**MI**

**Institution:** As you wish it to appear on your badge.

Do not exceed 35 characters.

**Registration forms should not be mailed/faxed after May 12, 1999. After that date, please bring completed form to on-site registration at the convention. Thank you.**
AMERICAN PSYCHOLOGICAL SOCIETY
CONVENTION HOUSING FORM

11TH ANNUAL CONVENTION
JUNE 3-6, 1999

ADAM'S MARK DENVER HOTEL

Please type or print. Complete the entire form, particularly arrival and departure dates. Send applications immediately to ensure desired accommodation at convention rates. Send for arrival no later than April 30, 1999, directly to the Adam’s Mark Denver at:

Adam’s Mark Denver
1550 Court Place
Denver, Colorado
Phone: 303-893-3333 • Fax: 303-626-2544

APS SPECIAL CONVENTION RATE = $129 per night plus tax for single or double rooms
Reservations received after April 30, 1999, will be made on a space available basis.

GUEST INFORMATION

Name:
Last: ___________________________ First: ___________________________ MI: ___________________________

Mailing Address: ________________________________________ ______________________________________
City: __________________ State: ______ Zip code/Postal Code: __________ Country (if not USA): ________

Telephone (day): __________________ Telephone (evening): __________________

Room Type:  □ Single (1 Person) □ Double (2 People/1 Bed) □ Double (2 People/2 Beds) □ Triple (3 People/2 beds) □ Quad (4 People/2 Beds)
Single and double rooms are guaranteed at $129 plus tax per night. Triple and Quadruple rooms are $144 per night. Rooms containing two beds cannot accommodate cots or roll-away beds.

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

Special Requests: □ Smoking □ Non-smoking □ Handicapped Accessible □ Other: ___________________________ 

ARRIVAL/DEPARTURE INFORMATION

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

Departure: __________________ (Check-out time: 12noon)
Day: _______ Date: _______

DEPOSIT INFORMATION

All reservations at the Adam’s Mark Denver require one night’s deposit or a credit card guarantee.

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

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

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

Credit Card Number: ___________________________ Expiration Date: __________

Print name as it appears on card: ___________________________ Signature (required): ___________________________

Failure to cancel your reservation 48 hours prior to arrival will result in one night’s room and tax being charged to your credit card. All reservations are guaranteed for late arrival.

Please make sure all information is completed before sending this form DIRECTLY to the Adam’s Mark Denver.
Announcements

FUNDING INFORMATION

The Midwest Nursing Research Society (MNRS) announces funding in the amount of $16,000 to be available in 1999. The Women's Health Research Section of MNRS is offering the Women's Health Dissertation Research Grant, a one-time, one-year $2000 grant awarded for doctoral research furthering the understanding of abuse aimed at women. Contact: MNRS Office, 4700 W. Lake Ave., Glenview, IL 60025; tel: 847-375-4711; fax: 847-375-4777; email: info@mnrs.org.

Oxford Summer School on Connectionist Modelling Applications are invited for participation in a two-week residential Summer School, July 19-30, 1999, on techniques in connectionist modelling. No prior knowledge of computational modelling is required, though simple word processing skills will be assumed. Cost: 950 pounds. Please send a brief description of your background with an explanation of why you would like to attend the Summer School (one page maximum) no later than Jan. 31, 1999 to: Sue King, Department of Experimental Psychology, University of Oxford, South Parks Road, Oxford OX1 3UD. tel.: 01865 271353; fax: 01865 310447; email: susan.king@psy.ox.ac.uk; http://www-cogsci.ox.ac.uk/summer-school/.

The Society for the Teaching of Psychology announces its second annual Instructional Research Award competition. Five $1500 grants will be awarded for instructional research projects relevant to the teaching of psychology. Two of the awards are earmarked for proposals addressing this year’s theme of “Thinking through Technology.” Deadline: Jan. 31, 1999. Contact: Margareti Lloyd, Psych. Dept., Georgia Southern Univ., Statesboro, GA 30460; www.lemoyne.edu/OTRP/member services.

CALL FOR PAPERS

CHEIRON: The International Society for the History of Behavioral and Social Sciences will hold its 31st annual meeting June 10-13, 1999. Program Submissions (symposia, papers, and posters) may deal with any aspect of the history of the behavioral and social sciences with related historiographical or methodological issues. Deadline: Feb. 1, 1999. Contact: Ellen Herman, Cheiron Program Chair, Dept. of History, Univ. of Oregon, Eugene, OR 97403-1288; tel.: 541-346-3118; fax: 541-346-4895; email: cherman@darkwing.uoregon.edu; www.yorku.ca/dept/psych/orgs/cheiron/cheiron.htm.

The Center for Creative Leadership is sponsoring the Kenneth E. Clark Research Award—one for best undergraduate paper, and one for best graduate paper. Prize is $1500 and a trip to the Center to present the papers in a colloquium. Submissions may be either empirically or conceptually based. Non-traditional and multi-disciplinary approaches to leadership research are welcomed. The theme for the 1999 award is "The Dynamics and Contexts of Leadership," which includes issues such as: (a) leadership during times of rapid change, (b) cross-cultural issues in leadership, (c) leadership in team settings, (d) leadership for quality organizations, (e) meta-studies or comparative studies of leadership models, (f) other innovative or unexplored perspectives of leadership. Submissions will be judged by the following criteria: (1) The degree to which the paper addresses issues and trends that are significant to the study of leadership; (2) The extent to which the paper shows consideration of the relevant theoretical and empirical literature; (3) The degree to which the paper develops implications for research into the dynamics and contexts of leadership; (4) The extent to which the paper makes a conceptual or empirical contribution. Papers must be authored and submitted only by graduate or undergraduate students. Center staff and submissions to other Center awards are ineligible. Entrants must provide a letter from a faculty member certifying that the paper was written by a student, and stating the nature of the student's status (i.e., undergraduate or graduate). Entrants should submit four copies of an article-length paper. Electronic submissions will not be accepted. The name of the author(s) should appear only on the title page of the paper. The title page should also show the authors' affiliations, mailing addresses and telephone numbers, and also indicate whether it is for graduate or undergraduate award category. Papers are limited to 20 double-spaced pages, including title page, abstract, tables, figures, notes, and references. Papers should be prepared according to current edition of the Publication Manual of the APA. Deadline: Aug. 27, 1999. Submitted to: Cynthia McCauley, Acting Vice President New Initiatives, Center for Creative Leadership, One Leadership Place, PO Box 26300, Greensboro, NC 27438-6300.

The Third Rutgers Symposium on Self and Social Identity will be held April 23-24 at Rutgers University-New Brunswick, NJ. Symposium topic: "Social Identity, Intergroup Conflict, and Conflict Reduction." Presentations will be critiqued and revised as chapters for a book to be published by Oxford University Press. Early registration is encouraged, and no fee is charged. Contact: http://www.psychology.rutgers.edu/symposium; tel.: 732-445-4036; email: symposium@psych.rutgers.edu.

“Citizen consumption. And this appears to be a national phenomenon.”

Zucker said that there are no simple solutions to this problem. “I don’t think there is enough awareness of the heterogeneity of these kinds of problems,” he said. “For example, in the recent news it is not uncommon to see reports of college students involved in disruptive incidents that also involve alcohol. One the surface, these incidents are heavily attributed to the level of intoxication of the student. Other explanations involve the student being swept up in a context structure of binge drinking that encourages heavy use. In some of these incidents, one discovers that there is actually a history that goes back substantially before college. In others, this is not the case so one needs to always ask, to what extent is the drinking simply a manifestation of something that is continuing, and in what other instances is the context so encouraging that people get in over their heads?”

Crackdown

Reducing drinking on campuses won't be easy. Especially because alcohol consumption is seen by many as a part of college life. According to Goldman, the idea of college administrators trying to ban alcohol or decreasing the availability of alcohol is seen not only by the students as curtailing their natural rights and expectations of what college is all about, but, strangely enough, is seen negatively by alumni.

“The alumni then say, ‘you are going to make our university look like a sour puss kind of place—where people don’t want to go,’” he said. “College presidents are under tremendous pressure. Whatever they do is wrong, and not only is it wrong, but there is a liability for lawsuits. If they try to crack down, they get criticized. If they don’t do anything, they get criticized for not doing anything. If they try to drive it off-campus, the problem can become worse because it cannot be controlled. The directions to take are not obvious or easy. And this is the point of putting a research agenda in place to actually use empiricism to help figure this all out.”

Kristen Bourke

January 1999
January

Medicine Meets Virtual Reality  
San Francisco, California  
January 20-23, 1999  
Contact: http://www.amainc.com/mmvr/mmvr.html

Treatment of Addictive Disorders  
25th Annual International Winter Symposium  
Colorado Springs, Colorado  
January 25-29, 1999  
Contact: Sandra Delia-Giustina, tel.: 719 594-9304; fax: 719 597-0166; email: addictedic@aol.com

February

The Association for the Study of Play  
Santa Fe, New Mexico  
February 3-7, 1999  
Contact: Dorothy J. Sluss, 70548 Human Development & Learning, East Tennessee State University, Johnson City, TN 37614; tel.: 423-439-6342; fax: 423-439-4439; email: slussa@access.ETSU-Tn.

International Sunbelt Social Network Conference  
Charleston, South Carolina  
February 18-21, 1999  
Contact: John Skvoretz, Dept. of Sociology, Univ. of South Carolina, Columbia, SC 29208; tel.: 803-777-4968; email: skvoretz-john@sc.edu; or Katherine Faust, Dept. of Sociology, Univ. of South Carolina, Columbia, SC 29208; tel.: (803) 777-6848; email: aust@garnet.cla.sc.edu

March

The 13th Annual Conference on Undergraduate Teaching of Psychology: Ideas & Innovations  
Ellenville, New York  
March 17-19, 1999  
Contact: Gene Indenbaum, Department of Psychology, SUNY Farmingdale, Farmingdale, NY, 11735; tel.: 516-420-2725; fax: 516-420-2452; email: Indenbaa@Farmingdale.edu

Ninth Annual Rotman Research Institute Conference  
Toronto, Canada  
March 24-26, 1999  
Contact: Sylvia Teaves, Rotman Research Institute, tel.: 416-785-2500 ext. 3550; fax: 416-785-2862; email: conference@rotman-baycrest.on.ca; www.rotman-baycrest.on.ca

April

Cognitive Neuroscience Society Annual Meeting  
Washington, DC  
April 11-13, 1999  
Contact: email: cns@dartmouth.edu; www.dartmouth.edu/~cns

Undergrad Research Posters on the Hill  
Washington, DC  
April 14, 1999  
Contact: www.cur.org

4th April Dialogue  
April 15-17, 1999  
Arlington, Virginia  
Contact: Council on Undergraduate Research, 734 15th Street, NW Suite 550, Washington, DC 20005; tel.: 202-783-4810; fax: 202-783-4811; www.cur.org

Society for Research in Child Development  
Albuquerque, New Mexico  
April 15-18, 1999  
Contact: 734-998-6578; srcd@umich.edu

May

American Psychiatric Association  
Washington, DC  
May 15-20, 1999  
Contact: http://www.psych.org/sched_events/ann_mtg_99/9

Third International Conference on Cognitive and Neural Systems  
Boston, Massachusetts  
May 26-29, 1999  
Contact: http://cns-web.bu.edu/cns-meeting/or Cynthia Bradford, CNS Dept., Boston Univ., 677 Beacon Street, Boston, MA 02215; fax: 617-353-7755; email: cindy@cns.bu.edu

June

American Psychological Society  
Denver, Colorado  
June 3-6, 1999  
Contact: Willie Benjamin, APS, 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4907; tel.: 202-783-2077; fax: 202-783-2083; email: wbenjamin@aps.washington.dc.us

International Society for the History of Behavioral and Social Sciences  
Ottawa, Ontario  
June 10-13, 1999  
Contact: Ellen Herman, tel.: 541-346-3118; fax: 541-346-4895; email: eherman@darkwing.uoregon.edu

Seventh Annual Congress on Women's Health  
Hilton Head, South Carolina  
June 12-16, 1999  
Contact: tel.: 914.834-3100

The Association of Genocide Scholars  
Madison, Wisconsin  
June 13-15, 1999  
Contact: Roger W. Smith, Department of Government, College of William and Mary, Williamsburg, VA 23187; tel.: 757-221-3038; fax: 757-221-1868; Frank Chalk, Dept. of History, Concordia University, 1455 de Maisonneuve Boulevard, Montreal, Quebec H3G 1M8, Canada.

The International Association for Conflict Management  
San Sebastian, Spain  
June 20-23, 1999  
Contact: William P. Bottom, Olin School of Business, Washington University, One Brookings Drive, St. Louis, MO 63130; tel.: 314-935-6351; fax: 314-935-6359; email: bottom@mail.olim.wustl.edu

5th International Conference on Functional Mapping of the Human Brain  
Dusseldorf, Germany  
June 23-26, 1999  
Contact: CUR Annual Councillor Meeting; tel.: 49 40 670 88 20

CUR Annual Councillor Meeting  
Duluth, Minnesota  
June 23-26, 1999  
Contact: www.cur.org.

1999 Summer Institute Family Research Consortium III  
Bretton Woods, New Hampshire  
June 24-27, 1999  
Contact: Dee Frisque, tel.: 814-863-7108; fax: 814-863-7109; email: dfmr10@psu.edu

3rd Australian Industrial and Organizational Psychology Conference  
Brisbane, Queensland, Australia  
June 26-27, 1999  

Animal Behavior Society  
Lewisburg, Pennsylvania  
June 26-July 1, 1999  
Contact: Michael Pereira, tel.: 717-524-1430; mpereira@bucknell.edu; www.cisab.indiana.edu/ABS/index.html

Eleventh Annual Conference of the International Society for Humor Studies  
Oakland, California  
June 29-July 3, 1999  
Contact: Martin D. Lampert, Psychology Dept., Holy Names College, 3500 Mountain Blvd., Oakland, CA 94619-1699; tel.: 510-436-1699; email: humor99@academ.hnc.edu; http://www.hnc.edu/events/humor99

July

Society for Applied Research in Memory and Cognition (SARMAC)  
Boulder, Colorado  
July 8-11, 1999  
Contact: Charles P. Thompson, email: chuckt@ksu.edu; tel: (785) 532-6850

Oxford Summer School on Connectionist Modelling  
Oxford, England  
July 18-30, 1999  
Contact: Sue King, email: susan.king@psy.ox.ac.uk; http://www.cogsci.ox.ac.uk/summer-school/
American Psychological Society
1999 Member Application

(The membership dues below are valid from 1/1/99 to 12/31/99.)

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 ____________________________________________
Last ____________________________________________
First ____________________________________________
MI ______________________________________________

Mailing Address _______________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________

Telephone __________________________________________
City __________________________________________
State __________________________________________
Zip __________________________________________
Country ________________________________________

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 ____________________________________________

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

ANNUAL DUES

PLEAS 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. $124
☐ Member U.S. (two years; ends 12/99) $227
☐ Member outside U.S. $134
(Journals via surface mail, Newsletter via air mail)

☐ Retired (Over 65) $74
☐ Retired (No journals) $34
☐ Spouse (No journals) $59
Spouse name ________________________________

☐ Student $48
☐ Student $86
(Residing outside U.S. with air delivery of newsletter)

☐ Postdoc or First-year PhD $74

☐ Lifetime Member $2500

TOTAL DU ES $_________
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 $10 from Total Dues Payment. This deduction is NOT APPLICABLE to Retired (No journals) or Spouse (No journals) membership categories.
A TWO FACULTY POSITIONS: The Department of Psychology at the UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB) invites applicants for two tenure-track positions at the Assistant or Associate Professor level, to begin September 1, 1999. Applicants should qualify for the rank of Assistant or Associate Professor. The Psychology Department has 29 primary faculty, 10 support faculty, and approximately 250 students. The Department of Psychology at the University of Alabama at Birmingham, 35294-1170. Informal communications should be directed to: Dr. Cook (cook@uab.edu); Dr. Carl McFarland, Department Chair (cmcfar@uab.edu); Dr. Thomas Boll, Director of Medical Psychology (tmh@uab.edu); Dr. Alan Randich, Director of Behavioral Neuroscience (arandich@uab.edu); Dr. Michael Windle, Director of Developmental Psychology (windle@uab.edu); Dr. Frank Amthor, Director of Cognitive Science (amthor@cis.uab.edu). We will continue to receive applications until January 15, 1999, but will continue to consider all applications until the positions are filled. AL1

COGNITIVE NEUROSCIENCE/COGNITIVE NEUROPSYCHOLOGY. The Department of Psychology at the UNIVERSITY OF ALABAMA seeks applicants for an appointment at the advanced Assistant or beginning Associate Professor level within the Cognitive Psychology program. Candidates should have research interests in the effects of brain injury or neurological disorders on cognitive processes or in the use of neuroanatomical, neurophysiological, and neuropsychological techniques to understand how the brain gives rise to cognitive activity. We seek a productive researcher whose programmatic high-quality research will complement existing strengths in the Department. More senior candidates should have a history of extramural funding; other candidates should have a strong potential for attracting extramural funding. Although candidates are expected to pursue an independent program of research, the University and Department place great emphasis on collaborative efforts within and across disciplines. Of the Department's 22 faculty, five are cognitive psychologists whose research interests include visual attention, visual-spatial cognition, unconscious processing, semantic memory, and phonological processing, particularly in special populations such as mental retardation, autism, and aging. The applicant's research interests must complement existing strengths and address an available extramural funding opportunity. The general research areas within the Department include developmental disabilities, aging, health, youth violence, and psychology law. In addition to the Ph.D. program in Cognitive Psychology, the Department has an APA accredited Ph.D. program in Clinical Psychology. The Department recently was selected for enhancement by the University to increase national visibility and to promote further excellence in research and teaching. The successful candidate is expected to contribute to this charge. Possible teaching activities include undergraduate and graduate courses in psychological psychology and/or cognitive neuroscience. Send cover letter describing research and teaching interests and background, vita, selected pre-reprints, and three letters of recommendation to: Beverly Roskos-Ewoldsen, Chair, Cognitive Neuro Search Committee; Department of Psychology; The University of Alabama; Box 870348; Tuscaloosa, AL, 35487-0348. Review of applications will begin February 1, 1999 and will continue until the position is filled. For more information contact the Search Chair at broskos@gp.as.ua.edu. AL2

PSYCHOLOGY: Tenure-track position in the Department of Psychology at the UNIVERSITY OF NORTH ALABAMA at the Instructor or Assistant Professor level: Master's Degree required by the time of appointment, doctorate preferred (in an experimental area of psychology); a solid scientific background in research and the methodology of psychology; evidence of teaching ability; willingness to teach experimental psychology, physiological psychology, general psychology, and additional basic scientific psychology courses and strong commitment to undergraduate instruction. All department members teach general psychology, have a 12-hour semester teaching load, and advise students. Research is strongly encouraged at the University of North Alabama. Review of applications will begin on January 15, 1999, for this position which will begin on August 23, 1999. Submit letter of interest and research interests in cover letter. UAB is an equal opportunity employer committed to achieving excellence and strength through diversity. UAB seeks a wide range of applicants for this position so that one of our core values, ethnic and cultural diversity, will be affirmed. Submit all letters of application, including transcript, names, addresses, and telephone numbers of at least three references to, Mr. Robert S. Steen, Director of Human Resources and Affirmative Action, UNA Box 5043, University of North Alabama, Florence, Alabama 35632-0001. The University of North Alabama is a comprehensive regional state university offering undergraduate and graduate degrees. The University has an enrollment of approximately 3,700 students. For additional information about the University, please consult our web page at http://www.una.edu. AL3

ARKANSAS

THE UNIVERSITY OF ARKANSAS AT LITTLE ROCK (UALR) seeks applications for two anticipated tenure-track positions beginning fall 1999. Assistant Professor Health Psychology. We are particularly interested in candidates who are prepared to assume a leadership role in developing a health psychology track within our existing masters degree program in applied psychology and who have a commitment to teaching at the graduate and undergraduate level. Responsibilities would include participating in the development of health psychology curriculum, supervising graduate and undergraduate research, establishing and maintaining an extramural funding program. The University of Arkansas at Little Rock is an Equal Opportunity/Affirmative Action Employer. Women and Minority Candidates are encouraged to apply. Review of applications will begin November 8, 1998 and continue until the positions are filled. Applicants should send resume, a statement of teaching and research interests, three letters of recommendation, and a current vita to: Search Committee, Department of Psychology, University of Arkansas at Little Rock, Little Rock, AR 72204. UALR is committed to the principle of cultural diversity. Application is welcomed from all qualified women and minority candidates. UALR is an equal opportunity employer. See Subject Index and the index instructions on page 50.
dinating graduate practice/internships, teaching graduate and undergraduate courses particularly in area of specialization, and establishing a productive research program in health psychology/behavioral medicine. Candidates are expected to have completed the Ph.D with a focus on neuroscience/cognitive neuroscience, supervising students in the areas of health psychology. Additional responsibilities would include participating in the development of courses in health psychology/cognitive neuroscience, supervising students, and other psychological areas at the graduate level and undergraduate level and establishing a productive research program in the area of specialization. Candidates are expected to have completed the Ph.D with a focus on neuroscience/cognitive neuroscience.

Assistant Professor-Graduate Coordinator Neuropsychology/Cognitive Neuroscience-This position is available pending funding. We are seeking candidates who are prepared to make significant contributions to the design, development and assessment of the health psychology track within our existing masters program. UALR is a metropolitan university in the geographic and population center of the state. Numerous facilities within the greater Little Rock metropolitan area are available for collaborative research and graduate student internship placements. These include a medical school, one of the largest VA hospitals in the country, a toxicology research center, a nationally recognized children's hospital and a variety of general and psychiatric hospitals. In addition, Little Rock and the surrounding areas offer many cultural and recreational activities including a symphony orchestra, a repertory theater, a revitalized riverfront complex, museums, a zoo, and tulip and jazz festivals. Candidates should submit a letter of application, a statement of professional objectives, curriculum vita, three letters of recommendation, evidence of teaching expertise, and reprints/preprints to Search Coordinator, Department of Psychology, University of Arkansas at Little Rock, 2801 South University, Little Rock, AR 72204. Review of applications will commence immediately and continue until the position is filled. The University of Arkansas at Little Rock is an equal opportunity, affirmative action employer and actively seeks the candidacy of minorities, women, Vietnam-era veterans and persons with disabilities. Under Arkansas law, all applications are subject to disclosure. Persons hired must have proof of legal authority to work in the United States. AR1

CALIFORNIA

POST-DOCTORAL FELLOWSHIP IN Psychology and Medicine, UNIV. OF CALIF., S.F., NIMH-funded 2 yr. position. Theory based research training on animal models of violence and aggression and on responses to stressful experiences. Apply by Feb. 1st to begin by Aug. 30, 1999. For application write to Dr. Nancy Atkinson, cs. Office, UCSF, Box 0844, San Francisco, CA 94143-0844. UCSF is an Equal Opportunity/Affirmative Action Employer; applications from women and minorities are encouraged. CA1

POSTDOCTORAL RESEARCH FELLOWSHIP: mental health clinical services research emphasis on methodology and design. Two-year NIMH supported post-doctoral positions available at the UNIVERSITY OF CALIFORNIA, SAN FRANCISCO (UCSF), San Francisco, Department of Psychiatry. Overall program direction is provided by Clifford Atkinson, Ph.D., in collaboration with a multi-disciplined training faculty. Major training components are: core curriculum and supervised research. A description of the program including faculty research interests and how to request. The program is searching for post-doctoral fellows in the following services research areas: aging population (supervised by Patricia A. Aran, Ph.D.), patient satisfaction research and child system controls of care (supervised by Clifford Atkinson, Ph.D.), treatment outcomes and services research for adults with comorbid major mental and drug dependence disorders (supervised by Barbara E. Havassy, Ph.D., violence and trauma (supervised by Dale E. McNeil, Ph.D.), services to children and youth and systems of care (supervised by Abram Rosenblatt, Ph.D.), health services research concerning prevention and care for HIV-infected patients (supervised by Drs. Kathryn Phillips and James Kahn). US Public Health Service stipend levels. Applicants must be US citizens or permanent residents. Send letter of interest, curriculum vita, three names of references to: Vicky Brown-Ravano, Dept. of Psychiatry, UCSF, 401 Parnassus Ave, Box CPT, San Francisco, CA 94143-0984. UCSF is an Equal Opportunity/Affirmative Action Employer. CA2

POSTDOCTORAL PROGRAM in Drug Abuse Treatment and Services Research. Funded by the National Institute on Drug Abuse for professors, you to teach and supervise doctoral students in drug abuse research. Treatment and services research in drug abuse treatment and services research are available in the Department of Psychiatry (415) 777-2234, or by contacting the Psychology, Molecular and Cell Biology and Biological Psychology, Molecular and Cell Biology, 142 Life Sciences Addition MC 3200, Berkeley, CA 94720-3200. Candidates must also arrange to have at least three letters of recommendation sent to the same address. Applications postmarked after the deadline will not be considered. The University of California is an Equal Opportunity, Affirmative Action Employer. All qualified applicants including minorities and women are encouraged to apply. CA4
BEGINNING DEPARTMENT, THE aquisition, training, and education of future professionals in professional psychology, human learning and memory emphasis, applied behavior analysis preferred, ability to function in interdisciplinary settings, and experience in behavioral & cognitive behavior therapy master's degree program, ability to supervise undergraduate and masters students’ research and to develop and maintain an active research program.

Responsibilities: (1) Teach 2 courses/semester-learning (w/lab), research design (graduate), freshmen, and seniors. (2) Continue to develop and provide didactic and clinical training (library seminars) and applied courses in cognitive, behavior analysis, learning, or performance management areas. (2) Supervise undergraduate and masters level placements, & thesis research. (3) Advise undergrad. & masters’ students. (4) Create a human learning lab. (5) Participate in Departmental and University Faculty Senate. Preference given to candidates who are committed to excellence in teaching and who have teaching experience. Appointment contingent on completion of all Ph.D. degree requirements. Department of 7 full-time faculty provides coursework in theoretical and research foundations of psychology with emphasis in behavioral approaches, with intensive student involvement in research and applied experience. Approximately 100 undergrad majors and 20 masters students. Preference given to candidates who are committed to excellence in teaching. As an active scholar teacher, the successful candidate will begin immediately and continue until the position is filled. Respond by January 15, 1999 to be considered in the first round of applicants. Candidates whose applications are reviewed will be invited for an interview. Department of Human Resources, CSPS, 1005 Atlantic Ave, Alameda, CA 94501. CSPS is an EO/A ADA employer.

Open Faculty Positions in Mathematics, Computer Science, and Quantitative Behavioral and Social Sciences

UNIVERSITY OF CALIFORNIA, IRVINE

The School of Physical Sciences invites applications for one or more faculty positions in their tenure track positions, most of which will be at a junior level, for faculty who use precisely formulated mathematical, computer, or statistical models in addressing research questions about the behavior of individuals or aggregate social systems. Although the appointments will be in one (or more) of the departments of the School—Anthropology, Cognitive Science, Economics, Logic and Philosophy of Science, Politics and Society, or Sociology—the faculty members are expected to be active participants in the interdisciplinary Ph.D. program in Mathematical Behavioral Sciences and in the research-oriented Institute for Mathematical Behavioral Sciences (http://www.socsci.ucr.edu/mbs/index.html). Applicants should send a vita, at least two research papers in which formal modeling approaches are used, and at least three letters of recommendation to: Mathematical Behavioral Sciences Recruiting Committee, Attention: Ms. Janet Phelps, 2123 Social Science Plaza, University of California, Irvine, CA 92697-5100. To ensure consideration during the current academic year, applications must be submitted by January 29, 1999. Please make clear which department(s) would be an appropriate home. UC Irvine is an Equal Opportunity Employer committed to excellence through diversity.

PROGRAM EVALUATION POSITION—THE psychology Department at CLAREMONT GRADUATE UNIVERSITY announces a search for a social or organizational scientist who specializes in evaluation methodology. Strong encouragement is extended to non-tenure track appointment of at least three years’ duration, and it has the potential to convert to tenure track. Outstanding candidates at the assistant, associate, and full professor ranks will be considered. Under the supervision of Dr. Michael Scriven, director of the evaluation programs at Claremont Graduate University, the successful candidate will teach, supervise research, and assume a leadership role in the Department’s new master’s concentration in Evaluation and Consumer Learning. Qualifications: degree in psychology, organizational behavior, developmental psychology, cognitive psychology, or human resource management. Candidates must have completed the Ph.D., demonstrate a strong record of research accomplishments, and possess outstanding teaching skills. Our faculty is committed to applying social science to the prevention and amelioration of social and organizational problems, and to developing and evaluating programs and policies that serve the public interest. As part of this commitment, we promote diversity in our faculty and in all aspects of our programs. Responsibilities: (1) Teach courses in evaluation and research methodology, (2) assume a leadership role in the Department, (3) engage in research to develop and demonstrated research potential essential. Responsibilities: (1) Teaching, research, advising, and research and program development at undergraduate and graduate levels. Please send a letter of interest, curriculum vitae, and three letters of recommendation to: Dr. Theodore J. Montemurro, Department Chair, Department of Psychology, University of the Pacific, 3601 Pacific Ave., Stockton, CA 95211. E-mail: rhannon@uop.edu. Review of applications begins January 15, 1999. Applications accepted until position filled.

EARLY CHILDHOOD SPECIAL EDUCATION—Assistant to Associate Professor. Required qualifications: Doctorate in Special Education or related field. Application deadline: November 15, 1999. Candidates are encouraged to apply. OPEN FOR BOTH POSITIONS, we invite candidates who can address the needs of ethnically diverse students and individuals with language differences through course materials, supervision, teaching strategies, and advisement.

APPLICATION DEADLINE: Open until filled; screening begins January 1999. To apply, send application letter, curriculum vitae, research statement, three letters of recommendation, and three letters of recommendation to: Dr. Irene Miura, Chair, Department of Psychology, University of the Pacific, 3601 Pacific Ave., Stockton, CA 95211-0078. The University of the Pacific is an Equal Opportunity/Affirmative Action employer located in a culturally diverse community with significant needs in early childhood and special education. The University of the Pacific is committed to diversity and encourages applications from women and members of underrepresented populations.
EDUCATION/ADMINISTRATIVE

CHAIRPERSON

Individual and Family Studies

The Department of Individual and Family Studies at the University of Delaware invites applications for the position of Chair, effective September 1, 1999. The Chair is appointed for a renewable five-year term. The Department offers a B.S. degree with emphasis in Family and Community Services, Human Development and Family Processes, and Early Childhood Development. A major in Individual and Family Studies, and a Ph.D. in Family Studies. Twenty-four faculty and staff teach and supervise approximately 325 undergraduate students and 60 graduate students. The Department has a strong commitment to scholarship and teaching as well as to preservation and inservice education. Facilities include a well-equipped preschool laboratory and an adult day care center. Faculty and staff engage in collaborations with various research and policy-oriented centers and programs. REQUIREMENTS: Earned doctorate in individual and family studies or related field. Professionally active in one or more of the following fields and areas: family studies; sociology; psychology; early childhood development and education; adolescence; human services; life cycle development; social work; and gerontology. National recognition for research and scholarship and significant teaching experience in higher education are required. Experience in administration or management is desirable. For additional information visit our Web site at http://www.udel.edu/famst. CONTACT: Applications and letters of nomination should be sent to Chair, Individual and Family Studies, 184 Graham Hall, University of Delaware, Newark, DE 19716. Applications should include a letter of interest, current curriculum vitae, and at least three (3) letters of reference. DEADLINE: February 5, 1999.

The UNIVERSITY OF DELAWARE is an Equal Opportunity Employer which encourages applications from Minority Group Members and Women.

ASSISTANT or ASSOCIATE PROFESSOR, INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY, SAN JOSE STATE UNIVERSITY. Tenure track position beginning Fall 1999. Requirements: Ph.D. in I/O psychology or closely related field; evidence of teaching excellence and demonstrated research potential; awareness of and sensitivity to the educational goals and needs of San Jose State's diverse student body. We seek an active scholar-teacher who will maintain an active research program generating interest and enthusiasm among our students. Expertise in one or more of the following areas is preferred: Organizational development, organizational behavior, management psychology, leadership, team building, personality assessment. Responsibilities include developing and teaching undergraduate and masters level courses in I/O psychology and one or more of the following content areas: social, personality, research methods, statistics; developing and maintaining an active research program; supervising research assistants and graduate students; graduate advising; and departmental committee work. Opportunities exist to develop contacts for applied research and consulting. Send application letter, vita, and three letters of recommendation to: I/O Recruitment Committee (PVIN SS 99-62), Department of Psychology (DMH 157), San Jose State University, San Jose, CA 95192-0120. Review of applications begins February 1, 1999 and will continue until the position is filled. SJSU is an Equal Opportunity Employer. CA12

DEVELOPMENTAL RESEARCH POSTDOCTORAL FELLOWSHIP, UNIVERSITY OF CALIFORNIA, SANTA CRUZ. Applications are invited for a two-year postdoctoral traineeship (post-Ph.D) in sociocultural approaches to development, to begin Fall 1999. (pending funding for two postdocs). The trainee will develop research of mutual interest in collaboration with program faculty, focusing on domain-specific, interpersonal, and cultural processes involved in human development in diverse communities and in institutions such as families and schools. The program faculty include Professors Ahtar, Azinithia, Callanan, Cooper, Gibson, Gjerde, Harrington, Leaper, Rogoff, Tharp, and Thorne. Send a vita, a statement of research interests and career goals, and reprints, and request at least three letters of recommendation to be sent before March 1, 1999, to: Dr. Barbara Rogoff, Postdoc Search, 277 Social Sciences 2, University of California, Santa Cruz, CA 95064. Minorities are especially encouraged to apply. CA13

SCRIPPS COLLEGE is seeking a one-year sabbatical replacement in the area of developmental psychology for the academic year 1999-2000. Teaching load is five courses plus senior thesis advising. The courses will include Child Development and a team-taught introductory course. A specialty in Adolescent Development would be highly desirable. Other courses can be from the candidate's area of expertise and might include Cognitive Development, Social Development, Cultural Psychology, or others. The Department already has particular strength in Adult Development and Aging). Evidence of experience and excellence in teaching developmental psychology is highly desirable. Ph.D. strongly preferred. Candidates should submit a vita; statement of teaching experience, philosophy, and goals; representative publications; and three references to Alan Hartley, Chair, Psychology Search, Scripps College, 109 N. Columbia Ave., Claremont, CA 91711. All inquiries can be sent to alan_hartley@scripps.edu. Consideration will begin March 1 and will continue until the position is filled. Scripps College offers a highly selective undergraduate liberal arts college for women, that is one of the six Claremont Colleges. Scripps College is an Equal Opportunity Employer; women and minorities are strongly encouraged to apply. CA14

Advanced Research Associate: The Spoken Language Processes Laboratory of the HOUSE EAR INSTITUTE (a private non-profit research institute) has an opening for a post-doctoral scientist to participate in NIH-funded research on auditory, visual, and vibrotactile speech perception and word recognition. The position is available immediately. Full time, Ph.D. in a relevant academic area such as speech perception or psycholinguistics. Candidates with strong background in experimental methods, statistics, and mathematics are being sought. Competitive salary scale. Applicants should send curriculum vitae and three reference letters to: Dr. L. E. Bernstein, House Ear Institute, 2100 W. Third St., Los Angeles, CA 90057. CA15

COLORADO

The Graduate School of Professional Psychology at the UNIVERSITY OF DENVER is seeking a 1/2-time core faculty member specializing in social-personality psychology. Hiring at the Assistant Professor level. Salary will be dependent on experience. Duties include teaching, advising, supervision, doctoral paper advising, curriculum development. Being actively engaged in clinical work is important. Applicants should hold a doctorate in clinical psychology and be licensed or license eligible. Minorities are strongly encouraged to apply. Preferred starting date is Sept, 1999, however it is negotiable. Mail cover letter and resume to Peter Bulski, Ph.D. Dean, Graduate School of Professional Psychology, 2450 S. Vine St., Denver, CO 80208-3626. (303) 871-2663. The University of Denver is committed to enhancing the diversity of the faculty and staff and encourages applications from women, persons of color, persons with disabilities and veterans. CO1

CONNECTICUT

Human Neuroscience. The Department of Psychology at WESLEYAN UNIVERSITY seeks to appoint, at the tenure-track Assistant Professor level, a broadly trained neuroscientist whose research focuses on the human brain. This person's research should complement the current interests of the Department. At present the department has 12 faculty in the areas of cognitive, developmental, neuroscience and comparative, personality and social psychology, clinical psychology, and women's studies. The department has a Masters Program and contributes to Wesleyan's interdisciplinary programs in Neuroscience & Behavior, Cognitive Science, and Women's Studies. Faculty at Wesleyan have a strong commitment to scholarship and undergraduate teaching. The candidate should have a competitive research program which incorporates undergraduates, and be prepared to teach an introductory course in the department's neuroscience and behavior area, a course in quantitative methods, and upper-level psychology courses in his/her area of expertise. The appointment would begin July 1999. Wesleyan University is an affirmative action/equal opportunity employer and applications from women and members of minority groups are actively encouraged. Send vita, reprints, state research interests, and three letters of recommendation by January 15, 1999, to Chair, Neuroscience Search Committee, Department of Psychology, 207 High Street, Wesleyan University, Middletown, CT 06459-0408. CT1

TENURED APPOINTMENT, SOCIAL-PERSONALITY PSYCHOLOGY: The Department of Psychology at YALE UNIVERSITY is making a tenure-track appointment at either the full or associate professor level in the general areas of social or personality psychology. Applicants from all areas of social-personality psychology will be considered. The candidate should have an international reputation in his or her field of specialization. Applications from candidates who can contribute effectively both to the undergraduate and graduate teaching programs of the University. Yale University is an equal
opportunity/affirmative action employer and applications from women and minority group members are especially encouraged. Applicants, with additional facilities of application, a curriculum vita, one copy of selected publications, and names of potential references to the Chair, Senior Social Search Committee, Department of Psychology, Yale University, 2 Hillhouse Avenue, P.O. Box 208205, New Haven, CT 06520-8205. Applications must be received by February 15, 1999. CFT2

FLORIDA

UNIVERSITY OF MIAMI invites applications for a tenure track Assistant Professor position in child, adult, or health psychology to begin August, 1999. The strength of the personality assessment program is important than the particular interest area. The successful candidate will have a Ph.D. in Psychology and show promise as an excellent classroom teacher and researcher. The department is especially interested in candidates who can work effectively in its minority-focused community-based research programs. The University offers an excellent graduate and undergraduate level, establishing an independent research program, mentoring graduate students, and maintaining involvement with outside researchers. The University of Miami is a private, independent research university with over 13,000 undergraduate and graduate students. The Department of Psychology has 40 full-time faculty members and has graduate programs in: applied developmental, behavioral medicine, behavioral medicine, and course in the area of special interest area. The Psychology Department at Miami is a leader in training areas of Experimental Psychology: (1) Bio-Behavioral with a specialization in behavioral or cognitive neuroscience or sensation and perception. Teaching responsibilities will include experimental psychology courses in the area of specialization. (2) Cognitive/Developmental with an emphasis in aging. Teaching responsibilities will include cognitive psychology, and development courses such as gerontology, adulthood and aging, adolescence, and child development. Preference will be given to candidates with strong quantitative skills. The Ph.D. is required for both positions. Preferred qualifications for both positions include a demonstrated commitment to quality teaching at both the Ph.D. and master’s levels, and evidence of scholarship leading to publication. A typical teaching load is three courses per semester. We seek applicants with empirical research expertise and a strong potential to engage undergraduate and graduate students in research activities. The department has 23 faculty, approximately 400 majors, and 60 graduate students in Master’s programs (clinical/community mental health, experimental psychology, and a specialist program (school psychology). Western Illinois University is comprehensive, regional, state-supported university of approximately 13,000 students. For additional information see our WWW site (http://www.wiu.edu/users/mipsy/) or contact James Ackil at cmail@wiu.edu. Send vita, transcript, and three letters of recommendation to: Dr. James Ackil, Department of Psychology, Western Illinois University, Macomb, IL 61455. Review of applications will begin Feb 1, 1999. Western Illinois University is an Equal Opportunity/Affirmative Action/Equal Opportunity employer and has strong institutional commitment to diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including minorities, women, and persons with disabilities. IL1

SOUTHERN ILLINOIS UNIVERSITY—PSYCHOLOGY DEPARTMENT invites applications for three (3) tenure-track, Assistant Professor positions to begin August 16, 1999. Applicants are expected to have completed all requirements for the Ph.D. by the date of employment. If all requirements have not been completed, a one-year term appointment at the rank of Instructor will be offered. The Psychology Department at SIUC has 29 faculty, approximately 450 majors, and over 100 graduate students. The Department has a strong collegial atmosphere and excellent support for research and teaching. The Department provides doctoral training in Clinical (APA-accredited), Counseling (APA-accredited), and Experimental Psychology (with specializations in applied experimental psychology, biopsychology of learning and memory, and lifespan developmental psychology). Visit our web-site (www.siu.edu/departments/coa/psychology.html). We are seeking a Human Learning Psychologist with experience in the application of basic learning theory and methods to real-world problems (e.g., community, health, human factors, memory disorders, training, workplace). Teaching responsibilities include basic and applied undergraduate and graduate courses in Learning, Motivation, and Research Methods, as well as courses in the candidate’s area of specialization. Applicants should have demonstrated potential for excellence in research and teaching and are expected to develop an active, externally funded research program. Preference will be given to candidates with consulting experience. The University offers an excellent salary and benefits package including tuition waiver. Please send a letter of application, vita, copies of unofficial transcripts, and three letters of recommendation to:

Chair, Senior Social Search Committee, Psychology Department, SIU, Carbondale, IL 62901. Applications will be accepted until the position is filled. APS OBSERVER January 1999

ILLINOIS

Assistant or Associate Professor

The Department of Psychology at ELMHURST COLLEGE invites applications for a tenure track position in psychology at the Assistant or Associate level beginning August 1999. Elmhurst College is a private four-year Liberal Arts College in the suburbs of Chicago, which supports excellence in teaching and scholarship. Applicants must have a Ph.D. in the area of Experimental Psychology and have demonstrated teaching ability. Applicants must have active plans for a research program that includes the mentorship of students. Undergraduate teaching responsibilities with Research and Statistics courses and one or more of the following: Human Learning, Sensation and Perception, Developmental Psychologist. Applications from minorities are strongly encouraged. Salary is dependent upon qualifications, experience, and responsibilities. Letters of interest, resume, and three letters of recommendation by February 5, 1999 to Kathy Sexton-Radzik, Ph.D., Department of Psychology, Elmhurst College, 190 Prospect Avenue, Elmhurst, IL 60126. This position is advertised pending approval by Committee and Board of Trustees of Elmhurst College. An Equal Opportunity Employer. IL2

NIMH NATIONAL TRAINING PROGRAM IN COMPLEX SYSTEMS AND BRAIN SCIENCES

AT FLORIDA ATLANTIC UNIVERSITY

PREDOCTORAL FELLOWSHIPS

Predoctoral Fellowships are available, funded by NIMH (Division of Basic and Behavioral Sciences). Individuals with undergraduate degrees in pertinent disciplines are invited to apply for this 5 year training program leading to the Ph.D. degree in Complex Systems and Brain Sciences. The Program is administered through the Center for Complex Systems and Brain Sciences established in 1998. The aim of the Program is to couple theoretical concepts and methods for handling complex systems to specific experimental research in the cognitive and brain sciences. Graduate training consists of core curriculum in nonlinear dynamics and neuroscience (including computational modeling and cognitive science). Research areas include: sensorimotor coordination and learning, human brain imaging and event related potentials, brain mechanisms of behavior, neural and development, ion channel dynamics, speech production and perception, neurolinguistics, visual perception, music perception, mathematics of complex systems, nonlinear dynamics, neural networks and robotics. Applicants should send a letter of interest, GRE scores, curriculum vitae and 3 letters of reference to: Rhonda Frankel, Program in Complex Systems and Brain Sciences, Florida Atlantic University, 777 Glades Road, Boca Raton, FL 33435. Email: frankel@walt.cs.fau.edu. Please visit our web site at http://www.cs.fau.edu. FL1

NOVA SOUTHEASTERN UNIVERSITY

Office of Human Resources (OAR)

1000 Colonial Avenue

FT. LAUDERDALE, FL 33314

Website: www.nova.edu

FL1

AOE/SMoke-free campus.

ASSISTANT PROFESSOR PSYCHOLOGY

The Department of Behavioral Sciences of the Farquhar College of Undergraduate Studies at Nova Southeastern University, renowned for its learning resources, announces two opening level positions: Assistant Professor, to begin in August, 1999. Area of specialization with psychology is open, but for one position training in developmental psychology is preferred. For both positions, successful college teaching experience and a publication record are preferred, a doctorate is required. Review of applications will continue until the positions are filled.

NSU offers a competitive salary and a comprehensive benefits package including 100% tuition waiver. Please send a letter of application, vita, copies of unofficial transcripts, and three letters of recommendation to:

Nova Southeastern University

Office of Human Resources (OAR)

1000 Colonial Avenue

FT. LAUDERDALE, FL 33314

Website: www.nova.edu

FL1

AOE/SMoke-free campus.
existing faculty. Applicants should have demonstrated potential for excellence in research and teaching. Area of research specialization is open. Opportunities for clinical work and research exist at SIUC's interdisciplinary Clinical Center. Preference will be given to candidates who have one-year postdoctoral clinical experience making them license-eligible in Illinois. This is a security sensitive position. Before an offer of employment is made, the University will conduct a pre-employment background investigation which includes credit check, occupational background check. Occupational Health. We are seeking applicants from a variety of specialty areas with research and teaching interests in family and child development and change. Specific interests might include: parenting, caregiving, marriage and family relationships or human development in the context of families. Areas of specialization might include: parenting, caregiving, marriage and family relationships or human development in the context of families. Areas of specialization might include: parenting, caregiving, marriage and family relationships or human development in the context of families. Areas of specialization might include: parenting, caregiving, marriage and family relationships or human development in the context of families. Areas of specialization might include: parenting, caregiving, marriage and family relationships or human development in the context of families.

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Assistant Professor (tenure track) Applied psychology and law. Faculty research and teaching activities in the broad area of psychology and law are encouraged. We are particularly interested in research on eyewitness testimony, child abuse, violence against women, use of science by the courts, distributive and retributive justice, and deceptive advertising. Research collaborations have included colleagues from various UIC departments (Criminal Justice, Psychology, Institute for Juvenile Research) and Chicago-area courts and agencies. To insure full consideration, applicants should send a cover letter, vita, and three letters of recommendation to Dr. A. L. Brown, Director, Criminal Justice Program, Center for Criminology, UIC, 5800 S. Southport Ave., Chicago, IL 60609.

UIC is an Affirmative Action/Equal Opportunity employer.

NORTHWESTERN UNIVERSITY

School of Education and Social Policy

ASSISTANT PROFESSOR—CLINICAL PSYCHOLOGY. POSTDOCTORAL RESEARCH ASSOCIATE POSITION IN COGNITIVE/MATHEMATICAL PSYCHOLOGY. Northwestern University invites applications for a postdoctoral position beginning August 1, 1999. The successful candidate will possess a background in areas of specialization which include: developmental cognitive psychology, perception and/or decision theory, combinatorial mathematics. The ideal candidate will possess a background in areas of specialization which include: developmental cognitive psychology, perception and/or decision theory, combinatorial mathematics.

INDIANA UNIVERSITY, BLOOMINGTON

ASSISTANT PROFESSOR—CLINICAL PSYCHOLOGY. POSTDOCTORAL RESEARCH ASSOCIATE POSITION IN COGNITIVE/MATHEMATICAL PSYCHOLOGY. The Department of Psychology at Indiana University invites applications for a post-doctoral position beginning August 1, 1999. The successful candidate will possess a background in areas of specialization which include: developmental cognitive psychology, perception and/or decision theory, combinatorial mathematics.

The successful candidate will possess a background in areas of specialization which include: developmental cognitive psychology, perception and/or decision theory, combinatorial mathematics. The ideal candidate will possess a background in areas of specialization which include: developmental cognitive psychology, perception and/or decision theory, combinatorial mathematics.
(e.g., psychological contracts, organizational justice, or work-related attitudes). Salary (e.g., $40,000-$42,000 for junior faculty) and benefits are competitive, plus generous start-up and equipment funds are available. The Center on Philanthropy will also make funds available to support research for the first few summers. Normal teaching load is two courses per semester. ABD candidates must have their Ph.D. by the start of Fall semester 1999. The Department of Psychology has 27 full-time faculty members, approximately 450 undergraduate majors, and graduate programs in industrial/organizational psychology (MS), psychological biology of addictions (Ph.D.), and clinical rehabilitation psychology (MS; Ph.D.). The Department is housed within the Purdue School of Science, and IUPUI is the third largest university in Indiana, with 27,000 students, 2,000 faculty, and 170 degree programs in 17 schools and divisions. Information about the Department of IUPUI is available at http://www.psynxid.iupui.edu. The Indiana University Center on Philanthropy is a multidisciplinary academic support unit and public service unit located on the IUPUI campus. The Center has a Philanthropic Studies faculty of 62, located primarily at IUPUI and IU Bloomington. The center is one of the largest philanthropic centers in the United States. Indianapolis is the second largest city in the United States. The city unique combines the cultural amenities of urban life with the residential qualities of smaller communities, and at the same time is highly affordable. As the major center for industry and government within the state, Indianapolis has a wide variety of research and training sites. Screening will begin February 15, 1999, and applications will be accepted until the position is filled. Send vita, research and teaching interests, 3 letters of reference, and up to 3 reprints to John T. Hazen, IUPUI Search Committee, Department of Psychology, IUPUI, 124, 402 N. Blackford Street, Indianapolis, IN 46202-3275. Phone: 317-274-6950. E-mail: jthazen@iupui.edu, IUPUI is an Affirmative Action/Equal Opportunity Employer.

IOWA

The Department of Psychology at DRACKE UNIVERSITY seeks to fill a tenure-track position in clinical or counseling psychology pending final budgetary approval. Teaching responsibilities could include undergraduate courses in abnormal psychology, introductory psychology, as well as courses in the candidate's area of specialization. The successful applicant is expected to be committed to excellence in teaching and to be actively engaged in research. Salary is dependent upon training and experience and the appointment begins August 1999. Drake University is a private, comprehensive university with an enrollment of approximately 3500. The Department of Psychology is in the Natural Sciences division of the College of Arts and Sciences, with eight faculty and approximately 100 undergraduate majors. Laboratories are available for the study of human and animal behavior, including a microcomputer laboratory, personal computers, and a psychology laboratory. A successful applicant must have a Ph.D. in psychology, as well as courses in qualitative research methodology, and conduct research in related areas. Doctoral degree required in educational psychology or closely related discipline. Evidence of commitment to excellence in teaching, service, and scholarly research. Interest in technological applications to education as well as grant-writing is desirable. Send application letter, vita and three letters of reference to: P. G. Aaron, School of Education, Ed/School Div. Room 1319, Indiana State University, IN 47809. Review will begin Jan. 18 and will continue until position is filled. E-mail address: paaron@bfca.indstate.edu. Telephone: 812-273-2862. Fax: 237-7613. Indiana State University is an Affirmative Action/Equal Opportunity Employer.

ACT

Summer Internship Program

ACT annually conducts an 8-week summer internship program for outstanding graduate students interested in careers in testing/measurement/research. In 1999, the program will run from June 7 through July 30 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 program objective is to increase representation of women and minority professionals in measurement and related fields. Interns are provided $3,500 stipend plus reimbursement for round-trip transportation costs. A supplemental living allowance for accompanying spouse and/or dependents is also available. Internships are provided 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 assessment data, reliability, validity, and scaling and equating, and issues related to reporting test information to users.

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

VOCATIONAL PSYCHOLOGY Focus—Career assessment, the application of principles of vocational psychology to career counseling, and evaluation of career interventions.

Requirements—Students enrolled in counseling psychology, counselor education, or related programs.

MARKET RESEARCH Focus—Collecting and analyzing data related to assessment needs and uses for current and potential clients.

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

TO APPLY

Application deadline is March 1, 1999. Information and application materials are available from ACT's website (http://www.act.org), by e-mail (brim@act.org), by telephone (319/337-1026), or by writing to: Human Resources Dept. (APS), ACT, Inc., 2201 North Dodge Street, P.O. Box 168, Iowa City, Iowa 52243-0168

ACT IS AN EQUAL OPPORTUNITY EMPLOYER

January 1999
especially encouraged to apply. Appointment at the assistant professor level. Shared appointment will be considered. PhD or ABD and teaching experience required. Cornell College offers attractive, national attention for its distinctive academic calendar under which faculty teach and students take one course at a time in month-long terms. College interdepartmental and interdisciplinary excellence in teaching and encourages interdisciplinary interests among its faculty. Send letter of application, vita, graduate transcripts, and three letters of recommendation to Psychology Search Committee, c/o Ms. Ann Opaz, Assistant to the Vice President for Academic Affairs, Cornell College, 600 First Street West, Mount Vernon, Iowa 52314-1098. Formal consideration of applications begins February 1, 1999. Cornell College is an Affirmative Action/Equal Opportunity/Affirmative Action employer and encourages applications from women and minority candidates.

February 1, 1999. KSU is an equal opportunity employer and actively seeks diversity among its employees.

LOUISIANA

The Department of Psychology of TULANE UNIVERSITY invites applications for a tenure-track position in HUMAN COGNITIVE NEUROSCIENCE at the rank of Assistant Professor to begin July 1999. Applicants must possess the Ph.D. in Psychology, Neuroscience, or related discipline. Additional training at the postdoctoral level is desirable. Applicants should demonstrate the potential to develop strong programmatic research in their area of interest and to obtain significant extramural support. Applicants should be able to teach undergraduate and graduate lecture/lab courses in whatever area(s) of Neuroscience, occasionally teach Introductory Psychology, and supervise graduate and undergraduate research. Tulane University is a private, urban university, with 14,000 students, over 1000 faculty, and a student-faculty ratio of 20:1. The area of expertise is open and research interests, preferably in the area of applied cognitive psychology, are encouraged. Applicants from other departments, in interdisciplinary collaborations with investigators from other departments, including Psychology, Biology, and Education, are encouraged. Minorities and women are encouraged to apply. Applicants should send a letter of application, curriculum vitae with statement of research plans and teaching interests, publications, teaching evaluations (if available), and three letters of reference by January 15, 1999 to Dr. Gary Dohanich, Search Committee Chair, Department of Psychology, Tulane University, 492 Percival Stern Hall, Tulane University, New Orleans, LA 70118. TULANE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. dohanich@mailhost.tcs.tulane.edu /504-865-5331. LA1

MAINE

PERSONALITY AND ABNORMAL PSYCHOLOGY, FACULTY FELLOWS, COLBY COLLEGE. The Department of Psychology at Colby College invites applications for a one-year non-renewable position as a Faculty Fellow. The appointment will begin in Fall 1999. ABD; accepted; Ph.D. preferred; teaching experience desirable. The successful applicant will teach the psychology of personality, abnormal psychology, and one additional course at the graduate level. The area of expertise is open and research facilities are available. Colby College is a highly selective liberal arts college (approximately 1750 students and 225 faculty) in central Maine. Applicants should send a cover letter, curriculum vitae, transcripts, and statements of teaching and research interests, along with three letters of recommendation, to: Professor William Klein, Chair, Department of Psychology, Colby College, Waterville, Maine 04901. Review of applications will begin in mid-February and will continue until the position is filled. For more information about the College, please see the Colby College Web page at http://www.colby.edu. Colby is an AA/EEO employer and encourages applications from women and minority candidates. ME1

MARYLAND

Computational Neuroscientist. The Neuroscience and Cognitive Science Program at the UNIV. OF MARYLAND (www.life.umd.edu/nacs) seeks tenure-track faculty in computational neuroscience and motor physiology, analysis of control systems or cognitive neuroscience. A wide range of techniques can be supported, from neuropsychology, modeling to neuroimaging/EEG. Candidates who integrate theoretical with experimental research are preferred. Tenure will be held in the Deps. of Psychology and Neuroscience. Teaching duties include a graduate course in computational neuroscience and undergraduate course(s). For appointment in Psychology, the rank will be Assistant Professor. For Kinesiology, rank is open. For best consideration, send, before Feb. 1, 1999, a CV, addresses (including emails) of three references, copies of publications, and statements of both research (documenting any previous extramural funding) and teaching interests to: Dr. Richard Braver, Psychology Program, University of Maryland, College Park, MD 20742. Women and minorities are strongly encouraged to apply. The University of Maryland is an Equal Opportunity/Affirmative Action Employer. MD1

THE UNIVERSITY OF MARYLAND, BALTIMORE, MARY­LAND PSYCHIATRIC RE­SEARCH CENTER invites doctoral applications for leadership in Biostatistics, Associate or Full Professor. Applicants should have a Ph.D. in biostatistics with research focus in data management and statistical personnel, directing biostatistics core of NIMH Intervention Research Center, and consultation/colabo­ration with clinical and pre-clinical research and statistical neuropsychologists. Strong track record in methodological research required. C.V.: to: Deborah Medoff, MPH, PRINCIPAL INVESTIGATOR, psychiatric research and imaging program, University of Maryland, Baltimore, MD 21225. The University of Maryland is an AA/EEO/ADA employer. Mi­norities and women are encour­aged to apply. MD2

Appendix B

MASSACHUSETTS

SOCIAL PSYCHOLOGIST. The Psychology Department at THE COLLEGE OF THE HOLY CROSS invites applications for a social psychologist to begin Fall, 1999. Candidates must have an active research program and be committed to teaching at a small, liberal arts college. Responsibilities include: teaching social psychology, advanced specialty-area courses, Statistics, and Research Methods; directing undergraduate and graduate seminars and intern­ships; and maintaining a research program. The Psychology Department has excellent on-site facilities for small-group research. Worcester, a mid-sized, ethnically and culturally diverse city, offers various opportunities for community-based research programs. The deadline for applications is January 1, 1999. Applicants must possess a Ph.D. in Social Psychology. Materials must include a curriculum vitae, recent reprints, a statement of teaching interests and philosophy, and three letters of recom­mendation. Candidates should focus on teaching or teaching potential. Send all materials to Patricia Kramer, Chair, Psychology Department, College of the Holy Cross, PO Box 38A, Worcester, MA, 01610. The College of the Holy Cross has a strong commitment to scholarship, teaching, and service, is an Equal Opportunity/AFFIRMATIVE ACTION EMPLOYER. www.holycross.edu. MA1

Postdoctoral Clinical Research Fellowships at HARVARD MEDICAL SCHOOL. CONSUL­tation and consultation with the consultation supervision of experienced clinical researchers in biological and social/developmental fields, participation in integrative seminars, and related courses. Teaching opportunities at over 40 research sites include brain imaging techniques, psychophysiology, risk factors, genetics, psychotherapy, psychopharmacology, psychiatry, and neuropsychology. Open to PhDs in biological/psychological sciences, psychiatry residents and other physicians who are US citizens or permanent residents. Stipend range from $21,000 to $33,012. Deadline March 1, 1999. Late applications will be consid­ered only as positions remain avail­able. Minority applicants encour­aged. Contact: Program Adminis­trator, Clinical Research Training Program, Judge Baker Children's Center, 3 Blackfan Circle, Boston, MA 02115. (617) 232-8390, x2559. SC1

AMHERST COLLEGE: The Department of Psychology invites applications for two positions, one in PERSONALITY SOCIAL PSYCHOLOGY and one in COGNITIVE PSYCHOLOG-
The UNIVERSITY OF MICHIGAN invites applications for an anticipated full-time, tenure-track position in the area of Developmental Psychology and the Arts. The position will begin September 1, 1999. The successful applicant will be expected to establish an active, externally funded research program and to contribute to the interdisciplinary arts program at the University of Michigan, an Equal Opportunity/Affirmative Action Employer. MI1

BIOPSYCHOLOGIST, ALBION COLLEGE seeks applications for a tenure-track position in the area of Biopsychology. The successful applicant will be expected to establish an active, externally funded research program and to contribute to the interdisciplinary arts program at the University of Michigan, an Equal Opportunity/Affirmative Action Employer. MI2

GUSTAVUS ADOLPHUS COLLEGE Assistant Professor of Psychology, Tenure-Track Position, Gustavus Adolphus College: beginning September 1999. The successful applicant will be expected to establish an active, externally funded research program and to contribute to the interdisciplinary arts program at the University of Michigan, an Equal Opportunity/Affirmative Action Employer. MI6

The UNIVERSITY OF MICHIGAN, Department of Psychology invites applications for an anticipated full-time, tenure-track position in Developmental Psychology and the Arts. The position will begin September 1, 1999. The successful applicant will be expected to establish an active, externally funded research program and to contribute to the interdisciplinary arts program at the University of Michigan, an Equal Opportunity/Affirmative Action Employer. MI3

EDUCATIONAL PSYCHOLOGIST-ASSISTANT PROFESSOR: The Department of Psychology at SAGINAW VALLEY STATE UNIVERSITY invites applications for a TENURE-TRACK position in Educational Psychology. Qualitative research techniques, Developmental Psychology and Psychological/Educational assessment are desirable areas of interest. Teaching such classes as General Psychology, Life-Span Development, Child Development and Adolescent Psychology, in addition to Educational Psychology. Some teaching experience is essential. A strong research potential is preferred, and candidates should be interested in, and capable of, guiding undergraduate students in their research. Excellent teaching/research facilities. ABD's will be considered, but candidates should possess the Ph.D. by Fall, 1999. Completed applications will begin immediately and continue until the position is filled. For full consideration, send letter of application, curriculum vitae, unofficial transcripts, and names of three references to: Mr. James Wood, Director of Human Resources, Saginaw Valley State University, 7400 Bay Road, University Center, MI 48710. More information about SVSU and faculty benefits may be found at: www.hr.svsu.edu. Saginaw Valley State University is an equal opportunity/affirmative action employer. MI4

MINNESOTA

The Department of Psychology at the UNIVERSITY OF MINNESOTA invites applications for a full-time, tenure-track position in the field of Learning in Context, beginning September 1, 1999. We are interested in individuals with interdisciplinary interests that span educational psychology and one or more of the following: cognitive development, organizational psychology, learning science, and educational technology. The primary criterion for appointment is excellence in research and teaching. Responsibilities include graduate and undergraduate teaching, as well as research and research supervision. Send curriculum vitae, letters of reference, copies of recent publications, and a statement of research and teaching interests no later than January 20, 1999, to: Chair, Search Committee, University of Minnesota, 525 E. University Avenue, Ann Arbor, MI 48109-1109. The University of Michigan is an Equal Opportunity/Affirmative Action Employer. MI3

MICHIGAN

The Department of Psychology at the UNIVERSITY OF MICHIGAN invites applications for an anticipated full-time, tenure-track position in Developmental Psychology and the Arts. The position will begin September 1, 1999. The successful applicant will be expected to establish an active, externally funded research program and to contribute to the interdisciplinary arts program at the University of Michigan, an Equal Opportunity/Affirmative Action Employer. MI1

The UNIVERSITY OF MICHIGAN, Department of Psychology invites applications for an anticipated full-time, tenure-track position in Developmental Psychology and the Arts. The position will begin September 1, 1999. The successful applicant will be expected to establish an active, externally funded research program and to contribute to the interdisciplinary arts program at the University of Michigan, an Equal Opportunity/Affirmative Action Employer. MI3

The UNIVERSITY OF MICHIGAN invites applications for an anticipated full-time, tenure-track position in Developmental Psychology and the Arts. The position will begin September 1, 1999. The successful applicant will be expected to establish an active, externally funded research program and to contribute to the interdisciplinary arts program at the University of Michigan, an Equal Opportunity/Affirmative Action Employer. MI3

APS OBSERVER

January 1999
assistant professor in clinical psychology

The Psychology Department of Plymouth State College invites applications for a tenure-track position as Assistant Professor in Clinical Psychology to begin late August 1999. Applicants must have completed a Ph.D. in clinical psychology and have a strong commitment to teaching undergraduates and involving students in research. Responsibilities include teaching undergraduates (possible assignments may include: Introduction to General Psychology, Motivation and Emotion, Abnormal Psychology, Behavior Modification, Psychology and Law, Community Mental Health, Techniques of Psychotherapy, and Psychological Measurement); advising undergraduates and supervising internships. Preferred applicants will have experience teaching undergraduates full-time and practical experience in a mental health setting; be prepared to lead advanced seminars; use multimedia technology and computers in teaching; conduct research; and supervise student research. Send vita, cover letter with statement of teaching philosophy, transcripts, selected reprints, and three letters of recommendation to Juanita V. Field, Chair, Psychology Department, MSC 411, Plymouth State College, Plymouth, NH 03264. Review of applications will begin February 15, 1999.

Plymouth State College

CARLTON COLLEGE invites applications for a one-year replacement position in the area of Social Psychology. We seek a candidate who can teach social psychology with an accompanying laboratory, introductory psychology, and a selection of upper-level courses in an area of specialization (e.g., gender, I-O psychology, or health psychology). The candidate would also supervise senior thesis projects. A Macintosh-based lab station computer laboratory and smaller laboratories are available for research projects and undergraduate instruction. Carleton College is a highly selective small liberal arts college with an emphasis on excellence in teaching. Students often become involved in faculty research projects, and so it is desirable that the candidate's program of research could involve students in substantive ways. Applicants should send a letter describing teaching and research interests, a curriculum vita, copies of representative publications, and three letters of reference to: Julie Neiwirth, Chair of Psychology, Department of Psychology, Carleton College, Northfield, MN 55057-4025. Applications whose files are complete by February 1st will receive full consideration. Carleton College is a committed Equal Opportunity/Affirmative Action Institution. Minority candidates are strongly encouraged to apply.

SOUTHWEST STATE UNIVERSITY Two full-time faculty positions in Social Psychology are available at the University of Minnesota. The first position is a full-time position in Social Psychology. Teaching responsibilities include General, Social, Attitudes, and coordinating undergraduate internships. Ph.D. in Social Psychology is required; preference will be given to candidates who can demonstrate excellence in teaching. The second is a one-year fixed term position for an Applied Psychologist. This position may become a tenure-track position in August 2000. Faculty member will teach General, Applied and courses in areas of interest as well as develop new programs, possibly interdisciplinary, to meet market demands for undergraduate psychology programs. Ph.D. in Psychology is required with interests in one or more of the following areas: industrial/organizational psychology, counseling, or sport psychology. Preference will be given to candidates who can demonstrate excellence in teaching and research. While the primary mission of the University is teaching, and appointment, tenure, and promotion decisions rely heavily on demonstrated excellence in teaching, faculty are also evaluated on the basis of their research, professional development, service to students, and service to the university and the community. We are especially interested in individuals who can contribute to a liberal arts lifestyle. Review of the applications will begin March 15 and will continue until the positions are filled. Letter of application (including position qualifications, vita, official transcripts, name, address, phone numbers and e-mail addresses of three references) should be submitted to: Office of Human Resources, Southwestern State University, 1501 State Street, Marshall, MN 56258. SOUTHWEST STATE UNIVERSITY is an equal opportunity employer. Applications are encouraged from students, women, and members of minority groups.

Plymouth State College

CARLTON COLLEGE invites applications for a one year replacement position in the area of Social Psychology. We seek a candidate who can teach social psychology with an accompanying laboratory, introductory psychology, and a selection of upper-level courses in an area of specialization (e.g., gender, I-O psychology, or health psychology). The candidate would also supervise senior thesis projects. A Macintosh-based lab station computer laboratory and smaller laboratories are available for research projects and undergraduate instruction. Carleton College is a highly selective small liberal arts college with an emphasis on excellence in teaching. Students often become involved in faculty research projects, and so it is desirable that the candidate’s program of research could involve students in substantive ways. Applicants should send a letter describing teaching and research interests, a curriculum vita, copies of representative publications, and three letters of reference to: Julie Neiwirth, Chair of Psychology, Department of Psychology, Carleton College, Northfield, MN 55057-4025. Applications whose files are complete by February 1st will receive full consideration. Carleton College is a committed Equal Opportunity/Affirmative Action Institution. Minority candidates are strongly encouraged to apply.

MISSISSIPPI

Position Advertisement Associate Professor in Clinical Psychology: The Department of Psychology at the University of Mississippi (http://www.olemiss.edu) invites applications from clinical psychologists to fill the L. Stacy Davidson Chair of Liberal Arts, an endowed tenure-track position to begin August 1999. Minority candidates are particularly urged to apply. Although clinical assessment, research methods, and human development in areas of special interest are encouraged, we encourage applications from persons with interests in any area of clinical. Applicants need to be able to contribute to the undergraduate and experimental programs as well as the clinical program. The department emphasizes quality instruction at all levels. Therefore, candidates should demonstrate excellence in teaching, both at the undergraduate and graduate levels. Candidates should have a plan for maintaining a substantive research program that can be accommodated to local space and equipment resources. A good publication history along with a past record or future promise of external funding will be considered. The position requires a doctoral degree and internship from APA-approved clinical psychology programs. The Department of Psychology at the University of Mississippi has 14 full-time faculty members, offers the Ph.D. in Experimental and Clinical Psychology, and APA-approved programs, has a large number of undergraduate majors. The University of Mississippi is located in Oxford, which has been consistently ranked as one of the best small college towns in the U.S. and which is famous for its literary heritage. Applications should be submitted by February 1 and should include a brief cover letter, a curriculum vitae, summary evidence of teaching excellence, a description of research interests, and three letters of reference. Send letter of recommendation to Search Committee Chair, The University of Mississippi, Assistant Professor, Social/Personality Psychology Psychology: The Department of Psychology at Dartmouth College invites applications from social psychologists to fill a tenure-track position at the rank of Assistant Professor (entry-level or advanced) in social/personality psychology effective July 1, 1999. Applications representing any sub-specialization in either of these areas, broadly defined, are welcome.

NEW HAMPSHIRE

Assistant Professor, Social/Personality Psychology: The Department of Psychology at Dartmouth College expects to make a tenure-track appointment at the rank of Assistant Professor (entry-level or advanced) in social/personality psychology effective July 1, 1999. Applications representing any sub-specialization in either of these areas, broadly defined, are welcome.
The successful candidate is expected to provide high-quality teaching at the undergraduate and graduate levels and to engage in research in the areas of cognitive neuroscience and cognitive psychology. The successful candidate is expected to assist in the improvement of laboratory facilities and will also teach courses in areas such as Research Methods and Statistics. It is anticipated that this faculty member will also teach in our innovative, nationalized, interdisciplinary core, which is based on the theme of individual and community. Ph.D. required. College/University-level teaching experience preferred; teaching experience in an interdisciplinary core preferred. Review of applications will commence January 31, 1999 and will continue until the position is filled. Direct your curriculum vitae, 3 references, teaching evaluations, and sample syllabi of appropriate courses to: Human Resources, 200 College Road, Ridgewood, NJ 07461-0060. EOE NH

NEW JERSEY

RUTGERS UNIVERSITY - New-ark Campus: The Department of Psychology anticipates making one tenure-track appointment in the area of Theoretical and Applied Psychology at the Assistant Professor level. Candidates need to have a strong research interest in one or more of the following areas: social cognition, technology-based instruction in higher education (HCI) and Health Psychology. We are particularly seeking candidates who combine one or more of these research 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, 1999. Rutgers University is an equal opportunity/affirmative action employer and encourages applications from minorities and women. For further information, please contact: Professor George Wolford, Chair, Search Committee. Candidates should submit a letter of application, vita, and at least three letters of recommendation to: Search Committee, Center for Cognitive Neuroscience and Department of Psychology, 6207 Gerry Hall, Dartmouth College, Hanover, NH 03755-3549. The review of applications will begin on January 15, 1999, and continue until the position is filled. NH2

ASSISTANT PROFESSOR PSYCHOLOGY FRANKLIN PIERCE COLLEGE is a vibrant and growing four-year residential liberal arts institution of over 1400 students. Located on a beautiful campus in the Monadnock region of New Hampshire, FPC has a full-time Assistant Professor position available starting in September 1999. This five-member psychology faculty appointment with approximately 85 majors seeks an individual with a background in cognitive and physiological psychology coupled with evidence of superior teaching performance. The successful candidate is expected to assist in the improvement of laboratory facilities and will also teach courses in areas such as Research Methods and Statistics. It is anticipated that this faculty member will also teach in our innovative, nationalized, interdisciplinary core, which is based on the theme of individual and community. Ph.D. required. College/University-level teaching experience preferred; teaching experience in an interdisciplinary core preferred. Review of applications will commence January 31, 1999 and will continue until the position is filled. Direct your curriculum vitae, 3 references, teaching evaluations, and sample syllabi of appropriate courses to: Human Resources, 200 College Road, Ridgewood, NJ 07461-0060. EOE NH

HOFSTRA UNIVERSITY

Department of Psychology

HOFSTRA UNIVERSITY Department of Psychology invites applicants for the position of School Psychologist. Assistant Professor for tenure-track position, with primary responsibility at the graduate level in school and clinical psychology. Requirements include a Ph.D. in school psychology from an APA accredited program, an internship or experience in schools, a beginning record of publications/presentations, license eligibility in NY and University teaching or clinical assistant experience. This person will teach graduate courses and supervise research relevant to the preparation of school psychologists. Our programs are based upon an empirical cognitive-behavioral/appplied behavior analysis model. The candidate's expertise and research may be in assessment, intervention, or theory development and may focus on the cognitive, linguistic, or social domains. The Department is a leader in a larger Department of Cognitive Psychology which includes over 70 faculty and graduate students. The School Psychology Program is an integral part of Psychology with a large, well-funded research program in cognitive psychology. Send CV and three letters of recommendation to: Howard Kassinove, Ph.D., ABPP, Chairperson, Department of Psychology, Hofstra University, Hempstead, NY 11549. AA/EOE

HOFSTRA UNIVERSITY

NY3 WE TEACH SUCCESS

COLUMBIA UNIVERSITY seeks two Assistant Professors in the Department of Psychology. One in the area of Cognitive Psychology and the other in the area of Neuropsychology, both broadly defined. Both appointments can begin July 1, 1999. Candidates should provide evidence of excellence in research and a strong commitment to both graduate and undergraduate education. Applicants should submit their vitae, copies of relevant papers, and arrange to have three letters of reference sent to either the: Cognitive Psychology Search Committee or the Cognitive Neuropsychology Search Committee. Department of Psychology, Columbia University, 1170 Amsterdam Avenue, New York, NY 10027. Applications from minority and women are encouraged. Columbia University is an Affirmative Action/Equal Opportunity Employer. NY2

SUNY BROCKPORT: The Department of Psychology is seeking candidates for two tenure-track positions at the assistant professor level. January 1999
ASSISTANT OR ASSOCIATE PROFESSORS OF CLINICAL PSYCHOLOGY

St. John’s University invites applications for two tenure-track faculty positions in clinical psychology, beginning Sept. 1999 (pending budget approval). Applicants for both positions should have a Ph.D. from an APA-approved program and be trained in the scientist-practitioner model. For position one, we are seeking an individual with interest and expertise in intellectual, personality and/or neuropsychological assessment. For position two, we are seeking an individual with interest and expertise in clinical child psychology. Applicants for both positions are expected to have active or promising research programs and to be committed to seeking external funding for their research. Both positions involve graduate teaching in our APA-accredited program in clinical psychology, supervision of dissertations and undergraduate teaching. The University offers an excellent salary/benefits program and a supportive environment in which to teach and conduct research. Review of applications begin immediately and continue until the position is filled.

Interested individuals should send a statement of research and teaching interests, a current vita, copies of 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 is an equal opportunity employer and encourages applications from women and minorities.

as applications are received and will continue until the position is filled. Send vita, statement of research and teaching interests, recent papers/publications, and three letters of reference to: Juleene Conner, Department of Human Development, MVR Hall, Cornell University, Ithaca, NY 14853. Cornell University is an Equal Opportunity/Affirmative Action Employer. We especially welcome applications from members of racial and cultural minority groups.

VISITING POSITION IN PHYSIOLOGICAL PSYCHOLOGY. Interested applicants are invited to consider the following position in Physiology. The Department of Psychology is in the process of hiring a VAP to fill a visiting position for a visiting assistant professor position, beginning September 1999, in Physiological Psychology. The Department of Psychology has two full-time and three part-time members and is currently developing a new program in computational, cognitive, and neurobiological approaches to learning and development. This position is a two-year visiting position with the possibility of renewal. We are seeking candidates with a strong commitment to undergraduate teaching and research. The expected teaching load is two courses per semester. The Department of Psychology is concerned with excellence in teaching and a strong commitment to research. Interested candidates should apply by appointment date preferred. Union is a small, private college founded in 1795 with a long history of excellence in the liberal arts, sciences, and engineering. Located in upstate New York, Union is located just south of the Adirondack Mountains and is within a few hours of New York City, Boston, and Montreal. This position will begin immediately and continue until the position is filled.

Interested individuals should send a statement of research and teaching effectiveness, 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. Beginning date of review: January 25, 1999. Applications accepted until position is filled, but applicants are encouraged to apply by above date for full consideration.

AA/EOE NY4

Cornell University. The Department of Human Development anticipates a tenure-track assistant professor appointment (50% research and 50% teaching) for August 1999. Applicants must have strong training in research and teaching, and the ability to conduct research and publish scholarly work, in the areas of child development using behavioral, computational, and neurobiological approaches. Candidates should have prior background in at least one of these approaches and an interest in working collaboratively in a highly interdisciplinary setting. Several faculty have special interest in statistical learning in the domains of language and perception, although a commitment to this interest is associated only with the NSF Fellowship. The NIH fellowship is open only to US citizens or permanent residents. Applications for a visiting position or Department, you can e-mail Ken DeBono at debono@union.edu or visit our website at http://www.union.edu/Academics/Departments/PSY.html. Application deadline is March 1. Union College is committed to affirmative action and equal employment opportunities. Women and minority candidates are especially encouraged to apply.

NY6

THE COLLEGE OF SAINT ROSE, Psychology (Biopsychology) Assistant Professor, FT

The College of Saint Rose is seeking a full-time, tenure-track faculty position in Biopsychology at the Assistant Professor level for Fall 1999. The 15 member psychology department has both undergraduate and graduate programs.

Position 1: Applied Developmental. Teach courses in the domain of development; work with students in the context of a master's program, and develop courses in a special area of interest. We are particularly interested in applicants whose research involves applied behavioral and psychological analysis and who conduct research with special populations. Must be licensed or license-eligible in New York. Position 2: Cognitive Science. Teach undergraduate courses in Cognitive Processes, Sensation and Perception, Biopsychology and Statistics as needed, and develop courses in a specialty area. We are particularly interested in applicants whose research involves applied behavior analysis and who conduct research with special populations. Must be licensed or license-eligible in New York. Position 3: Clinical. Teach courses in the domain of clinical psychology; develop courses in a specialty area. We are particularly interested in applicants whose research involves applied behavior analysis and who conduct research with special populations. Must be licensed or license-eligible in New York. Position 4: Industrial/Organizational. Teach courses in the domain of industrial/organizational psychology; develop courses in a specialty area. We are particularly interested in applicants whose research involves applied behavior analysis and who conduct research with special populations. Must be licensed or license-eligible in New York. Position 5: Biological Psychology. Teach courses in the domain of biological psychology; develop courses in a specialty area. We are particularly interested in applicants whose research involves applied behavior analysis and who conduct research with special populations. Must be licensed or license-eligible in New York. Position 6: Developmental Psychology. Teach courses in the domain of developmental psychology; develop courses in a specialty area. We are particularly interested in applicants whose research involves applied behavior analysis and who conduct research with special populations. Must be licensed or license-eligible in New York. Position 7: Biopsychology. Teach courses in the domain of biopsychology; develop courses in a specialty area. We are particularly interested in applicants whose research involves applied behavior analysis and who conduct research with special populations. Must be licensed or license-eligible in New York.
CLINICAL & SOCIAL PSYCHOLOGISTS

- 3 Full Time Faculty Positions -

The Psychology Department at Dowling College announces three (3) tenure-track positions at the assistant professor rank beginning September 1, 1999 (or when the search is completed).

Two (2) positions: Psychologists with Ph.D. (Clinical Psy.) from an APA-accredited doctoral program including a predoctoral APA-accredited clinical internship and license or license eligibility in New York State required. Responsibilities will include: undergraduate teaching (introductory psychology, abnormal psychology, theories of personality, tests and measurement, interpersonal communication, Psychology (CORE) sequence and advanced psychology seminars). Work also entails: (a) setting up and supervising students in clinical internships off campus; (b) a strong commitment to working productively with undergraduates and colleagues in a 7-member Psychology Department; (c) curriculum development which will enhance student training in such areas as group home management, detention services, behavioral analysis, etc.; and (d) participation in the extracurricular life of the college, as well as, service responsibilities. Candidates with expertise in any two or more of the following areas are highly preferred: (1) alcohol and substance abuse, (2) aggression management, (3) clinical neuropsychology, (4) behavior management with MR/DD populations or (5) work with geriatric and/or rehabilitation situations.

One (1) position: Psychologist with Ph.D. in Social Psychology with secondary interests in either cognitive psychology or industrial/organizational psychology. Responsibilities will include undergraduate teaching (introductory psychology, social psychology, psychology CORE sequence) and the development of courses in such areas as cognitive psychology, small-group decision processes (interpersonal communication), consumer behavior, cross-cultural psychology and/or applied experimental-social psychology. Work could also entail: (a) possible graduate course responsibilities (ie: small group decision processes, etc.); (b) a strong commitment to working productively with students and colleagues in a 7-member Psychology Department; (c) curriculum development and (d) participation in the extra-curricular life of the college, as well as, service responsibilities.

Preference given to candidates with a record of involvement in publishable research, prior teaching excellence, extramural funding record or efforts, or evidence of establishing collaborative professional relationships that enhance educational opportunities for students.

Dowling College is a fully accredited, independent, coeducational, liberal arts college located on the south shore of Long Island, fifty miles from Manhattan (New York City). The Psychology Program currently has over 150 psychology majors and serves over 2,100 students per year. The College offers excellent benefits along with a highly competitive salary. These positions are subject to budget approval. Interested applicants should submit curriculum vitae, a statement about your competencies and accomplishments that support how you would bring a commitment to excellence to our program, transcripts of all graduate work, relevant research publications, and at least three (3) letters of recommendation. Send all materials to: Human Resources Dept., Psychology Search Committee, Dowling College, Idle Hour Blvd., Oakdale, Long Island, New York, 11769-1999.

DOWLING COLLEGE

Idle Hour Boulevard, Oakdale, Long Island, NY 11769-1999

Equal Opportunity Employer

assistent/Associate Professor level, starting Fall, 1999. Candidates must have a Doctorate in Psychology with expertise in Clinical Neuropsychology and demonstrated excellence in research. Candidates must be interested in teaching both under­graduate and graduate students, and will be expected to join the Neuropsychology Postdoctoral Faculty and provide supervision to doctoral stu­dents. Candidates must have an active research program with (or with potential for) external fund­ing. The specific area of interest/ expertise is open. Applicants should send the following information: 1) curriculum vitae; 2) at least three letters of recommendation; 3) sample reprints/preprints; and 4) a statement outlining research and teaching interests to Chair, Neuropsychology Search Committee, Department of Psychology, Queens College, 65-30 Kissena Blvd., Flushing, NY 11367-1597 no later than 3/1/99.

VASSAR COLLEGE, DEPARTMENT OF PSYCHOLOGY, announces the availability of a full-time tenure-track position at the level of assistant professor (Ph.D. required), beginning August 1999. This position involves courses in Statistics and Research Methods, as well as courses at different levels of the undergraduate curriculum in the area of the candidate's expertise. Although this area has not yet been specified, we are particularly interested in applicants in the fields of *learning and cognition* (broadly defined), and *social, personality, and/or experimental psychology*. Preference will be given to candidates who evidence a breadth of interest appropriate to a liberal arts undergraduate institution and who show promise both as teachers and as active scholars or researchers. Send letter of application, vita, three letters of recommen­dation, and graduate transcript to: Search Committee, Department of Psychology, Box 713 Vassar College, Poughkeepsie, NY 12604.

Applications will be accepted until February 15th.

Vassar College Is An Affirmative Action/Equal Opportunity Employer.

SOCIAL PSYCHOLOGY at SYRACUSE UNIVERSITY. The Department of Psychology at Syracuse University invites applications for a faculty position in social psychology beginning August 1999. The appointment will be to a tenure-track Assistant Professor position or, pending administrative approval, at the Associate Professor rank. Teaching requirements include both undergraduate and graduate courses in social psychology (two courses per semester). The successful candidate will have a Ph.D. in social psychology (or a closely allied field) by the time of appointment, will have developed a research program in social psychology; will demonstrate readiness to teach courses in social psychology at a graduate level and will have or be able to secure external research funding. We are seeking an individual whose research will enhance our existing strengths in social psychology (e.g. group processes, prejudice, attitudes, stereotyping, social cognition) and has the potential to contribute to one of the Department's other current strengths (i.e. health). Applicants should submit a cover letter discussing their research and teaching qualifications, vita, no more than three (3) reprints, and arrange to have three letters of reference sent to Dr. Blair T. Johnson, Chair, Social Psychology Search Committee, Department of Psychology, 430 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340. Applications received before January 20, 1999 will receive full consideration. For more information on the department, see http://psych.wesyr.edu. Syracuse is an Affirmative Action/Equal Opportunity Employer.

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NORTH CAROLINA

Cognitive Neuroscience DUKE UNIVERSITY Duke University has launched a major new initiative in cognitive neuroscience and will hire six tenure-track faculty members over the next three years in the recently established Center for Cognitive Neuroscience. Scholars utilizing cognitive neuroscience approaches to the study of attention, memory, language, visual cognition, emotion, development and aging, and other areas, including computational cognitive neuroscience, are sought. A demonstrated capability or exceptional promise for developing a first-rank, independent, extramurally-funded research program at the cutting edge of cognitive neuroscience is required. New faculty will hold appointments at the Assistant, Associate, and Full Professor levels in

January 1999

APS OBSERVER
The Department of Psychology at MUSKINGUM COLLEGE invites applications for an assistant professor (Ph.D. or ABD) in a tenure-track position beginning August 30, 1999. Applicants for the position should be broadly trained with a research orientation and some experience teaching and supervising research. Preference will be given to candidates with a Ph.D. from a primary institution in Psychology, especially in areas related to our mission to enhance the diversity of the faculty. Applicants should send vita, letter explaining research backgrounds and interests, preprints, and three letters of recommendation to: Dr. Stoltzfus, Chair, Department of Psychology, Muskingum College, New Concord, OH 43762. All materials should be received by January 15, 1999, and will continue to be accepted until the position is filled.

Assistant or Associate Professor of Psychology, Bucchtel College of Arts and Sciences Department of Psychology, THE UNIVERSITY OF ACRON. The Position. Industrial/Organizational Psychology. Open ranks as an Assistant or Associate Professor of Psychology beginning August 30, 1999. We are looking for an I/O Psychologist with strong research and teaching skills, preference will be for an applicant with an emphasis on industrial psychology and especially issues related to personnel selection. Teaching responsibilities will include undergraduate and graduate courses in the applicant’s area of specialization and other courses consistent with the applicant’s research background and teaching preferences. Applicants who will enhance the diversity of the present faculty are especially sought. The position requires maintaining an active and published research program. Preference will be given to those applicants who have strong evidence of research productivity and a record of external funding. The successful applicant will join a 21 member research-oriented department with doctoral emphases in Industrial/Organizational Psychology (and Industrial/
SOCIAL PSYCHOLOGY OHIO WESLEYAN UNIVERSITY

The Department of Psychology invites applications for a tenure-track position at the assistant professor level to begin August 1999.

Candidates should have a Ph.D. degree, a strong commitment to undergraduate teaching in a liberal arts context and a well-articulated plan for an active research program that involves advanced undergraduates.

The successful candidate will teach sections of social and introductory psychology, develop an advance course in social psychology and be part of a team-taught course in research methods.

Candidates with postdoctoral research and teaching experience are preferred.

Applicants should send a letter of application, vita, separate statements describing research and teaching interests, sample reprints or preprints of recent work, and the names of three references to Dr. David Robbins, Chairperson, Department of Psychology, Ohio Wesleyan University, Delaware, OH 43015.

Screening of applications will begin February 1.

Ohio Wesleyan is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

OH6

GERONTOLOGICAL PSYCHOLOGY), COUNSELING PSYCHOLOGY, AND APPLIED COGNITIVE AGING. The applicant will be a core faculty member in the I/O program along with 8 other full-time faculty members who specialize in Industrial/Organizational Psychology. The successful applicant will advise both masters and doctoral students. All requirements for the Ph.D. must be completed prior to the start date. Starting salary is competitive, benefits are excellent, as are the research and teaching facilities with computer lab for both teaching and research housed within the department. Applications. Applicants should send a letter of application together with vita, reprints, and three letters of recommendation to Dr. Paul E. Levy, I/O Search Committee Chair, Department of Psychology, The University of Akron, Akron, OH 44325-4301 (e-mail: pelevy@uakron.edu). Deadline. Applications will be accepted until January 15th or the position is filled.

WITTENBERG UNIVERSITY Psychology Department is seeking an Assistant Professor for a one-year appointment effective August 1999. The position involves teaching introductory level courses to majors and non-majors, an advanced research seminar in the candidate's area of expertise, and topics courses in theories of personality, industrial/organizational psychology, and, perhaps, community psychology. Candidates are expected to have a firm commitment to excellence in teaching and scholarly activity in the context of a strong undergraduate liberal arts institution. A Ph.D. is required. Send a letter of interest, current vita, and three letters of recommendation to Dr. Jeffrey Brookings, Chair, Department of Psychology, Wittenberg University, P.O. Box 720, Springfield, OH 45501-0720. The deadline is April 1, 1999. Wittenberg University is an Affirmative Action/Equal Opportunity Employer. We encourage women and minority applicants to apply, as we are committed to creating and ethnically diverse community.

UNIVERSITY OF AKRON DIRECTOR OF THE ARCHIVES OF THE HISTORY OF AMERICAN PSYCHOLOGY and PROFESSOR OR ASSOCIATE PROFESSOR OF PSYCHOLOGY Buechel College of Arts and Sciences. Department of Psychology, The University of Akron is seeking a person to serve as the Director of the Archives of the History of American Psychology (AHP) and hold a tenure track position at the Associate or Full Professor level in the Department of Psychology beginning in July 1999. The Archives, established in 1965 to record and preserve research in the history of psychology, and now contains the papers of some of the earliest psychologists in this country, along with material of interest to their European counterparts. Since its inception, AHP has amassed a collection of over 1,200 linear feet of documents that are housed in scholars with an emphasis on over 800 linear feet awaiting processing, more than 3,000 photographs, 5,000 tests, a large collection of child development, demonstrations, and the remainders of apparatus, and almost 3,000 rare and antiquarian books. It operates as a department of the University Libraries with a full-time staff of two and occasional student assistants. AHP is supported by strong Friends group that supports financial support for its operations. It is housed in the Press. Irregularly provides research support for scholars from throughout the United States and beyond. The Department of Psychology. The Department of Psychology at the University of Akron is a diverse department with strong undergraduate, master's, and Ph.D. programs. Applications. Applicants should send a letter of application together with vita, reprints, and three letters of recommendation to Dr. Harvey L. Siems, Search Committee Chair, Department of Psychology, The University of Akron, Akron, OH 44325-4301 (e-mail: hsterns@uakron.edu). Deadline. Applications will be accepted until the position is filled. Women and minorities are encouraged to apply. OH5

TENURE-TRACK ASSISTANT PROFESSORS: THE UNIVERSITY OF TOLEDO is searching for two tenure-track Assistant Professor positions in Psychology beginning August 16, 1999. Applicants must have received their Ph.D. by that date. Both positions involve teaching at the graduate and undergraduate levels and direction of theses and dissertations. Previous teaching experience, a record of research productivity and potential for extramural funding are expected for both positions. Specialization should be within Clinical psychology. The area of research interest is open but we are particularly interested in psychologists with teaching and supervision interests emphasize cognitive-behavioral therapy. Licensable in Ohio or postdoctoral clinical experience is preferred. Ability to supervise child therapy also desirable, but not necessary. The clinical psychology graduate program is an established APA accredited Ph.D. training program for psychology graduate students. The University of Toledo offers financial support for scholars from through the United States and beyond. The Archives. The Archives consists of 120,000 items relating to their European counterparts. Since its inception, AHP has amassed a collection of over 1,200 linear feet of documents that are housed in scholars with an emphasis on over 800 linear feet awaiting processing, more than 3,000 photographs, 5,000 tests, a large collection of child development, demonstrations, and the remainders of apparatus, and almost 3,000 rare and antiquarian books. It operates as a department of the University Libraries with a full-time staff of two and occasional student assistants. AHP is supported by strong Friends group that supports financial support for its operations. It is housed in the Press. Irregularly provides research support for scholars from throughout the United States and beyond. The Department of Psychology. The Department of Psychology at the University of Akron is a diverse department with strong undergraduate, master's, and Ph.D. programs. Applications. Applicants should send a letter of application together with vita, reprints, and three letters of recommendation to Dr. Harvey L. Siems, Search Committee Chair, Department of Psychology, The University of Akron, Akron, OH 44325-4301 (e-mail: hsterns@uakron.edu). Deadline. Applications will be accepted until the position is filled. Women and minorities are encouraged to apply. OH5

APRIL 1999

APRIL 1999
University of Toledo offers a competitive salary and excellent benefits. Currently it has an enrollment of 20,000 students and is located on a wooded 200-acre suburban campus. Local amenities include an on-campus child care center, good public and private schools, a number of restaurants, and the region's top 10 art museums, an excellent symphony orchestra, an outstanding metropolitan park system, medical school and other teaching hospitals. Baldwin-Wallace College is a liberal arts college, located in Berea, an excellent suburb of Cleveland, OH. Founded in 1854, Baldwin-Wallace College was one of the first Ohio colleges established to admit students without regard to race or gender. For more information see www.bwc.edu.

In a continuing effort to enrich its academic environment and provide equal educational opportunities, the College and Psychology Department actively encourages applications from members of ethnic groups under-represented in the profession of Psychology and from women.

OH7

Pshycho/L Counseling: BALDWIN-WALACE COLLEGE has a tenure-track, assistant or associate professor position in Counseling Psychology beginning August, 1999. Applicants must have completed the Ph.D. in Counseling Psychology and be licensed or license-eligible in the State of Ohio. The College resides in an area known as the Health Psychology/Diversity/Cross-Cultural issues are especially encouraged to apply. The College seeks to attract an active, culturally and academically diverse faculty of the highest caliber, skilled in the scholarship of teaching, research, application and integration of knowledge. We also seek a scholar who will represent the College's diverse student body.

Applicants must have completed the Ph.D. in Counseling Psychology and be licensed or license-eligible in the State of Ohio. The College resides in an area known as the Health Psychology/Diversity/Cross-Cultural issues are especially encouraged to apply. The College seeks to attract an active, culturally and academically diverse faculty of the highest caliber, skilled in the scholarship of teaching, research, application and integration of knowledge. We also seek a scholar who will represent the College's diverse student body.

Applications from women and members of ethnic groups under-represented in the profession of Psychology are especially encouraged to apply. OH7

ASSISTANT PROFESSOR, EXPERIMENTAL PSYCHOLOGY: MOUNT UNION COLLEGE. Applications are invited for a 3-year position with eventual possibility of becoming a tenure track position. Ph.D. preferred. Must be able to teach courses in Research Methods and Statistics, Social Psychology, History and Systems. The Neuroscience Program is being developed and is also highly desirable. Swarthmore College, Mount Union College, Oregon State University and the University of Toledo maintain a policy of being responsive to the needs of dual-career couples. Candidates must have three letters of recommendation sent to: Dr. John Edwards, Chair, Personnel Committee, Department of Psychology, 102 Moreland Hall, Ohio State University, Columbus, OH 43210. Applications will be considered until the position is filled. Review of applications will begin February 15, 1999. Oregon State University is an Affirmative Action/Equal Employment Opportunity Employer. M/F/D/V.

OH8

ASSISTANT PROFESSOR, EXPERIMENTAL PSYCHOLOGY: MOUNT UNION COLLEGE. Applications are invited for a 3-year position with eventual possibility of becoming a tenure track position. Ph.D. preferred. Must be able to teach courses in Research Methods and Statistics, Social Psychology, History and Systems. The Neuroscience Program is being developed and is also highly desirable. Swarthmore College, Mount Union College, Oregon State University and the University of Toledo maintain a policy of being responsive to the needs of dual-career couples. Candidates must have three letters of recommendation sent to: Dr. John Edwards, Chair, Personnel Committee, Department of Psychology, 102 Moreland Hall, Ohio State University, Columbus, OH 43210. Applications will be considered until the position is filled. Review of applications will begin February 15, 1999. Oregon State University is an Affirmative Action/Equal Employment Opportunity Employer. M/F/D/V.

OKLAHOMA

ASSISTANT PROFESSOR OF PSYCHOLOGY: SOUTH-WESTERN OKLAHOMA STATE UNIVERSITY. Applications are invited for a tenure track position beginning Fall 1999. Candidates must have completed the Ph.D. in Psychology or a related field that includes teaching and research responsibilities. The position is a 9-month, 100% appointment. Salary is negotiable and dependent on qualifications. swosu@swosu.edu

OSOG

OREGON

OREGON STATE UNIVERSITY. The Psychology Department anticipates filling a tenure-track position for an Assistant Professor in Cognitive Psychology. Effective Fall 1999. Minimum qualifications include a Ph.D. in Cognitive Psychology or related area by the time of the appointment. The candidate is expected to establish courses in the psychology of language and evidence of, or potential for, excellence in teaching. Other responsibilities include teaching general psychology courses, and ability in helping to maintain a strong undergraduate program and advising students. Applications should include a cover letter, a statement of research interests, curriculum vitae, and evidence of teaching skills. Applicants should also arrange to have three letters of reference sent. All applications must be received by January 1, 1999. Send application, vita, and three letters of recommendation to Dr. Steve Kramer, Chair, Department of Psychology, Oregon State University, Corvallis, OR 97331-5303. Applications will be reviewed immediately and continue until position is filled. Oregon State University is an Affirmative Action/Equal Opportunity University and an Equal Employment Opportunity Employer.

PA

BINED COMPUTATIONAL & BEHAVIORAL APPROACHES TO COGNITION. Applications are being accepted for two NIMH postdoctoral fellowships for training in computational modeling of behavioral data. Consideration of the candidates will begin October 1, 1998. Send applications to: Douglas J. Medin, B. Lehman, A. Carpenter, E. Corbett, B. John, M. Just, R. Klatzkzy, K. Koedinger, K. Kotosky, J. McClanahan, D. Pfautz, and R. Reder, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh, PA 15213. PA2

Technological Change and Organizations. The Department of Social and Decision Sciences at CARNEGIE MELLON UNIVERSITY seeks to fill a junior-level tenure-track position in the broad area of technological change and organizational decision making. The department is composed of social scientists specializing in individual and small group decision theory, organization theory, industrial organization, and political psychology and economy. It has a small Ph.D. program spanning these areas, and several under-graduate majors, dominated by a major in Information and Decision Systems. A description of the department is available at http://sds.bbs.cmu.edu) Carnegie Mellon University offers a degree in social or behavioral science and a strong record of empirically-based research on organizations or on technological change, including the determinants of technological change and the effects of technological change on individuals and organizations. Candidates are sought who can combine a research program in technological change or organizational decision making with an ability to contribute substantially to the undergraduate major in Information and Decision Systems. This is a professionally oriented major that gives students skills to analyze organizations and to build computer-based information systems to support them. Computer- and communication-oriented courses like systems analysis and database design to electives such as the economics of information, the industrial organization of telecommunication services, and computing, computers and organizations, and human-computer interaction. Carnegie Mellon University is an Affirmative Action/Equal Opportu-
PSYCHOLOGY OF ETHNO­POLITICAL CONFLICT—A NEW PROGRAM. The Solomon Asch Center for Research on Ethnopolitical Conflict (www. psyh.upenn.edu/sasce) will offer a 10-week Summer Institute at the UNIVERSITY OF PENNSYLVANIA, June-August 1999. The Institute will prepare Ph.D.s in psychology or related disciplines to work on problems of ethnopolitical conflict and violence by teaching and by training, conducting and evaluating interventions with victims of conflict. In exceptional cases, individuals with a Masters degree and strong field experience in related areas will also be considered. The Center expects to admit 20 students without tuition, and to provide travel, room, and board for 8-10 of these students. The Center also expects to support 4-6 summer students to continue directly into a one-year placement working on ethnopolitical conflict outside the U.S. at a field site affiliated with the Center. (including Middle East, Africa, Israel/Palestine). Applicants should send a vita, two letters of recommendation (flap sealed and signed by recommender), and a letter from the candidate outlining a plan for applying Institute experience if not selected for the year placement. Applications should be addressed to: SASEC, Department of Psychology, University of Pennsylvania, 3815 Walnut Street, Philadelphia, PA 19104. Applications should be received no later than 1 April 1999. Applications of interest will be reviewed as soon as received and will continue until the position is filled. King's College

LAB LECTURER: The Department of Psychology at Bryn Mawr College seeks applications for a laboratory lecturer for a three-year non-tenure track position beginning August, 1999, with the possibility of renewal for a longer term. The lab lecturer is expected to teach in introductory and advanced psychology lab sections in the department's experimental psychology two semester introductory course and supervises teaching assistants who handle the other sections. The Ph.D. in biopsychology and/or animal learning, teaching experience, and familiarity with lab instrumentation and PC computers are required for running experiments with humans, pigeons, and rats. Some support is available for the successful candidate's own research, and the lab lecturer is expected to supervise some undergraduate students in lab research. Applications should include a vita, research and teaching statements, and three letters of recommendation. Send applications and support to Leslie Rescoda, Chair, Department of Psychology, Bryn Mawr College, 101 N. Merion Avenue, Bryn Mawr, PA 19010. Bryn Mawr College is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply. PA3

UNIVERSITY OF PITTSBURGH; NEUROSCIENCE. The Department of Psychology at the University of Pittsburgh announces a position for a Tenure-Track faculty position at the Assistant Professor level, pending budget approval, with primary appointment in the Department of Psychology. The successful candidate is expected to have a Ph.D. with strong training in cognitive neuroscience and cognitive psychology, and demonstrated potential in one of the following areas: learning and memory, computational neuroscience, neural networks, attention and consciousness. Applicants should have a publication record and be capable of attracting external funding. Review of nominations will begin December 15 and continue until the position is filled. Send applications and nominations to Michael P. Johnson, Women's Studies Search Committee, Chair, 13 Sparks Building, Box N, The Pennsylvania State University, University Park, PA 16802. Applications should include a letter outlining interest in the position, CV, and names and addresses for four potential references. For further information or to apply, contact Dr. John Johnson (814) 863-4025 or mj@psu.edu. Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce. PA5

CARNEGIE MELLON UNIVERSITY seeks tenure-track faculty in Organizational Behavior, Social Psychology, and Labor and Industrial Relations. The Department of Psychology and the Learning Research and Development Center (LRDC) announce the joint creation of a tenure stream faculty position at the Assistant Professor level, pending budget approval, with primary appointment in the Department of Psychology. The successful candidate is expected to have a Ph.D. with strong training in cognitive neuroscience and cognitive psychology and demonstrate potential in one of the following areas: learning and memory, computational neuroscience, neural networks, attention and consciousness that connects to human behavior, and demonstrates a commitment to conducting and evaluating interdisciplinary research. The Center for the Neural Basis of Cognition (CNBC) is a highly collaborative research institute whose scientists work on a wide range of issues, including brain, cognitive, learning and teaching, and other problems of educational impact. Although the area of specialization is open, the successful candidate will show the potential to carry out cognitive neuroscience research that connects to learning as it is exemplified in LRDC. The cognitive neuroscience environment includes cognitive psychologists in the Department of Psychology, the functional imaging center at the University of Pittsburgh Medical Center, and the Center for the Neural Basis of Cognition. Carnegie Mellon University and the University of Pittsburgh. The Department of Psychology emphasizes quality undergraduate and graduate teaching, and research. The Center for the Neural Basis of Cognition is an equal opportunity/affirmative action employer with special interest in identifying women and minority applicants for faculty positions. PA10

Pennsylvania State University invites applications for a tenure-track position in social psychology beginning at the assistant professor level, or an equivalent level. Applicants must have a Ph.D. in social psychology from an academic degree department of psychology, a strong methodological/quantitative background, and the completion of a pre-doctoral fellowship are required. Candidates should be able to demonstrate and/or provide evidence of excellence in teaching as well as research. Responsibilities include teaching undergraduate as well as graduate courses and the load is 12 hour/semester. Send a letter of interest, vita, official transcripts, and three current letters of recommendation to Dr. Emmanuel Akilas, Chair, Search Committee, Department of Psychology, Kutztown University, Kutztown, PA 19530. All materials received by March 1, 1999, Kutztown University is an Affirmative Action/Equal Opportunity Employer and actively solicits applications from qualified women and minorities. PA11

POST-DOCTORAL RESEARCH FELLOWSHIP IN CHILD PSYCHIATRY UNIVERSITY
OF PITTSBURGH SCHOOL OF MEDICINE A two-year post-doctoral research fellowship position is available in our clinical research program focusing on the following areas: the longitudinal study of the characteristics, course, risk factors, psychopathology, and functional magnetic resonance imaging) and treatment of childhood/adolescent affective and anxiety disorders, autism, attention deficit, disruptive disorders, and eating disorders. Our newly established Child Research Center for Early-Onset Affective and Anxiety Disorders and three program projects (in the Psychiatric-pathophysiology, Anxiety Disorders, Behavior Genetics of Affective/Anxiety Disorders, and the Neurobiology of Autism) provides the opportunity to work with some of the field’s leading clinical researchers. Potential mentors include: Boris Birmaher, M.D.-Psychopharmacology, M.D.-Psychology Therapy, Epidemiology, B.J. Casey, Ph.D.-Imaging, Ronald Dahl, M.D.-Psychology, Sleep Disorders, Walter Kaye, M.D.-Eating Disorder Research, and M.D.-Psychology. Strong second interest in philosophy is desirable. Responsibilities involve teaching in the interdisciplinary SPM major, including an interdisciplinary capstone course, an advanced research course in psychology, and courses in area of specialization. The Department of Psychology, with support available. Initiation and supervision of undergraduate research expected. Visit our web pages at: http://www.fandm.edu/departments/spm/spm.html. Review of applications will continue until the position is filled. Send letter of application, three letters of recommendation, and transcripts to: D. Alfred Owens, Chair, Scientific & Philosophical Studies of Mind, Whitely Psychology Laboratories, Franklin & Marshall College, Lancaster, PA 17604-3003. Franklin & Marshall is committed to cultural pluralism and encourages applications from women and minorities (ANOE/EEO). PA13

RHODE ISLAND

The Department of Psychology at BROWN UNIVERSITY plans to hire an Assistant Professor (three-year tenure-track renewal position) in the area of experimental psychology, beginning July 1, 1999. We are looking for someone whose specialty is in sensory-perceptual, cognitive, or social development, and whose target population is children from infancy through childhood. Initial teaching responsibilities would include an introductory undergraduate developmental course, a lecture course or seminar in the candidate’s research specialty, and a graduate seminar. Brown offers excellent facilities, opportunities for interaction with other scientists in the Departments of Developmental Genetics, Cognitive Linguistics, and Education, and participation in Ph.D. training programs. Applications (received by February 1, 1999) should include a curriculum vitae, at least three letters of reference, a statement of research plans, and three letters of recommendation. The Developmental Search Committee, Department of Psychology, Brown University, Providence, Rhode Island 02912. Brown University is an equal opportunity/affirmative action employer. Women and minorities are strongly encouraged. RI1

SOUTH CAROLINA

The Department of Psychology at the COLLEGE OF CHARLES TON invites applications for a tenure-track Assistant Professor position to begin August 15, 1999. We are interested in candidates with research in psychology with a background in personality. Applicants should be prepared to teach Introduction to Psychology, Social Psychology, Laboratory in Social Psychology, Psychological Personality, and other courses in areas of interest. Strong preference will be given to applicants with demonstrated interest in research with student collaborators. The College of Charleston is a four-year, liberal arts, state-supported college with an enrollment of approximately 5,000 students. Salary is competitive and includes funds for travel and professional development. Applicants should forward a cover letter specifying their interests in children and adolescents with attention deficit hyperactivity disorder or other related externalizing disorders, curriculum vita, names and addresses of three references, as well as a sample reprint of the candidate’s research work. All materials should be sent to: Dr. Michael Levy, Chair, Department of Psychology, College of Charleston, Charleston, SC 29425. The College of Charleston is an affirmative action/equal opportunity employer. SC2

TENNESSEE

VANDERBILT UNIVERSITY: The Department of Psychology, College of Arts and Science, invites applications for a tenured or tenure-track position. (Subject to administrative approval.) We seek candidates with substantive interest in brain-behavior relationship and methodological expertise in functional magnetic resonance imaging (fMRI). The Department of Psychology at Vanderbilt University has recently established a center for functional brain imaging. A 1.5T magnet is currently available for fMRI studies, and a 3T magnet devoted solely to research will be operational in the summer of 1999. Additional resources include the Interdisciplinary Social Psychology Program, the Department of Psychology and Human Development (Peabody College of Education), the John F. Kennedy Center for Research on Human Development, and the Center for Molecular Neuroscience. Applications should include a vita, copies of relevant publications, a letter describing research and teaching interests, and the names of individuals who may serve as references: fMRI Search Committee, Department of Psychology, Vanderbilt University, 111 21st Avenue South, Nashville, TN 37240. Inquiries may be sent via email to the chair of the search committee at blaker@vax.vanderbilt.edu. Review of applications begins immediately. The position will be filled as soon as possible. Applications should arrive by January 15th, 1999. We particularly invite applications from women and minority scholars. Vanderbilt University is an equal opportunity/affirmative action employer. TN1

VANDERBILT UNIVERSITY: The Department of Psychology, College of Arts and Science, invites applications for a tenured or tenure-track position at any level in the area of clinical psychology. (Subject to administrative approval.) We are seeking candidates...
with outstanding scholarly potential and are particularly interested in persons who complement our current strengths in experimental psychopathology, neuropsychology, assessment, intervention, and behavioral medicine. The Department of Psychology is organized into five program areas: Clinical Science, Cognitive Science, and Neuroscience, and also participates in an Interdisciplinary Social Psychology Program. The Clinical Science program is APA-approved and a member of the Academy of Psychological Clinical Science. We have excellent collaborative relationships with allied departments and institutes, including Psychology and Human Development (Peabody School of Education), which has its own APA-approved clinical program. The position is open, beginning Fall 1999. Applications will be reviewed until the position is filled. ABD candidates will be considered. A strong commitment to teaching is required. Application materials should be received by February 16, 1999. Additional information may be obtained from: Assistant Professor, Psychology, University of Texas at Dallas, 7500 South Central Expressway, Richardson, TX 75080.

THE UNIVERSITY OF TEXAS A&M UNIVERSITY-CORPUS CHRISTI invites applications for a tenure-track Assistant Professor in Psychology. The University of Corpus Christi is an Equal Opportunity/Affirmative Action/Title VI & IX Section 504/ADEA institution.

The Department of Psychology at Texas A&M University-Corpus Christi invites applications for a tenure-track Assistant Professor in Psychology beginning August 1999. Training or experience teaching history and systems in psychology and a secondary interest in teaching either Social Psychology or Cognitive Psychology/Sensation and Perception is required. Doctorate preferred, but ABD candidates will be considered. A strong commitment to teaching is required. Applicants should send a letter of application, vita, evidence of successful teaching, transcripts, and 3 letters of reference to: Dr. David Billeaux, Chair—Department of Social Sciences, Texas A&M—Corpus Christi, 6300 Ocean Drive, Corpus Christi, TX 78412. To ensure full consideration, application materials should be received by February 16, 1999. Applications will continue to be accepted until the position is filled. Texas A&M University-Corpus Christi is an Equal Opportunity Employer with a commitment to diversity.

UTAH

The Department of Psychology at Brigham Young University anticipates several tenure-track openings over the next 3-5 years. The Department has a large undergraduate program (approximately 1,200 majors) and a well-established graduate program consisting of an APA-approved (since...
Using the Index

To help readers easily find position openings of direct interest, use the Subject Areas Index found at the end of the APS Employment Bulletin. The job listings themselves are organized by geographic area, but the subject area index permits more flexible review of the listings. At the end of each position announcement is a unique three- to four-character alphanumeric code in bold-face type. These codes appear in a listing of SUBJECT AREAS at the end of the job listings.

Use the subject list to locate areas of interest and note the codes that follow the subject area of interest. Codes contain two-character postal abbreviations of state names (e.g., FL stands for Florida) as their first two characters followed by a sequential number (1 through N) assigned on the basis of the position opening's location in the list of openings for the given state. For example, the tenth job opening listed under the state of Florida would have as its unique code "FL10." 

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

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

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January 1999
VICTORIA UNIVERSITY OF WELLINGTON NEW ZEALAND
NZ1
Te Whare Wananga e te Uipoko o te Ika a Maui
Aotearoa

School of Psychology Positions

Applications are invited from suitably qualified people for appointment to the following positions. (Please note: the position of Lecturer is equivalent to the rank of Assistant Professor in a North American System).

Lectureship in Memory & Cognition (Fixed Term, July 1999 - December 2000)

This position has become available as a result of a staff member being on long-term leave. The appointment is expected to be from July 1999 until December 2000.

The School of Psychology is particularly interested in appointing a specialist in memory, but you should also be able to teach in a number of areas of cognitive psychology. It would also be advantageous if you could contribute to teaching in the experimental analysis of behaviour and/or comparative cognition.

If you are able to strengthen an existing area of research expertise in the School, you are particularly invited to apply. In addition, you should be able and willing to conduct research in one or more of the following areas: human and non-human cognition, memory, and learning.

Applications close: 12 February 1999.
Please quote: Position Ref SA824.

Lectureship in Developmental Psychology

You will be expected to teach developmental psychology at the undergraduate and graduate level, and supervise postgraduate research. You will have a PhD and show evidence of successful teaching and research.

Applications are welcome from persons with expertise in any major area of developmental psychology, although we are particularly interested in academics who specialise in one of the following: cognitive development, social development, or developmental psychopathology.

Applications close: 19 February 1999.
Please quote: Position Ref SA825.

Lectureship in Abnormal & Clinical Psychology

You will be expected to teach abnormal psychology at the undergraduate level, teach clinical psychology at postgraduate level, and supervise postgraduate research. You will have a PhD and show evidence of successful teaching and research.

Applications are welcome from persons with expertise in any major area of abnormal/clinical psychology, although we are particularly interested in academics who specialise in one of the following: child and adolescent mental health, cognitive behaviour therapy or psychotherapy, adult mental health, and clinical neuropsychology.

Applications close: 26 February 1999.
Please quote: Position Ref SA826.

Lectureship/Snr Lectureship in Industrial/Organisational Psychology

You will be expected to work closely with existing staff in the preparation and delivery of courses in the School's postgraduate programme in Industrial and Organisational Psychology, along with teaching in undergraduate courses where appropriate. You will have a PhD and show evidence of successful teaching and research.

This position requires specialisation along with a teaching record or established interest in teaching Organisational Psychology, ideally with special interests in one or more of the following areas: organisational justice, vocational psychology, job satisfaction, and motivation.

You will also have an interest in the practical application of empirical research and theory to organisations. It is likely that you will have particular responsibility for developing, with other staff, a new programme in Industrial and Organisational Psychology and will eventually be expected to take a leadership role in the programme.

Applications close: 5 March 1999.
Please quote: Position Ref SA827.

Job descriptions and application forms are available from the HIR Asst, Faculty of Science, Victoria University of Wellington, PO Box 600, Wellington, New Zealand (tel: 64-4-495 5233 ext 8071; fax: 64-4-495 5122; email: Science-appoint@vuwac.nz).

In honouring the Treaty of Waitangi, the University welcomes applications from the Tangata Whenua. We also welcome applications from women, Pacific Island peoples, ethnic minorities and people with disabilities.