When Marilynn Brewer attended the first convention of the American Psychological Society in 1988, she thought to herself, “One day, the 100th anniversary of this convention will be celebrated,” as she stood among the potted plants that vaguely disguised the parking lot location of the first APS opening reception.

“In a blink of an eye, here we are a 10th of the way there and I think it is marvelous,” the former APS President said, as she stood before the attendees of the 10th Annual Convention Opening Ceremony. Within that decade, the convention has grown from a few rooms and a parking lot at a Northern Virginia motel to an event that took over one of the largest convention hotels in Washington, DC.

From the Opening Ceremony and the Presidential Symposium, to the invited and submitted symposia and addresses, to the satellite meetings and how-to workshops, attendance, submission, and exhibit records were all broken when APS convened its 10th Annual Convention May 21-24, 1998. More than 2,500 people took part in the program that featured the latest discoveries in scientific psychology.

“Many people told me that this was the best APS program ever,” said outgoing APS President (now APS Past President) Kay Deaux. “For that, we have to thank Program Chair Morton Ann Gernsbacher and her great program committee.”

A Breakthrough Program

One of the reasons for this year’s record participation was the meeting’s enhanced format, put together by the 1998 APS Program Committee. While the cornerstones of the convention, such as the Keynote Address, the Bring the Family Address, and the Presidential Symposium were maintained, the committee made several changes to the program that, in addition to creating a

The Scientist As Advocate
Psychologists play dual role as contributor and communicator in policy and law

Webster’s defines a law as “a binding custom or practice of a community: a rule of conduct or action.” In other words, we’re talking about governing behavior. So when legislators and policymakers endeavor to write the laws of the country, what more obvious resource is there than the scientists that study behavior?

When psychological scientists testify at congressional hearings or participate in policy discussions, they often are speaking to an audience that is unfamiliar with their area of expertise. This means the scientist must present his or her research in such a way that is comprehensible to non-scientists, applicable to the issue at hand, and translatable into policy language and appli-
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John Q. Public: What’s your Psychology IQ?

Elizabeth Loftus
President
American Psychological Society

My worries about America’s literacy in the field of psychological science began mushrooming this year. It started in earnest when I attended the 1998 Summit of Psychological Science Societies. This was the meeting where representatives from over 90 of the leading behavioral science organizations convened to talk about the future of psychology. (See the May/June 1998 Observer for full coverage of the Summit.)

One of the main topics of discussion was how to communicate psychological science more effectively. As one attendee put it: “I’m tired of going to parties and telling someone I’m a psychologist and having them immediately ask if I would like to psychoanalyze them.” (Who hasn’t had this experience?) Why is “Are you psychoanalyzing me?” the first thing that comes to mind when people hear the word psychologist?

A few weeks later I attended the APS meeting in Washington, DC, at which I got the chance to enjoy the many interesting talks, fantastic posters, and the volume of great research that took place there. Unfortunately, though, the public is relatively unaware of both the dynamic research presented at that meeting as well as the offerings of the field as a whole.

You know those surveys of high school students that periodically get published in the newspaper? If you give students a skeleton of a map of the world and ask them to tell you where Italy is, an astonishing percentage can’t do it. If you ask people questions about American history, a surprisingly large number don’t get the right answers. We bemoan the poor geographical literacy or the poor historical literacy, but when was the last time you saw a news article about poor psychological science literacy?

At the APS Convention, I had the chance to have lunch with Elizabeth Knoll, who is the psychology editor for Harvard University Press. Munching on crab cake sandwiches, we talked about psychological literacy. Knoll’s husband, a neuropsychologist, has occasion to test people from all walks of life who have experienced brain damage. His observation, as Knoll told me, was that everyone can tell you who Albert Einstein is. I found that very interesting: How is it that everyone knows who Albert Einstein is?

Just to be sure this wasn’t a fluke, I tested my next cab driver. After asking the usual “Where are you from?” I asked him who Albert Einstein was. Without missing a beat he said “He’s the guy who discovered the theory of relativity.”

After the APS meeting, I attended “Memory, Consciousness, and Brain,” a conference in Tallinn, Estonia, to celebrate a birthday of the great memory psychologist, Endel Tulving. When my Estonian waitress stopped by at breakfast to pour me some coffee, I asked if she spoke English, and when she clearly could, I asked her who Albert Einstein was. She held up a hand near her head, moved it in an outward direction (perhaps illustrating Einstein’s hair, I thought) and said something like “big brains.” So they know Einstein there too. Why? How?

What comparable things do these same people know about psychological science? I have a hunch that if we were to test the public, we would find that many people are extraordinarily ignorant of some of the most basic facts and findings from psychological science. They would almost certainly have heard of Freud, and maybe Skinner, but those two may exhaust the list. If we could measure America’s literacy in psychological science, and then call upon our estimated 2,000,000 collective IQ points to figure out how to increase that literacy, we would be doing our field and our society a great service.

I offer these initial thoughts to begin a dialogue about what should even go into a measure of psychological science literacy. It would be of great importance if some of us would take the first steps towards reflecting as a field about whether we have a consensus about what the right questions and the right answers should be. What should the literate citizen know about us? And how do we make that happen? 

Do you have an opinion about this or suggestions for improving the public’s psychological literacy? If so, submit your Letter to the Editor to: ewr@aps.washington.dc.us. You may also fax it to 202-783-2083 or mail it to:

Editor, APS Observer, 1010 Vermont Ave., NW, Ste. 1100, Washington, DC 20005-4907.
The Science of the Brain in Space

NASA's Neurolab is one small step for man and one giant step for neuroscience.

When NASA's STS-90 Neurolab mission aboard the Space Shuttle Columbia arrived home on May 3, 1998, neuroscientists had a lot to be excited about.

The 16-day Neurolab mission was made up of 26 peer-reviewed experiments, which focused on how the space environment affects the functioning and development of the nervous system and how brain structures adapt to a gravity-free environment.

The idea for Neurolab was developed back in 1992, when President Bush and Congress declared the 90s the ‘Decade of the Brain.’ Since Neurolab focused on basic research questions in neuroscience, the mission provided a unique contribution to the study and treatment of neurological diseases and disorders.

"NASA's Life Sciences Division made a very important contribution to that whole effort in the form of a space shuttle mission dedicated to neuroscience and behavioral research," said NASA Neurolab Special Projects Scientist and psychologist David Liskowsky.

"The Neurolab mission was the most ambitious life sciences shuttle mission NASA has ever flown."

Liskowsky, who is stationed at NASA Headquarters in Washington, DC, said his role with Neurolab was to support the activities going on in association with the mission.

Background on Neurolab

Each time NASA sends a shuttle into orbit, the astronauts on board are there to perform different missions. "Occasionally we get a mission allocated to the life sciences, where an entire shuttle mission's sole purpose is just life sciences research. The Neurolab mission was dedicated to the life sciences and to neuroscience research."

The planning for the Neurolab mission was an ongoing NASA operation. NASA decided early on to enhance the mission by taking advantage of the worldwide neuroscience community. NASA hoped that the mission would be done collaboratively, not only with international space agencies—with whom NASA works with regularly on joint research—but also other domestic agencies, particularly the National Institutes of Health (NIH).

"In the early days of planning, we went out and talked to NIH, the National Science Foundation (NSF), and some of the Department of Defense medical research agencies to see if they wanted to be partners," explained Liskowsky. "We developed a cooperative agreement with six of the NIH institutes—including the National Institute of Child Health and Human Development, the National Institute on Aging, the National Institute of Deafness and Other Communication Disorders, National Heart, Lung and Blood Institute, the National Institute on Neurological Disorders and Stroke, and the Division of Research Grants—the NSF, and the Office of Naval Research, to participate as partners on the mission. We also enlisted five international space agencies as partners."

Once the partners were lined up, NASA went out with a solicitation to the neuroscience community seeking proposals in a broad area of neuroscience research that included developmental biology, cellular and molecular neurobiology, vestibular research, sleep circadian rhythms, and autonomic nervous system functioning. "What we were interested in was the diverse effects of gravity on the nervous system," said Liskowsky.

The solicitation went out in 1993 and NASA received 172 proposals from around the world. All were in different subject areas. As part of the partnership and collaboration on Neurolab, NIH did the peer review for the studies. "All the proposals were given what NASA calls an ECM review—engineering cost management review—and the main purpose of that review is to make sure that the study could be carried out on the shuttle."

Based on the results of the scientific peer review and ECM review, 31 proposals, in a variety of subject areas were selected.

"NASA then formed the investigators into eight teams to integrate the proposals to better utilize Shuttle resources," said Liskowsky.

After a 10-month period, the investigators submitted their integrated proposals that were then again peer reviewed by the NIH. "The idea was to ensure that by integrating the proposals, the content was not diluted and that the science was still valid."

In the end, NASA ended up with 26 experiments onboard.

"In doing the mission and trying to fit everything in on the shuttle, it became clear that five of them could not fit on. So we have five small payload experiments that we are trying to get done on other shuttle flights and 26 of the experiments were done on the Neurolab flight."

3,2,1, Lift-Off

When the space shuttle lifted off on April 17,1998, it carried a lot more than its seven crew members. Also included on board were 18 pregnant mice, 152 rats, 229 swordtail fish, 60 snails, 75 snail spawn packs, 824 crickets and 690 cricket eggs.

An example of a very state-of-the-art technical experiment that was accomplished on the space shuttle was organized by APS Member Bruce McNaughton of the University of Arizona.

"He did a study on microgravity where he recorded from multiple neurons in the hippocampus of rats. He wanted to see how the coding of three-dimensional positioning changes in space. Although this is something he does routinely in his lab on the ground, they developed a system so they could do it in space."

During the experiment, rats ran on a track called the Escher Staircase, which guided the rat along a path so it would return to its starting location after having made only three 90-degree right turns. On earth, rats can not run on this track, but in space it provided a unique way
to study the hippocampus. The success of neural plasticity, as indicated by the rat's adaptation to the microgravity experiment, was measured by performing the experiment both early and late in the mission and by performing a series of postflight tests on earth.

Another study the astronauts did with the animals was on the effects of gravity on normal nervous system development. The objective was to determine if basic cellular processes such as DNA replication, cell division and migration proceed to produce a functional nervous system without gravity.

Many of the studies that were done with the animals also had counterparts in the human investigations. "In many cases we had studies that were being done on the crew members that had complementary experiments using the animals. For example, there were studies looking at certain phenomena in the crew members, such as the cardiovascular and some vestibular experiments, and animal studies looking at the underlying mechanisms involved in some of those same changes, such as the cellular and molecular changes in the brain."

In studying the crickets on board, the astronauts looked closely at their behavior. On earth, crickets keep their heads as close as possible to vertical, even when their bodies are situated to and angle. To do this, the cricket makes a compensatory head movement during a roll of its body. By measuring this head movement investigators can determine the efficiency and accuracy of the synaptic connections that have developed in the cricket's gravity sensors in microgravity.

Some of the human experiments that took place on Neurolab were pretty sophisticated. "In one of the studies that looked at changes in autonomic system control of the cardiovascular system, the astronauts actually went in and recorded from a sympathetic nerve behind the knee. This is a pretty sophisticated technique," said Liskowsky. "And the fact that we could get it done on the shuttle was really a technical achievement."

While the investigators were performing the experiment up on the shuttle, they were down linking the data so they could see the nerve recording in real time. "The scientists said that the quality of the recordings they were getting from the nerve was just as good as they get in their lab on the ground," said Liskowsky.

Since the experiments were done just over a month ago, the investigators are now analyzing the data that was recorded. Liskowsky said it will be a number of months before the data are published. "What we can see is that the quality of the data was excellent," he added.

**To Sleep or Not to Sleep**

One complaint from astronauts has been the lack of a good night's sleep in space.

"The sleep team study looked at how space flight affects sleep and the interaction between sleep and respiration. We know changes in respiration occur in space. And we know sleeping and respiration are closely linked. So this was an integrated experiment to study the interaction."

One of the investigators involved in the sleep study was a respiratory physiologist. The other investigators were sleep experts. On different nights during the mission, the participants would get completely wired up to sleep. This included EEG recordings to record sleep architecture, and other measures such as muscle activity and eye movements.

The study also examined the efficacy of the hormone melatonin.

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SEE SPACE ON PAGE 36
cution.

So it's a dual role, then, that behavioral scientists must assume: not only must they have the relevant research to contribute to policy, they must be willing and able to communicate it effectively. It is important to remember, say representatives on both sides of the hearing tables, that the relationship between behavioral scientists and policymakers is an ongoing one that needs to be nurtured and encouraged by each.™

Being a Part of the Message

While many psychologists agree party affiliation and congressional majorities seem to make little difference in the appreciation of behavioral science among legislators, some also acknowledge that the Clinton administration seems especially receptive and interested in behavioral research than previous administrations.

APS Charter Fellow Patricia Kuhl, a psychologist at the University of Washington, recently spoke at the 10th Annual APS Convention Presidential Symposium about her experience with imparting her knowledge on child development and language research on the First Couple.

A year ago, she was one of several scientists asked to present research at the White House Conference on Early Childhood Development and Learning. She said she found that while the First Lady was somewhat better informed on the research in child development, the President was informed and interested enough to pose the right questions.

"The good news is that psychology and its findings are becoming evermore important to society. We can see that there are many facts that are valuable to the public," she said and added that psychologists need to understand what information policymakers need and how to give it to them.

Giving Away the Research

At the outset of the 105th Congress, Speaker Newt Gingrich requested that the House Science Committee conduct a review of our national science policy and develop a new long-range science and technology policy that is concise, comprehensive, and coherent. As part of this, the Committee has been holding a series of hearings to gather input for the study on issues such as science education, maintaining interest in science among children, and communicating science, for example. Not only does this study have implications for psychologists in their role as scientists, but also in their role as the purveyors of research in cognitive, developmental, and education issues.

Psychologist Susan Carey of New York University added relevance with her research in the first hearing within the Science Policy Study on "Math and Science Education: Maintaining the Interest of young Kids in Science."

Carey testified before the House Committee on Science on how to keep young children interested in science and how to make that interest last through their adolescence and teen years. Flanked by representatives from the museum, teaching, and children's programming arenas—as well as Bill Nye "The Science Guy"—Carey offered testimony that spoke to the cognitive aspects of learning, conceptual change, and development.

"All good teachers have always realized that one must start 'where the student is,'" testified Carey. "Since the 1960s, we have come to a completely new understanding of what this truism means and of 'where the student is.' Back then, 'where the student is' was defined in terms of what the student lacked. . . Now we understand that the main barrier to learning the curricular materials we so painstakingly developed is not what the student lacks, but rather what the student has, namely, alternative conceptual frameworks for understanding the phenomena covered by the theories we are trying to teach."

The March 4, 1998, hearing was especially poignant in light of the recent results of the Third International Mathematics and Science Study that indicated that achievement in math and science among American students was below average. Achievement, which was strong among fourth graders, seemed to decline as they got older. In his opening statement, Congressman Vernon Elhers, vice chairman of the committee, noted how important it was to understand intellectual and cognitive development, underscoring the importance of Carey’s presence at the hearing.

Communicating the Message

At the science committee’s sixth hearing on “Communicating Science and Engineering in a Sound-Bite World,” APS Member Stuart M. Zola, of the University of California-San Diego, testified as to the importance not specifically of his own research, but of the responsibility of scientists to communicate what it is they are doing and why it is significant. Zola's research is directed at the development of an animal model of human amnesia and clarifying the way memory is organized in the brain. This research involves the use of non-human primates and made Zola and his work the target of animal rights activists who attempted to discredit his work and made false claims about the motivations behind research involving animals.

"The claims about animal research and about the process of science in general that were being made by the animal activists seemed not unreasonable on the surface," testified Zola. "And
FROM PREVIOUS PAGE

because they were not being effectively disputed by the scientific community, the distortions and untruths about science and the scientific process were of 10 accepted without question by the general public."

In light of this, Zola organized a public information project at the university—directed to legislators and the general public—that aimed to educate people on science. He became the university spokesperson on the use of animals in scientific study and visited legislators to spread the message.

"As I gained more experience talking with the public, I realized that the public was eager to learn the facts, and once they had the facts, they really came out on the appropriate side of the issue," he said. "We have to keep the public as well as legislators informed and also excited about science and the process of scientific discovery. They need to understand the importance of what they are being asked to allocate funds for. I believe that scientists have an additional responsibility in their jobs, and that is to communicate effectively not just with each other but with the general public."

Yale University psychologist and Charter Fellow Edward Zigler, who has worked and consulted for many administrations—both Republican and Democratic—echoes Zola's point and says that it is the responsibility of the scientist to educate in the public interest and that there is no reason that education should be particularly partisan.

"I think it is actually imperative that we be viewed not as advocates, but as engaged in a very high-level form of public education," he said. "We have a great deal of knowledge and what we have to do is to be able to transmit it effectively, quickly, and honestly to decision makers. They make the laws, not us. I think it behooves us to be objective knowledge brokers and totally bi-partisan. There is an old saying that knowledge is power; we have the knowledge that these powerful brokers want to have and that is what they want to hear from us."

APS Charter Fellow William Bevan, now retired from Duke University, said that it is important for policy makers to understand the effect behavioral science can have on human behavior. The former Executive Director of the American Association for the Advancement of Science (AAAS) added it is equally important for psychologists to learn how laws are made and how to have a role in that process as early as possible.

"I started the Congressional Science Fellows Program while I was at AAAS," he said. "We were concerned that young scientists were not having the role that they could have in the development of modern legislation so we set up a program that was subsidized by various scientific societies that were willing to pay a stipend for a year of scientific service in the Congress."

When he went on to Duke University, Bevan started a program at the school that trained young scientists on the roles of policy making.

Just Say No?

While many psychologists say that policymakers are open to incorporating behavioral research in policy, they acknowledge an occasional disconnect between popular policy and good research.

Last March, PBS aired a series called Moyers on Addition: Close to Home, in which host Bill Moyers examined the issues leading to and surrounding substance abuse, striving to dispel the myths, misunderstanding, and moral judgments that have inhibited real progress on effectively treating it. In this acclaimed series, National Institute on Drug Abuse Director Alan I. Leshner described substance abuse as a disease of the brain with risk factors that go far beyond the "Just Say No" policy popularized by the Reagan Administration—particularly First Lady Nancy Reagan—in the 1980s.

Leshner said that substance abuse is a chronic and relapsing, though treatable, disease of the brain, and prolonged drug use produces lasting and fundamental changes in brain function. Self-esteem, societal attitudes, community and environmental influences, peer pressure, family instability, genetics, and mental health problems are all issues that can lead someone to take drugs.

So why did Nancy Reagan ever think it was as easy as just saying no?

"The social psychological world is far more complex than that simple statement would imply," said Elliot Aronson, an APS Fellow at the University of California-Santa Cruz. Aronson has conducted research on, and delivered last year's APS Convention Bring the Family Address on condom use among teenagers. He came across that same "just say no" mentality from policy makers who didn't think condom use should be an issue since, in their opinion, teens shouldn't be having sex anyway.

"Just saying no is no small feat," he said. "This ignores issues like peer pressure, the desire of a teenager to be accepted by the peer group, the desire for adventure, the feeling teens have that they are invulnerable, etc. To persuade them not to use drugs or cigarettes—
more diverse convention, opened the meeting up to include more types of presentations, and more opportunity for member participation.

Hot Topics, for example, featured short, oral reports on leading-edge topics in the field. The success of this new feature was testified to not only by the packed meeting rooms, but by the discussions that were continued out in the hallways and corridors of the Washington Hilton and Towers.

The integrative and cross-cutting symposia—inspired by the format of the APS journal *Current Directions in Psychological Science*—featured cross-cutting and exciting research presented in a debate-like format. In addition, poster sessions this year were combined with lunchtime or early evening receptions and a showcase poster session highlighted the best of this year's submissions.

1998 Program Chair Morton Ann Gernsbacher said she was pleased and overwhelmed by the success of this year's program.

"I thought it was fantastic," she said. "It was perfectly orchestrated and well executed. I thoroughly enjoyed the Hot Topics and was totally impressed with the caliber of speakers and presentations who chose that medium for presenting their latest and greatest work. I believe that the shift to more specialized presentations in the morning and more integrative presentations in the afternoon worked very well and insured that there would be something all day for everyone. And as usual, the Presidential Symposium, the Keynote Address and the Bring the Family Address were first rate! I was thrilled with how well it went and delighted by all the very positive comments I heard while at the convention (and even while flying home)."

**Honoring the Past**

**Looking at the Future**

One of the most significant events of the convention came at the opening ceremony, at which not only were the James McKeen Cattell and William James award winners announced, but new student poster awards were bestowed and past APS presidents were honored.

"I would like to get us oriented towards the present by actually looking towards the past," said Deaux at the Opening Ceremony. "I would like to introduce you to a very special set of people—psychologists who have served as presidents of this organization over the past 10 years and who have led us to the very successful place where we are today."

Deaux introduced each of the APS past presidents—Charles Keisler, Janet Spence, Gordon Bower, Marilynn Brewer, Richard Thompson, and Sandra Scarr (James McGaugh was not able to attend)—and presented each with a ceremonial gavel.

"When I think about APS I feel like a proud parent," said Sandra Scarr, who served as APS president from 1996-1997, on receiving her gavel. "We started this organization to promote and maintain the integrity of the discipline of psychology and to recognize the special interests of research academic psychologists because we have interests that extend to Washington and the US Congress, to our state legislatures, to our IRBs, to our universities. We are a group that deserves representation and APS, I am proud to say, became the premier organization for research academic psychology. I think when we founded the fledgling APS 10 years ago, we never dreamed—well, perhaps we dreamed, but I don't think we really
believed—that we would be 15,000-plus strong 10 years later. I think that is due to everyone who worked hard to maintain, build, and nurture this organization. I look forward to the further development of APS because I think that there is so much more that we can do to further the interests of research academic psychology and maintain the integrity of the discipline."

Deaux continued on the awards track by announcing the winners of the William James Fellow awards—Paul Ekman, Rochel Gelman, and Timothy Salthouse—and the James McKeen Cattell awards—John B. Carroll and Paul Meehl. (See the citations for these awards on pages 20-21.)

Gernsbacher then acknowledged this year’s award winners. The Outstanding Student Poster Award and two Honorable Mention Poster awards were newly-created for this year’s convention. In addition, Gernsbacher awarded the APS Student Caucus Research Contest Award Winners. (See The Student Notebook for highlights of these awards on pages 34-35.)

Convention Cornerstones
The Keynote Speaker is traditionally the highlight of the Opening Ceremony and this year, it was no different. Larry R. Squire, a professor of psychiatry and neuroscience at the University of California-San Diego and a research career scientist at the VA Medical Center in San Diego, delivered this year’s address on “Memory, Amnesia, and Brain Systems.”

Squire talked about how studies of monkeys and humans have identified a system of brain structures that is essential for conscious recollection. He also discussed the contrast between conscious memory and various non-conscious forms of memory that depend on other brain systems.

"Not too long ago, the topic of mind and behavior was studied almost exclusively by psychologists,” said Squire. “The vitality of psychology today is partly due to the fact that its methods and subject matter cross interdisciplinary boundaries in many directions and form usable alliances, for example, in psychiatry, education, public health, and world groups and organizations. I want to illustrate work in one of these areas where it has been fruitful to combine the strategies of psychology and neuroscience. Though I focus on the topic of memory, it should be clear that the alliance between psychology and neuroscience is today working to great advantage in a number of areas where the nervous system can be approached in both humans and experimental animals and where behavioral and cognitive analysis, as psychological science, plays an essential and a central role.”

In a lighter but no less significant presentation, University of California-San Francisco psychologist Paul Ekman enthralled convention attendees and their families at the 1998 Bring the Family Address with his talk on telling lies. Ekman looked at why we lie, why lies fail, and how well people can identify lying from demeanor. Audience members were also given the opportunity to test how well they could tell if someone was lying.

"I first began to study lies to answer a question I was asked by young doctors when I was teaching at UC medical schools: When a suicidal patient, who said she was no
longer depressed, wanted a weekend pass, was there something in the patient's nonverbal behavior that would indicate whether she was telling the truth and we should give her the pass, or whether she was simply trying to win freedom from hospital supervision to take her life. There are behavioral clues to deceit. Many of them are in nonverbal behavior, but some of them are in verbal behavior as well. But many people do not recognize these clues and so most people are easily deceived."

The third hallmark of the APS Convention is the Presidential Symposium. This year Deaux gathered some of the nation's premier researchers—John Swets, Patricia Kuhl, Jacquelyne Eccles, Linda Bartoshuk, and John Darley—to discuss "Psychology Works: From Basic Research to Better Mousetraps." In this Symposium the investigators described the links between fundamental research questions and important applications, as exemplified by their own research programs. Discussant Darley talked about how discoveries are construed and the standards of proof in theory and application.

"I loved the Presidential Symposium," said Deaux. "My vision of what such a symposium might look like was gratifyingly exceeded by the quality of the presentations. All five of the speakers did a terrific job. Many people told me how much they enjoyed the symposium in part because these presenters, like APS itself, represented a range of subdisciplines in psychology."

(See story on page 11 for more coverage of the Presidential Symposium.)

**The Proof Is in the Posters**

The success of this year's poster sessions was not only evidenced by the number of submissions, but by the sheer numbers of people who crowded around this year's presentations.

"Moving the poster sessions into uncontested time worked perfectly," said Gernsbacher. "Every poster session I attended was busy and exciting."

By scheduling the poster sessions at lunch and during evening receptions, the program committee ensured that not only would the sessions not have to compete with the rest of the program, but that poster presenters would not have to miss addresses or symposia they wanted to see.

The poster sessions commenced with the Showcase Poster Session, which was held with the Opening Reception in the Exhibit Hall. The session included the APS-NSF Research Competition Posters, the APS Outstanding Student Poster, the Honorable Mentions, and those posters judged by reviewers to be the best posters in each contest area.

The Federal Funding Poster Session was also well-attended with representatives of the major federal funding agencies represented, including the Centers for Disease Control, the Office of Naval Research, the National Cancer Institute, the National Institute for Child Health and Human Development, the National Institute of Dental Research, the National Institute of Neurological Disorders and Strokes, the National Institute of Aging, the National Institute on Alcohol Abuse and Alcoholism (NIAAA), the National Institute on Drug Abuse (NIDA), the National Institute of Mental Health (NIMH), the National Science Foundation (NSF), and the National Institutes of Health Office of Behavioral and Social Sciences Research.

**Bring On The Feds**

Federal funding agencies were also represented in a series of pre-conference symposia, meetings, and workshops.

NIAAA held a one-day symposium, co-sponsored by APS, on "Alcohol Behavioral Genetics: A New Frontier in Research on Alcoholism and Addiction." Featuring presentations by leading investigators in this area of research, the symposium exam-
Building Better Mousetraps
1998 Presidential Symposium connects basic research with effective applications

When outgoing APS President Kay Deaux set about designing her presidential symposium, she looked to go beyond the numerous subfields of the discipline and instead focus on the larger role of psychology in the societal good. While psychology contributes a great deal to society, Deaux said that those contributions often go unrecognized.

"The distinction sometimes made between basic and applied research implies that only specifically problem-oriented research can make a difference in everyday life," she said. "In fact, psychology has a remarkable track record of discovery and implementation. Most of the research that most of us do eventually, whether in the short term or in the longer term, has important implications and applications for the problems, the issues, and the tasks that face us as individuals and as a society."

In this spirit, Deaux brought together four researchers who have taken basic research ideas and carried them through into important applications for "Psychology Works: From Basic Research to Better Mousetraps," which was presented at the 10th Annual Convention of the American Psychological Society, May 22, 1998.

"The range of interests represented—from achievement and education, through sensory processes—testifies to the breadth of the psychological contribution," said Deaux.

Participating in the symposium were: Linda M. Bartoshuk, who spoke on "Bitter Pain and Sweet Pleasure: Taste Psychophysics in the Clinic"; Jacqueylnne S. Eccles, who spoke on "Why Don't Junior High Schools Work Very Well for Some Students"; Patricia K. Kuhl, who discussed "Language, Mind, and Brain: The Clinton's Foray into Psychology"; and John A. Swets, who spoke about "From Esoteric Psychophysics to Worldly Diagnostics." Princeton University's John Darley served as discussant and tied together the major themes of the symposium in terms of their applications to policy.

"What are the things then that capture attention? Discoveries, demonstrations, dramatizations, inventions, and alchemistical transmutations," said Darley. "We will do better in the policy arena if we recognize what the arena is about: persuasion by the these attention-capturing means. So let us take the silver of scientific discoveries and turn it into something else, perhaps the gold of policy implications."

A Matter of Taste
Bartoshuk, a professor at Yale University whose research interest is in the sense of taste, discussed three loosely related findings that catapulted basic psychophysical research into clinical applications.

The first item she discussed was the discovery of supertasters—individuals with unusually large numbers of taste buds who perceive more intense tastes, experience more intense oral burn from irritants, and experience more intense touch sensations from substances such as fat and food thickeners.

"A supertaster is a super perceiver of all pain and all touch. Food is perceived as touch. Once we knew that different people lived in very different taste worlds, we could ask questions about how this influences food behavior," she said. "One of the most provocative findings was an effect of sex."

Researchers found that supertasters

CONTINUED ON NEXT PAGE
were more often women and, in fact, about 10 percent of women have more taste buds than men.

"But is it that these 10 percent are women for whom the world of food is just too intense? Or are those wonderful sensations so alluring that supertasting women in our culture—with so many worries about weight, especially among women—have to reject them very early? This becomes a cognitive phenomenon," she said.

The second discovery Bartoshuk discussed concerned interactions among the nerves that mediate taste. According to Bartoshuk, the front and the back of the tongue are normally engaged in a kind of neural combat that has an important protective function. The nerves normally inhibit one another such that if one nerve is damaged, it releases its inhibition on the other. The release of inhibition makes up for the loss of input due to the damage and taste is preserved. However, the release of inhibition sometimes results in phantom sensations that can be distressing to a patient.

This neural combat Bartoshuk described is not limited to taste nerves alone, which led to the third finding she discussed. Taste and oral pain appear to interact in this way as well, she said, so that taste damage can lead to pain phantoms. Taste damage in supertasters is particularly likely to result in pain phantoms. Since women make up a disproportionate number of supertasters and women lose some taste at menopause, it puts them at a higher risk than men for a disorder called burning mouth syndrome. This disorder is characterized by excruciating mouth pain, but since there is no visible tongue pathology, some physicians have suggested psychological causes for the pain where it is now believed to be related to this neural combat.

"Paradoxically, capsaicin, which is one of the stimuli that we use to study oral pain, has the ability to turn off pain receptors when it is applied topically in the correct concentration for the correct amount of time," Bartoshuk added. "We are using psychophysical studies to optimize this kind of oral analgesia for cancer patients who suffer painful mouth sores as a side effect of chemotherapy or radiation therapy."

School Daze

University of Michigan’s Jacquelynne Eccles took on the next leg of the symposia tackling the question of why junior high schools don’t work very well for some students.

"I am going to begin with a quote that I think captures this entire symposium," said Eccles. "I am sure that you have all heard the quote: 'Nothing is so useful as a good theory.' A colleague and I have paraphrased this to: 'Nothing is so useful to theory as a good factual problem.'"

Eccles’ work began with the question of why girls were not doing well in academics. In working at schools and looking at kids attitudes towards school, Eccles and her colleagues found that while it seemed true that girls were less favorable towards mathematics, it was also apparent that all of the children were turning off to math and science as they moved into and through the junior high school years.

"As we began to look across a whole variety of measures, it turns out that whether you look at academics, attitudes towards academic subjects, or measures of socio-emotional functioning, this period of early adolescence is marked by an increase in negative affect and a decrease in positive affect," she said. "There is also evidence of a change in self esteem and a little bit of evidence, especially in white females, of an increase in psychopathology—especially depression. The obvious explanation that people come up with is raging hormones but I was interested in another hypothesis: was there something in the school environment that was somehow causing these declines in motivation? Was it something that we were doing to them rather than what their hormones were doing to them?"

Eccles’ talk suggested that there is often a mismatch between characteristics of the classroom environment in traditional middle grade schools and early adolescents’ development level. According to Eccles, results of a comprehensive longitudinal study—examining the influence of school and classroom environmental factors such as teacher discipline and control practices, teacher-student relations, opportunities for student decision making, teachers’ sense of
Celebrating a Decade of APS

This year marks the 10th anniversary of the American Psychological Society. Created to promote, protect, and advance the interests of scientifically-oriented psychology in research, application, and improvement of human welfare, the Society has grown to be one of the premier scientific organizations in the world. To celebrate, the Observer is featuring this column commemorating some of the highlights of the last 10 years. This month we feature pictures from the APS Birthday “Back to the Future” party held at the 1998 APS convention.

Back to the Future with APS
When the APS Observer caught up with Teaching Institute Program Committee Chair Doug Bernstein after last year’s APS Convention, he told us that the 1998 addresses and presentations were going to be more clearly linked to the teaching of psychology—and if you attended any part of this year’s institute, you know he wasn’t kidding.

The Fifth Annual Teaching Institute pre-conference kicked off the 10th Annual APS Convention with informative and interesting addresses, given on an array of topics including idea-based lectures, incorporating technology into the teaching of psychology, and integrating a multicultural perspective into the teaching of psychology.

“The main difference was that this year we invited speakers to make presentations that were focused more clearly on teaching issues,” said Bernstein. “In particular, we wanted the presenters to present current research that could be used in various courses such as the talk on what is new in abnormal psychology by David Holmes and understanding burn out by Christina Maslach. We also had another category that was focused essentially on teaching methods. This included the opening address by Peter Gray on an idea-centered approach to teaching and Karen Huang’s closing address on integrating a multicultural perspective into the teaching of psychology.”

This year, close to 400 participants met for the one-day event, which in past years has become one of the most anticipated, attended, and talked about events at the convention. “I was real happy with the turn out, we had about 100 more attendees than last year,” added Bernstein.

“In the past we had tried to focus too much on research updates and as a result it appeared to be too similar to the main conference. This year with a more obvious focus on teaching, I think we hit the right formula. And were going to offer the same kind of range of new technologies that are changing the way psychology is taught. He included “smart” presentation media, interactive classroom technologies, class Internet and World Wide Web use, and distance learning. The benefits and costs of implementing these technologies were discussed.

David Holmes, of the University of Kansas talked about what was new in abnormal psychology. His talk focused on the new and sometimes controversial findings concerning the causes of major psychological disorders.

Saul Kasin, of Williams College talked discussed the teaching of psychology and law. He discussed ways of incorporating what we view in the media into a course.

The afternoon invited addresses touched on the cross cultural perspectives in the psychology of women, successful approaches to supplementing the psychology textbook, and understanding job burn out.

The closing plenary session, presented by Karen Huang provided specific suggestions and resources for instructors to use in integrating a multicultural perspective into their own courses.

As in past years, there were two plenary sessions and six invited addresses. Participant idea exchanges and poster sessions

I was real happy with the turn out, we had about 100 more attendees than last year... I think we hit the right formula. And were going to offer the same kind of talks next year.

Doug Bernstein
Fifth Annual Teaching Institute

Open to all those with an interest in teaching, the Teaching Institute has, in its fifth year, attracted large crowds with its blend of cutting-edge psychological research and proven teaching techniques.

In APS Member Peter Gray’s opening plenary address, he described an idea-centered approach to teaching and included suggestions for choosing ideas as the content of the course, creating idea-based lectures, developing idea-centered writing assignments and tests, and helping students search for ideas and evidence in their reading.

APS Charter Fellow Robert S. Feldman presented an invited address and demonstrated a broad

Teaching Institute Idea Exchanges gave participants an informal opportunity to discuss teaching issues, techniques, problems, and methods.

see Teaching page 33
July/August 1998
Looking for a New Teaching Style?
Teaching Institute address suggests trying an idea-centered approach

What kind of teacher are you? Does your teaching consist mostly of the presentation of statements to students that should be memorized for tests? Has your classroom become a note-taking fest—where students learn that their task is to record and feed back, not to think.

If you have answered yes to one or all of these questions, it may be time to think about bringing in an idea-centered approach into your classroom, said APS Member Peter Gray.

Gray’s opening plenary address on an idea-centered approach to teaching had most attendees taking notes of their own. “Most of us who teach introductory psychology recognize that good teaching is more than the conveyance of factual information,” he said.

“Most of us want to engage students intellectually with ideas in psychology. We want students to think about and question what we teach, not simply memorize our statements and feed them back. However—given an educational system in which students’ chief rewards are grades on tests and our chief product is the end-of-term grade list—we too often lose track of the larger purpose and teach in ways counter to it,” he explained.

Gray’s approach to teaching introducing psychology is designed to make the course a scholarly adventure for students and instructor both. “The essence of the approach is to focus explicitly on ideas as the subject matter of the course,” he said. “Rather than on facts, terms, topics, pages in the textbook, the unsupported opinions of famous psychologists, or any of the other substitutes for ideas that may attempt to force their way to center stage. Most of us who teach psychology at the college level entered the discipline because we are excited by ideas in psychology. Idea-centered teaching allows us to manifest that excitement and infect others with it.”

Is This Approach for Me?
According to Gray, in the short run, the idea-based approach has both advantages and disadvantages.

“Some students will see the advantages right off. They will be pleased that the lecturer treats them as intellectually mature, values their thoughts, presents the facts and terms in a context that makes them meaningful, and initiates controversy that sometimes continues even after the class ends,” he said. “Others will complain. Even among those who followed and participated in the arguments, some will express confusion as to what if anything they have learned, or will ask, What are we responsible for? Idea-based lectures are also, at first, harder for most instructors to prepare than are fact- or definition-based lectures.”

Laptop + Email = The Students of the Future?
The race for improved technology is speeding up, but are you ready for the future?

Do you feel like every time you turn around you have to scramble to keep up with technology? Or are you an old hand at the latest and greatest new inventions that have been made to make our lives easier?

If you have recently mastered the email system at your school, you may feel as though the technology train is leaving and you just missed it. If this is the case, how will you handle the ever-changing classroom? Could you make your classroom an interactive classroom?

APS Charter Fellow and Teaching Institute invited address speaker Robert S. Feldman’s address touched on many of the changes taking place in the classroom. Use of email, the Internet, and distance learning may not only become a way of life for students but it may become the only way we are able to interact with our students.

“Those of us who are in psychology are really in one of the best positions to shape the future of instruction, he said. “We are experts in instruction and what works. Experts in learning and memory and I think we need to get in there and shape that future!”

Advantages to Technology In the Classroom
We are all quite aware that money does not grow on trees. New technology can be expensive, but if you are lucky enough to incorporate some technology into the classroom, you may be able to bask in the rewards. For example, with the use of a remote controlled response pad, you could take attendance in a second, have the ability to administer simple short quizzes and be provided with instant feedback about whether or not students are understanding. Obviously, the smaller the classroom, the more of an advantage this would be.

Through the use of the Internet, one could place their syllabus on the web. Students could hand in assignments electronically and teachers can hand them out electronically through the use of email once they are graded. Professors could hold electronic office hours.

“Students can send you a message and you can respond,” explained Feldman. “There are some students who are so intimi-
APS Board Focuses on Dissemination, Federal Support of Psychological Science

As it does every year, the APS Board of Directors met for two days prior to the APS Convention. (The Board meets twice a year, once at the convention and once in December.) Members of the Board are listed on the masthead of the Observer on page 2.

In addition to overseeing the administrative and financial operations of the Society, the Board took a number of actions, including the following:

An ad hoc committee has been formed to explore the feasibility of establishing a separate foundation for the purposes of receiving donations and other funding for the advancement of psychological science. The group will be chaired by Sandra Searl, and members will include Kay Deaux, Janet Spence, and Paul Thayer, among others.

The Board is exploring the possibility of establishing a new journal, tentatively titled Psychological Science in the Public Interest. This journal is being developed by the Board to disseminate what psychological science can tell us about various topics of concern to the public. As currently envisioned, the journal would include a major commissioned article that presents a definitive assessment of the scientific evidence on a particular application or intervention. The concept for this journal was first discussed at the December 1997 Board meeting, and a preliminary proposal is currently being refined by a planning group led by board member Steven Ceci, Robert Bjork, and Mahzarin Banaji. The journal planning group will be expanded to incorporate a wide range of research expertise and interests.

The Board also discussed the activities of a dissemination task force that was authorized at the December meeting. The task force, which is being organized by Banaji, is developing a list of possible dissemination projects that APS might undertake, with the goals of increasing public awareness and support for psychological science. The Board will receive a report from the task force at its December 1998 meeting.

The Board voted to increase APS dues by $2 in 1999 for Full Members, and $1 for Student Members.

In addition, the Board met with a number of top federal officials from agencies that support psychological science, among them: Alan Leshner, Director of the National Institute on Drug Abuse; Enoch Gordis, Director of the National Institute on Alcohol Abuse and Alcoholism; Norman Anderson, Director of the Office of Behavioral and Social Sciences Research at the National Institutes of Health (NIH); and Ellen Stover, Director of the Division on Behavioral Research, Mental Disorders, and AIDS, at the National Institute of Mental Health.

The discussions with the agency representatives focused on changes that are being made in the NIH peer review system for behavioral science; a “prioritizing” initiative currently underway in behavioral science at NIH; and strategies for overcoming barriers to behavioral research at various institutes at NIH.

Sarah Brookhart

Kay Deaux and NIAAA Director Enoch Gordis discuss research opportunities at NIAAA.

July/August 1998
Call for Nominations: Editor of Psychological Science

The Publications Committee of the American Psychological Society (chaired by Mark Appelbaum) invites nominations for Editor of the Society’s flagship journal, Psychological Science, to succeed the current editor, John Kihlstrom, whose term will end in December 1999.

Psychological Science explores the research, theory, and application of psychology and all related sciences as well as the role of psychology in government and public affairs. Please see the inside back cover of any recent issue of Psychological Science for more detailed information on types of articles published.

Nominees must be members of APS and should be prepared to begin receiving manuscripts in 1999 for publication in the February 2000 issue. Criteria to be considered by the search committee in selecting the editor will include:

- comprehensive knowledge and broad perspective of the field,
- understanding and appreciation of the many subdisciplines within the field,
- professional accomplishment and identity within psychological science, and demonstrated research, writing, reviewing, and editing skills,
- freedom to devote time to editorial duties.

To nominate candidates, please provide a statement in support of the nominee. Self-nominations are encouraged, as are nominations of members of underrepresented groups in psychology. Nominees are encouraged to briefly discuss their ideas on future directions for the Journal. Any available supporting material such as curriculum vitae may also be sent.

Nominations should be sent to:
Mark Appelbaum, Chair
APS Publications Committee
American Psychological Society
1010 Vermont Avenue, NW, Suite 1100
Washington, DC 20005-4907
For electronic mail: ewr@aps.washington.dc.us

APS is an affirmative action/equal opportunity employer.
CONVENTION FROM PAGE 10

ined issues including the genetic and environmental contributions to alcohol abuse and dependency, identifying subjects for alcoholism vulnerability, and the genetics of alcoholism.

“Behavioral geneticists studying issues relating to alcohol are investigating the physiological and environmental factors that contribute to alcohol abuse and alcoholism,” said NIAAA Director Enoch Gordis. “As the role of specific genes or combinations of genes is better understood, psychologists and others in behavioral genetics will be able to use DNA for identified genes as another variable in their research.”

Meanwhile, NIDA held a meeting on “Cognition and Emotion Applications to Drug Abuse.” The meeting featured three symposia: one on drug abuse and emotion; another on judgement, decision, and emotion; and a third on social cognition and emotion. In addition, the University of Washington’s G. Alan Marlatt held a discussion on the applications to drug abuse and high risk behaviors. The conference was the second in a series of conferences highlighting NIDA’s interest in cognitive sciences. Cognition, decision making, expectancy and emotional processes factors were connected to the etiology and treatment of drug abuse, addiction, and other high-risk behaviors.

“It was fascinating to see how questions about addiction, craving, mood and cognitive processes interface so well with current trends in cognitive research,” said Jaylan Turkkan, chief of the Behavioral Sciences Research Branch within the Division of Basic Research at NIDA. “In both addiction and cognitive science, there is great interest in bringing emotion and visceral responses back into the equation as to why people are vulnerable to drug use, how drugs make them more vulnerable through faulty cognitive processes and impulsive behavior, and how emotional responses and craving can create a very toxic stew of being out of control.”

NIMH’s Molly Oliveri, chief of the Behavioral Science Research Branch within the Division of Mental Disorders, Behavioral Research and AIDS, hosted a junior investigator breakfast for investigators and students who have not had previous NIMH grant support. The breakfast featured practical information on obtaining grants for research, training, and career development as well as grants specifically targeted towards junior investigators.

Topics covered included: the application process; criteria used in scientific review; types of grants available; the recent NIMH reorganization; and funding considerations and priorities.

Poster sessions were held at lunchtime and during receptions this year so they would not conflict with the rest of the convention.

APS worked with several federal funding agencies in putting together the APS Workshop on Writing Research Grant Proposals. Steven Breckler and Michael McCloskey of NSF, and Della Hann and Malcolm Gordon of NIMH helmed this workshop which focused on the needs of beginning investigators and provided advice and guidance on the preparation of grant proposals. The workshop included discussion on: identifying appropriate topics; identifying the most appropriate agency to which to send a proposal; writing style; and the review process, among other topics.

“Writing a good proposal is really hard work,” said Breckler. “What has to come through is the leg work that is required for a proposal. Key questions that you have to answer include: what is it you intend to do; why the work is important, what has already been done; and how you are going to do the work.”

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APS OBSERVER
American Psychological Society

July/August 1998
Reading, Writing, and Publishing

Teaching Institute Program Chair Douglas Bernstein organized another new feature of this year's convention—"Writing Psychology Textbooks: A Nuts and Bolts Workshop for Prospective Authors."

The emphasis was on offering practical information and advise on deciding if you want to write a textbook, negotiating book contract, and writing a prospectus, among other issues.

"I have been wanting to do this workshop for a number of years," said Bernstein, who has seven textbooks in publication. "I have had a lot of experience in a lot of different areas of textbook publication and whatever benefit I can give you from that experience, I would like to. I wanted to do this workshop because when I started, I was so incredibly naive that I am embarrassed now to think how little I knew then about the whole process."

Back To The Future

In addition to the great program featured at this year's convention and the record number of attendees who took part in the meeting, it cannot be overlooked that this conference was, in part, a celebration of the 10th anniversary of the founding of APS and the achievement and excellence that APS has championed in that decade. To celebrate this, the convention was capped by a dance party at which members—dressed in their favorite retro-wear—tripped the strobe light fantastic and boogied away to oldies from the 50s, 60s, and 70s. APS Executive Director/Master of Ceremonies Alan Krut read some entertaining (and totally made-up) congratulatory telegrams from such luminaries as William James, Jerry Seinfeld, G. Stanley Hall, Motley Crue drummer Tommy Lee, and domesticity-maven Martha Stewart and a giant birthday cake was rolled out in honor of the first 10 years of APS.

Elizabeth Rukszis

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APS Honors
William James Fellows

This award honors the significant intellectual contributions made by scientists to the discipline of psychology.

**Paul Ekman**

Paul Ekman has developed methods that allow psychologists to read emotion from the human face. In so doing he has been able to show the universality of emotional expression across cultures and age. His work has related emotional expression to underlying biological mechanisms. Ekman’s research has made it possible for the study of emotion to return to a central place in psychology, and his books have made findings in the field of emotion available to a wide audience. Ekman has also been instrumental in the field of interpersonal deception. His writings in this field have been widely influential in the application of psychology to criminal justice. This work also represents a fundamental contribution to our understanding of human interaction and memory.

**Timothy Salthouse**

Timothy Salthouse received his PhD from the University of Michigan in 1974. For more than twenty years, his work has set the international standard for studies of changes in human performance that occur with aging. His ingenious studies have combined the rigor of precise experiment with the breadth that can be obtained with psychometric methods to uncover mechanisms involved in age related changes. He has shown how a general slowing of performance with age could underlie a vast array of changes that have been reported in memory, spatial ability and reasoning. Through his service on committees of the National Research Council he has helped in the application of research findings to enhance the design of work places to accommodate an aging population.

**Rochel Gelman**

Rochel Gelman has been a leader in the study of the thought processes of infants and young children. Her studies have been instrumental in showing that infants possess an understanding of numbers. Her work with children has demonstrated the impressive abilities of young children to count and to understand in a sophisticated way the basic principles of enumeration. Her book (with Gallistel) served as the basic source for a generation of developmental studies of the number skill and for the discussion and design of methods of instruction. She has also explored the development of other high level cognitive skills including music and language. She has been instrumental in training developmental psychologists to probe the secrets of infant and child mind.
1998 Convention Highlights

APS Honors

James McKeen Cattell Fellows

This prestigious award honors the outstanding contributions made by scientists working in the area of applied psychological research.

John B. Carroll

John B. Carroll has made outstanding and sustained scientific contributions that have had a significant impact on several fields of applied psychology. These contributions spanned many areas, including psychological assessment, psychometric theory, and methodology, the study of individual differences and the nature and measurement of intelligence, and the understanding and measurement of language aptitude and learning. His recent book, Human Cognitive Abilities, is a monumental integration of cognitive and aptitude theory. In connection with this work, he has reanalyzed over 460 data sets found in the factor analytic literature and integrated and interpreted these findings in the light of recent research in cognitive processing and cognitive ability measurement. This resulted in a new integrative theory of cognitive abilities that has many important applications.

Paul Meehl

Learning theory, the nature of schizophrenia, construct validity, personality measurement, actuarial and clinical prediction, the base rate problem, configural scoring, psychotherapy, significance testing, psychology and law, philosophy of science, extrasensory perception, taxometric theory and methods—to each of these diverse areas, Paul Meehl has made fundamental contributions. His bibliography sparkles with papers that have become classics because they are innovative, scholarly, and models of trenchant but lucid analysis. Like J. M. Cattell himself, Meehl’s focus of interest has been on the nature and sources of individual differences. Beginning in the 1950s, this Fellow of the National Academy of Sciences has already been recognized by most of the honors and awards available to psychologists. Generous in the context of discovery, rigorous in the context of verifications, an brilliant teacher, Meehl has been a role model for generations of Minnesota psychologists and for their students, in turn, all around the country.
In fact, a chance seating assignment on a plane, in which she found herself sitting next to Microsoft’s Bill Gates, illustrated to her just how interested the business world was in speech and language research. She engaged the CEO in a conversation about whether computers will ever crack the speech code.

“For the next couple of hours of the flight, over cocktail napkins and the various things we found to write on, I gave him the equivalent of two undergraduate classes on speech research and all of the reasons why it is hard for computers to recognize the human voice,” she said.

The White House Conference came about, said Kuhl, after the Clintons’ examined recent work about cognition and the brain. Six scientists, including Kuhl, were then invited to give talks to lawmakers, Congress, and the press about the research findings in the laboratory and about their extensions into real-life situations.

“Mrs. Clinton, early in her career, spent time at Yale’s Child Study Center and she has been interested in the development of children and the issues related to that. It was clear at this conference that she has read the literature and was very informed about the findings coming out of developmental psychology,” said Kuhl. “The president had read less but was an avid listener and asked all of the good questions.”

This conference not only exposed Kuhl to the Commander-in-Chief, but to the news media, who picked up the story. Kuhl gave many interviews and answered requests from many people—mostly parents—who wanted research information and/or help for their children.
Applications were made to other sensory systems, including those of animals, and then to memory and other cognitive processes. The ROC also supplied a measure of decision bias/threshold/criterion so that decision processes could be examined in discrimination tasks.

The ROC has since been applied to achieve more reliable assessments of the accuracy of diagnostic devices and techniques in such fields as clinical medicine, materials, weather forecasting, information retrieval, psychiatric testing, and aptitude testing.

"ROC analysis can be used to determine the optimal decision threshold to use for any given diagnostic system in any particular setting," said Swets, who added that, depending on prior probabilities of diagnostic alternatives and benefits and cost of the possible diagnostic outcomes, the desired decision threshold will range from lenient to strict.

Moreover, the theory can be used to increase the accuracy of diagnostic decisions, he said. It can be applied to show which factors are important in a diagnostic decision, and to merge an individual’s ratings of those factors in an optimal way.

"Using rating scales and optimal merging as diagnostic aids has increased substantially the accuracy of mammography in diagnosis of breast cancer and the accuracy of magnetic resonance imaging in the staging of prostate cancer," he said. "These results indicate the promise of the decision-aiding techniques for other diagnostic problems."

**BRINGING IT ALL TOGETHER**

"What Jacque and others have done is take what we know developmentally about adolescence, think about how that interacted with what is going on within the social structure of school systems, and then actually point out which sorts of systems will be beneficial and which will be harmful," he said. "There is an alchemist’s performance."

Acceptance is a persuasion process, said Darley, "and it is facilitated by clever inventions, powerful demonstrations, vivid dramatizations, alchemistic transmutations, and imaginative discoveries into policy relevant material that demands attention."

These things are still uniquely difficult to actualize for psychologists, Darley said, because very often the research is counter intuitive.

"We are often asking people to consider that their preferences are often transitory, their decisions are well below rational standards, and their information is deeply imperfect," he said. "That is not something people are very happy about doing so we have an uphill battle to fight. We must remember that it is often difficult to bring about change when the change suggests to people that they need to be somewhat more humble about something that they tend to think they are very good at. That is hard work."

Darley said that psychology was an interesting field but one that carries inherent contradictions: psychologists are trying to recognize a world socially constructed, he said, but think in a world in which there are real objective truths.

"We will do better in the policy arena if we recognize what the arena is about—and that is persuasion by the various means I suggest—and recognize the gain that transforms science into policy. But there are unique difficulties psychology is facing, given the counter intuitive character of many of the policy implications of our work. That creates additional difficulties for our science, but I believe we are scientists who are very handy at overcoming the obstacles inherent in working in the policy arena."

**JOHN DARLEY**

**PRINCETON UNIVERSITY**

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**FROM PREVIOUS PAGE**

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People

Recent Appointments, Awards, Promotions...

APS Charter Fellow William E. Collins, director of the Federal Aviation Administration's Civil Aeromedical Institute (CAMI) in Oklahoma City, was the recipient of three aeromedical honors during May. He received the 1990 Paul T. Hansen Award from the Aerospace Human Factors Association for his extensive human factors accomplishments in research and research direction, a silver medal from the South African Society of Aerospace and Environmental Medicine for support of the aerospace medical community and contributions to the promotion of flight safety in that country, and the 1998 Harry G. Moseley Award of the Aerospace Medical Association for the most outstanding contribution to aviation safety, based on aeromedical achievements.

APS Member Martha M. Ellis has been selected as Provost of Collin County Community College District (C CCCD) in Plano, Texas. Prior to her promotion, Ellis was professor of psychology and chair of the psychology department at CCCD. Ellis has received numerous teaching awards and has publications in adult learning. She has also served as a reviewer for posters and presentations for the APS annual convention.

APS Member Gerald H. Jacobs of the Department of Psychology and the Neuroscience Research Institute at the University of California-Santa Barbara has received the Proctor Medal from the Association for Research in Vision and Ophthalmology (ARVO). This annual award is given for outstanding research in the basic or clinical sciences as applied to ophthalmology. Jacobs was cited for his research on the biological basis of color vision. ARVO is the largest organization of vision researchers in the world.

The Memory and Cognition Laboratory at Brandeis University was recently awarded an extended term grant from the National Institutes of Health for work on the aging human brain. APS Member Arthur Wingfield is the director of the lab's creative investigations, which use speech and language to study changes in cognitive function, attention, and memory. The lab has made important contributions in learning about specific baseline changes in brain function that occur in normal aging. With APS Member Patricia Tun, the associate director of the laboratory, and in collaboration with the rest of the staff, he has begun to look at practical problems that the elderly have in everyday life. Tun recently completed a study on how older subjects respond to fast speech and background noise.

APS Charter Member, Philip G. Zimbardo, of Stanford University, recently received the Distinguished Contribution to Psychology award from the California Psychological Association at its March annual convention in Pasadena. He also received the Distinguished Teaching award from Phi Beta Kappa, for Northern California, at that honor association's annual meeting in Oakland, CA in June. In addition, Zimbardo was given an honorary doctorate degree from Aristotle University of Thessalonika, Greece, for his research, teaching, and public service contributions to the field of psychology, and social psychology in particular.

New Staff at APS

APS Welcomes . . .

Jacqueline Kennedy
As APS's New Director of Marketing and Membership Development

APS is pleased to welcome Jacqueline Kennedy as the new Director of Marketing and Membership Development. Jacqueline will be instrumental in refocusing APS's marketing strategies in the areas of membership recruitment, the annual convention, and the APS publications. Her vision for APS will be to expand membership and increase attendance at our annual convention. She will also be working with Blackwell publishers to increase the number of subscribers to the APS journals worldwide.

Jacqueline comes to APS with almost 20 years experience in managing direct marketing response operations for non-profit organizations representing the entire political conservative/liberal spectrum. Before joining APS, she worked for the National Parks and Conservation Association (NPCA) as Renewal Program Manager for close to two years. While employed at NPCA, she planned, developed, and managed all phases of the renewal, acknowledgment, and retention programs. From 1988 to 1996, she served as Director of the National Direct Mail Program for the American Diabetes Association. Under her direction, she developed and successfully expanded their program to its highest ever income productivity level. She increased the contributor file from approximately 250 thousand to 1.5 million donors and increased donation revenue from $4.2 million to $12 million.

Jacqueline has lived in the Washington, DC area for 20 years. She earned her degree in psychology and sociology at Purdue University. Her hobbies include creating porcelain dolls that are hand-painted and carefully detailed. She looks forward to working with APS staff and members.
New APS Fellows Named

The prestigious roster of Fellows of the American Psychological Society recently grew when the APS Board of Directors selected 14 new Fellows on the basis of sustained contributions to scientific psychology. APS congratulates the following new Fellows:

Arthur Aron, State University of New York-Stony Brook
Francis T. Durso, University of Oklahoma
Christine Dunkel-Schetter, University of California-Los Angeles
J. Gregor Fetterman, Indiana University Purdue University-Indianapolis
Jennifer George, Texas A&M University
William Ickes, University of Texas-Arlington
Jon Krosnick, The Ohio State University
Norman G. Peterson, American Institutes for Research
Ann Marie Ryan, Michigan State University
Peter Salovey, Yale University
Zur Shapira, New York University
Wayne Silverman, State University of New York-Buffalo
Charles Stangor, University of Maryland-College Park
Garold Stasser, Miami University

APS Invites Nominations for New Fellows
Fellow Status Criteria
(effective 12/94)

The basic criterion considered for Fellow status in the American Psychological Society is that of sustained outstanding contributions to the science of psychology in the areas of research, teaching and/or application. Candidates will generally be considered after 10 years of postdoctoral contribution, though exceptional cases of candidates with fewer years will be considered. The nominee must be an APS member.

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

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

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

Fellowship Nomination

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

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

_____________________________ (your signature)
_____________________________ (printed name)
_____________________________ (address)
_____________________________ (telephone)
_____________________________ (email)

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

AMERICAN PSYCHOLOGICAL SOCIETY

July/August 1998
On the Federal Front . . .

The relationship between the nation’s funding agencies and behavioral science is a constant, though delicate, one. With only so many research dollars in the pot, federal funding agencies have the task of determining who gets what, while representatives of behavioral science, like APS, endeavor to ensure that behavioral science is sufficiently funded.

This relationship plays out over several different venues. For example, at the recent APS Annual Convention in May, the APS Board met with federal representatives including Alan Leshner, director of the National Institute on Drug Abuse, Enoch Gordis, director of the National Institute on Alcohol Abuse and Alcoholism, and Norman Anderson, director of the National Institutes of Health (NIH) Office of Behavioral and Social Sciences Research. These intimate meetings serve as a forum in which scientists and federal representatives and discuss the needs, concerns, and frustrations surrounding research funding.

Federal agencies such as NIH and the National Science Foundation (NSF), also partner with behavioral scientists in other ways to further the public good in a manner that goes beyond grant funding, and there were several examples of this in May: a public conference exploring the science of emotion and a National Academy of Sciences meeting regarding technology and human capital.

The Observer attended these meetings that demonstrate the range of the science and federal partnership.

“Discovering Ourselves: The Science of Emotion”

Sponsored by the Library of Congress and the National Institute of Mental Health (NIMH), this two-day conference brought together some of the field’s leading psychologists and behavioral neuroscientists to describe the connections between the brain and the body, between nature and nurture, and between illness and health. The program was organized as a project to advance the goals set forth in a 1990 Congressional joint resolution declaring the 1990s the “Decade of the Brain.”

“Not very long ago, emotion was thought to be the exclusive province of poets,” said NIMH Director Steven Hyman. “Now a new science of emotion is discovering pathways in our brains that create powerful emotional memories. Normally these protect us against repeating harmful encounters and guide us to what’s good. But science is just now beginning to understand how emotional memories can also become prisons when hijacked by anxiety or trauma.”

Speakers—including APS Charter Fellows Daniel Schacter, James McGaugh, Jerome Kagan, Richard Davidson, APS Fellow Susan Mineka, and APS Members Mary Carlson and Jocelyne Bachevalier—presented research to update members of Congress, their staffs, and the general public on the latest findings in emotion research. This research may soon be put to use in treating anxiety disorders such as phobias, panic attacks, and post-traumatic stress disorder.

“Memory is a source of tremendous power in our lives, but it is not a unitary entity,” said Schacter, who went on to describe the roles of explicit memory—conscious, intentional recollection of previous experiences—and implicit memory—the nonconscious, unintentional influences of past experiences on current behavior and performance. McGaugh went on to discuss how memory is stored and Bathévalier rounded out this session on the science of memory and emotion by talking about memory’s development and loss.

“We have strongly linked connections between memory and emotion so that when it works well, it makes for a very satisfying relationship between the importance of things and the remembrance of things that happen to us,” said APS Past-President McGaugh.

Sen. Paul David Wellstone took a few moments to discuss the importance of brain and emotion research. He stressed increasing the knowledge base, destigmatizing mental illness, and developing fair and effective treatment. “We need to create a collective voice and your work is very important to me in doing that,” he said.

“Technology and Human Capital”

The Board on Behavioral, Cognitive, and Sensory Sciences was established by the National Academy of Sciences and the National Research Council to identify areas in which scientific developments create opportunities or potential problems for public policy. In a day-long workshop organized by the board and co-sponsored by the NSF, behavioral and social scientists were brought
together to discuss the impact of technology on human capital.

Board Chair Anne Petersen, of the Kellogg Foundation, opened the proceedings with a discussion of the role of behavioral science both directly and indirectly in the problems facing the nation.

"The behavior of our citizens is a critical resource for this nation and increasingly it is very important as a scientific frontier," she said. While the biological or physical aspects are often the first focus of many problems of national priority—such as global climate change—the behavioral aspects must also be addressed, she said. Other problems—like violence—are inherently behavioral, she said.

"Technology and the behavioral, cognitive, and social sciences also have a very important relationship," she said, and added that while she was Deputy Director of the NSF, representatives from the engineering and information sciences encouraged a bonding and effective interaction between the social and behavioral sciences in order to fully realize the potential of technology and its effect on human problems. "Many benefits will accrue from that relationship."

Bennett Bertenthal, director of the NSF Directorate of Social, Behavioral, and Economic Sciences, said that U.S. businesses were spending almost as much money on the training and development of employees as government spends on all public education.

"This trend is likely to continue as the world becomes more technologically complex and demands higher levels of skills for individuals to function effectively in the workplace," he said. "In addition, technology is changing the social organization of work. Many workers now confer via computers rather than face-to-face or telephone. New research is needed if we are to understand the complex relations emerging between technological innovations and the preparation and productivity of the workplace."

Bertenthal said technology holds the same promise for the nation's schools.

"Computers can and should play a major role in the new design of American education," he said. "But only few researchers are currently addressing the key issues concerned with computerized instruction."

The workshop included presentations on: "The Knowledge Revolution and a New Vision of Learners," by APS Charter Fellow Patricia Greenfield; "Learning Beyond the Classroom," by APS Fellow Jacquelyne Eccles; "The Promise and Problems of Bring Computer Technologies into Classrooms," by APS Charter Fellow Janet Schofield; and a general discussion on technology and human capital by APS Fellow Marcia Linn, who also served as moderator for the workshop.

"I think we have an opportunity here to try and frame a research agenda so that it will answer some of the really hard questions posed here today," Linn said, and added that it was important that this group of researchers and funding representatives do this together.

Elizabeth Ruksznis

The Times They Are A'Changing
(The time that you receive the Observer, that is.)

Beginning with the September 1998 issue of the APS Observer, the production schedule will be changed so that members will receive their Observer within the first week of that month, instead of in the middle of the month, as it has been issued in the past. This was done in response to comments and suggestions from advertisers and you, the members. So check your mailboxes a little earlier in the month for the latest news, features, events, and position openings in the field of behavioral science.

APS At Your Service
Do you have questions about:

- your membership?
  Contact: mburke@aps.washington.dc.us or 202-783-2077 x. 3025
- the APS Convention?
  Contact: mweiner@aps.washington.dc.us or 202-783-2077 x. 3017
- advertising in the APS Observer?
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- waiting lounges at Dulles Airport?
  Contact: akrut@aps.washington.dc.us or 202-783-2077 x. 3011

Policy from Page 7

to persuade them not to have unprotected sex—requires more sophisticated approaches that are based on careful research. Some of us have done that research and it's frustrating as hell to see policy makers making policy based on simplistic notions that ignore the research that has already been done.”

Elizabeth Ruksznis
APS Members In the News...

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

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

Michael Bailey, Northwestern Univ., Time, Apr. 27, 1998: Personality genes


Ellen Berscheid, Univ. of Minnesota, Cosmopolitan, June 1998: Relationships

Bennett Bertenthal, Univ. of Virginia, Science, Apr. 10, 1998: Supporting new PhDs


Peter Breggin, Center for the Study of Psychiatry, abcnews.com, Apr. 15, 1998: Fenfluramine and Attention Deficit Hyperactivity Disorder

Arlene L. Bronzaft, College of the City Univ. of New York, Parents, May 1998: Influencing child learning


Ross Buck, Univ. of Connecticut, 20/20, June 5, 1998: Children, gender, and emotion

Thomas Cash, Old Dominion Univ., Fitness, May 1998: Self-esteem

Larry Christensen, Univ. of South Alabama, Cosmopolitan, June 1998: Moods and effects

Richard Cimbalo, Daemen College, Cooking Light, April 1998: Finding pleasure at any age


Mihaly Csikszentmihalyi, Univ. of Chicago, Fitness, May 1998: Concentration and creativity; Mademoiselle, June 1998: Creative thought


Linda Dunlap, Marist College, Fitness, May 1998: Sibling rivalry

Jean Endicott, New York State Psychiatric Institute, Mademoiselle, June 1998: Nutrition and PMS

Robyn Fivush, Emory Univ., 20/20, June 5, 1998: Children, gender, and emotion

Roger Fouts, Central Washington Univ., abcnews.com, June 8, 1998: Chimps and sign language

William Fowler, Center for Early Learning and Child Care, Parents, May 1998: Learning

Stephen Franzoi, Marquette Univ., Fitness, May 1998: Anxiety and swimsuit season

Ellen W. Freeman, Univ. of Pennsylvania, Mademoiselle, June 1998: Treatment for PMS

Monroe Friedman, Eastern Michigan Univ., Cosmopolitan, June 1998: Common sense

Bennett G. Galef, McMaster Univ., Shape, June, 1998: Physiology and overeating

Ellen Galinsky, Families and Work Institute, abcnews.com, May 6, 1998: Working moms and children


Paul Gold, Univ. of Virginia, Science, Apr. 24, 1998: Insulin and memory function

Barry Gordon, Johns Hopkins School of Medicine, Newsweek, June 15, 1998: Memory

John Gottman, Univ. of Washington, Weekend NBC, May 23, 1998: Marriage and relationships


Rachel Herz, Monell Chemical Senses Center, Mademoiselle, May 1998: Odor and memory


Reed Larson, Univ. of Illinois, New Woman, February 1998: Quiet time for moms

Alan Lescher, National Institute on Drug Abuse, CNN.com, Apr. 8, 1998: Science-based addiction treatment; abcnews.com, May 6, 1998: Nicotine, the brain, and feeling pleasure

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Jeffrey Lohr, Univ. of Arkansas, The Washington Post, Apr. 21, 1998: Trauma


David Lykken, Univ. of Minnesota, Cooking Light, May 1998: Happiness

Athina Markou, The Scripps Research Institute, abcnews.com, May 6, 1998: Nicotine, the brain, and feeling pleasure


Ellen McGrath, (no affiliation), Shape, June 1998: Setting lofty fitness goals


Andrew Meltzoff, Univ. of Seattle, Parents, May 1998: Helping babies adjust to solids


Ginger A. Moore, Univ. of Pittsburgh, Parents, May 1998: Mothers and children

David Myers, Hope College, Cooking Light, May 1998: Happiness

Michael O'Hara, Univ. of Iowa, Parents, May 1998: Effects of middle of the night awakenings

Richard Passman, Univ. of Wisconsin, Parents, May 1998: Children and attachment


Robert Perloff, Univ. of Pittsburgh, Pittsburgh Post-Gazette, Apr. 9, 1998: Benjamin Spock

Steven Pinker, Massachusetts Institute of Technology, NPR Morning Edition, Apr. 1, 1998: Why do we laugh


Thomas G. Power, Univ. of Houston, Parents, April 1998: Children and understanding


Paul Reber, Univ. of California-San Diego, The Dallas Morning News, Apr. 20, 1998: Memory

Rolf Reber, Univ. of Berne-Switzerland, Focus (Germany), Apr. 20, 1998: Intuitive judgment and decision-making

Pamela Regan, California State Univ.-Los Angeles, Cosmopolitan, June 1998: Relationships

Steven Renzick, Yale Univ., Parents, May 1998: Laughter

Leslie Rescorla, Bryn Mawr College, Parents, May 1998: Setting rules

Todd R. Risley, Univ. of Alaska, Parents, May 1998: Raising smart children

Judith Rodin, Univ. of Pennsylvania, Cooking Light, May 1998: The essence of time

Susan A. Rose, Albert Einstein College of Medicine, Parents, May 1998: Helping babies adjust to solids


Sue Savage-Rumbaugh, Georgia State Univ., ABCNEWS.com, June 8, 1998: Chimps and sign language

Daniel Schacter, Harvard Univ., Newsweek, June 15, 1998: Memory

Martin Seligman, Univ. of Pennsylvania, Parents, April 1998: Self-esteem

Gordon Shaw, Univ. of California-Irvine, Parents, May 1998: Encouraging music lessons

Barbara Sherwin, McGill Univ., Newsweek, June 15, 1998: Estrogen's importance in verbal memory


Dean Keith Simonton, Univ. of California, The New Yorker, Mar. 30, 1998: Creativity

Larry Squire, Univ. of California-San Diego, The Dallas Morning News, Apr. 20, 1998: Memory


Joan Tuckdeis, Brandeis Univ., New Woman, February 1998: Children and divorce

Jaylan Turkcan, National Institute on Drug Abuse, USA Today's Weekend Section, Mar. 6-8, 1998: Why we engage in unhealthy behavior

Kimberly Young, Univ. of Pittsburgh, NPR's Marketplace, Apr. 21, 1998; Newsweek, June 8, 1998; abcnews.com, June 1, 1998: Internet addiction

Teaching Tips

Raiders of the Lost Reference: Helping Your Students do a Literature Search

J. Frederico Marques
University of Lisbon-Portugal

Just as the character Indiana Jones had to use the library before beginning his adventures, college students also must use the library for their academic projects. However, unlike Dr. Jones, who always finds the right references before his treasure hunt, student searches don't always result in the same success.

Usual complaints are that students don't understand what kind of literature search is expected or where to start; they don't know how to get the best results from the search tools and resources available; they only find superficial information or are submerged in too much information; and they find it hard to evaluate both when to stop the literature search and the quality of the work done so far.

Providing guidance for literature searches is essential for college students, especially in their first years, so that they can learn to maximize the results of this kind of work during their initial academic projects. This column summarizes some of the points that I have found most helpful to students doing literature searches as they begin their own academic adventures.

Getting Students Started

Be Certain Your Students Know How to Use a Library

Students need to be familiar with library organization and available resources. You can ensure that students know how to use a library by referring them to the proper library services and requiring that they receive this training before working with them. Absent such training, a special program can easily be prepared with your library. Especially for first year students, a "guided tour" with a few practical exercises on the several services and tools that the library provides (e.g., catalogs, reference publications) is useful and librarians generally welcome this collaboration.

Define the Topic Area

Work with students in selecting, narrowing, and defining a topic area. Time spent on this task is critical for a successful review. Try to make the topic interesting and manageable. Avoid topics which are too broad or involve many esoteric sources.

Help Students Develop

Realistic Time Frames

Students often have unrealistic expectations that they can finish a literature review in one or two sessions. We should moderate these expectations and ask students to evaluate the time they spend so that they can become more proficient in their searches. An early assignment might be to have students submit logs describing their searches, the amount of time spent doing them, and the results.

Reading Only Abstracts Is Taboo

Students sometimes assume they need only read the abstracts of source material (e.g., articles, technical reports, material from databases). It is important to warn them that this strategy is unacceptable, sufficient only to select articles for further reading. Although citation of abstracts may be necessary if the article is unattainable, the rule of thumb is that students should read the entire article if they cite it.

Teach Students How To Take Notes

Taking good notes is important so that the work done will be useful in successive sessions or for future projects. Students need to be told to take detailed notes both of what they have searched and of the content of each source to be used. Source details include a complete reference, methodology, important findings, statistics used, major strengths and weaknesses of the research, implications for future research, and any comments the student has. Note taking encourages students to read articles more carefully than when they only use a...
highlighter. Complete note taking also is important to avoid plagiarism, and students should be warned against copying material without crediting the authors. Also advise students to duplicate lengthy reference sections in important sources to save work at a later date.

Understanding the World of Scientific Communication

A considerable number of first-year students (and sometimes more advanced students) have a limited or erroneous perception of the context of science communication and publication. The following teaching tips may be helpful.

Present Students With Different Types of Communication

Students need to be informed about different forums of scientific communication such as workshops, symposia, posters, or publications (e.g. monographs, different types of books and different types of journals and articles). This information assists them in becoming more knowledgeable consumers of scientific literature and in understanding which sources are the most useful.

Emphasize Journal Articles

At this preliminary stage in a literature review it is crucial to show students that articles published in the scientific journals are the primary source of scientific knowledge and that they should always search for and emphasize these sources in their academic projects. One of the reasons for poor or superficial literature reviews is basing a search solely on books or general manuals.

Help Students Evaluate Their Sources

Students usually know that articles can provide more recent information and data than most books and other sources, but they are unfamiliar with peer-review processes to which articles (but not books) are subjected. Presenting the general process of publication and the difference between highly selective journals and other publications is important in assisting students to evaluate sources.

Differentiate Between Classic and Out-Of-Date Sources

Another important point is the life span of an article. Students have particular difficulty in understanding the difference between outdated and classic (older but still relevant) references. Presenting examples of the kind of information that can be more rapidly outdated (e.g., data) versus the content of classic scientific publications (e.g., theory, methodology, famous findings) and then discussing them is a good strategy to explain these differences.

Defining Objectives

Most faculty find defining objectives for their literature searches to be an obvious task, although we do not always state explicitly what we are seeking. Students have to learn to define their objectives as a function of the nature of the project their search is supposed to support. Some find this difficult, and begin their searches without a definite idea of what to look for.

Have Students List Their Objectives

Requiring students to list their objectives and discuss them in relation to the nature of their project (i.e. preparing a class presentation, writing a research report) is particularly helpful for several reasons. First, it allows us to show students that different kinds of searches can be made. Second, it is an opportunity to convey our expectations of what has to be done while letting students participate in that decision. However, minimum requirements and evaluation criteria should always be clearly stated (e.g. how many books and journals, journal level, time span for articles). Finally, creating such lists prepares students to understand and define what they must do for future projects.

Identify Technical Terms For A Search

One defining characteristic of any literature review is the subject or subjects that set the scope of the search. In this context we should convey the importance of using the appropriate technical terms and how to find them using special dictionaries, such as the Thesaurus of Psychological Index Terms in the field of psychology or the Thesaurus of ERIC Descriptors in education. It is easy to explain the organization of these reference dictionaries and exercises can be provided to familiarize students with their use.

Structure the Task to Assist Struggling Students

Literature searches are time consuming tasks that can unnerve and stress unmotivated and struggling students. Although all students need structure, for these students it is especially important that we clearly state our requirements and evaluation criteria and establish defined tasks and goals (e.g. first week - find out the names of the journals related to the subject and begin selecting references; second week - hand in 20 references and identify the five most important).

This structured approach, using simple incremental steps, will help both types of students to develop skills for later use in projects that interest them more, and builds the simple skills that literature searches require. Never hesitate to provide a student with explicit and detailed structure.

Doing the Search

Some students find themselves lost at this stage even though they know what they are looking for.

Start Out The Old Fashioned Way

I call this going straight to the heart. More satisfactory results are often obtained when students begin their searches in recent texts or in general manuals, or handbooks of topics in psychology, that by themselves are insufficient for many projects, but give an overview of the area and an indication of where to look for more specific references.

Next, have students investigate review journals such as the Annual Review of Psychology (which has a useful cumulative subject index) and the Psychological Bulletin. These are good starting points for students, as they supply extensive analyses of the literature that provide other relevant references.

Refer your students to Contemporary Psychology, the only book review journal in our field, and its annual subject index.

CONTINUED ON NEXT PAGE
Databases and Tools

Don't Start With Computer Databases and Tools

 explicit. One advantage of nonelectronic searches is access to older references that may be important.

Don't Start With Computer

While a matter of faculty preference and style, I advise having students become directly involved with sources. Students often become lost when they begin their searches using computer databases of abstracts (e.g. PsycLIT) where a general request provides too many irrelevant references and a very specific request does not provide enough information. For most undergraduate academic projects, this is probably a poor strategy.

Helping students to do more direct and focused searches is more important than providing extensive training on how to maximize results with these kinds of tools. Only after students have become familiar with the general area and terminology do they move to a second phase using computerized tools. When a very specific purpose (e.g. identifying all the works published by a specific author or completing a reference) arises, students can be encouraged to begin their searches with these computerized tools.

Extensive Searches -

Getting to the bottom of things

For more advanced projects, or when the first kind of strategy does not fulfill its objectives, an extensive search can be advised, using computerized database and special reference books (e.g. PsycLIT, PsycINFO, ERIC, SSCI [Social Sciences Citation Index]). Don’t forget about biological or biomedical data bases when appropriate.

Explicitly Define the Project (Again)

Helping students with an in depth literature search requires a more individualized approach as different topics often lead to different strategies and tools. Understanding these needs and helping students to state them explicitly is also crucial when a literature review for a simpler project has been initially unsuccessful, or when engaging in a more sophisticated review.

Sometimes a literature search requires a reformulation and specification of the original and more general objectives. Restating the specific topic area guides students to better reference and database searches, and to search requests (e.g. defining and combining several key subjects) that are more likely to produce good results. Even if faculty are not familiar with the best databases for a given topic or how to use them, well planned requests help students to get more focused assistance from librarians.

Use the Worldwide Web Carefully

The Web is also a source for more extensive literature searches. Students enjoy surfing the net but should be warned that the giant waves of information they get often contain only a few drops of relevant content. Assessing the quality of sites can also be difficult, since quality varies greatly. Students should be directed to search university, scientific/professional, journal, and publishing company based sites for quality information. The quality of discussion groups may be difficult to assess.

Encourage Use of Email

The Web and email have brought together researchers all over the world and have added students to the scientific community. While the old snail-mail attempts to contact researchers had a low probability of producing an answer, email has surely reversed the odds. More advanced students especially should be encouraged to use email to contact relevant researchers with appropriate questions.

Obtaining Sources Not in Your Library

Students doing an extensive literature review may find citations for references that are unavailable on-line or in their library. Teach students about interlibrary loan procedures, traveling to nearby larger university libraries, and document purchases if necessary. Structure the literature review so that the first or second sweep is completed early enough so important sources can be tracked down if not readily available.

When To Stop

Students often need assistance in knowing when enough is enough. When they have read recent review articles, a series of publications by authors repetitively cited in the literature, the classic articles in a topic area, and have closely looked at relevant journals and references, students are usually done.

Conclusion

In helping students do literature searches, two aspects are important. First, we must understand that students' needs for literature searches are different from our own. Sometimes we teach students to use approaches to a literature search that are suitable for our research projects, but not necessarily for their academic work. Secondly, help students not only to practice, but also to evaluate the results of the different strategies and skills involved in literature searches. Only by doing this can students improve and become independent and proficient in this critical academic task.

Recommended Readings

STYLE FROM PAGE 15

According to Gray, for the purpose of education and for the instructor's own intellectual satisfaction, in the long run all advantage goes to the idea-based approach. There is little worth memorizing or reciting in psychology, but there are many ideas and arguments worth thinking about. In idea-centered courses instructors gain ever greater respect for their students' intellects, and students learn to respect their own intellects.

"The most common mistake that introductory psychology instructors make, in my opinion, is that of becoming slaves to the textbook. Many assume they must cover in lectures everything they assign in the textbook or it will not be fair game on the test; and, conversely, many assume that nothing said in lectures is fair game unless it also appears in the book," he said. "A great liberation occurs when the instructor realizes that both of these assumptions are false."

He added students can read a textbook with understanding if it is well written; they can also listen in class and take notes if the lecture is clear; and they will do both of these if they know that the test will include ideas and evidence from both sources.

In his own classroom Gray's formula, which is stated on the course syllabus, is that 70 percent of the points on each test are based on the textbook and 30 percent are based on lectures.

How Do I Begin Using This Method?

So, does an idea-centered course sound like it could work for you? If you think so, here are some ways to start preparing for your classes this fall:

- State the idea clearly as the topic of the lecture and have it on the blackboard or transparency for repeated reference as the lecture progresses. Elaborate on the idea in a manner that makes it interesting and demonstrates its real-life relevance, and say something about its historical origin. Sometimes the idea can be illustrated or exemplified with a demonstration, class experiment, or dramatic story, and in that case the demonstration, experiment, or story may precede and lead logically to the statement of the idea.
- Devote most of the lecture to evidence and logic that supports, refutes, or delimits the idea. This can be facilitated by the use of transparencies (or other graphics) prepared in advance, including flow charts of the logic of particular studies and graphs or tables of results.
- State the idea clearly as the topic of the lecture and have it on the blackboard or transparency for repeated reference as the lecture progresses.

At the end, invite students to share their initial reactions to the arguments presented in lecture. Sometimes this is best done as a brief writing assignment, in which case some of the most compelling reactions can be read at the beginning of the next lecture. The logical assessment of evidence to test ideas is the essence of psychology (or any other science), and by involving students in that process we involve them in psychology.

Of course this way of teaching may not work for everyone. "These are not the only possible means to the desired end, which is to promote students' intellectual engagement and critical thought with and about psychology, but they work well in my experience," he said. "I encourage everyone to try some of them if you haven't already, or to use them as mental prods to develop other means that may work even better for you and your students."

Kristen Bourke

FUTURE FROM PAGE 15

dated by their professors. But when using email they are more likely to interact and ask questions."

Other advantages with the Internet include the ability of electronic guest lectures, different electronic forums and panels, and the ability to teleconference with other students.

With the increasing popularity of distance learning, more and more students will enroll on line from very distant locations. This is both cost effective and provides an opportunity for those students who may not have otherwise been able to take a class to enroll.

Disadvantages

As with anything there are, of course, disadvantages that go along with the technology. "Even if you have the money to buy this stuff, it is very hard to determine what to buy," said Feldman. "How do you make the decision on what to buy and once it is bought, you always run the risk of it needing to be upgraded. Very often this means every year."

Another problem is student accessibility. "Not everyone has their own computer. This means students have to find the technology. They need accessibility and there are no easy answers. Until computers become really cheap, this will remain an issue."

Murphy's law often lurks around us—if something can go wrong, it will. Always have a back-up—slides, projector, etc.

The use of technology in your classroom can also be time consuming. It takes time to set up before class so you need to be incredibly prepared.

The Future of Faculty

So, with all this talk about computers doing the job for us, what role with faculty have in the future? "The role and the number of faculty will change," said Feldman. "Faculty roles may become unbundled. Faculty may specialize in creating electronic teaching materials or in the development of tests or other assessment instruments or some may become expert lecturers for distance learning courses. So, yes, the traditional role of faculty will be changing substantially and those of us in psychology are in a unique position to shape the future of instruction."

Kristen Bourke

TEACHING FROM PAGE 14

allowed for discussion of some of the issues involved in the teaching of psychological science with colleagues and peers.

"The speakers were wonderful," said Bernstein. "The ones I heard were great and the audience seemed to really enjoy them. I heard nothing but good comments and for the first time in five years not a single person approached me with a complaint! I invite everyone to come back for another round of good talks next year."

Kristen Bourke
The Student Notebook

Introducing the 1998-1999 APSSC Executive Council

M. Kimberly Beal
President
Kim Beal, Student Notebook Editor for last year, was elected APSSC President at the national convention in Washington DC. She is a doctoral candidate in the Interdisciplinary PhD program in Social Psychology at the University of Nevada - Reno. Her plans for APSSC for the coming year will be highlighted in the next issue of the Student Notebook.

Danny Richard
Graduate Advocate
Danny is a third-year graduate student at Texas Christian University in Fort Worth, Texas. His academic interests involve quantitative approaches to social psychological issues, including evaluating the validity of current approaches to quantitative reviews. His plans as APSSC Graduate Advocate include encouraging student participation in research by offering Student Research and Small Grant awards.

David Samonds
Undergraduate Advocate
David is completing his senior year at the University of Massachusetts-Amherst. He did such a great job as Undergraduate Advocate last year that he was re-elected this year! He hopes to increase undergraduate involvement in APSSC and encourage the establishment of more undergraduate chapters. He is available to answer other undergraduates’ questions on topics such as increasing chapter membership, fundraising, and preparing for graduate school.

Otto H. MacLin
Communications Director
Otto is a PhD candidate in experimental psychology at the University of Nevada-Reno. His research interests include cognitive processes of face recognition and metacognition. He is beginning his second term as our Communications Director and plans to continue projects such as expanding the APSSC web page to include more information on graduate and undergraduate resources links, developing a member-wide email list for notifying members of APSSC events and other student-related information, and working with new and existing chapters on how to develop their chapters and activities.

Suzanne Altobello Nasco
Volunteer Coordinator
Suzanne is a fifth-year doctoral student in social psychology at the University of Notre Dame in South Bend, Indiana. Her dissertation research investigates the behavioral and cognitive effects of control deprivation in social situations. She has also studied counterfactual thinking (‘if only’ thoughts) following test and athletic performance and advertising, and the effects of athletic identity and control needs on life satisfaction of current and retired collegiate athletes. Her plans as volunteer coordinator include making the Travel Award competition more visible to APS graduate students across the country. Her strategies include contacting members through email and encouraging applicants to apply for the award using forms available on the internet.

Karen M. Falla
Student Notebook Editor
Karen is a fourth-year clinical psychology doctoral student at the University of North Texas. Her research and clinical interests include clinical neuropsychology, adaptation to neurological impairment in children and adults, and violence and psychological abuse in intimate relationships. She is currently serving as Director of the Student Division of the Texas Psychological Association. As Editor of the Student Notebook, she plans to focus on issues of topical interest to graduate and undergraduate students involved in APS, communicate the activities of members and officers of APSSC, and provide access information to online resources related to psychology. She encourages the submission of articles on issues pertinent to students’ academic and professional development. Please direct your ideas and draft submissions on these, and other issues, to her by direct or electronic mail to the address indicated elsewhere in the Notebook.

Richard Yuen
Ethnic Minority Concerns Committee Chair
Richard is in his second year of the adult clinical psychology doctorate program at Southern Illinois University, Carbondale. His clinical and research focus involves racial/ethnic and sexual orientation issues. As EMCC chair, he would like to increase APSSC participation of students interested in ethnic/minority issues and promote increased awareness and sensitivity toward ethnic/minority concerns.

Mentorship Committee
The chair has not yet been appointed to this committee. If you are interested, please contact APSSC President Kimberly Beal.
Congratulations

APSSC Student Research Competition Award Recipients

- Andrew L. Geers and G. Daniel Lassiter, Ohio University, "The Influence of Affective Expectations and Information Gain on Affective Experience"
- Kathryn S. Marks, The University of Texas-Austin, and Jeffrey T. Coldren, Youngstown State University, "Infants' Perceptions of Solid Objects"
- Robert Weis and Christine M. Lovejoy, Northern Illinois University, "Predicting Attachment Quality from Maternal Reports of Stress, Parenting, and Affect"

APSSC Outstanding Student Poster Award Recipient

Winner

Eric Loken, Harvard University, "Temperamental Types as Latent Causes"

Honorable Mention

Randi Engle, Stanford University, "Gesture-Speech Synchronization Patterns May Extend to Multimodal Communication More Generally"

David L. Evans, University of Iowa; Daniel J. Garcia, Internet Navigator Inc.; Diane M. Michalak and Robert S. Baron, University of Iowa, "Reliability, Validity, Sampling, and Ethical Issues Regarding Data Collection on the Internet"

Chapter of the Year

The University of Nevada-Reno won the Chapter of the Year award, based on their impressive level of academic and social activities and student involvement. Although we normally do not award honorable mentions, we did so for Central Michigan University, whose chapter members also demonstrated an outstanding level of student involvement. Chapters were evaluated on several factors, including the number of academic, social, and fundraising events, members, meetings, student participation, and recruitment/promotion. Congratulations to our winners!

Hot Site

This issue's Hot Site is an online index of psychology and social science journals. Visit it today.

http://www.loyola.edu/psychology/journals.htm

Do you know of a Hot Site? If so, contact Karen Falla (tfal5939@aol.com)

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.

Executive Council

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Ethnic Minority Concerns Committee

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Email: richyuen@siu.edu

Mentorship Committee

TBA
as a sleep aid.

"The drug was given using a double blind placebo experiment design. On some nights they were given a placebo, and some nights they would be taking melatonin. Their data will be analyzed to see if on the nights they actually ended up taking melatonin they slept better."

The nights after the subjects participated, they would also take a cognitive test battery to allow researchers to examine their cognitive performance. “The cognitive test battery had a number of tasks including measures of short term memory, reaction time and mathematical reasoning.”

According to Liskowsky, there were a lot of firsts on the Neurolab mission.

It was the first time NASA did a double blind placebo study of a drug in space and the first time direct nerve recordings were done. “I think in many ways Neurolab kind of raised the bar in terms of the sophistication and complexity of the science that we do in space. It was a good stepping stone for the types of research we can get done on the International Space Station,” he added.

When is the Next Neurolab Mission?

According to Liskowsky, there are no immediate plans for another Neurolab mission. The next mission with Life Sciences research will be in October. Sen. John Glenn will be apart of this mission.

“The next mission is not a dedicated life sciences mission. The life science experiments will only comprise a piece of that mission,” said Liskowsky.

The NASA life sciences division always keeps its eyes open for a chance to fly. “We are looking for other future opportunities, said Liskowsky. “On almost every shuttle flight, no matter what the main mission is, we try to get one or two life sciences experiments on.”

The Future of Science in Space

Human factors and behavioral research continue to be areas of active research at NASA. Areas of interest include interpersonal relationships, cross-cultural issues, the affects of stress, and the effects of space flight on performance and behavior. These areas will be crucial to future activities such as the space station and long-term space missions.

Currently, NASA does ground-based research in their human factors program using analog environments including stations in the Antarctic and under water submersible laboratories. They also fund other behavioral and human factors studies through their extramural research program. On space shuttles themselves, there has been some research done on cognitive performance during space flights. When astronauts arrive home, especially those that had long-term stays on the Mir space station, they are debriefed to gather information about various factors that could have affected their performance and quality of life.

“In terms of formal in-flight studies, there has not been a lot so far. I expect we will be seeing more of that on the space station. But we conduct that kind of research on the ground as part of our human factors and behavioral research programs,” said Liskowsky. “Once the space station gets built, life sciences and behavioral research will be an important part of the overall research program,” he added.

Kristen Bourke
Organizational Profile

The Association for Advancement of Behavior Therapy (AABT) is a membership organization that supports the application of behavioral and cognitive sciences to better understand human behavior, to develop interventions to enhance the human condition, and to promote the appropriate utilization of these interventions. AABT also encourages the development of the conceptual and scientific basis of the behavioral therapies as an empirical approach to applied problems, facilitates the appropriate utilization and growth of behavior therapy and cognitive behavior therapy as professional activities, and serves as a resource and information center for matters related to behavior therapy and cognitive behavior therapy.

Membership

AABT is an international, interdisciplinary membership organization with over 4,500 members. Its members include psychologists, psychiatrists, physicians, social workers, counselors, and nurses involved in research, academia, and clinical practice. Membership is open to professionals and students interested in behavior therapy and cognitive behavior therapy. Full and Associate memberships include a subscription to the Behavior Therapist newsletter, a subscription to one journal: Behavior Therapy or Cognitive and Behavioral Practice, AABT's Membership Directory, discounts at AABT's Annual Convention and Educational Seminars, and other benefits. Full and Associate membership is $142 per year (plus a one-time $25 initiation fee). Student membership is $30 per year.

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

OFFICERS

President: Steven C. Hayes, Univ. of Nevada-Reno
President Elect: Steve D. Hollon, Vanderbilt Univ.
Past President: Antonette M. Zeiss, Palo Alto VA Medical Center
Secretary-Treasurer: Barbara McCrady, Rutgers Univ.

Representatives-at-Large:
Ronald J. Prinz, Univ. of South Carolina
Richard G. Heimberg, Temple Univ.
John R. Lutzker, Univ. of Judaism

BACKGROUND

Since 1966, AABT has served as a "professional home" and network for mental health clinicians, researchers, academicians, and students who utilize or are interested in empirically based behavior therapy and/or cognitive behavior therapy.

Each November, AABT sponsors an Annual Convention featuring presentations focusing on utilizing the behavioral therapies to treat numerous problems. The day before the convention features fundamentals courses and specialized institutes. This year, the convention will offer Continuing Education credits for psychologists, social workers, and certified counselors. (Call AABT for details.)

In 1996, AABT co-sponsored a National Planning Summit on Scientifically Based Behavioral Health Practice Guidelines that brought together representatives from managed care, behavioral scientific organizations, the government, and consumer groups. As a result of this meeting and a subsequent one in June 1997, the participants decided to form a Practice Guidelines Coalition that will develop clinical practice guidelines designed to be brief, evidenced-based, nationally disseminated, multi-disciplinary, and available in the public domain. Two pilot projects are currently in development.

AABT publishes two journals: Behavior Therapy, which focuses on original experimental and clinical research, and Cognitive & Behavioral Practice, which is best described as a mini-assessment and treatment manual for front-line clinicians. We also publish a newsletter, the Behavior Therapist, and a series of Fact Sheets written specifically for the general public.

In the coming months, AABT will introduce a clinical directory and referral service that will post practice particulars of participating members on its website so that the general public can have immediate access to behavioral therapists. For further information, please visit our website: www.aabt.org/aabt.
Announcements

The National Institute on Drug Abuse (NIDA) and the National Institute of Health have published a new guide to help communities determine the nature of their local drug problems. The new guide, Assessing Drug Abuse Within Communities, is an 80-page tool for communities to detect, quantify, and categorize the local drug abuse problem. Information generated through this assessment can be used to alert prevention, treatment, and public health officials as well as the general public, so that timely action can be taken.

The guide is available, free of charge, from the National Clearinghouse for Alcohol and Drug Information 1-800-729-6686 and on the NIDA home page at http://www.nida.nih.gov. Fact sheets on health effects of drugs of abuse and other topics can be ordered free of charge, in English and Spanish, by calling NIDA Infotax at 1-888-NIH-NIDA 1-888-644-6432 or 1-888-889-6432 for the deaf.

The Alzheimer's Disease Genetics Fact Sheet from the National Institute on Aging's Alzheimer's Disease Education and Referral (ADEAR) Center summarizes new knowledge about the genetics of Alzheimer's. Topics include: genes, familial and sporadic Alzheimer's, apolipoprotein E (apoE) testing, confidentiality of genetic test results, public policy regarding apoE testing, and current questions for researchers to explore. For a free copy of this fact sheet (publication number Z129), call the ADEAR Center at 800-438-4380, or to access the fact sheet on the Internet, visit the Center's web site at: http://www.alzheimers.org/adear.

The National Heart, Lung and Blood Institute (NHLBI), National Institutes of Health, announces the availability of the Task Force Report on Behavioral Research in Cardiovascular, Lung, and Blood Health and Disease. This report provides a detailed summary of accomplishments to date in behavioral research as it relates to cardiovascular, pulmonary, and blood diseases and sleep disorders; highlights new scientific opportunities; and identifies specific recommendations for future research. In addition, a discussion forum on key issues for improving health outcomes is included. See: http://www.nhlbi.nih.gov/nhlbi/sciinf/taskforce.htm; or contact: The National Technical Information Service, 5285 Royal Road, Springfield, VA 22161; tel.: 703-487-4650. The cost for a paper copy PB98-133168 is $27, a microfiche is $27.

The Law School Admission Council (LSAC) Grants Subcommittee will provide additional funding to continue and expand a nationwide study examining the role of gender in the law school environment. The LSAC Research Grant Program funds empirical research on legal education in the United States and in the common law schools of Canada. Eligible investigators need not be members of law school faculties. Proposals from interdisciplinary research teams are encouraged. There are two reviewing cycles for these grants each year: September 1 and February 1. Contact: Kathleen B. McGeary, Coordinator of Grants and Contracts, Law School Admission Council, P.O. Box 40, 661 Penn Street, Newtown, PA 18490-0040; tel.: 215-968-1377; fax: 215-968-1169; email: kmogeary@lsac.org.

A joint effort between Missouri Western State College and the National Science Foundation has created the National Undergraduate Research Clearinghouse, an interdisciplinary web site dedicated to the dissemination of undergraduate research. The site, located at http://clearinghouse.mwc.edu, allows students to post their research projects as web pages. Easy, automated mechanisms for submission, editing, and review are included. Contact: Brian C. Cronk, Associate Professor of Psychology, Director, National Undergraduate Research Clearinghouse, Missouri Western State College, St. Joseph, MO 64507; email: Cronk@mwc.edu.

JOURNALS

A new journal titled Discourse Studies is due for publication in Feb. 1999. This multidisciplinary forum will publish outstanding work on the structures and strategies of written and spoken discourse. While contributing to new developments at the cutting edge of theory and method, its articles will also be accessible to students and other newcomers to each area of specialization. Discourse Studies will especially focus on cross-disciplinary studies of text and talk in linguistics, anthropology, ethnomethodology, cognitive and social psychology, communication studies and law. Contact: Louise Harbey, Journals Marketing Manager, SAGE Publications, 6 Bonhill Street, London EC2A 4PU, UK; tel.: +44 171 374 0645; fax: +44 171 374 4871; email: louise.harbey @ sagepub.co.uk.

Nature Neuroscience is a new monthly journal of dedicated exclusively to the field of neuroscience. Nature Neuroscience will cover molecular and cellular neuroscience, systems neuroscience, cognitive neuroscience, neuropsychology and psychophysics, computational neuroscience, diseases of the nervous system. The format will be original studies and reviews of the highest quality and interest. Authors must submit proposals beginning now until Oct. 25, 1998. Address inquiries and proposals to Chris J. Boyatzis, Guest Editor, Dept. of Psychology, Bucknell Univ., Lewisburg, PA 17837; email: boyatzis@bucknell.edu.

CALL FOR PAPERS

The American Academy of Psychologists Treating Addiction announces a call for papers for the Annual Symposium in San Diego to be held Oct. 23-25, 1998. Please send a summary of 100 words or less to AAPA, 10495 Old Hammond Highway, Baton Rouge, LA 70816. Inquiries may be made to the same address, by email to AAPA@juno.com; tel.: 504-923-3672.

The 13th Annual Conference on Undergraduate Teaching of Psychology is accepting proposals for presentations concerning Ideas and Innovations in the Teaching of Psychology. All quality proposals (research papers, workshops, roundtable discussions) concerning the teaching of psychology will be considered, by priority will be given to the major theme. The deadline is November 20, 1998. Inquiries should be sent to: Gene Indenbaum, Department of Psychology, SUNY Farmingdale, Farmingdale, N.Y. 11735; tel.: 516-420-2725; fax: 516-420-2452; email: Indenbaum@Farmingdale.edu

1999 CALL FOR RESEARCH PROPOSALS

The Bayer Institutes for Health Care Communication in dedicated to enhancing the quality of health care by improving communication between physicians and patients through three major areas: education, research, and advocacy. The Institute is announcing its annual call for research proposals related to provider-patient communication. The Institute will award approximately five research grants for 1999. The deadline for receipt of applications is March 15, 1999. Each grant will provide support for a period not to exceed two years. Grant awards are available up to a maximum of $20,000 per project. Research must be conducted in the United States or Canada. For more information and applications, please call Maysel Kemp White, at 1-800-590-5907, email: maysel.white.b@bayer.com or write to the Bayer Institute for Health Care Communication at 400 Morgan Lane, West Haven, CT 06516.

Special Issue of Journal of Nonverbal Behavior. "Gesture: Interpersonal, Developmental, and Cultural Implications" This is a special edition of Journal of Nonverbal Behavior is devoted to the study of gesture. Scholars from all areas psychology, communications, primate behavior, etc.) are invited to submit empirical studies. Manuscripts should consist of a two-page single spaced summary of completed but unpublished work or work in progress. Empirical studies are especially welcome, but theoretical or review articles are encouraged. The paper's particular theoretical, methodological, or empirical value to the broader study of gesture. Authors may submit proposals beginning now until Dec. 15, 1998. Address inquiries and proposals to Chris J. Boyatzis, Guest Editor, Dept. of Psychology, Bucknell Univ., Lewisburg, PA 17837; email: boyatzis@bucknell.edu.

CALL FOR APPLICATIONS

Anxiety Disorders Association of America - 1999 - Young Investigators Research Awards: Four annual awards for outstanding research on the causes of and treatments for anxiety disorders will be awarded to MDS/PhDs within five years of postgraduate training, pursuing research on anxiety disorders. They will receive a $1,000 grant, travel stipend, one-year ADAA membership, presentation at ADAA Annual Conference. Awards will be presented March 25-28, 1999 in San Diego, CA. Applications must be received by ADAA no later than Aug. 3, 1998. Requests to the 1999 ADAA Young Investigators Research Awards brochure from: ADAA, Young Investigators Awards, 11900 Parklawn Dr., Ste. 100, Rockville, MD 20852.

July/August 1998
AWARDS AND FELLOWSHIPS

The 1999-2000 Fulbright Awards for U.S. Faculty and Professionals: Opportunities for lecturing or advanced research in over 125 countries are available to college and university faculty and professional outside academe. Foreign language skills are needed for some countries, but most lecturing assignments arin English. Deadlines are August 1, 1998, for lecturing and research grants in academic year 1999-2000 and November 1, 1998, for international education and academic administrator seminars. Contact: USIA Fulbright Senior Scholar Program, Council for International Exchange of Scholars, 2007 Tilden St., NW, Suite 3L, Box CINSW, Washington, DC 20008-3008. Tel.: 202-686-7877; http://www.cies.iie.org.

James McKeen Cattell Fund Fellowships for Psychologists. The James McKeen Cattell Fund Fellowships supplement the sabbatical allowances provided by recipients' home institutions to allow their extension of their leaves to be a full year. These awards are available to tenured faculty members and to nontenured associate professors in tenure-track positions at colleges and universities in the United States and Canada who are eligible for a sabbatical leave or its equivalent, according to the regulations of their own institutions. Awards are made to persons who have been continuously employed in a teaching or administrative position for the previous five years and have not had a leave with outside support during that period. Prior recipients of a Cattell Fund Award are not eligible. The maximum award is limited to the lesser of (a) half the recipient's salary for the academic year, (b) an amount that will bring the total of the university allowance plus the award up to the individual's academic-year salary, or (c) a ceiling, currently $24,000. Candidates may request application forms from the secretary-treasurer of the fund: Gregory A. Kimble, Dept. of Psych., Duke Univ., Durham, NC 27708-0086 or download them from the Web site of the James McKeen Cattell Fund, which provides more information about the fund and its history: http://www.psych.duke.edu/jmcnett.html. The deadline for submission is Dec. 1 of the year preceding that in which the applicant expects to be on leave. The applications are evaluated by the Trustees of the James McKeen Cattell Fund in mid-February, and applicants receive a notification of the trustees' decisions by about Mar. 1.

Laurence S. Rockefeller Visiting Fellowships. Princeton University's University Center for Human Values invites applications for Laurence S. Rockefeller Visiting Fellowships. Several Rockefeller Visiting Fellowships will be awarded for the academic year 1999-2000 to outstanding teachers and scholars who are interested in devoting a year in residence at Princeton to writing about ethics and human values. Fellows participate in a Fellows' seminar, a seminar in Ethics and Public Affairs, and other programs of the University Center. A major part of their time is devoted to their own research on ethics and human values. Fellowships extend from Sept. through May. Applicants are expected to have a doctorate or a professional post-graduate degree and not in the process of writing a dissertation. The deadline for application materials is Dec. 16, 1998 for fellowships beginning Sept. 1999. Recipients will be notified by Mar. 16, 1999. For further information, call or write Stephanie Resko, Univ. Center for Human Values, Louis Marx Hall, Princeton Univ., Princeton, NJ 08544. 609-258-4798, sresko@princeton.edu. For information about the Univ. Center for Human Values: http://www.princeton.edu/~uchv.

TRAINING/WORKSHOPS

American Foundation for Suicide Prevention has grants available for suicide research. Individual grants are available from the American Foundation for Suicide Prevention for up to $30,000 per year for one or two years for investigators conducting clinical, biological or psychosocial research into the problem of suicide. A larger number of small grants of up to $10,000 per year for one to two years are also available. Deadline: Dec. 15, 1998, for larger grants; no deadline for small grants. Write to the American Foundation for Suicide Prevention, 120 Wall Street, 20th Floor, New York, NY 10005; tel.: 212-363-3500 for applications and guidelines.

Do you have something you would like to announce in the next APS Observer? Email your announcement to: kbourne@aps.washington dc.us

SERVICES

For a brochure on how to prepare articles for publication, request an Instructions for Authors from Richard Dayringer, Dept. of Medical Humanities, School of Medicine, Southern Illinois Univ., PO Box 19230, Springfield, IL 62794-1113 or Robert Geffner, 1121 E. South East Loop 323, Suite 130, Tyler, TX 75701; tel.: 903-534-5454; email: vfsd@iamerica.net.

DISSERTATION COMPLETION CONSULTING: Individualized program assists with all aspects of dissertation and thesis research. By phone, by FAX, by mail, or in person. Write: The Academic Information Center, Dissertation Completion Project, 9974 Scripps Ranch Blvd., Ste. 204, San Diego, CA 92131, or call "toll-free" 1-(888) 463-6999.
August

56th Annual Convention of the International Council of Psychologists
Melbourne, Australia
August 1-5, 1998
Contact: Lisa Bonaldi; tel.: 613-9824-7755

The 14th International Congress of the International Association for Child and Adolescent Psychiatry and Allied Professions
Stockholm, Sweden
August 30-9, 1998
Contact: email: dpaley98@yahoo.com.

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

First Annual Institute for Addictions and Disorders
Springfield, Missouri
August 5-9, 1998
Contact: Daryl Pauley, tel.: 417 836-6660; email: dpaley98@yahoo.com.

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

The 31st Annual Meeting of the Society for Mathematical Psychology
Nashville, Tennessee
August 6-9, 1998
Contact: Mathematical Psychology '98 Program Committee, Dept. of Psych., 301 Wilson Hall, Vanderbilt Univ., Nashville, TN 37240; email: SMP98@vanderbilt.edu; www.vanderbilt.edu/smp98/; fax: 615-343-8449

The 24th International Congress of Applied Psychology
San Francisco, California
August 9-14, 1998
Contact: Congress Secretariat, APA Office of International Affairs, 750 First St., NE, Washington, DC 20002-4242; fax: 202-336-5956

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

Measuring Behavior '98 2nd International Conference on Methods and Techniques in Behavioral Research
Groningen, The Netherlands
August 18-21, 1998
Contact: Rosan Nikkelen, PO Box 268, 6700 AG Wageningen, The Netherlands; tel.: +31-0-371-4976777; fax: +31-0-371-424496; email: mb98@noldus.nl; http://www.noldus.com/events/mb98/mb98.htm

14th Bi-Annual Conference of the International Society for Human Ethology
Burnaby, British Columbia
August 19-25, 1998
Contact: Charles Crawford, Dept. of Psychology, Simon Fraser Univ., Burnaby, BC, Canada, V5A 1S6; email: crawford@sfa.ca; tel.: 604-291-3660, x. 3427

Inaugural Conference The Society for the Multidisciplinary Study of Consciousness
San Francisco, California
August 17-18, 1998
Contact: Maxim I. Stamenov, Institute of the Bulgarian Language, Shipchenski Prokhod, St. 52, Bl. 17, Sofia, Bulgaria; email: maxstam@bgearn.acad.bg or Earl R. MacCormac, Duke Univ., Medical. Dept. of Radiology and Nuclear Medicine, Box 3949, Durham, NC 27710; email: emaccormac@aol.com

American Sociological Association
San Francisco, California
August 21-25, 1998
Contact: Meeting Information; tel.: 202-833-3410

12th International Congress on Criminology
Seoul, Korea
August 24-29, 1998
Contact: Congress Secretariat, Korea Institute of Criminology, 142 Woomyon-Dong, Socho-Gu, Seoul, 137-140, Republic of Korea; 822 571-0365; fax: 822 571-7487; email: cs.team@kic.kr

September

International Society for Comparative Psychology
Cape Town, South Africa
September 1-5, 1998
Contact: L.C. Simbanyi, Department of Psychology, University of the Western Cape, Private Bag X17, Bellville 7535, Cape Town, South Africa; tel.: 0404-22011; fax: 0404-31643; email: LSIMBAYI@chsw.uc.ac.za

The 14th Congress of the European Sleep Research Society
Madrid, Spain
September 9-12, 1998
Contact: Congress Secretariat: Viajes Iberia Congresos, San Bernardo, 20-6, 20815 Madrid, Spain; tel.: 34 1 532 81 37; fax: 34 1 522 34 18

Phineas Gage 150th Anniversary Symposium
Cavendish, Vermont
September 12-13, 1998
Contact: http://www.psych.unimelb.edu.au/phineas_gage.html

“Aging 2000"- The International Psychogeriatric Association and the European Association of Geriatric Psychiatry
Munich, Germany
September 13-18, 1998
Contact: ‘Aging 2000‘, tel.: 49 30.2382.6900; fax: 49 30.2382.6940, email: ipa@kit.de.

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

National Advisory Mental Health Council: Grant Review
Rockville, Maryland
September 17, 1998
Contact: Jane Steinberg; tel.: 301-443-3367

National Advisory Mental Health Council: Policy Day
Rockville, Maryland
September 18, 1998
Contact: Jane Steinberg; tel.: 301-443-3367

Send announcements to:
APS Observer * Meeting Calendar
1010 Vermont Ave., NW * Ste 1100
Washington, DC 20005
Kbourke@aps.washington.dc.us
Society for Psychophysiological Research
Denver, Colorado
September 23-27, 1998
Contact: Melanie Weiner, APS, 1010 Vermont Ave., NW, Ste 1100, Washington, DC 20005-4907; tel.: 202-783-2077; fax: 202-783-2083; email: mweiner@aps.washington.dc.us

Addictions '98: Comorbidity Across the Addictions
Newcastle Upon Tyne, United Kingdom
September 25-27, 1998
Contact: Amy Richardson, Conference Secretariat Elsevier Science Ltd., tel.: 44 1865 84 3643; fax: 44 1865 84 3958; email: a.richardson@elsevier.co.uk

American Association of Marriage and Family Therapy Annual Meeting
Dallas, Texas
October 7-9, 1998
Contact: Julie Longstaff, Univ. of Arizona, jules@u.arizona.edu or tel.: 520-621-1075

The American Academy of Psychologists Treating Addiction
San Diego, California
October 23-25, 1998
Contact: AAPTA, 10495 Old Hammond Highway, Baton Rouge, LA 70816; tel.: 504-923-3672; email: AAPTA@juno.com

Healthy Communities, Healthy Youth Conference
St. Paul, Minnesota
November 4-7, 1998
Contact: www.search-institute.org

Association for Advancement of Behavior Therapy Annual Convention
Washington, DC
November 5-8, 1998
Contact: Mary Ellen Brown; tel.: 212-647-1890

Society for Neuroscience
Los Angeles, California
November 7-12, 1998
Contact: Annual Meeting Dept.; tel.: 202-462-6688

12th National Conference on Child Abuse and Neglect
Cincinnati, Ohio
November 16-21, 1998
Contact: Kim Amos; tel.: 301-589-8242

Eleventh Annual U.S. Psychiatric Congress
San Francisco, California
November 19-22, 1998
Contact: Meeting Information; tel.: 714-250-1008

Gerontological Society of America
Philadelphia, Pennsylvania
November 19-23, 1998
Contact: Stephanie Gordon, tel.: 202-842-1275

The American College of Counselors
New Orleans, Louisiana
November 19-22, 1998
Contact: Mary Oatjen, The American College of Counselors, 83 Camelia Ln., Indianapolis, IN 46219; tel.: 317-898-3211; email: Rhotes@aol.com

February 1999

National Advisory Mental Health Council: Grant Review
Rockville, Maryland
February 4, 1999
Contact: Jane Steinberg; tel.: 301-443-3367

March 1999

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: Indenbea@Farmingdale.edu

June 1999

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

American Psychological Society
San Diego, California
October 18-22, 2000
Contact: Melanie Weiner, APS, 1010 Vermont Ave., NW, Suite 1100, Washington, DC, 20005-4907; tel.: 202-783-2077; fax: 202-783-2083; email: mweiner@aps.washington.dc.us

October 1999

Society for Psychophysiological Research
Granada, Spain
October 6-10, 1999
Contact: Melanie Weiner, APS, 1010 Vermont Ave., NW, Suite 1100, Washington, DC, 20005-4907; tel.: 202-783-2077; fax: 202-783-2083; email: mweiner@aps.washington.dc.us

Society for Neuroscience Annual Meeting
Miami Beach, Florida
October 23-28, 1999
Contact: Annual Meeting Dept.; tel.: 202-462-6688

November 1999

Twelfth Annual U.S. Psychiatric Congress
Miami Beach, Florida
November 10-14, 1999
Contact: Meeting Information; tel.: 714-250-1008

American Psychological Society
San Diego, California
June 8-11, 2000
Contact: Melanie Weiner, APS, 1010 Vermont Ave., NW, Suite 1100, Washington, DC, 20005-4907; tel.: 202-783-2077; fax: 202-783-2083; email: mweiner@aps.washington.dc.us

October 2000

American Psychological Society
San Diego, California
October 10-14, 1999
Contact: Melanie Weiner, APS, 1010 Vermont Ave., NW, Suite 1100, Washington, DC, 20005-4907; tel.: 202-783-2077; fax: 202-783-2083; email: mweiner@aps.washington.dc.us

June 2001

American Psychological Society
Toronto, Ontario, Canada
June 14-17, 2001
Contact: Melanie Weiner, APS, 1010 Vermont Ave., NW, Suite 1100, Washington, DC, 20005-4907; tel.: 202-783-2077; fax: 202-783-2083; email: mweiner@aps.washington.dc.us

Send announcements to:
APS Observer
Meeting Calendar
1010 Vermont Ave, NW
Ste 1100
Washington, DC 20005
Kbourke@aps.washington.dc.us
American Psychological Society
1998 Member Application

(The membership dues below are valid from 7/1/98 to 12/31/98)

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 ____________________________

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Mailing Address _____________________________________________________________

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City ____________________________ State ____________ Zip ____________ Country ______

Telephone ____________________________ Office (include extension)

__________________________________________________________ Home ____________________________

__________________________________________________________ Fax ____________________________

Institutional Affiliation __________________________________________

(spell out)

Education ____________________________________________________________

Highest Degree ____________________________ Year of Degree ____________ Institution (spell out)

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

Specialty Area ____________________________ Email Address ____________________________

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Contribution $__________

TOTAL PAYMENT $__________ (U.S. Currency)

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NATIONWIDE

LICENSED PSYCHOLOGIST NEEDED-NATIONALLY—Full or Part time work from the home or office. Looking for recent graduates, retirees or experienced psychologists. Pay according to experience. Please forward your resume to Mark Hirsch at 20801 Biscayne Boulevard, Suite 400, Miami, Florida 33180 or call (305) 937-6242. NW1

CALIFORNIA

POSTDOCTORAL PROGRAM IN DRUG ABUSE/TREATMENT RESEARCH Funded by the National Institute on Drug Abuse: Several fellowships are available in the Department of Psychiatry, UNIVERSITY OF CALIFORNIA, SAN FRANCISCO (UCSF), in a multidisciplinary program in an active research environment. Fellowships are for two years, with the possibility of a third year if funding permits. Fellows will work with a preceptor to design and implement studies on treatment of drug dependence, including nicotine dependence. Topics include: (1) treatment outcome, (2) treatment processes, (3) dissemination methods, (4) person and environment variables that contribute to outcome, (5) analyses of successful treatment components, and (6) treatment innovation. Training includes core seminar, lecture series on drugs of abuse and their treatment, advanced statistics and methodology, and close work with preceptor. Examples of current research interests of faculty include psychosocial and pharmacologic treatments of stimulant and opioid abusers, instrument development in drug abuse, diagnosis and outcome (especially in nicotine and cocaine dependence), treatments tailored for HIV-positive drug abusers, treatment of drug abusers with psychiatric and medical disorders, and innovative treatment research methodology. This position is under the auspices of the Department of Psychiatry, and will begin August 15, 1998. A priority of the department is the training of women and minorities for academic research careers. UCSF is an Equal Opportunity/Affirmative Action employer. Application deadline is open until filled. Please call Marcy Louie, Administration, at (415) 476-7675 for application information. Sharon Hall, Ph.D., Barbara Havassy, Ph.D., and James Sorensen, Ph.D. are co-directors, Postdoctoral Training Program in Drug Abuse Research, UCSF at Veterans Administration Medical Center, 4150 Clement Street (116D), San Francisco, CA 94121. CA1

POST-DOCTORAL RESEARCH ASSOCIATE: UCLa Psychology Department. Available to supervise and conduct NIA sponsored research on effects of aging on the processing and retrieval of phonology: Highly competitive, fully funded salary for 3+ years. Opportunity to work in a stimulating and productive research lab with a team approach and a focus on neuropsychological issues associated with perception, production, and memory for language in young and older adults. Preference given to candidates with a record of involvement in publishable research, and an interest in any of the following: auditory speech perception, phonetic and phonological neighborhoods, normal cognitive aging, repetition deafness and blindness, relations between language perception and production, or linguistics and bilingual issues. Responsibilities include assisting with design, implementation, data analysis and publication of grant-related research, and supervision of graduate and undergraduate researchers. Send vita, letter of interest, relevant reprints/preprints, and three letters of reference to Dr. Don MacKay, Psychology Dept., UCLA, LA, CA 90095, or via email to james@psych.ucla.edu. Application deadline: Sept. 15, 1998; Start date: asap but flexible. CA2

Advanced Research Associate: The Spoken Language Processes Laboratory of the HOUSE EAR INSTITUTE (a private non-profit research institute) has an opening for a full-time scientist to participate in NIH-funded research on auditory, visual, and vibrotactile speech perception and word recognition. The position is available immediately. Qualifications include a 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. CA3

COLORADO

UNIVERSITY OF DENVER-Department of Psychology: Anticipates a tenure-track position in Child Clinical Psychology to begin Fall 1999. The primary requirement for this position is excellence in research and teaching. We especially encourage applications from members of minority groups and individuals with interests in multicultural research. Send a letter of interest, vita, at least three letters of recommendation, and reprints/preprints to Dr. Albert B. Miller, Chair, Department of Psychology, University of Denver, Denver, CO 80208. We will give priority to applications received by November 1, 1998 but will consider applications until the position is filled. The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications particularly from women, minorities, veterans, and people with disabilities. CO1

DELAWARE

The Department of Psychology at DELAWARE STATE UNIVERSITY invites applications for two tenure-track faculty positions beginning Fall 1998. Applicants must have a Ph.D. in a relevant field of psychology and evidence of successful teaching and research. The starting rank will be assistant professor with a broad background in psychology and the capability of teaching elementary and advanced statistics, educational psychology, personality, abnormal psychology and tests and measurement and familiarity with Computer applications in psychology. Competitive salary and good benefits. Send application, C.V, supporting material, and names of three references to Dr. Albert B. Miller, Chair, Department of Psychology, Delaware State University, Dover, DE 19901. AA/EOE. DE1

DISTRICT OF COLUMBIA

AMERICAN INSTITUTES FOR RESEARCH • RESEARCH SCIENTIST • SENIOR RESEARCH SCIENTIST. AIR is a leading social sciences firm with locations around the United States. Due to significant growth, AIR is seeking Research Scientists and Senior Research Scientists with strong quantitative and methodological skills to support current and future project efforts. Such projects include the development and application of job analysis, measurement, personnel selection, test development, and statistical analysis techniques. The Candidates selected may be subject to a government security investigation, and must meet eligibility requirements for access to classified information. Essential Functions: Persons hired will work as part of a research team on one or more projects. See Subject Index and the index instructions on page 48.
more projects. They will be responsible for planning and conducting statistical and psychometric analyses, preparing and presenting research findings and contributing to competitive research proposals. Plan and conduct quantitative analyses. Organize analytical results and document research procedures (e.g., data collection, instrument preparation, and statistical analyses). Prepare technical reports and journal articles, present topics to clients and public. Design and conduct research projects for federal and private sponsors. Write or contribute to competitive proposals for applied social science research. Periodic travel may be required. ABD/Ph.D. in industrial/organizational psychology, psychometrics, or other related research field (e.g., testing and measurement, human resources research) or equivalent experience. Experience conducting quantitative research. Ability to work with others as part of a research team. Experience with statistical software; ability to efficiently prepare documents and conduct analyses using PC. Excellent oral and written communication skills. Strong methodological background and interest in publishing are desired. Knowledge and experience in cognitive psychology, training, evaluation, and/or technology applications would be considered as positive assets. Job title and starting salary will depend on qualifications. Salary range is approximately $37,700-$110,000 plus benefits. American Institutes for Research, 3333 K Street, NW, Washington, DC 20007. Equal Opportunity Employer. DC1


GEORGIA

The School of Psychology in GEORGIA INSTITUTE OF TECHNOLOGY invites applications for a tenure-track position in the Industrial/Organizational Psychology area at the level of assistant or advanced assistant professor. The ideal candidate will have strong quantitative interests and skills (e.g., multivariate analysis) as well as substantive research interests in one or more areas that complement current I/O faculty interests in differential psychology, human abilities, skill acquisition and training, motivation, employee development, testing, and selection, job analysis and performance, and performance appraisal. In addition to I/O Psychology, the School of Psychology offers doctoral programs in Experimental Psychology (with areas of emphasis in Cognitive Psychology, Cognitive Aging, and Animal Behavior) and Engineering Psychology. Interests at the interface of traditional I/O topics and other areas of psychology (e.g., quantitative, educational, personality, or social-cognitive psychology) are welcome, and collaboration across disciplinary lines is encouraged. Quality of work in the specialty area is more important than the specific domain. The successful candidate will have a strong record of peer-reviewed publication and extramural funding, or evidence of the KSAO's to achieve a strong scholarly record. He or she will be expected to establish/continue a productive program of research in his or her area, and to participate in teaching core quantitative courses as well as undergraduate and gradu-

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**ATTENTION ADVERTISERS**

Beginning with the September 1998 issue of the APS Observer, the production schedule will be changed so that members will receive their Observer within the first week of that month, instead of in the middle of the month, as it has been issued in the past. This was done in response to comments and suggestions from advertisers and you, the members. So check your mailboxes a little earlier in the month for the latest news, features, events, and position openings in the field of behavioral science.

Because of this change in schedule, ad deadlines have been changed. Ads will now be due on the 1st of the previous month (or the following Monday if the 1st falls on a weekend), instead of on the 15th. For example, ads for the October 1998 issue will be due September 1st; ads for the November issue will be due October 1st; and ads for the December issue will be due November 2nd. Advertising for the September issue will be due into the APS office by July 27.

<table>
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<th>OBSERVER ISSUE</th>
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<td>December 1998</td>
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*Bold type indicates combined Observer and Observer Employment Bulletin issues*

You can choose between two ad types:

1. Line ads cost $7.50 per line (approximately 34 characters fit on a line). Type is set in 9 point Times Roman.
2. Display ads are produced from your camera-ready art, film, or, if text is provided, APS will design ads. APS can insert your camera-ready logo into such ads. Both the OBSERVER and BULLETIN (trim size is 8.5" by 11") are typeset at 1,270 dots per inch and are produced by offset printing. The OBSERVER prints in two colors (black and PMS 3025 [blue]), but line-ads print in black and white. Line ads appear on APS's web page at the beginning of the month of publication.

For information on advertising, contact the APS Advertising Department at 202-783-2077 (x3028 or x3032)
KENTUCKY

Two Tenure-Track faculty positions: The Department of Psychology has been designated as one of 11 Targets of Opportunity for the advancement of research excellence at the UNIVERSITY OF KENTUCKY. New funds have been allocated to add two new faculty lines for scholars interested in any aspect of the psychology of substance abuse or prevention research; the latter includes topics such as delinquency, crime antisocial behavior, and other forms of behavioral dysfunction. The primary criteria for both positions will be (1) the capacity to establish a productive research program capable of achieving national prominence; (2) the ability to attract extramural funding; (3) and interdisciplinary research focus that can forge collaborative connections with faculty in the Department of Psychology and faculty in other units at the University; and (4) the potential to bridge two or more of the Department’s research clusters (Clinical Psychology, Social Psychology, and Cognitive, Neural, and Developmental Studies). The University of Kentucky offers excellent research facilities, a collection of energetic colleagues committed to research excellence, a strong cadre of researchers from a variety of disciplines interested in substance abuse or prevention, and exceptional support services (e.g., Sanders-Brown Center on Aging, a nationally recognized Center for Prevention Research, and a modern research oriented Medical College). All research specialties and levels of analysis within clinical and experimental psychology will be considered. Duties will include teaching at the undergraduate and graduate levels and service to the university community. Interested applicants should submit a curriculum vita, copies of relevant research publications, and at least three letters of recommendation to Dr. William H. Moorcroft, Chair, Search Committee, Department of Psychology, Luther College, Decorah, IA 52101 (FAX: 319/387-1080). For priority consideration, completed applications must be received by October 15, 1998; however, screening will continue until position is filled. An EEO employer. I1A1

MARYLAND

A position for a Postdoctoral Fellow is available in the Cognitive Neurosciences Program at the UNIVERSITY OF MARYLAND, BALTIMORE beginning June 1, 1998. We seek an individual to collaborate on event-related brain potential (ERP) studies of verbal working memory. A strong background in cognition and linguistics is important. Experience with ERP research is not necessary. Training in ERP methodologies will be provided. The Cognitive Neurosciences Program is an interdepartmental group that includes cognitive neuropsychology, fMRI, ERP and neural modeling laboratories. This group is involved in cognitive studies and computational modeling of normal and disordered language processing, and functional neuroimaging studies (fMRI and ERP) of language and working memory. Applicants should send a CV, a letter describing their research background and interests, reprints, and three letters of reference to: Dr. Daniel S. Ruchkin, Department of Physiology, School of Medicine, University of Maryland, Baltimore, MD 21201. E-mail: druchkin@umaryland.edu. MD1

NEW JERSEY

PRINCETON UNIVERSITY: One (perhaps two) postdoctoral research associate positions studying cognitive processes in memory, including memory and aging. Marcia Johnson’s laboratory at Princeton has ongoing collaborative fMRI research projects with Mark D’Esposito’s laboratory at the University of Pennsylvania and, starting in September, also with Jonathan Cohen’s laboratory at Princeton. Applicants should have a Ph.D. in cognitive psychology, cognitive neuroscience or related field. Potential research projects include fMRI investigations of component processes of cognition (e.g., those involved in working memory, encoding processes resulting in episodic memories, reality/source monitoring). Experience in memory, and prior experience in neuroimaging, ERP, and/or aging research desirable. Position(s) will start as early as July 1, 1998. Applicants should send CV, statement of research interests, reprints, and three letters of reference to: Search MKJ, Department of Psychology, Princeton University, Princeton, NJ 08544-1010 or via email to mkj@clarity.princeton.edu. PU/AA/EEO. NJ1
David Lewis, M.D. (developmental neuroscience). Rolf Loeb, Ph.D. (juvenile delinquency), Nancy Minshew, M.D. (autism), James Perel, Ph.D. (psychopharmacology) and Neal Ryan, M.D. (psychobiology, Psychopharmacology). We seek individuals with either M.D. or Ph.D. who have completed an accredited residency program in general psychiatry or an entry-level Ph.D. in psychology (clinical/quantitative) from an APA-accredited program with a broad-based intellectual background, evident potential for academic/psychiatric research, and ability to think creatively. Must have clinical experience in psychiatric inpatient/outpatient and/or pediatric setting, familiarity with psychiatric nosology, and interest in basic or applied research in developmental psychopathology. A high proportion of our graduates have received external funding. Please submit vita and three letter of recommendation to: David A. Brent, M.D., Professor of Psychiatry, Pediatrics and Epidemiology, University of Pittsburgh School of Medicine, WPIIC, 3811 O’Hara Street, Suite 112, Pittsburgh, PA 15213. PA1

PROJECT COORDINATOR POSITION UNIVERSITY OF PITTSBURGH Seeking candidates with previous experience (MS or Ph.D. is also helpful) for position beginning July 1, 1998 or sooner. New NIH study investigates behavioral and psychosocial predictors of atherosclerotic disease progression. Responsibilities include supervision of recruitment, data collection, and data management efforts on the project. Publication opportunities are available. Background in Psychology research and previous project coordinator experience required. Background in psychophysiology, biology, epidemiology is helpful as well. THE UNIVERSITY OF PITTSBURGH IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER. Please respond with letter of interest and resume to: M.K., Job #R-17808, University of Pittsburgh, 100 Craig Hall, Pittsburgh, PA, 15260. PA2

SWARTHMORE COLLEGE-PSYCHOLINGUIST. The Department of Psychology announces a tenure-track position at the assistant professor level to begin September 1999. The individual will be responsible for teaching intermediate and advanced undergraduates courses in the psychology of language and related areas of cognitive science. We seek an individual with a commitment to teaching as well as to scholarly inquiry. Interest and ability in helping to develop an interdisciplinary concentration in Cognitive Science are also highly desirable. Swarthmore is a small, selective liberal arts college, located in the suburbs of Philadelphia. Applicants should submit a letter describing their teaching and research interests, a current CV, reprints or preprints of recent work, and three letters of recommendation. Applications from women and members of minority groups are especially welcome. Consideration of candidates will begin in December. Inquiries and applications may be addressed to the Search Committee, Department of Psychology, Swarthmore College, 500 College Avenue, Swarthmore, PA 19081-1397. PA3

RHODE ISLAND

BROWN UNIVERSITY’S Center for Alcohol and Addictions Studies in the Department of Community Health is seeking a Director/Co-Director for its NRSA Postdoctoral Training Program for Alcohol Treatment/Early Intervention Research. This position will primarily involve leadership of the Center’s Postdoctoral Training Program, including: strategic planning; overseeing the recruitment and selection of incoming fellows; teaching seminars in treatment research and grantmanship and providing mentorships for junior faculty and post-doctoral fellows. It is anticipated that the training program will involve 25% time. The remainder would be allocated to the investigator’s program of externally funded research. It is expected that the successful applicant will come to the position with identified external funding for his/her research. This will be a full-time non-tenured renewable term position at the Professor/Associate Professor rank in Brown’s School of Medicine in the Research Scholar Track. The ideal candidate will possess a doctoral degree in a discipline directly related to alcohol treatment and early intervention research, and have established a national reputation in the substance abuse field for conducting such research. An appreciation for prevention, basic research, and knowledge of other drugs is helpful. Excellent organizational and interpersonal skills and a demonstrated ability to raise external funding is required. Interested applicants should forward a letter of application, and updated curriculum vitae, five letters of reference and a description of research and teaching interests to: David C. Lewis, MD, Chairperson, Center for Alcohol and Addiction Studies, Box G-BH, Providence, RI 02912. The application deadline is September 30, 1998. Applications received before this date will receive full consideration. Brown University is an equal opportunity/affirmative action employer and actively seeks applications from minorities, women and protected persons. RI1

SOUTH CAROLINA

FURMAN UNIVERSITY announces a tenure-track position to begin September 1999. We seek a broadly-trained developmental psychologist to teach undergraduate courses in general psychology, human development, and experimental/statistical methods. The Ph.D. degree is required and teaching experience is preferred. Candidates must be committed to superior teaching and to developing a visible and productive program of research with undergraduates. The psychology department has outstanding teaching and research space in a new building, well-equipped laboratories, and excellent computer facilities for teaching and research. The teaching load is normally five courses per year divided over three terms. You can learn more about our department by accessing our Internet home page: www.furman.edu/einstein/psy.htm. Send a letter of application, curriculum vitae, graduate transcript, and three letters of recommendation to: G.1. Einstein, Developmental Position, Department of Psychology, Furman University, Greenville, SC 29613-1212. Applications received by December 1 will be given first consideration AA/EEO. SC1

A postdoctoral training opportunity is anticipated in the Center for Drug and Alcohol Programs at THE MEDICAL UNIVERS-
SIVITY OF SOUTH CAROLINA.
The position will enable qualified candidates to develop real-world experience in the application of quantitative techniques to the analysis of data from substance abuse research. Approximately one-half of the training period will be devoted to data analysis in ongoing clinical trials. The remaining portion of the training period will be spent acquiring a conceptual understanding of the substance abuse field and developing an individual research agenda. Individuals with formal training in statistics, quantitative psychology, biometry, or educational statistics will be considered. Knowledge of univariate and multivariate ANOVA, multiple regression, multiple comparisons, and the general linear model is necessary. Familiarity with survival analysis techniques, random effects models, log-linear models or measurement models (e.g., classical test theory, item response theory, structural equation models, etc.) is a definite plus. The ability to effectively communicate statistical results to applied researchers is also desirable. The position will be grant funded and the annual salary will be 25K per year. A second year renewal may be possible. Send letter of application, vita, statement of research interests and supporting materials to Ms. Gwen Hand, Institute of Psychiatry - 4 North, Medical University of South Carolina, 171 Ashley Avenue, Charleston, SC 29425-0742. The Medical University of South Carolina is an Equal Opportunity Employer. SC2

WASHINGTON

Postdoctoral Fellowship—UNIVERSITY OF WASHINGTON, AA/EOE. Investigate individual differences in vulnerability to drug addiction. U.S. Citizens or permanent residents with a Ph.D. degree in behavioral neuroscience, psychobiology, or experimental psychology. Stipend commensurate with NIH guidelines. Send brief description of your research interests and CV to Dr. Douglas S. Ramsay, University of Washington School of Dentistry, Box #357136, Seattle, WA 98195-7136. Phone: 206-543-4885. E-mail: ramsay@u.washington.edu. WA1

**OBSERVER**

Employment Bulletin

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(Email inquiries and submissions are encouraged)
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**Mail**
APS OBSERVER
Kristen Bourke, Communication Assistant
1010 Vermont Ave., NW, Suite 1100 ∙ Washington, DC 20005-4907
Tel.: 202-783-2077 ext. 3028

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Classified Advertising

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


Ad Format

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☐ Regular classified (text listing); 34 characters fit on a line. Each line is $7.50.

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1010 Vermont Avenue, Suite 1100
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Telephone: (202) 783-2077 Fax: (202) 783-2083
E-mail: Kbourke@aps.washington.dc.us

Please refer to the Production Calendar to see when an ad copy is due.

Production Calendar 1998

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Bold type signifies OBSERVER/OBSERVER Employment Bulletin issues; regular type signifies OBSERVER Employment Bulletin only issues.

APS OBSERVER

July/August 1998
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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<td>Clinical (Child):</td>
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<td>Cognitive: KY1, PA3</td>
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<td>General (includes</td>
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<tr>
<td>Director and Chair):</td>
<td>CA2, MD1, NJ1, PA1,</td>
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<tr>
<td>NW1, DE1, DC2, IA1,</td>
<td>DC2, WA1</td>
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<td>PA2, PA3, RII, UK1</td>
<td>Research: CA2, CA3,</td>
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<td>DC1</td>
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<td>Social/Personality:</td>
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<td>KY1</td>
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<td>Substance Abuse/</td>
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<td>Alcoholism: CA1</td>
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