Summit '98: Consensus on the Future of Psychological Science

When representatives from more than 90 of the world's leading behavioral science organizations convene a few years before the new millennium (depending, of course, on how you count it), you can expect talk to center around the future. What you may not expect, though, is for there to be such a strong consensus among so many organizations on what it will take to further the science, application, and communication of psychology in the coming years.

But that is just what happened when, for a few days in the beginning of May, more than 150 representatives of more than 90 organizations (see box on page 17) and institutions met at the University of California-Santa Barbara for the 1998 Summit of Psychological Science Societies. Charged with "Advancing the Scientific Base of Psychology: Achievements, Obstacles, and Opportunities," Summit participants created and approved a resolution (see box on page 14) at the conclusion of the Summit. The resolution not only pledged to help psychologists, legislators, and society at large better understand, communicate, and use behavioral research, but—to ensure that the recommendations developed at the Summit do just that—created a post-Summit steering committee to implement and track recommendations that came out of the convocation.

Said Summit Co-Chair Milt Hakel: "You are present at the creation of efforts to support psychological science and advance it into the new millennium."

Finding Common Ground

"A hundred years ago when our founders were starting their first labs and creating their first organizations, I am sure they could not have imagined that there would ever be so many organizations that have psychology or behavioral science as part of their mission," said APS President Kay Deaux, welcoming participants to a reception on the eve of the Summit. "But here we are today with that complexity in our field. Most of the time we let that diversity spread us apart in our own separate agendas, turfs, and boundaries. That is why it is such an exciting prospect to—every once in a while—come together and see what our common ground is and where we have mutual goals and missions that we can all accomplish better by working together. It makes the next two days a challenge and a potentially rewarding experience for all of us."

Acknowledging the progress of the field so far, the Summit agenda strove to determine how to capitalize on that progress.

What will the field look like in five or 10 years when so many areas now are ripe for expansion; when disciplinary boundaries are changing rapidly; and when new theories, methodologies, applications and practices are emerging at an unprecedented rate?

How do we identify and pursue the most promising research directions?

How do we ensure that there will be a next generation of psychological researchers?

See Summit '98 on page 14

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APS Testifies on NRSAs.
See page 8
The American Psychological Society

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May/June 1998
A Decade Down, A Millennium To Go

Kay Deaux
President
American Psychological Society

It’s hard to believe that my year as president of APS has come to a close. It was a very good year! Although the nature of APS operations means that my travel schedule was not much fuller than usual (I was in Washington only once, for example, between the two conventions), the virtual reality of APS activity meant that the goals and the activities of APS were always on my agenda. Modern technology (email and FAX) and not so modern technology (old fashioned mail and telephone calls) allow APS to be vibrant and active as well as remarkably cost effective.

APS is now 10 years old, and it is remarkable to see how far we have come. In this first decade, our membership has grown to more than 15,000 members; we have successfully launched two journals that are already among the most evidence for popular policies. Many other issues were raised by the Board in the course of their discussions, including consideration of technology transfer, with special interest in clinical research, undergraduate education, graduate training, and post-doctoral possibilities in psychology; and targets for additional research funding in psychology.

Many of these same issues were topics of discussion at the Santa Barbara Summit. As noted elsewhere in this issue, the Summit was an occasion for more than 90 organization ground and goals that could blend in the behavioral and social sciences. An important characteristic of the discussions was not a contest for resources but an oc­cassional identity and develop an­ all.

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I look forward to continuing to work with APS, most immediately in my impending role as past-president, and subsequently in whatever capacity I might be useful. I also want to thank all the staff and a great many members of APS for their help and energy over the past year, and to wish Beth Loftus, our new president, a very successful move into the second decade of APS.

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APS is now 10 years old, and it is remarkable to see how far we have come. In this first decade, our membership has grown to more than 15,000 members; we have successfully launched two journals that are already among the most influential in our field; and we have accomplished many projects on the Washington funding scene.

The day to day activities of an organization inevitably take up much of the time and attention of the officers and especially the staff of APS. Other activities occur with less regularity but are crucial to the organization—selecting journal editors, negotiating contracts with publishers of our journals, renewing the contract of our incredibly talented Executive Director, appointing a new and skilled Deputy Director, and developing an investment policy that allows us to increase our reserves while still maintaining a relatively low-risk portfolio. Each of these activities is an important contribution to the future health and vitality of APS.

Beyond these actions of the past year, two other events allowed us to engage in more forward thinking about APS as an organization and psychology as a field. The first occasion was the annual retreat meeting of the APS Board, held in December. The second was a summit meeting of psychological organizations, convened by APS in Santa Barbara at the end of April. Each of these meetings provided an important opportunity to go beyond "business as usual" and to think what we can do and what we can become in decades to come.

At the retreat, I urged members of the Board to think beyond our successes, to what APS might uniquely contribute in the coming years, and to begin to develop some new directions that would be consistent with our mission (and our budget!). One promising initiative that emerged was the creation of a task force, chaired by Mahzarin Banaji, to explore ways in which psychological knowledge can be disseminated effectively to audiences who can use it.

A related idea concerned a possible new journal, tentatively titled Psychological Science in the Public Interest. As envisioned by the Board, and articulated in a preliminary proposal by Steve Ceci, this journal would publish reports (some of them commissioned) analyzing topics of high interest and relevance to policy makers and consumers, such as the effectiveness of particular interventions or the evidence for popular policies. Many other issues were raised by the Board in the course of their discussions, including consideration of technology transfer, with special interest in clinical research; undergraduate education, graduate training, and post-doctoral possibilities in psychology; and targets for additional research funding in psychology.

Many of these same issues were topics of discussion at the Santa Barbara Summit. As noted elsewhere in this issue, the Summit was an occasion for more than 90 organizations to discuss common ground and goals that could advance the cause of research in the behavioral and social sciences for years to come. An important characteristic of this meeting is that it was not a contest for resources between psychological organizations; rather it was an occasion to form a "superordinate identity" and develop an agenda that could benefit us all.

Many, many ideas came out of this meeting—certainly too many to develop in the three days that we were there. Proposals that emerged from the discussions will be considered more fully by a Steering Committee; that committee in turn will solicit members for a series of task forces that will develop action plans. Some of the ideas generated at the summit include extensions of the successful Human Capital Initiative, development of position papers on procedures for evaluating the effectiveness of psychological interventions and on the procedures for Institutional Review Boards, identification of large-scale initiatives that would build the infrastructure of behavioral and social science, and a move to encourage the creation of a Council of Behavior Science Advisors to the President, on a parallel with the Council of Economic Advisors.

Implicit in all of these discussions, I believe, was a recognition that significant advances in the knowledge base of psychological science have occurred. We are far better prepared, compared to 20 or 30 years ago, both to define and to answer important questions about human behavior. Advancing the research base of psychology even further is important; so is communicating what we already know. These are goals that both the APS Board and the larger Summit group share.

I look forward to continuing to work with APS, most immediately in my impending role as past-president, and subsequently in whatever capacity I might be useful. I also want to thank all the staff and a great many members of APS for their help and energy over the past year, and to wish Beth Loftus, our new president, a very successful move into the second decade of APS.
Letters to the Editor

Science at the South Pole

Editor:

I enjoyed reading the article about Hilary Everist's experiences in Antarctica (March 1998 Observer) and share her insight that this is an opportune time for additional research at the South Pole.

I assume that she went to Antarctica armed with knowledge gained from reading a rather abundant literature generated under laboratory heaven of behavioral and social science research that could go on at the south pole . . .

Certainly there was an "absolute research heaven" there for E.K. Eric Gunderson and Commander Paul Nelson in the 60s. I am familiar with at least 30 of their reports and there arc probably more. Much of the research came out of the USN Medical Neuropsychiatric Unit, San Diego, CA. I am sure that the Navy Department could provide information. A key reference (AD 632 996) by Gunderson is titled "Adaptation to Extreme Environments: Prediction of Performance" and is listed as Report Number 66-17, April 1966, supported by the Bureau of Medicine and Surgery, Department of the Navy under Research Task MF 002.01.03-9001.

I hope that Everist is successful in establishing a research program on the effect of modern communications on isolated communities. There is very little time left to mount an effective program. Perhaps the task can be made easier by using some of the insights established by Gunderson and Nelson.

Bernard J. Fine
APS Charter Fellow, Retired

The APS Observer welcomes members to contribute letters to the editor. Please address your letters to Elizabeth Rukszns, Editor, APS Observer and submit your letters by email to ewr@aps.washington.de.us; by fax to 202-783-2083; or by mail to 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4907.

Kudos for Teaching Tips

Editor:

Congratulations on a terrific column. Month after month, Teaching Tips has been good, but the March installment (Developing Effective Lectures by Todd Zakrjasek, Southern Oregon University-Asland) was extra special.

As I read Zakrjasek's column, two things caught my attention. First, Sam Johnson's comment, quoted in Zakrjasek's prologue, contained more wisdom than Zakrjasek gave the author credit for. Because no reference was given, I couldn't check the source for Johnson's comment on lectures' obsolescence. But I'll bet that Johnson was talking about lectures in the original sense of the word. As you probably know, "lecture" comes from the Latin "lector," meaning a reader. Originally, a lecturer literally read to the audience from a prepared text. Great teaching style, huh?

Second, although William James may not have known much about modern instructional technology—computers, videotape, interactive multimedia, and so—he did know an awful lot about teaching (and lecturing).

For example, a number of the excellent points that the Teaching Tips column mentions under the subheading "Starting the lecture" were anticipated by James in his excellent little book "Tips to Teachers." I confess that I've not looked at the book in years, but I'll bet one could make a pretty decent "Teaching Tips" piece on what James had to say. Thanks again for doing the column. I'm certainly going to send a copy of Zakrjasek's excellent piece to our deans in charge of improving teaching.

Robert Sekuler
Brandeis University

(This letter was originally sent to Teaching Tips Editor Barry Perlman)

CORRECTION

The affiliation of Richard M. McFall, of Indiana University, was misidentified in the listing of new APS Fellows that appeared in the March 1998 Observer.
Where There’s Smoke... There’s Health Research?

You know that tobacco settlement everybody’s all fired up about? Well, we want you to get in the habit of paying attention to what happens, because it could mean a couple of billion dollars for health research— a good portion of which could go to behavioral research.

Congress took the first step down Tobacco Road in April when the Senate Commerce Committee approved legislation to change how tobacco is regulated and to require tobacco companies to pay billions for past harm. Among other things, money from the settlement would fund an enormous increase for the National Institutes of Health (NIH) in FY ’99 (see the March 1998 Observer for details).

The Commerce Committee bill, which was sponsored by its chair, Sen. John McCain (R-AZ), provides $2.5 billion a year for NIH research. A third of that money would be devoted to “epidemiological, behavioral, and social science research” specifically related to smoking and health, and the remaining two thirds would filter out to NIH research more generally but still loosely tied to smoking diseases. This two-thirds would also specifically include behavioral research. So as it stands now, there would be two streams of money going to NIH from the tobacco settlement: one for NIH generally, and one for behavioral and social science research on smoking and health.

We’re pleased to report that APS was instrumental in making sure that behavioral research is included in a couple of ways. The “smoking and health” portion of the McCain bill includes a provision that APS helped develop in conjunction with the Campaign for Tobacco-Free Kids. Specifically, the language includes a definition of behavioral research designed to establish a limit on what is and isn’t behavioral science. Research in which “the behavior of an organism is observed for the purpose of determining activity at the cellular or molecular level” will not be appropriate under the smoking and health one-third, language reminiscent to what APS initiated in the legislation that created the NIH Office of Behavioral and Social Sciences Research. In addition, APS helped ensure that behavioral research was inserted both in the portion pertaining to NIH more generally and in the smoking and health portion.

[As it stands now, there would be two streams of money going to NIH from the tobacco settlement: one for NIH generally, and one for behavioral and social science research on smoking and health.]

Waiting to Exhale

But don’t be spending that money yet. You might get burned. The tobacco bill is huge, complicated, and packed with controversial provisions. Although the NIH section is just a small part, it is subject to the same political dynamics that are affecting the bill as a whole.

While the Commerce Committee’s approval of the McCain bill is an enormous first step, the bill must clear many more hurdles before NIH actually sees the money. There are procedural obstacles, such as limits on government spending that were put in place during the deficit-reduction era that must be changed to accommodate the influx of money. Of greater significance are the political obstacles stemming from the much-publicized resistance from the tobacco industry and its supporters in Congress, and even from public health advocates who want the bill to go even farther. And we are told that NIH is not too pleased with our focusing at least some of the bill exclusively on behavioral science research on smoking and health.

The only sure thing is that with all these potential roadblocks, the tobacco settlement will drag on for some time. When you have the President and the Speaker of the House bickering over whether Joe Camel or Leonardo DiCaprio in Titanic are more influential in teens’ smoking, you know the settlement isn’t going to happen tomorrow. One scenario wafting around Capitol Hill these days is that Congress will pass a simple tax on cigarettes this year, with the majority of the bill deferred until next year—sort of a one-pack-at-a-time strategy. But even that should signal how some of the larger issues are going to be dealt with if and when the whole carton comes up for sale.

Sarah Brookhart
Good Times at NSF

**APS asks House panel to approve President’s budget for behavioral science**

It doesn’t get any better than this.

President Clinton has proposed an annual budget for the National Science Foundation (NSF) that includes nearly a 16 percent increase for basic research in behavioral and social science. This proposal is part of an overall NSF budget that if approved by Congress will be increased by 10 percent over last year’s budget.

**Wonks at Work**

The approval process for NSF funding has started in Congress. Both the House and Senate have identical structures through which funding is considered. In both, NSF funding must first go through an appropriations subcommittee, then the full committee, and then the entire body. Once the House and Senate come up with their own versions, they must reconcile them in a conference committee and then re-pass the conference version in each body. Once Congress comes up with a single amount, it goes to the President for his signature. The process takes nine months, often more. As part of the process, Congress holds hearings in which members of the public can make recommendations on the budget.

On April 21, APS Executive Director Alan G. Kraut testified on the FY 99 budget proposal for NSF before an appropriations subcommittee in the House of Representatives. He asked the subcommittee, which is chaired by Rep. Jerry Lewis (R-CA), to approve the budget for NSF as a whole and to preserve the large increase proposed for behavioral and social science research programs at NSF.

“Behavioral research represents some of the country’s best science,” said Kraut, “and it has the potential to increase our understanding of some of the nation’s greatest concerns, including literacy, productivity, international relations, technological advancement, cultural diversity, and the development of our human capital, to name a few.”

Kraut also noted that the unprecedented increase requested for behavioral and social science research programs comes at a time when NSF is reorganizing its Social, Behavioral, and Economic Sciences (SBE) directorate. Currently housed in a single large research division, behavioral and social science at NSF will soon be split into two overlapping divisions: one largely behavioral and cognitive, and one largely social and economic (for details on the reorganization, see the March 1998 Observer). "Psychological science research for the most part will be in the behavioral division. The critical role of this research and the fact that the field is poised for rapid expansion are reflected in the proposed FY 99 budget for NSF and in the current restructuring of the SBE Directorate,” Kraut told the House panel.

**Tradition of Support**

The House appropriations subcommittee has traditionally encouraged NSF’s behavioral and social science research activities. It had a voice in the establishment of the SBE and NSF’s Human Capital Initiative (HCI), and in defending the SBE against an attempt to dissolve it. Kraut asked the panel to continue this tradition in FY 99.

“The Subcommittee’s history of support for behavioral science is being rewarded with unprecedented scientific productivity. We ask that you preserve this momentum by approving the proposed increases for behavioral and social science research and for NSF more generally.”

The full text of the FY 99 testimony on NSF is available on the APS Website http://psych.hanover.edu/APS/.

**Steadily Improving**

The proposed SBE increase and pending reorganization are the latest events in a steadily improving atmosphere for behavioral science at NSF. This positive trend can be attributed to a number of things, beginning with the establishment of the SBE as separate directorate for behavioral and social science research in 1992, which raised the visibility of these disciplines and gave them a voice in the policy and budget processes at NSF. Another turning point occurred when NSF adopted the Human Capital Initiative, a national behavioral science research agenda that was developed in the psychological science community and subsequently embraced and expanded into other behavioral and social science disciplines by NSF.

The HCI attracted strong Congressional support, which in addition to attracting increased resources to the SBE, was instrumental in countering an ideologically-based attack on the SBE directorate by retired Rep. Robert Walker (R-PA). In 1995, Walker, as chair of the House Science Committee, sought to disband the directorate and scatter behavioral and social science among the other NSF disciplinary directorates. Walker’s effort was seen by others in Congress and in the research community as an attack on all of science and was successfully repelled.

In the process of fighting Walker, APS and other behavioral science groups were educating Congress, scientists from other disciplines, and the public about the achievements and value of the behavioral and social sciences. As a result, these disciplines emerged with even greater support and recognition. (This is not to say that such attacks are beneficial and that we should have more of them.)

Another important milestone in the history of SBE occurred with the appointment of developmental psychologist Bennett Bertenthal as head of the directorate. Since his arrival in January 1997, Bertenthal has pursued a number of initiatives that have strengthened behavioral science at NSF. These include working with other directorates to develop interdisciplinary partnerships, increasing training for basic behavioral and social science researchers, focusing more on children, and the reorganization described above. **Sarah Brookhart**
Psychology's Strong Role in Reading Research

The National Research Council recently released a study that found the majority of reading problems faced by today's adolescents and adults could have been avoided or resolved in early childhood. Preventing Reading Difficulties in Young Children, a research report on reading, makes recommendations to parents, educators, publishers, and others involved in the care and instruction of young children. The 17-member committee that put together the report included six APS members.

"The report is a fine synthesis of what is known about biological, psychological, educational, and societal causes of reading difficulties," said APS Fellow and committee member Keith Stanovich, of the University of Toronto. "It injects the cold light of science into an area that has been plagued by politics. Psychologists have played a critical role in moving these debates away from politics onto the playing field of empirical science."

The Importance of Reading

According to APS Charter Fellow Charles Perfetti, of the University of Pittsburgh, behavioral scientists, especially psychologists, have provided a strong research base on which to build recommendations. Perfetti explained that this is especially important because there are plenty of strong opinions ab-out reading that need to be informed by something other than ideology.

"There are three reasons why this report is important," said Perfetti. "First, there is a wealth of solid research with implications for both how to teach reading and how to reduce the rate of reading failure. This research has not penetrated deeply nor widely enough into teacher training. Second, and related to the first, is that strongly ideological positions continue to interfere with rational discourse on the subject of reading instruction. Third, although solid statistics on the extent of reading problems, especially in the early grades, are lacking, there appears to be a widespread concern that such problems are present in large numbers throughout all demographic categories."

APS Member Elizabeth Sulzby of the University of Michigan said psychology has always had a key role in advancing researchers' knowledge about the field of reading. "For a long period of time, most of the contribution on this subject was from laboratory studies that seemed to pay little attention to the contextual demands of actual readers in actual situations, including

Committee on the Prevention of Reading Difficulties in Young Children

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Harvard University

Edward J. Kame'enui  
University of Oregon

Sally Shaywitz  
Yale University

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Charles A. Perfetti  
University of Pittsburgh

Elizabeth Sulzby  
University of Michigan

Claude N. Goldenberg  
California State University

Hollis A. Scarborough  
Brooklyn College

Research Council Staff  
M. Susan Burns  
Study Director

SEE NRC REPORT ON PAGE 33
very four years since the early 1970s, the National Academy of Sciences (NAS) has convened a group of distinguished leaders in science to study training needs in health research. And every four years the group issues a report recommending specific numbers of the National Research Service Awards (NRSA) in various disciplines. It costs a lot of federal money and takes a lot of time on the part of some very busy people to develop these reports.

The most recent report, issued in 1994, recommended increasing the number of NRSA s for behavioral scientists (as well as for researchers in nursing, oral health, and health services) while holding level the awards for biomedical scientists. The report also recommended increasing the dollar amount of the NRSA stipends.

This year, the NAS has convened another distinguished panel to again study the nation's health research training needs (see the roster of committee members on this page). The group includes two psychologists, Ellen Markman, a professor at Stanford University, and John Kihlstrom, Editor of Psychological Science and a professor at the University of California-Berkeley.

APS is asking the 1998 committee to renew the previous report's recommendations because the 1994 recommendations have not been implemented, or even seriously considered by the National Institutes of Health (NIH), the major funder of the prestigious NRSA s.

Actually, that's not completely true. NIH did implement the increase in stipend amounts, which is very good news. But NIH rejected the other recommendations, and in the process reinterpreted the 1994 recommendations and in essence told the NAS committee that they must not have understood the enormous financial burden that increasing the number of NRSA s would place on the $11 billion budget of NIH. For the record, we're talking in the neighborhood of a few million dollars a year to implement the increases for behavioral science NRSA s.

APS Executive Director Alan G. Kraut was invited as the sole representative of behavioral science organizations to meet with the current NAS committee to discuss NRSA training for behavioral science researchers. He told the committee that "NIH justifies a selective implementation of the 1994 recommendations by what I would characterize as a major misinterpretation of that report.

"My reading of the report and my discussions with several NRC staff and members of that 1994 Committee was that ...all of the recommendations from the 1994 report were balanced and costed out so that the recommendations of increasing stipend amounts were tied to both maintaining the number of basic biomedical trainees and increasing the number of trainees in various disciplinary areas," said Kraut. However, according to Kraut, NIH's written response to the 1994 report essentially says that the NAS committee "must have wanted stipends to come first, before increasing the number of awards in any area." There is nothing in the 1994 report to justify this interpretation.

"Of course, if NIH didn't want to fully implement the 1994 recommendations they certainly could have partially
implemented them,” said Kraut. “But if they wanted to be true to the intent of the report, they should have carefully balanced any increase in stipend support with an increase in trainees.”

The problem is that NIH does not have a centralized training policy and it doesn’t have a system for considering the NAS recommendations in any broad way, said Kraut.

“I have discussed research training at many of the Institutes—with past and current Institute directors, with past and current research training program staff, and with budget officers,” Kraut told the NAS committee. “Never have I heard, at least at the Institute level, that your 1994 report was systematically studied with an eye toward how that Institute planned its research training activities. And this is true whether or not the number of trainees went up or down. We are delighted that some Institutes, NIMH for example, increased their number of behavioral trainees over the last few years. But the 1994 report seemed not to provide much of a role in that process, certainly not any a priori role. And there is little if any NIH-wide planning around research training needs, at least as far as disciplines and areas of emphasis go.

“There is a mismatch between the level of recommendations of the 1994 Committee—which focused at the overall NIH level—and the level at which most substantive NIH research training decisions take place—the Institute level,” said Kraut. “This is what better explains the NIH decision to only increase stipends,” he added, because the increase could be done “under the decentralized training structure that has 24 separate NIH Institutes, centers, and divisions. Your recommendation to increase the number of trainees would have taken a coordinated effort that both doesn’t exist and is not an NIH tradition.”

Kraut asked the NAS committee to renew the 1994 recommendations, and to make them more “NIH friendly.” One way to do that, suggested Kraut, is to specify the kinds of areas where behavioral science ought to be stimulated and encourage specific NIH institutes to support more behavioral science NRSAAs. He also suggested that the NAS committee should encourage interdisciplinary training in behavioral science research, such as training cognitive scientists in neuroimaging techniques; behavioral geneticists in techniques of molecular genetics; or funding basic behavioral scientists to work in medical settings.

In addition, Kraut asked the NAS committee to “insist that the National Institute of General Medical Sciences (NIGMS) support behavioral research training.” NIGMS’s mission is largely to support basic research. “As far as I can tell, the Institute is not following that mandate in basic behavioral research training,” he said.

“This is not to say that NIH should be compelled to take the your recommendations, but only that there be a reasonable process in place to consider the recommendations in a way that hasn’t been done recently.” Sarah Brookhart

(The complete text of Kraut’s statement on NRSA training available at the APS website: http://psych.hanover.edu/APS/)
Two Psychologists Elected to NAS

The National Academy of Science (NAS) announced the election of 60 new members on April 28, 1998, and recognized APS Fellow Norma Graham for her distinguished and continuing achievements for research done in the area of vision. Princeton University's Charles G. Gross was also elected for his research on the brain, vision, and memory.

NAS is a private organization of distinguished researchers and scholars in science and engineering that was established in 1863 by a congressional act of incorporation signed by Abraham Lincoln. It was dedicated to the furtherance of science as well as to the application of science to promote the general welfare.

The Academy's mission was to act as advisor to the government, upon request, in any matters of science and technology. Today, that mission remains the core charge of the NAS and the sister organizations that have grown up around it: the Institute of Medicine (IOM), the National Academy of Engineering (NAE), and the National Research Council (NRC). The NRC is the research arm of these institutions, and it draws on the scientific talent in the individual academies to conduct the scientific studies and surveys for which the NAS is known.

From its initial 50 members in Lincoln's day, NAS has grown to nearly 1,800 members and 300 foreign associates. (Foreign associates are not American citizens, though many may work or reside in the United States.)

The Psychology Section has about 80 members and approximately three of every four are members of APS. Psychologists make up about 3.8 percent of the NAS membership.

Second Generation

"I was glad! How could one not be," said Graham on her election to the Academy.

Graham, a member of the Columbia University psychology department, has focused the bulk of her research on behavioral studies of the human visual system, with an emphasis on creating and testing mathematical/computational models of these processes. She is one of the handful of scientists, who, in the 1960s and 1970s, developed the concept of multiple spatial-frequency channels and experimentally demonstrated their existence. Visual Pattern Analyzers, published in 1989 by Graham, summarizes the fields' accumulated knowledge of these channels and other low-level visual pattern analyzers. She is currently trying to build on this knowledge to increase our understanding of middle-level visual processes.

The main emphasis of Graham's recent research is the formulation of a model to explain the immediate and effortless perceptual segregation of the visual field into meaningful regions, especially when the segregation is based on different visual textures.

"The laboratory task of texture segregation is a good model of an important stage in ordinary perception—a stage at which the visual system breaks a visual scene into meaningful regions before doing further computations on each region. Such a preliminary segregation into regions may ease the computational load. Differences in texture do distinguish meaningful regions in most natural scenes," she explained.

Graham's current collaborative projects include behavioral studies and mathematical models of the dynamics of light adaptation of humans, and physiological studies and mathematical models of pattern masking in single neurons of the LGN and cortex (non-human primates), and behavioral studies of effects of cortical lesions on pattern perception (non-human primates).

"I went into vision because it involved behavior and mathematics and neurophysiology," said Graham. She said that two other NAS members, her mother, APS William James Fellow Frances K. Graham and the late APS William James Fellow Dorethea Jameson—a professor she had while the University of Pennsylvania, served as models for her. "It is true for both Jameson and my mother that they succeeded at a time when being a woman was a drawback. I am proud to have been associated with them both."

At the age of 79, Frances Graham is still publishing work. Elected to NAS in 1988, former APS President James McGaugh described her as a "pioneer who has significantly influenced research in physiological, developmental, cognitive and clinical psychology." The pioneering nature of her infant research and her contributions to understanding of the orienting response were sited in her installation as a member of NAS.

Jameson and her husband Leo Hurvich are known for their ground-breaking work on color vision. She was elected to NAS in 1966. In her 20 plus years as a member of NAS, she had chaired Section 52, the Academy's psychology section, and she was active on several other NAS committees. Jameson passed away in April.

Norma Graham is a member of the American Psychological Society, Association for Research in Vision Ophthalmology, the Eastern Psychological Association, and the Psychonomics Society. She was elected to the Society of Experimental Psychologists in 1983 and to the American Academy of Arts and Sciences in 1993. She became a fellow of APA in 1992, and a fellow of the Optical Society of America in 1996.

The other psychologist elected this year to the NAS ranks was Charles G. Gross who says he owes it all to his experience as an Eagle Scout.

"I majored in biology because my father was an academic who was badly persecuted for his political views in the McCarthy period and therefore I sought a politics-free major although history was my first love and as an Eagle Scout I had been into nature study," said Gross.

He received his doctorate in psychology from the University of
Cambridge which involved only a thesis and no courses or exams at all. He taught in the departments of psychology at Massachusetts Institute of Technology and then Harvard before settling in at Princeton.

Gross said that he has been very fortunate in having superb graduate students and technicians, almost all of whom have gone on to very distinguished careers. He feels they deserve a large part of the honor of his election to the National Academy of Sciences.

"When I first heard of my election, I was a little skeptical," said Gross, "but the flood of email messages soon convinced me!"

Some of Gross's achievements are as follows: he was elected a fellow of the American Association for Advancement of Science in 1971, a fellow of Third Intensive Study Program, Neuroscience Research Program in 1972, a fellow of the Society of Experimental Psychologists in 1994, and a McDonnell-Pew Fellow in Cognitive Neuroscience, University of Oxford in 1995. He was also elected a foreign member of the Brazilian Academy of Sciences in 1996.

Election to the Academy is no simple matter. In fact, in 1996 APS asked NAS Member and APS Past President Richard Thompson how one was elected to NAS. His blunt reply was, "with great difficulty."

The exhaustive balloting that NAS candidates must go through includes no fewer than four elections: two within individual sections (there are 25, including one for psychology) and two within the entire membership. This is in addition to any non-binding ballots or polls that may be conducted in each disciplinary section. Candidates may be proposed by any member of the Academy.

Kristen Bourke

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**Call for Nominations: Editor of *Psychological Science***


*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

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It’s A Virtual World After All

For APS Fellow Dennis Proffitt, a day of work at Disney is no kids stuff!

It is your turn.
You put on your head-mounted display (HMD), and find yourself inside of a computer-simulated world that is seen clearly through the two small computer screens inside the HMD. You climb onto your magic carpet and you are transported into the cartoon world of Aladdin. This new world is Virtual Reality (VR) made possible by powerful computers, systems that track the position and orientation of your HMD, and the two display screens inside the HMD.

When you look down, you see that you are on a magic carpet, and your hands—now Mickey Mouse hands—are on the edge of the carpet. You grab hold of the carpet's controls—actually handlebars—to steer and you’re off to begin your adventure through Aladdin’s marketplace.

Pushing forward on the handlebars, you begin picking up speed. Whizzing by, you come dangerously close to one of the characters at the marketplace. “Watch it buddy! Who taught you how to fly that thing,” he shouts at you.

Sound like a fun day of vacation? For APS Fellow and University of Virginia (UVA) professor Dennis Proffitt it is a day at work.

Over the last several years, Proffitt’s own interest in VR has led to projects with The Walt Disney Company’s Imagineering Virtual Reality studio, and an upcoming new venture called Disney Tele-Ventures, for which he was a consultant.

Before Disney

Most of Proffitt’s research background has been in visual perception, and specifically in motion perception. His current interests are in basic spatial perception. What is somewhat different about Proffitt’s approach to perception is that he is using VR to study perception as it occurs when perceivers are “immersed” in the world. To be immersed means to be grounded in, surrounded by, and able to act upon the environment. In contrast, many perceptual studies have participants view pictures or displays on computer terminals. In these latter cases, participants are not fully immersed in the depicted world, rather they are primarily immersed in the room in which the display resides, not in the display itself.

Proffitt initially became involved in VR as a fan in 1985. Since 1985, his collaborative research with APS Member Mary Kaiser on improving the effectiveness of visual displays has been supported by the NASA Ames Research Center. In addition to NASA, he also currently receives support from the National Institute of Mental Health (NIMH), and the Defense Advanced Research Projects Agency (DARPA).

Through his NASA collaboration, Proffitt had the opportunity to see the best VR system in the world as it was developing. “I would go to NASA for a few weeks every year and spend as much time in the VR lab as I could. My involvement with the NASA VR system was purely as a fan. I contributed nothing to its development. Rather, at that time and still today, I am very excited and intrigued by what can be done using the VR medium,” explained Proffitt.

When you are immersed in an environment, either the real world or VR, said Proffitt, basic spatial dimensions often look different. For example, the slant of hills looks much steeper in the real world and in VR as compared with looking at pictures. Another example is the vertical-horizontal illusion which is a bias to exaggerate the vertical by about four to six percent when people look at pictures, but which can become as great as 20 percent or larger when people view real scenes or are in VR.

Over the last several years, his interest in VR led him in collaboration with Randy Pausch, a former UVA computer science professor who moved to Carnegie Mellon University last year.

“Although he has left UVA, we continue to collaborate together,” said Proffitt who, with Pausch was awarded a collaborative DARPA grant. “The purpose of the grant is to look at what immersive technologies, like head mounted VR displays and...
other kinds immersive technologies, are good for. We are looking into when someone might want to use an immersive technology or when a desktop display would work just as well. These are basic psychological perceptual questions," explained Proffitt.

From NASA to Disney

Proffitt became involved with Disney's Aladdin Project through his collaboration with Pausch. The Aladdin Project stemmed from a Walt Disney World exhibit that included a head mounted VR display ride. The facility within the EPCOT Center was made to look like a laboratory where up to 120 people could be admitted at a time. Of this group, five would participate in the experiment with head mounted displays and the others would see what the participants were seeing on large overhead screens. From this, Disney developed a much more complex VR ride. At Disneyland in California, guests taking part in this ride actually get to interact more with the characters.

"Aladdin talks to you and asks you to come and help him—the whole experience is very cool," said Proffitt. "My role was as an informal consultant to Pausch, who worked for six months at Disney Imagineering and became part of the Aladdin Project. His primary task on this project was to test people who went through the ride, and as a psychologist, I helped develop the designs and methodologies used in his studies."

At Walt Disney World's EPCOT Center, the Aladdin research team would ask people questions after they came off the ride. "We were able to talk to thousands of people that way. We were able to get measures of how much they turned their heads and how much they controlled the platform that was the magic carpet. One of the things we found out early on was that people tended to not move their heads. When something moves and it goes off the screen in a movie theater, you do not look off the screen to find it because you are not really immersed in the environment. It takes some time for people in VR to behave naturally as they would in the real world," he said.

So, if a person rides on the ride for five minutes, how do you get them to explore the environment around them? How do you get people to turn their head and look at things in different places? "These are basic psychological questions," said Proffitt. "What we found out was that we needed to make strong suggestions to the guests that they should turn their heads. For example, having the animated characters suddenly look off in some direction is an effective way to get guests to turn their heads because they want to see what has attracted the attention of the animated characters," he explained.

Gender and age differences were also looked at. "We wanted to find out what guests were doing while on the ride and which guests liked it. Almost everyone reported liking the ride a lot. Interestingly, there were very small gender differences. Men reporting liking the ride a little bit more than women, but the differences were very small. From my point of view as a psychologist, this was intriguing," explained Proffitt.

Proffitt also consulted on a project called TeleVentures, which has yet to make a debut with the public. "I cannot tell you a lot about it, but what Disney has developed in collaboration with four California telecommunications companies is a television navigator," said Proffitt. "Disney TeleVentures is going to take television technology a step further by providing an interactive navigator to use with your TV. The basic idea is to allow an individual to do a lot of other things while watching TV, like ordering a pizza or finding out what TV programs are showing. This technology will be available real soon," explained Proffitt. Proffitt worked on issues related to the display of text on TVs.

From Aladdin to DisneyQuest

The Aladdin project was a precursor to DisneyQuest. "Part of the purpose of the Aladdin Project was to guide the development of DisneyQuest which will have interactive rides informed by the Aladdin experience," explained Proffitt. Set to open this summer not far from Walt Disney World, DisneyQuest will be the first-ever indoor interactive theme park. Guests will be able to climb aboard a real river raft, grab a paddle, and shoot the rapids in a virtual prehistoric world, buckle into a motion simulator and ride a roller coaster of their own design, and fly a magic carpet through the bazaars and alleyways in an ancient city.

From Disney to Microsoft

Currently, Proffitt has started to work with Microsoft. "Two years ago, Pausch and I presented a paper at SIGGRAPH (an annual computer graphics conference) com-

See VR on Page 33

May/June 1998
Resolution of the 1998 Summit of Psychological Science Societies
Santa Barbara, California ◆ April 30-May 2, 1998

Representatives from more than 90 organizations concerned with scientific psychology met to discuss the future of the discipline at the 1998 Summit of Psychological Science Societies. They reached consensus on many critical areas for continued progress in the field. These include: increasing government and public awareness of psychological science; using psychological science to develop human potential; encouraging the interface of psychological science and other scientific disciplines; encouraging education and training; launching new large-scale projects in psychological science; and assessing the impact of scientific and regulatory review.

Summit participants also demonstrated unprecedented unity when they voted overwhelmingly in favor of the following resolution. This resolution is a broad statement of principles intended to guide the implementation of specific recommendations that emerged in the areas above, and the development and implementation of other discipline-wide initiatives that promote the future of the scientific psychology.

The 1998 Summit of Psychological Science Societies:
1) affirms the importance of psychological science to understanding behavior and experience;
2) affirms the importance of evidence-based practice in assisting individuals and society;
3) calls upon government and society to take greater advantage of existing psychological science;
4) calls upon psychological scientists to equip themselves and their students and to educate the public to address the issues of importance to society;
5) shares a commitment to the breadth of scientific psychology; and
6) charges the 1998 Summit Planning Committee to appoint a post-summit Steering Committee to prioritize and implement the recommendations developed by the various Summit working groups.

Adopted May 2, 1998

SUMMIT '98 FROM PAGE 1

These were the questions the planning committee (chaired by Hakel and Jim Blascovich, see box on page 17) considered when organizing the 1998 Summit. The goal they established was to develop strategies, recommendations, and ideas that can be pursued by the field as a whole, regarding such things as research resources, training and infrastructure, grant review, the public image of scientific psychology, and the transfer of knowledge from theory to application and practice.

This is the fifth in a series of APS-facilitated summits, which have provided a forum for discussion of scientific and educational issues in psychology. Those discussions have led to consensus within the field on topics ranging from a national behavioral science research agenda to PhD program accreditation, as well as action plans for pursuing initiatives in those areas. (See box on page 21.)

In addition to APS, this most recent Summit was supported by its host, the University of California-Santa Barbara, federal and private research agencies, as well as by the individual participating organizations.

"The Summit was such a remarkable event with so many perspectives represented from behavioral neuroscience to health services research, from those studying organ systems to those studying whole industries—social, developmental, clinical, cognitive—all were present," said APS Executive Director Alan G. Kraut.

"They came from psychology departments, medical schools, schools of public health, schools of communication, but at least for one weekend, all of us brought those very different perspectives to bear on one overarching question: How can we advance the science of psychology? Yes, it was a truly remarkable event."

Take on the Toughies

Before diving into the topics at hand, Summiteers were treated to motivating keynote addresses by National Institute on Drug...
The structure of the Summit encouraged informal discussion among attendees, who further explored agenda items outside of the scheduled sessions.

Abuse Director Alan I. Leshner, and APS Past-President and Ohio State University Professor Marilyn Brewer.

"We are about to move into a new area and it is time to think about those issues that are particularly pressing," said Leshner, who spoke of developing a higher sense of unity and finding more areas of commonality within the field and within science as a whole.

"We have to move in a more focused way to integrate biology and behavior," he said. "We fear that we will be consumed by neuroscience or molecular biology but the truth is that we are integral to the relevance of both and we should be embracing that integration."

In this vein, he discouraged differentiation between behavioral and biomedical research and encouraged the study of the mind in a non-dualist way, noting that "We have a tendency to put things into one category or another to study."

Leshner also challenged Summit attendees to take on the "toughies," such as issues of craving in drug abuse, and what thought processes are during a psychotic state.

"We have to ask tougher questions of ourselves and of others," he said. "What does genetic/environmental interaction really mean? How do we get behavior out of biology?"

Leshner also encouraged the Summit audience to think about something that became a recurrent theme throughout the meeting: educating the public about psychology's role and accomplishments.

"We still need to make clear what it is that we do," he said. "We need to learn to translate it so that it does not appear to be confirmation of the common sense."

Think Big

Brewer inspired Summiteers with a look at where it is that psychology comes together. She gave her perspectives on past achievements and future directions in psychology as a multilevel scientific discipline. She also offered that psychology was a science that stood in the center of all life sciences, and discussed understanding the role of psychology as such.

"If we are going to be the center, we do have some responsibilities," she said. "We have to recognize our place, so to speak, in the world. And I think one of the things it means is thinking in some different ways about our own discipline. Now is the time to start embracing the idea of psychology as an integration of the neurosciences, social sciences, cognitive sciences, and health sciences—an integration that has been adopted by the National Institutes of Health and its Office of Behavioral and Social Sciences Research. I think it is something that we should take seriously."

Part of the conceptualization, she said, includes new combinations of multidisciplinary and intradisciplinary study.

"The generation of these kinds of neologisms that reflect compound intersections of different aspects of our domain are, along with integrative compound research programs, the future of our science," she said. 

CONTINUED ON NEXT PAGE

May/June 1998
Brewer also challenged the audience to “think big.”

“If we realize we are at the center of the life sciences, and we think about the importance of the questions that we ask, we should be past the stage of science as a cottage industry,” she said. “We have got to change the culture of psychology to think more broadly in terms of ambitious questions, and multi-investigator, large-scale, big instrumentation investigations, research programs, and projects. One of the things I would like us to think about when we are looking at opportunities, constraints, and barriers are what have been barriers toward ‘big science’ in psychological research. What is it about our training, our culture, and our approach to our science that still focuses so much on the smaller investigator? Think about our training practices, our publication practices and our practices within the departments.”

Sticking Together

“These summits are, in part, about getting to the right questions,” said Hakel, who offered his own statement of faith to help not only generate the right questions, but to illustrate the larger issues: “Research is the most important social institution since the development of representative government. Research is indeed the glue that binds us as individuals, as scientists, and psychologists, and as a community of researchers. We are convened here to talk about how to advance the scientific base of psychology, particularly to review our achievements, to identify obstacles, to further progress, and then to set our sights on the opportunities.”

To that end, Hakel outlined the nine categories of discussion that emerged from preliminary breakout sessions attended by all Summit participants:
- The Human Capital Initiative: The Next Generation
- A New Look at Giving Psychology Away
- Psychology + X: Interface with Other Disciplines
- Santa Barbara Projects (the Summit version of the Manhattan Project)
- Building our Constituency Through Undergraduate Education
- Training the Next Generation of Psychological Scientists
- Evaluating Psychological Interventions
- Reviewing Review Panels
- IRBs: All Checks and No Balances

The Summit participants authorized the establishment of a Steering Committee whose members would identify groups of individuals to pursue the recommendations on the topics above that were presented in the final session of the Summit. Once developed, this steering committee, to be co-chaired by Hakel and Blascovich, will be responsible for the follow-up and oversight of activities to implement these recommendations.

The Human Capital Initiative (HCI): The Next Generation

The Summit looked at both the first generation of HCI topics (developed by the second and third Summits held in 1990 and 1991) and possible directions for the next phase of the initiative. The sense of the discussion was that the HCI should proceed along two tracks: initiatives should be pursued in areas from the original HCI that have not been developed (i.e. literacy, drug abuse), but there should also be new reports where psychological science is the central focus. The next generation of projects, it was said, should resemble the first generation in important ways (i.e. relevance to society at large) and should add to it a proactive and positive flavor. An example of a next generation HCI topic would be “Enhancing Human Performance,” which was suggested as a possible report. Other proposed new topics include: diversity; psychology and law; human/technology interfaces; the changing family; emotion; and the mind.

A reconstituted HCI coordinating committee will specify goals and evaluation criteria for the new projects, determine a
SUMMIT OF PSYCHOLOGICAL SCIENCE SOCIETIES
April 30-May 4, 1998

Advancing the Scientific Base of Psychology: Achievements, Obstacles, and Opportunities

SUMMIT PLANNING COMMITTEE
Co-Chairs: Milton D. Hakel, James Blascovich
Members: Robert Bjork, Kay Deaux, Alan Kraut, Elizabeth Loftus, J. Bruce Overmier, Lee Sechrest, Jerome E. Singer; Staff: Sarah Brookhart

PARTICIPATING ORGANIZATIONS

Academy of Behavioral Medicine Research
Academy of Psychological Clinical Science
Acoustical Society of America
Adult Development and Aging
American Board of Professional Neuropsychology
American Psychological Association
American Psychological Society
APS Student Caucus
American Psychology-Law Society
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National Institute of Neurological Disorders and Stroke
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National Register of Health Service Providers in Psychology
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Society for Chaos Theory in Psychology and the Life Sciences
Society for Community Research and Action
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Society for Research in Psychopathology
Society for Vocational Psychology
Society for the Advancement of Social Psychology
Society for the Experimental Analysis of Behavior
Society for the Psychological Study of Ethnic Minority Issues
Society for the Psychological Study of Social Issues
Society for the Study of Ingestive Behavior
Society for the Teaching of Psychology
Society of Behavioral Medicine
Society of Experimental Social Psychology
Society of Multivariate Experimental Psychology
Southern Society for Philosophy and Psychology
U.S. National Committee of the International Union of Psychological Science
University of California-Santa Barbara Psychology Department
Western Psychological Association
conceptual framework for the reports to be generated, and articulate the basic/applied research relationship.

A New Look at Giving Psychology Away

Summit attendees who addressed this issue suggested the establishment of a consortium dedicated to the effective communication of psychological science. In addition to training psychologists to communicate more effectively, it was agreed that efforts are needed to encourage better media coverage of behavioral research. This group would focus on putting psychological science in the public eye, with the following specific initiatives suggested as possible actions: creating a Distinguished Speaker series; media training for psychological scientists; a new journal geared toward a broad audience; setting up an informal council to serve as a media resource; new curriculum modules; teacher workshops; educating science writers; and the development of internet resources and webpages to establish better communication of behavioral science research.

Psychology + X: Interface with Other Disciplines

Summit participants also addressed how to encourage interdisciplinary/multidisciplinary/transdisciplinary research. The creation of a working group was suggested to develop initiatives to promote this kind of research. These initiatives may involve addressing structural barriers at universities, identifying interdisciplinary models, and creating interdisciplinary presentations that would bring psychological researchers to conferences in other disciplines and feature them in a reciprocal dialogue with researchers from those disciplines.

Santa Barbara Projects

Summit attendees discussed potential “Santa Barbara Projects” (the Summit version of the Manhattan Project)—large-scale initiatives, many of which deal with the infrastructure of psychology research—and proffered a number of possibilities, including:

- initiating a longitudinal study of human development;
- establishing a council of behavioral and social science advisors to advise legislators on contemporary issues in psychological science;
- organizing a self-study of the discipline;
- improving the infrastructure via a large-scale infusion of instrumentation, software, and training resources;
- establishing a network for providing summer training institutes and other opportunities for continued development and updating of research skills;
- starting a human diversity project;
- developing new imaging centers not affiliated with medical settings;
- developing centers for the study of cognitive processes;
- initiating archival projects;
- studying the effects of information technology;
- studying the challenge of change;
- and creating centers for the study of violence and conflict.

The Steering Committee will be seeking additional project ideas.

Building our Constituency Through Undergraduate Education

In tune with the Summit theme of advancing the scientific base of psychology, undergraduate psychology education was examined in
Psychology Down Under

At a meeting of mostly U.S. and Canadian behavioral science organizations, a psychologist from the other side of the world helped set the tone for the 1998 Summit of Psychological Science Societies.

"We need to create a landscape for our discipline for the years ahead—a landscape that has the coordinates of intelligence, integrity, initiative, and imagination, and one that is peopled with optimism, with excellence, and, perhaps most importantly, with responsibility," said Kevin M. McConkey, chair of the National Committee on Psychology of the Australian Academy of Science.

McConkey delivered a luncheon address to Summit participants on "Presenting and Promoting Psychological Science in Australia," that was based on his recent involvement in a major review of psychology in Australia. He also spoke of the various follow-up activities to keep the scientific aspects in the forefront of the minds of policy makers and others. Though the continents are separated by culture, geography, and a lot of ocean, the promotion of psychology in Australia that McConkey described, could have implications in North America.

"Whenever I engage in any comparisons about psychological science throughout Australia, the world, or throughout any country within itself, I am both concerned and comforted by what I find," said McConkey. "I am concerned because many of the same problems face us no matter what country we are in. And I am comforted because of the spirit and the talent that comes with our discipline."

About the size of the continental United States, Australia has a population of about 18 million. The first psychology departments were established in the 1920s. Following World War I, there was a rapid expansion in the number and size of psychology departments. There are currently almost 40 university departments of psychology with about 850 academic psychologists. McConkey added that with this expansion have come several problems in maintaining and supporting resources, staff, and research facilities.

"The demand from both undergraduate and graduate students to study psychology continues to be high," said McConkey. "In 1995, the Australian government forecast that, of 120 occupations, psychology would have the highest percentage of growth in employment to the year 2005. We are not simply talking about more of the same. Rather, the future pattern of employment of psychologists will be different from that in the past, with more in the private sector and a greater diversity of roles.

In 1995, the Australian Research Council commissioned the National Committee for Psychology to undertake a strategic review of the behavioral science discipline. The review was conducted in collaboration with the Australian Psychological Society, the Heads of Departments/Schools of Psychology Association, and the Academy of Social Sciences in Australia.

"The aim in such discipline reviews is to enable those who use the results of research, or who employ researchers, to develop a picture of where the discipline should be in 10-15 years time and to set out a plan for getting there," said McConkey. "The report of the review, Psychological Science in Australia, published in 1996, contained 28 specific recommendations and the implementation and impact of some of these recommendations is already being seen two years out."

Where We Are, Where We'll Go

The report indicated that Australia was performing strongly across the major fields of psychological science. For example, Australian psychology's contribution to world publications compared favorably with that of other sciences.

"Nevertheless, a failure to recognize the diversity of psychological science and its needs for equipment and facilities was seen to be hampering research in a number of areas, such as neuroscience," McConkey said. "Moreover, there was a clear need for improved funding mechanisms that would support longitudinal studies and would allow the creation of large databases. We also saw a need for a greater emphasis on the psychological and social factors that are important in health."

The report identifies four areas for strengthening research funding and training:• Human factors and other areas related to technological change;• Clinical psychology, with particular attention to health psychology;• Industrial and organizational psychology; and• Neuroscience and physiological psychology.

SEE McConkey ON PAGE 22
SUMMIT '98 FROM PAGE 18

terms of its role as a gateway to a career in scientific psychology, and as a major point of contact between the public and psychology. Suggested actions include: encouraging active inquiry in psychology education; developing a web-based quality lab course for use in multiple settings; strengthening undergraduate research in psychology; reemphasizing the relationship between teaching and research; establishing and maintaining a centralized basis for disseminating research on undergraduate education; and developing and disseminating materials on careers for psychology majors.

Training the Next Generation of Psychological Scientists

The Summit recommended that a working group be formed to identify possible initiatives across the range of psychological education and training. As a starting point, the group should look at existing information—such as reports from past conferences on education and training—and consider whether another conference or meeting is needed, or to pursue initiatives in other directions, such as curriculum development, improving mathematics training for psychology majors, precollege and public education programs; specifying learning outcomes and assessment goals, etc.

Evaluating Psychological Interventions

The summit affirmed the importance of evidence-based psychological interventions and stressed the need to make evaluations more universal to both subjective and objective indicators of performance. Evaluations should address long-term as well as short-term outcomes and issues of generalization, retention, and transfer. The creation of guidelines for evaluating training and treatment programs was recommended.

Reviewing Review Panels

The Summit heard from several federal agency representatives concerning the integration of the grant review systems of the National Institute of Mental Health, the National Institute on Drug Abuse, and the National Institute on Alcohol Abuse and Alcoholism into the peer review system of the National Institutes of Health (NIH). Those three institutes joined NIH a few years ago, but the merger of their review systems was delayed in order to allow a systematic transition to the NIH system. The merger has triggered a reorganization of NIH's review in behavioral science (as well as in Neuroscience, AIDS, and clinical research), and NIH is actively seeking input from the psychological science community about the structure and process of review as well as the composition and jurisdictions of peer review groups. The Summit provided substantial feedback on the reorganization of NIH's behavioral science review, which will be formally conveyed to NIH.

Other review-related issues addressed at the Summit included expanding representation of behavioral scientists on advisory boards of federal agencies, and effective recruitment of senior behavioral scientists to serve on peer review panels.

IRBs: All Checks and No Balances

The discussion on the impact of institutional review boards (IRB) on psychological research included suggestions for: improving the process at the local level; regularization of IRB
APS Executive Director Alan G. Kraut illustrated how a project generated by previous summits—the Human Capital Initiative—has come to fruition.

activities; clarifying investigators rights and the appeal process; better education of researchers as to what an IRB is and does; and creating White Papers for possible use by federal agencies, legislators, researchers, and IRB members.

“We wanted to get IRBs to refocus protection on subjects and not worry about design or legal risks to the university,” said Summiteer Bruce Overmier, a member of the Summit planning committee who will lead the effort on IRBs.

Taking Psychology Back
“What struck me at the Summit was the broad consensus on the issues, obstacles, and opportunities that confront psychological science as we look to the next century,” said Robert A. Bjork, a member of the Summit planning committee. “What was particularly encouraging to me was the unwavering commitment to rigorous standards of research and evaluation.

“I was also struck with the sentiment that we should not only do a better job of giving psychology away, but that we should also focus on taking it back—that we should not let talk shows and the pop-psychology shelves of large bookstores define our field,” he added. “Rather than attempting to define ourselves with other names—by, for example, renaming our departments—we should embrace, not shy away from, the challenge of educating our students, and the public, as to the reality and the potential of psychology as a science.” Elizabeth Rukznis (Sarah Brookhart also contributed to this story.)
McConkey said that strategies to promote psychology must take social and economic changes into account. "I have argued in various public, committee, and political settings not only that psychology makes important contributions to Australia already, but also that many of the changes that are occurring in Australia make the discipline of psychology more important than ever," he said. "Those are arguments that we will likely make at this Summit, too. Moreover, for the most part we will agree with each other on where the discipline is, and where we want to go. The question is, of course, what we do to make that happen."

McConkey pointed to several strategies that have been pursued in Australia through the National Committee for Psychology and the Australian Psychological Society that have sought to broaden the impact and scope of the field, including:

- developing a stronger belief and a more active commitment in the discipline by its own members;
- carefully delineating and enhancing the knowledge, skills, and attitudes of psychological scientists;
- influencing the media and the public in obvious and focused ways; and
- influencing policy advisors and decision makers in industry and government through direct personal contact, through submissions, and through making and taking opportunities for committee and other involvement.

"Some of these strategies have worked well and others have not; some have worked for a time and then fallen over," said McConkey. "Of course, a convergence of the right strategy, the right issue, the right people, the right time, and the right place is what is needed, and that is almost impossible to attain. Leadership of the sort that is needed is about going beyond the obvious, and beyond the easy, in developing appropriate strategies and opportunities."

McConkey said that whatever strategies are developed, they should pass three tests:

- the quality enhancement test—will it improve the quality of psychological science and its application?
- the ripple effect test—will the impact extend across a number of areas of psychological science?
- the echo effect test—will the impact continue beyond the time that the strategy is used?

"Although I believe that we must actively plan for and shape the future of psychological science, I recognize and value the unanticipated events that influence our discipline and urge us to be open to such events since they will take our discipline to places unplanned and unknown," concluded McConkey. "That said, psychology must significantly and confidently increase the visibility of its activities if it is going to flourish and if it is going to help individuals, industries, and institutions meet the challenges of our future." Elizabeth Rukczei

(For more information about the report Psychological Science in Australia, or to contact McConkey email: K_McConkey@unsw.edu.au.)
People

Recent Appointments, Awards, Promotions...

At the March meeting of the Anxiety Disorders Association of America (ADAA), APS Member Gordon J.G. Asmundson was awarded the ADAA Young Investigators Research Award. The aim of this award is to encourage, support, and recognize original research by young investigators on the causes of and treatments for anxiety disorders, and to increase the prominence of research on anxiety disorders. Asmundson received his doctorate from the University of Manitoba in Experimental Psychology in 1991 and, more recently, became the Director of Clinical Research and Development for the Regina Health District in Saskatchewan, Canada. Asmundson’s research has spanned the areas of pain, neuropsychology psychometrics, anxiety, anxiety sensitivity, and anxiety disorders.

APS Fellow Ian M. Evans has been elected President of the New Zealand Psychological Society for 1998-2000. Evans is Professor of Psychology and Director of Clinical Training at the University of Waikato, where he moved from SUNY-Binghamton. He has recently obtained a grant from the New Zealand Health Research Council to investigate the effectiveness of basic cognitive-behavioral intervention strategies for use by community caregivers supporting long-term psychiatric patients. The Society represents all aspects of psychology in New Zealand, publishes a quarterly scientific journal, a practice-oriented bulletin, and a monthly newsletter. One of Evans’ goals is to foster unity within the different fields of psychology, and to ensure that the Society continues to be supported by academic researchers.

During the annual meeting of the American Association for Physical Anthropologists, a Festschrift-Symposium titled “Current Findings on Mammalian, Primate, and Human Brain Evolution: A Symposium in Honor of Harry J. Jerison,” was held in honor of APS Charter Fellow Harry J. Jerison. Presentations focused on vertebrate brain evolution, animal intelligence, brain lateralization, the application of magnetic resonance imaging to brain evolution studies, and specifics of higher primate brain evolution. Discussions about allometry, cortical organization, and brain size cut across all of the papers presented. In addition to celebrating Jerison’s contributions, the symposium offered physical anthropologists and the participants an opportunity to learn about the most recent developments in the field of brain evolution. APS Fellow Kathleen Gibson, Charter Member Richard B. Darlington, and Charter Fellow Duane Rumbaugh were also a part of the symposium.

People News Welcomed...

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

APS Member Virginia M. Richards, an associate professor at the University of Pennsylvania has been named as a recipient of the National Academy of Science’s Troland Research Award. The award, established by a bequest of Leonard T. Troland, includes a sum of $35,000 given annually to each of the recipient to be used to support their research within the broad spectrum of experimental psychology. Richards was recognized for her “contributions to auditory perception, especially to the understanding of the envelope and energy cues that contribute to detecting signals in noise.” The award was presented at an April 27 ceremony in Washington, DC, during the academy’s 135th annual meeting. Past recipients include Keith Kluender and Richard Ivey (1997), Joseph E. Steinmetz and Steven G. Yantis (1996), Michael S. Fanselow and Robert Nosofsky (1995), Donald D. Hoffman and David G. Lavond (1994), Steven A. Pinker (1993), Martha Farah (1992), Daniel L. Schacter (1991), Robert Desimone (1990), John T. Cacioppo (1989), Eric I. Knudsen (1988), Laurence T. Maloney and Brian A. Wandell (1987), Roger Ratcliff (1986), Keith D. White (1985), and Edward N. Pugh (1984).

APS Charter Fellow Stanley Sue, Professor of Psychology and Psychiatry and Director of the Asian American Studies Program at the University of California-Davis, has received the 1998 Distinguished Scientific Achievement Award in Psychology from the California Psychological Association. The Award recognized Sue for his research on the delivery of mental health services to ethnic minority populations. Sue was also appointed to the Planning Board for the U.S. Surgeon General’s Report on Mental Health to be completed in 1999.

APS William James Fellow Larry Squire and APS Member Ellen Frank have been named to the 15 member panel that has been set up to review the peer-review system at the National Institutes of Health. As panel members, they will look into the current arrangement of study sections and decide if it appropriately categorizes today’s science. The panel intends to recommend within a year whether the agency’s study sections need to be overhauled or just updated.

It’s A Girl!

APS offers congratulations and best wishes to Director of Membership Debbie Smith and her husband, Brent, on the birth of their daughter, Daisy Elana, December 22, 1997.

May/June 1998
The Observer: as flexible as human behavior

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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.

MISCELLANY

According to a recent study by researchers at the Addiction Research and Treatment Service, University of Colorado School of Medicine, marijuana use by teenagers who have prior serious antisocial problems can quickly lead to dependence on the drug. The study also found that, for troubled teens using tobacco, alcohol, and marijuana, the progression from first use of marijuana to regular use was more rapid than the progression to regular use for alcohol and about the same as that for nicotine. “This study provides additional important data to better illustrate that marijuana is a dangerous drug that can be addictive,” notes APS Charter Fellow Alan I. Leshner, director of the National Institute on Drug abuse (NIDA), National Institutes of Health, which funded the research. The study’s conclusions are based on interviews, medical examinations, social history, and psychological evaluations of 165 boys and 64 girls between the ages of 13 and 19 who had been referred by social service or criminal justice agencies to a university-based treatment program for delinquent, substance-involved adolescents. More than two-thirds of the dependent teens complained of withdrawal symptoms when they stopped using marijuana, and over a quarter for them reported using more of the drug to relieve these symptoms. This study is published in the spring issue of Drug and Alcohol Dependence, (Vol. 50, Issue 1). Further information on NIDA research and other activities can be found on the NIDA home page at http://www.nida.nih.gov.

Dysfunctional brains – not dysfunctional families may explain some murders, especially when the murderer comes from a “good” home, according to research published in the current issue of the journal Neuropsychiatry, Neuropsychology and Behavioral Neurology. “If you’re antisocial but you come from a good home, the reasons for your violent behavior may have more to do with biology than your upbringing,” says APS Member and University of Southern California psychophysiological Adrian Raine, the article’s lead author. Murderers from relatively benign backgrounds are more likely to have reduced activity in two key brain areas than murderers from homes wracked by conflict, deprivation and abuse, Raine reports. Raine directed a study in which scientists from USC and the University of California-Irvine used positron emission tomography (PET) to scan the brains of 38 men and women charged with murder.
Fear and the Human Brain: A Focus at ADAA

At the 18th annual National Conference of the Anxiety Disorders Association of America the impact of fear on the human brain was the focus of a major scientific symposium. Experts examined the latest findings on the biological and physiological nature of fear and trauma, and the potential for improved diagnosis and treatment of anxiety disorders.

Anxiety disorders include general anxiety disorder, panic disorder, phobia, post-traumatic stress disorder (PTSD), and obsessive-compulsive disorder.

PTSD results from an abnormal, persistent response to fearful or traumatic stimuli sometimes years after the event. Although the events may be long forgotten, the brain's emotional memory recalls and reactivates their anxiety-producing physiological symptoms.

According to researchers, most anxiety-related activity is centered in the top part of the brain known as the amygdala, which regulates emotion, fear and memory. Upon exposure to a fearful event, the amygdala is the coordinating center of the brain's response, leading to a cascade of physical responses, including increased heart rate and blood pressure and hyperventilation. Topics also discussed were how the stress hormones cortisol and norepinephrine released during a fearful event actually act on the brain to greatly increase the memory of that event.

"The field of emotion is maturing," said Steven Hyman, director of the National Institutes of Mental Health, "and basic science can help determine where to look in the brain and can define and determine treatment."

While many people never develop an anxiety-related disorder in response to fear-inducing or emotionally disturbing events, others—genetically predisposed or more vulnerable from previous experiences—are left with lasting symptoms that interfere with daily life and function or limit social interaction or activity.

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

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

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

1. A letter of nomination specifying why the candidate is judged to have made sustained outstanding contributions.
2. The candidate's current curriculum vitae.
3. Letters of support from three outstanding contributors in 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 vita 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 vitae 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

May/June 1998
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 comments these leaders made in the Observer over the years.

**Marilynn Brewer**
APS President 1993-1995

“One of the most exciting things about APS is that it has made psychologists and the public aware that there are many areas of applied psychology besides clinical psychotherapy—that we are a very applied discipline. I think that promoting the application side as well as the interchange between applied research and basic research is the most important thing we can do—making sure there is a continual reciprocal relationship between our applied work and our basic theory-driven work. The same people can do both, and when they are different people there should be links in communication, and a strong appreciation for work in all areas.”

*May 1993 Observer*

**James L. McGaugh**
APS President 1989-1991

“Although we have had a superb start, there is, of course, much that must be done to increase the effectiveness of our organization. As a first matter I hope that all of us will work to increase our membership. At the convention, I asked those present to take the ‘McGaugh Pledge’ to recruit at least one new member. Now I ask all the same of all APS members. Through your efforts we will continue to develop a vigorous and effective national organization that represents the best of psychological science.”

*July 1991 Observer*

**Sandra Scarr**
APS President 1996-1997

“During my presidency I will be seen as an activist. For the most part, the Society’s emphasis has necessarily been on growth in membership. We do not have an infinite audience to address and I will be exploring ways to better serve the discipline, such as addressing the interests of teachers of psychology, or trying to inject research findings into public policy concerns.”

*September 1995 Observer*

**Richard F. Thompson**
APS President 1995-1996

“APS has been a tremendous success story, now reaching 15,000 members. It is rapidly incorporating all of the academic researchers and scientists in psychology. And it is important to keep in mind that it covers all fields of psychology, from biological to personality, clinical, and social. But doing good science in no way precludes doing applications. People in broad fields ranging from social psychology to sociology to economics are among those who should be grappling with problems of the inner city ghettos. It’s going to take interdisciplinary approaches, and psychologists are very good at that.”

*July/August 1994 Observer*
Charles Kiesler
APS President 1988

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

Gordon Bower
APS President 1991-1993

“I see no special advantage to being a huge organization, since large size probably just increases the strains due to the difficulty of achieving consensus. The motto of the initial founders of APS was ‘Lean and Nice,’ and it was exemplified in a memorable first meeting of the Board where we each brought our own brown-bag lunch, met on the lawn under a juniper tree next to the convention hall and drew straws to see which ‘lucky’ people got to rotate off the board early. The APS Board members are typically dedicated academics with no ambitions to become power-brokers or ‘Washington Frequent Flyers.’ Another goal for APS in the future should be to make our annual convention as scientifically interesting, exciting, and attractive as we possibly can. Over the past years large numbers of psychologists fell into the habit of not attending large national conventions, preferring instead smaller conventions of their more specialized societies. That’s where they habitually reported their latest findings. It’s time we called them back into the fold of our more general family; its time to persuade them that APS provides an equally good home for them to present their findings and meet their friends, and have them re-experience the fun of learning about what’s going on in research across a broad spectrum of psychology. It’s a matter of persuasion, imitation, and learning new habits, which we should know something about.”

Janet T. Spence
APS President 1988-1989

“I am proud having been the first president of APS and even prouder of what has been accomplished in the first nine months of its existence. Starting with no money and no support except for the largely volunteer labors of its supporters, the society has already grown to nearly 6,000 full and student members. The past nine months have been hectic, challenging, sometimes frustrating, but always gratifying.”

Kay Deaux
APS President 1997-1998

“I very much believe in the mission and agenda of APS. APS is an important organization because it recognizes the interplay between various subfields of psychology and various levels of analysis, from the discovery process to the eventual ‘giving away psychology in the public interest.’ Both its convention and its publications provide a forum where people can learn about other areas. As examples, social and cognitive psychologists or clinical researchers and neuroscientists can see how their work is related, explore links between them, and expand the knowledge base. APS is unique in the psychology field for providing that forum.”
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 Babayak, Duke Univ. Medical Center, Self, April 1998: Blood types and personalities
Daryl Bern, Cornell Univ., Health, April 1998: Homosexuality
Kelly Brownell, Yale Univ., CNN Interactive, Apr. 4, 1998: Hormone link between eating and stress
Jonathan Cheek, Wellesley College, Self, April 1998: Being shy or sensitive
Regina Conti, Colgate Univ., Marie Claire, March 1998: Procrastination
Harris Cooper, Univ. of Missouri-Columbia, Newsweek, Mar. 30, 1998: Effect of homework on achievement
Peter B. Crabb, Penn State Univ., USA Today, Apr. 8, 1998: Effects of camcorder use on behavior
Mihaly Csikszentmihalyi, Univ. of Chicago, Parents, March 1998: Children and behavior
Bella DePaulo, Univ. of Virginia, Good Morning America, Feb. 22, 1998: Lying
Rebecca Eder, St. Louis Children's Hospital, Parents, March 1998: Child transitions
Robert Eisenberger, Univ. of Delaware, Parents, March 1998: Breaking child behavior patterns
Elissa Epel, Yale Univ., CNN Interactive, Apr. 4, 1998: Cortisol, women, emotions, and eating
Beverly Fagot, Univ. of Oregon, Parents, March 1998: Toddlers and insecurity
Robert Feldman, Univ. of Massachusetts-Amherst, Good Morning America, Feb. 22, 1998: Lying
Avery Gilbert, Olfactory Research Fund, Good Morning America, Feb. 15, 1998: Aromacology
Catherine G. Greeno, Univ. of Pittsburgh Medical Center, CNN Interactive, Apr. 4, 1998: Hormones and their effect on eating
Neil Grunberg, Uniformed Services Univ., CNN Interactive, Apr. 4, 1998: Link between eating and stress
Lee Herring, National Science Foundation, Cincinnati Enquirer, Nov. 9, 1997: Math and science education in Cincinnati public schools
Rachel S. Herz, Monell Chemical Senses, Time Magazine, Mar. 23, 1998: Following one’s nose


David Lykken, Univ. of Minnesota, Parents, March 1998: Genetics and personality.


Sonja Lyubomirsky, Univ. of California, Health, April 1998: Happiness.


Eleanor E. MacRae, Stanford Univ., Parents, April 1998: Girls and boys as friends.


Donald Pannen, Blackwoman, April 1998: Losing friends.

James Pennebaker, Univ. of Texas, Newsweek, Mar. 16, 1998: Companionship; Cooking Light, April 1998: Effect of walking on colds.


Science Across the Psychology Curriculum

Rick Wesp  
East Stroudsburg University  
Nancy Koschmann  
Elmira College

Psychologists are sometimes sensitive to popular perceptions of psychology as less than a real science. To our delight, however, on a recent questionnaire distributed to our classes we discovered that students gave psychology high marks as a science. Yet we were puzzled by the assumptions many of these same students still held: that Cosmo's latest reader poll accurately reflects North American sexual practices; that more violent crimes are committed during a full moon; that housework is shared equally in a majority of modern marriages. Clearly there are significant incongruencies between what students believe and what they understand.

In this column we review methods we use to encourage students to become better scientists and develop in them an appreciation for a scientific approach. We suggest incorporating an approach that integrates more scientific thinking in existing courses by:

- showing students that psychology is a body of knowledge derived from the application of scientific methodology,
- involving students in scientific discovery and evaluation, and
- helping students identify themselves as scientists/psychologists.

In short, students need to witness science, practice science and, ultimately, become (think like) scientists as they explore behavior.

Seeing Psychology as Science

**Define Science.** To be better scientists, students must understand what science means. For many of our students, psychology is a science because it includes set definitions, distinct categories, and technology (that is, fancy lab equipment). Yet most of us believe it is the process that makes or work scientific.

Definitions such as "[science] means the enterprise of explaining and predicting—gaining knowledge of—natural phenomena, by continually testing one’s theories against empirical evidence" (Diamond, 1987, p.35) can be useful as a starting point. But we have found that the best way to get students to reflect on the nature of science is to assign them the task of determining whether or not psychology actually is one.

An assignment to design a scientific psychological study sends students into the library researching definitions and out-gathering evidence. A common student approach has been to gather opinions about whether psychology is a science. We initiate our post-exercise discussions by asking questions such as "Did you learn whether psychology is a science, or whether people think it is?" and move to the broader questions about what constitutes science.

**Describe the actual research behind the facts.** Computer simulations, classroom demonstrations or lectures can expand on how data which underlie theories were gathered. For example, giving a lecture on Piaget's stages of cognition that details his methods—his baby diaries, notes, and the problems generated—leaves students with a fuller understanding of how systematic observation and testing can serve to round out a theory.

**Show films or assign readings to demonstrate the investigative process.** Students enjoy real-life detective stories such as Stephen Jay Gould’s *The Measure of Man*, which depicts the process by which scientific questioning and subsequent reexamination of evidence led to a radically different conclusion than originally posited. Many of the brief video Teaching Modules drawn from WNET’s *The Mind* series (Worth Publisher, 1990) clearly illustrate the interrelated questions that guide the sequential steps of science. Films can demonstrate research: for instance Rock-A-Bye Baby shows a variety of approaches used to examine maternal deprivation and the more recent *Cross Cultural Approaches to Cog-*
nition with Jerome Kagan records actual research in different cultures.

Discuss your own research. Share the process by which you developed testable hypotheses from your particular interests in the field. Describe your methods, provide anecdotes that illustrate procedural or methodological issues, and present your findings.

Doing Psychology as a Science

Expose students to doing science early in your course. Start out the first day with a question, the answer to which must be gained through scientific inquiry in order to focus the students on the scientific process. We model the processes of generating hypotheses, constructing research instruments, interviewing or observing participants, analyzing and charting results, and brainstorming possible interpretations of the data. In one useful first day research project we replicate cognitive research on level-of-processing. Half the class counts the vowels in a list of words while the others search for synonyms. After a few intervening tasks, we compare memory under the two conditions and show that deeply processed information is better recalled. This class experiment demonstrates how psychologists investigate questions about how we learn, shows a method of science, and allows for a discussion of the application of such research to studying for the course.

Teach topics with broad appeal. Bernstein (1994) suggests beginning introductory courses with a scientific examination of psychic phenomena; we also have found alcohol use, attitudes on sex, witchcraft, adjustment to college life, relationship variables, and campus violence to work well. For example, one class identified a list of college adjustment difficulties, voted as to which one they thought was most commonly experienced, then surveyed other students about their adjustment problems. Survey results demonstrated that their assumptions did not match empirical evidence.

Regularly involve students in the practice of science. Throughout the introductory course we encourage students to continue their application of the scientific method by surveying sleep patterns (states of consciousness) of class members or roommates, charting sibling position and correlating it with a personality trait (personality theory), or doing an interview on attitudes toward cheating (moral development). We typically begin with a small classroom survey and progressively bring students into active research.

Use easily accessible research settings. Students can observe behavior in dorm rooms, libraries, supermarkets, parks, passing vehicles, other classes or even on TV or in movies. We successfully use our college dining facility as a real-life laboratory where students can practice their new research skills. For example, students have made simple observations (what foods are taken), correlations (food portion size with amount of exercise), and introduced manipulations (will diners sit at a table where books have been left?). Athletic events offer data related to cognitive processes and sports psychology; for instance, students have evaluated the effectiveness of different practice techniques on performance of intramural teammates. Such environments are a rich source of interesting behavior, require no departmental financial support, and do not have to be set up in advance. Some studies might require institutional review board approval.

Discuss research ethics in practical terms. Ethical issues related to research are best discussed at the moment of research design; we have found that reading a list of ethical principles at the end of the research chapter is far less effective than having students create their own list, compare it with the one in the text, and then use the final list to guide them in evaluating the appropriateness of their own or classmates' studies.

Accept errors and problems. Learning from mistakes is also a crucial part of the scientific process. Our best student of the past few years will never forget to carefully label her data after failure to do so resulted in several wasted days of data collection. In another case, students studying helping behavior asked fellow students for a quarter for a phone call only to find that few of their classmates carried change. The experience showed them the subtle complexity of planning a study.

Seeing Oneself as a Scientist

Make psychologists real. Old movies remain useful: our students delight at the children's behavior in The Child Watchers, and enjoy seeing what famous researchers and authors looked like when they were younger . . . or alive. Biographical reflections of research careers like those In Brannigan and Merrens' (1993) The Undaunted Psychologist are effective reading assignments. Sites on the Internet allow students to examine research interests of psychologists at other institutions or you can invite researchers from other campuses to talk about their work and set up brown bag lunches where faculty and students can discuss their own projects.

Relate scientific inquiry to students' lives. We ask if they or anyone in their family had been a participant in a research project; sometimes we design one for the whole class so that all of us will be part of scientific history. Anything is grist for the mill: parents who had controversial medical treatment or a sibling who attended Headstart. Thus we focus the class on interesting and relevant topics, while making the point that science is relevant to all.

Introduce students to professional organizations. Take students to conferences where they will see, hear and meet active people in the field. Encourage students to join professional organizations and subscribe to journals and newsletters. Students can follow the activities of organizations such as the American Psychological Society.

Provide students with opportunities to present their research. Hold a mini-conference where students present their semester's work either as a paper, a demonstration or poster. The sight of a classroom encircled by posterboard displays of charts and graphs, photos of the research in process, short write-ups in large print, and even video playbacks creates an enormous sense of accomplishment in the students (and in us, too!). These in-house opportunities can result in presentations at undergraduate conferences, Psi Chi poster sessions, local symposiums, or specialized meetings.

General Implementation

We have discovered that the above takes little extra time and effort, but it has made better scientists/psychologists

CONTINUED ON NEXT PAGE
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of our students and increased our enthusiasm for teaching. Four hints for implementation are:

**Identify activities in advance.** Prior planning ensures that we introduce the elements of science in a logical manner. We choose activities and assignments that clearly demonstrate specific scientific concepts and then include these in our syllabus, careful to structure the assignments and activities from simple to complex tasks. In the introductory course, for example, assign a methodology or scientific concept on which to focus in conjunction with each content chapter.

**Use alternate teaching and grading procedures.** Consider assignments that do not require significantly more grading time and might be more authentic and effective in evaluating performance. Most examinations call for facts, but it is possible to develop other means of evaluation that are more active, rely less on rote learning, take into account the tentative nature of research conclusions, are more time-effective. For example, have students outline as part of their exams possible methodological procedures to test a particular hypothesis. Have groups demonstrate experiments they have reviewed in the literature. A final pass/fail paper analyzing all the brief science activities and demonstrations included in the course also works well to encourage students to attend to these activities.

**Introduce cooperative learning.** We routinely require cooperative research projects, paragraph-length summaries of observations by student pairs or triads, and group interviews in class. Cooperative projects reduce the number of individual student projects you will need to plan and grade and group members can often work together to resolve problems without your assistance. Additional time working on projects with the groups is a more productive use of our time. Brief oral reports by randomly selected students will maintain motivation and check for quality. Students in upper level courses can cooperatively develop and conduct research with and design projects for students in introductory courses.

**Don't do everything at once.** Try adding a few activities each time you teach a course, discarding or fixing those that were ineffective or too time consuming.

**Conclusions**

When a course is focused on facts that have already been discovered, students have little need to understand science and its methods. By emphasizing the process of science, we can develop an inquisitive approach that will lead students to search out and question the facts. Most faculty include many of our suggested activities, we are suggesting that these activities become the focus rather than an afterthought. We found that by simply raising, over and over, questions about the processes underlying scientific discovery, articulating the need to challenge conclusions, and modestly increasing students' opportunities for empirical testing, we sensitize them to the scientific foundation of Psychology and increase their ability to apply scientific procedures. And we watch our students become psychologists!

**References and Suggested Resources**


Rick Wesp and Nancy Koschmann team taught and conducted research at Elmira College for over 10 years. Rick teaches a variety of general experimental psychology courses and Nancy teaches courses in human development and counseling. Both were awarded the College’s Josef Stein Award for Excellence in Teaching. Nancy continues at Elmira College and Rick is now at East Stroudsburg University.
NRC Report from Page 7

classrooms. Increasingly, psychologists have become willing to take on the "messy space" of real situations in conducting their research in addition to continuing to make use of more traditionally controlled or lab studies."

Minorities and Reading Skills

Reading problems are disproportionately high among minorities, non-English-speaking children, and those who grow up in poor or urban environments. According to the report, a particularly thorny political problem has centered on how to educate children whose first language is not English. The report says that these children should first learn the skills of reading in their initial language—the language in which they will best be able to discern the meaning of words and of sentences. If such instruction is not feasible in a given school system, the child should not be rushed prematurely into English reading instruction, but should be given an opportunity to develop a reasonable level of oral proficiency in English before learning to read. Children at risk of reading difficulties because of hearing impairment, language problems, or for other reasons must be identified quickly by pediatricians, social workers, and other early childhood practitioners.

To address these children's needs, the committee called for an increase in affordable, language-rich preschool programs. Programs, it said, should be designed as prevention for children at risk should focus on social, language, and cognitive development, not just on literacy. Organizations and government bodies concerned with the education of young children should target parents, caregivers, and the general public in a campaign to promote public understanding of the way young children learn to read. The program should address ways of using books and creating opportunities for building language skills and literacy growth through everyday activities, said the report.

According to Sulzby, the key conclusion that children need all three aspects of reading for meaning (comprehension), phonological awareness or knowledge of letter-sound relationships, and fluency is an important finding. She explained that it has always been tempting to treat the initial onset of conventional reading as merely a mechanical process, with comprehension developing later.

"The report gives full support to the idea that children need to read the actual words of the text, develop the ability to read them fluently and use good strategies to read accurately," said Sulzby. "They need to be able to derive meaning from their reading, even at the beginning levels." The report, grounded in the research in the precursors of conventional reading, also acknowledges the importance of in-home and preschool literacy support, saying that teachers must not penalize those children whose early literacy experiences have not been very supportive.

"Another important contribution has been the exploration of early risk factors, including language delays and impairments, concluding that a "wait and see" approach to early risk factors is not defensible," said Sulzby. "The report also addresses the issues of preschool teacher education, teacher support on the job, and school organization and restructuring, when needed." Kristen Bourke

For more information on this report, contact: National Academy Press, 2101 Constitution Ave., NW, Lockbox 285, Washington, DC 20055; Tel.: 800-624-6242. The report is also available online at http://www.nap.edu.

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paring VR to desktop displays. Microsoft is continually trying to improve how information is presented on desktop displays, and we believe that there may be lessons to be learned from our studies comparing VR and desktop viewing. Microsoft has invited me out in May to discuss collaborative work on these projects."

One of the things Proffitt is looking at is how to incorporate some of the virtues of VR into desktop displays without confining people to headsets. "No one wants to work wearing a head set—even if the head set is greatly reduced in size. You can't see through them and you can't reference other people. It is worse than being in a cubicle. This is not the workstation of the future," he said. "However, it would be desirable to make desktop displays that are capable of evoking the more natural and compelling perceptions that are experienced in VR. There is much that could be done toward this goal." Kristen Bourke

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It's a Wrap!

APSSC Council Members Leave Behind Parting Thoughts

This issue of the Student Notebook represents the last time you'll hear from the 1997-1998 Caucus. By the time you read this, another successful APS conference will have passed and a new Executive Council will have been elected. Though some parting thoughts from our Council members.

Susan Yoder
President

“One of the main goals this year was to increase student participation in APS in general and APSSC programs in particular. With this in mind, we have revamped several of our programs to better serve our student members. Communication is critical as well. We have made great strides this year in more effectively communicating with the students we represent. We now have several active modes of communication including our frequently updated website, an email database, mailings, and of course the Notebook. It's been a productive year and I've enjoyed serving the student members of APS.”

Jeremy Moreland
Graduate Advocate

“Thanks to all of those who participated in the Student Research and Student Grant Competitions this year. The Student Research Competition is a program that recognizes outstanding student research to be presented at the annual APS Convention. Research Competition winners were recognized at the APS Convention Opening Ceremonies and their research was featured at this year’s Showcase Poster Session. The Student Grant Award is a program that supports students research projects; winners were announced at the APSSC business meeting. In the next issue of the Notebook the winners of all competitions will be profiled.”

Dave Samonds
Undergraduate Advocate

“During this past year, I have tried to be a resource to the undergraduates as much as possible. Students from chapters all over the country have contacted me with questions or suggestions for other chapters. I have tried to open up the channels of communication between the undergraduates across the country with similar interests. During the past few months, I have been gathering information that may be helpful to undergraduates, and plan to create an ‘undergraduate guide’ to help offer undergraduates advice from students who have already been through the experience. I have attempted to make myself a resource as much as possible to interested students, and graciously welcome any comments or questions that fellow undergraduates may have.”

Otto MacLin
Communications Director

“As Communications Director for APSSC I created the new APSSC logo, updated the APSSC website, and enhanced its organizational format. I have spent part of this year contacting APSSC student chapters and updating their information. Recently, I have begun developing and maintaining a database of current APSSC members. This database has enabled us to contact hundreds of graduate and undergraduate students and provide them with information on APSSC events, programs, and benefits.”

Ben Hayes
Mentorship Committee Chair

“The APSSC Mentorship Program is currently being run via the internet. If you haven't been to the site yet, the main page is at http://psych.hanover.edu/APS/APSSC/mentbro.html, and there should soon be links from that page to other aspects of the program. If you are interested in becoming a Mentor or Mentee, please contact me (bhayes@scs.unr.edu) and include some brief information.”

M. Kimberly Beal - Editor

CONTINUED ON NEXT PAGE
A Final Note from the Editor

Make sure to check out the next issue of the Notebook. It will be a very special “Awards Issue” in which the Chapter of the Year, Research Competition winners, and Student Grant Award winners will be profiled. In addition, the issue will introduce you to the newly elected 1998-1999 APS Student Caucus. Well, it’s time for me to sign off. Thanks are due to all of the Executive Council members who continually provided me with information and updates that made my job easier. It’s been a great year and I’ve enjoyed bringing you the Notebook every other month. Enjoy your summer!  

-Kim Beal

Attention APS Student Affiliates:  
Express Yourself

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

Send your draft contribution to:  
M. Kimberly Beal  
APS Student Notebook Editor  
Interdisciplinary PhD Program in Social Psychology/296  
University of Nevada-Reno  
Reno, NV 89557  
Office: 702-784-6420  
FAX: 702-784-4506  
Email: kimbeal@equinox.unr.edu

HOT SITE

This issue’s Hot Site is the Social Psychology Network. It is the largest social psychology database on the Internet. This invaluable resource for those interested in social psychology includes information on social psychology PhD programs, research groups, journals, on-line social psychology studies, textbooks, and courses. It also has general psychology information regarding psychology organizations, career centers, funding sources, and a ranking of all U.S. psychology PhD programs. The site is easy to navigate and search. Visit it today.

http://www.wesleyan.edu/spn/

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

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about your interests, contact information, and whether you would like to be a Mentor or Mentee (or even both). Be sure to keep checking back at the site, the program is young and will hopefully be growing rapidly over the next several months. If you would like to be involved in the administration of the program itself you can contact me at bhayes@scs.unr.edu.

APSSC Officers ♦ 1997-1998

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

Executive Council

President  
Susan R. Yoder  
Department of Psychology  
Kent State University  
Kent, OH 44242  
Office: 330-672-2166  
FAX: 330-672-3786  
Email: sryoder@aol.com

Past-President  
Nikki Scarberry  
Department of Psychology  
Texas Christian University  
Fort Worth, TX 76129  
Office: 817-921-7414  
FAX: 817-921-7110  
Email: nncscarberry@deltais.tcu.edu

Graduate Advocate  
Jeremy Moreland  
Department of Psychology  
Texas Christian University  
P.O. Box 298920  
Fort Worth, TX 76129  
Email: jmmoreland@deltais.tcu.edu

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

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

Volunteer Coordinator  
Jennifer C. Thomas  
Department of Psychology  
TCU Box 298920  
Fort Worth, TX 76129  
Office: 817-921-7414  
FAX: 817-921-7681  
Email: jcgarcia@deltais.tcu.edu

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

Ethnic Minority Concerns Committee  
Natesha Bailey, Chair  
1420 N. Charles St.  
Baltimore, MD 21201  
FAX: 410-837-5431  
Email: nbailey@UBmail.UBalt.edu

Mentorship Committee  
Ben Hayes, Chair  
Department of Psychology  
University of Nevada-Reno/296  
Reno, NV 89557  
Office: 702-784-4474  
FAX: 702-784-1126  
Email: bhayes@scs.unr.edu

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May/June 1998
Obituaries
Jacob Cohen
Distinguished Scientist
1923-1998

Jacob Cohen, one of the most cited academic psychologists, died January 20, after a long illness. He was 74.

Cohen changed the way psychological researchers carry out statistical analysis through his seminal articles and books. He made psychologists aware of important flaws in the methods used to make inferences from psychological research, and he promoted powerful new multivariate statistical methods in an era when computers began to take over the tedium of numerical calculations in psychological research. He invented a statistic to measure diagnostic agreement in psychiatric research, Cohen’s kappa, which has been adopted for all of biostatistics and medical research. His work is cited by thousands of scientists each year and led to his being awarded the Distinguished Lifetime Contribution Award by the American Psychological Association last summer.

Born on April 20, 1923, Cohen taught at New York University, in the department of psychology from 1949 until his retirement in 1993. He retained the title of Professor Emeritus at NYU in his retirement, but remained active in research at Columbia Presbyterian Medical Center and New York State Psychiatric Institute, where he served as a statistical consultant. For decades before, he served as a consultant in statistics and research methodology on major mental health projects in the New York metropolitan area and beyond. His local popularity arose from his ability to convey complex mathematical and statistical ideas to students, scientific peers, and clinicians with unusual clarity, force, and good humor.

His writing extended his impact well beyond New York. In 1960, Cohen changed the way that diagnostic reliability studies were done in all fields of medicine when he introduced the Cohen’s kappa statistic. Before his contribution, researchers would claim that experts had high levels of agreement on the basis of their overall concordance rates. Cohen pointed out that even doctors who flip coins to make diagnoses could expect to have certain levels of agreement by chance, and he proposed the new kappa statistic to correct for chance. Many researchers were upset to find that according to kappa, their expert decisions were not as reliable as they had hoped. The kappa statistic was embraced by Robert Spitzer at Columbia University, and was used by his taskforce to revise psychiatry’s Diagnostic and Statistical Manual in 1980. Many psychiatric diagnoses that could not be made reliably were eliminated from DSM-III on the basis of the kappa results.

Cohen was an early and important proponent of multiple regression methods in psychological research. His 1977 book with his wife, Patricia Cohen, Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences, (Erlbaum and Associates; second edition, 1983) is a classic in graduate psychology and education. It showed how many traditional statistical methods in psychology, such as the analysis of variance, could be approached in a single analytic system. Although multiple regression methods were well known to statisticians, they were not widely used by psychologists before the publication of this book, which was both comprehensive and comprehensible to working researchers.

Cohen was also known for his efforts to get researchers to attend to statistical power in their studies of mental health and other psychological topics. Statistical power refers to the ability of a study to find positive results in cases where a treatment is truly effective, or an association truly exists. Many studies fail to find a “statistically significant” result because the samples are simply too small. This accounts for some failures to replicate important findings, and some failures to demonstrate that successful treatments work. Cohen designed a way for researchers to plan studies with adequate sample sizes to address the scientific questions of interest. He published his novel approach in his book, Statistical Power Analysis for the Behavioral Sciences (Erlbaum), a classic that was released in a second edition in 1988.

In later years Cohen became convinced that the planning and analysis of studies was so inadequate that the whole enterprise of statistical significance tests should be abandoned in psychology. His much acclaimed article, “The earth is round,” was influential in the American Psychological Association’s decision to appoint a task force to study whether statistical inference methods should be changed in the Association’s journals. Cohen co-chaired this committee with Robert Rosenthal of Harvard University.

Cohen graduated early from Toussend Harris High School and entered City College at the age of 15. His academic career did not get off to a great start, however, as his major interest at the time were ping pong and political action. His mother was assured by the Dean that he would never graduate. During World War II he left college and served in Army Intelligence in Europe. After the war, he completed his Bachelor’s degree at City College of New York and went on to obtain his PhD in psychology in the School of Education at New York University in 1950. After a brief period in research at the Veteran’s Administration, he joined the Arts and Science faculty at NYU in the department of psychology, where he remained active for more than 40 years.

Cohen was elected Fellow of numerous professional organizations, including the American Association for the Advancement of Science, American Psychological Association, American Psychological Society, and American Statistical Association. He was elected President of the Society for Multivariate Experimental Psychology, and received its Saul Sells Award for Lifetime Achievement. In Greenwich Village and South Wellfleet on Cape Cod, he was known for his shrewd bridge playing and penchant for story telling that remained from his early interest in the Yiddish theatre.

Jacob Cohen is survived by his wife and colleague, Patricia Cohen, their children Marcia Cohen of Portland Maine, Aviva Must of Swampscott, MA, Erika Waly-Bourne of Waltham, MA, Gideon Cohen of Montreal, Canada, three grandchildren and twelve nieces and nephews.

PATRICK E. SHROUT
NEW YORK UNIVERSITY

May/June 1998
David C. McClelland: Personality and Motivation Researcher 1917-1998

David Clarence McClelland died at his home in Lexington, Massachusetts, on March 27, 1998, at the age of 80. He was born in Mt. Vernon, New York, in 1917, the son of Mary Elizabeth (Adams) and Clarence P. McClelland, who was a Methodist minister and later college president. He was survived by his wife, Marian (Adams) McClelland, seven children, and nine grandchildren.

McClelland grew up in Illinois, and was graduated from Wesleyan University (studying psychology with John McGeech) in 1938. He received his master’s degree (studying with Arthur Melton) from the University of Missouri in 1939, and the his doctorate (studying with Carl Hovland) from Yale University in 1941. He taught at Wesleyan University from 1942 through 1956, at Harvard from 1956 to 1987, and from 1987 until his death was a Distinguished Research Professor of Psychology at Boston University.

Although trained in the rigorous behaviorism of the Clark Hull era at Yale, he became most widely known for his research in personality. A year’s wartime teaching at Bryn Mawr, where he first taught personality while filling in for Donald MacKinnon, was the catalyst for this transformation (see Winter, 1998).

David McClelland was known best for his wide-ranging research on personality and motivation, and for his innovations in measurement, especially measurement of motives and alternative forms of competence. At Wesleyan in the late 1940s, together with John W. Atkinson, he pioneered in measuring motives by using empirically-derived scoring systems for the Thematic Apperception Test (TAT). The scoring system for achievement motivation (A Achievement), for example, was developed by comparing the TAT stories of people in whom achievement concerns had been experimentally increased with TAT stories of people in a neutral state. While the procedure of experimentally arousing a psychological characteristic in order to develop a measure had been widely used in animal research, it was an innovation in projective testing, where scoring was traditionally based on a priori systems derived from clinical intuition or experience. In later years, McClelland students developed empirically-derived scoring systems for the affiliation, intimacy, and power motives and fear of success, as well as a variety of other personality characteristics such as stance of adaptation to the environment, affiliative trust-mistrust, self-definition, and responsibility (see Smith, 1992).

McClelland’s extensive studies of the relationship between achievement motivation and economic development led him to other measurement innovations. For example, he measured motives through content analysis of such archival materials as stories from children’s readers and popular literature. This research was the basis of his most widely-cited book, The Achieving Society (1961). Shortly after publication of this book, his desire to test the theory and his concerns for social improvement led him to develop training courses to promote economic growth by increasing achievement motivation.

McClelland saw the achievement motive as but one example of nontraditional talent, that is, a valuable psychological resource or “competency” that was unrelated to IQ test scores. This perspective, combined with a lifelong identification with the underdog and a stance of gentle opposition toward “establishments,” led him to emphasize ways of identifying “competence” that would supplement or even replace traditional intelligence and ability testing (McClelland, 1973). While such an approach is still a minority view within the educational establishment, it has been widely used in business. In 1963, McClelland established the consulting and training firm of McBer & Company (now a division of Hay Associates) in order to identify, assess, and train such nontraditional competencies. His last article, “Identifying Competencies with Behavioral Event Interviews,” will be published posthumously in Psychological Science.

In the late 1960s, McClelland’s experiences in trying to apply his theories to real-world problems and social change led him to focus on power and the power motive. His approach was unusually broad: At the macrocosmic level, his archival research traced an historical pattern of war being preceded by high levels of power motivation and low levels of affiliation motivation. At the individual level, this pattern was associated with drinking and impulsive, risk-taking behavior (especially if combined with low activity inhibition or control). At the physiological level, this same pattern was associated with increased sympathetic nervous system arousal, decreased efficiency of the immune system, and heightened susceptibility to infectious disease and cardiovascular problems. Some of his last papers involved complex relationships between the arousal of different psychological motives and corresponding changes in hormone levels and other indicators of physiological functioning: for example, power motivation and norepinephrine, affiliation motivation and dopamine, and achievement motivation and arginine vasopressin (McClelland, 1995).

Throughout his life, David McClelland had a restless curiosity and wide range of interests. In high school, he could read Greek, Latin, German, and French. He had published solutions to chess problems. In college, he wrote two honors theses: one in psychology, on “theories of memory,” and one in sociology, on “the possibilities of social planning in American democracy.” As a Wesleyan faculty member, he taught in the first year of the all-university humanities program.

As can be imagined, McClelland’s wide range of interests and innovative measurement techniques were a source of great stimulation and inspiration to his students. In The Achieving Society (1961), for example, he drew on the following theories and sources of data, among others: Max Weber’s concept of the Protestant Ethic, the theories of Toynbee, Sorokin, Marx, and Parsons, the designs on ancient Greek and Inca pottery, the content of literature in classical Greece and Golden Age Spain, statistics of coal imports to London between 1600 and 1833 and air passenger miles flown by different national airlines, the way 5-year-olds play ring toss and 10-year-olds build towers while blindfolded, and the ancient Greek myth of Hermes. His 1964 book, The Roots of Consciousness, includes papers on Freud and Hull, a comparative study of German and American national character, the works of André Gide, psychoanalysis and religious mysticism, creative physical scientists, and the Harlequin figure in the history of the theater.

CONTINUED ON NEXT PAGE
I can best describe my own experience of McClelland's intellectual versatility by borrowing the words of one Harvard student in the college's course evaluation guide:

"In 50 minutes David McClelland quoted from the Hindu sacred text Bhagavad Gita, Plato's Republic, and a recent German philosopher's distinction between knowledge, desire, and action. He discussed the connection between 'knowledge' and 'sexual knowledge.' He proposed an alternative, deeper interpretation of Freud's self-analysis about forgetting the name of the artist (Signorelli) who painted the frescoes in the cathedral of Orvieto. He did a thematic analysis of the Biblical story of Jonah and the Whale. In 50 minutes McClelland talked about all these things...and I saw God.'

Many McClelland students also recalled his generosity and open-ended support. He had faith that the person actively involved on the scene could be trusted to know what to do, so his support enabled students' autonomy. On occasion the support was material as well as intellectual. Once a distressed graduate student joined him in the 15th floor elevator of Harvard's William James Hall. Upon hearing that the student was considering leaving graduate school because of financial difficulties, McClelland took out his checkbook and asked how much money it would take to keep the student in school. By the time the elevator reached the first floor, he had written a personal check for that amount.

McClelland's intellectual style involved a combination of simplicity and complexity. On the one hand, he sought to reduce complex phenomena to simple elements that could be scored as present or absent, since he believed that "simplification is an absolute prerequisite for...scientific tests." (1961, p. ix). One of his earliest publications, for example, proposed doing away with the elaborate item-weightings of the Berneuter Personality Inventory. In designing the scoring systems, he replaced the elaborate rating scales used by Murray and other TAT researchers with presence/absence judgments for a series of categories. To evaluate the effects of achievement motivation training on business leaders in varied positions and situations, he devised a coding system that grouped a wide range of activities into four categories of comparable outcomes. McClelland expressed his philosophy of measurement in blunt and forceful terms, "determined to be tough-minded about tender-minded problems." (1957a, p. 177): "Personality psychology would be a lot better off if psychologists would throw away their rating scales for intensity of variables and would stick to classifying and counting" (1957b, p. 376).

At the same time, McClelland had an appreciation for the complex ways in which a large number of "simple" components, drawn from different levels of analysis or even different disciplines, could combine (often in highly interactive, contingent, or nonlinear ways) to produce higher-level psychological processes and life outcomes. His integrative syntheses — of individual personality; of the psychosocial substrates of economic development; of the antecedents of male social drinking; of the motivations of war, peace, and social reform; of the relationship of substitutable competencies to executive performance; or of relationships between psychological variables and physiological processes — usually presented a considerable challenge to copy editors and graduate students alike.

Finally, David McClelland's intellectual style involved a sharp (albeit cloaked in a somewhat playful pose of naiveté) challenge to orthodoxy. I suspect he often saw himself challenging a series of institutional "Goliaths" — for example, prior theories of motivation and personality, psychometricians who couldn't understand why TAT scores didn't correlate with questionnaire measures (McClelland, Koestner, & Weinberger, 1989), rationalistic economics, the testing establishment, western medicine, university bureaucracies, and psychologists who ignored mental content in favor of mental processes. Thus in the preface to his personality text, he first listed some sixteen skills or experiences that "a psychologist ought to know before he ventures to speak with any authority about personality." Then he went on to add casually (1951, p.xii):

"Certainly I do not qualify as an expert in any of the fields mentioned. I have never been psychoanalyzed, never been to a Rorschach Institute, cannot properly interpret a Thematic Apperception Test [sic!], space "mhmms" correctly in a nondirective interview, deduce a theorem from Hull's postulates, or ask a Navaho informant about his sex life. But perhaps all this is what qualifies me to write this book."

In the preface to The Achieving Society (1961), as he prepared for "doing battle" with the "giants" of economics and history, McClelland disarmingly wrote of himself, "I had unfortunately managed to escape all courses in history. ... In fact, I dropped my one course in college economics because it seemed to me such an abstract, rationalistic discipline. ..." The very next sentence, however, brought an unmistakable challenge: "So, having little formal training in economics, I did not accept so easily, as most economists do by habit, the long tradition of [using index numbers]. This traditional method seemed to be so objectionable that I adopted a different approach" (pp. vii-viii).

In 1987, David McClelland received the American Psychological Association Award for Distinguished Scientific Contribution. In 1994, he received the Baldwin medal for outstanding accomplishment from the Wesleyan University Alumni Association. In 1996, he received the Wilbur Cross Medal for outstanding accomplishment from the Yale University Graduate School Alumni Association. Shortly before his death, he had been named the 1999 recipient of the Henry Murray award by Division 8 of the American Psychological Association.

David G. Winter
University of Michigan

References

Organizational Profile

Origins and Purpose

The Association of Medical School Psychologists (AMSP) was initially founded in 1982 as the Association of Medical School Professors of Psychology (AMSSPP). Initially, AMSSPP membership was restricted to the senior psychologist at each medical school. The name of the organization was changed to the AMSP in 1995, and at that time membership was opened to any psychologist working in a medical school or academic health center. The organization exists to promote the discipline of psychology and the interests of psychologists teaching, providing clinical services, and conducting research in academic health centers.

Membership

AMSP is an international organization with approximately 300 members. All members of the organization are psychologists, although our members work in a variety of academic health center settings. Membership is open to any psychologist working in an academic health center and/or to students interested in working in such a setting after completion of their training. Applications for membership may be obtained from Nadine Kaslow, AMSP Secretary or Gerald Leventhal, Chair, AMSP Membership Committee.

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

disciplinary studies of text and talk in linguistics, can at the cutting edge of theory and method, its course. While contributing charge, in English and abuse and other topics can be ordered free of charge, from the National Clearinghouse for Al-

mine the nature of their local new guide, papers in context, authoritative reviews as well as publication in Feb. 1999. This multidisciplinary Discourse Studies is a new monthly journal focuses on cross- of post-graduate training, pursuing research on academic admin- strative seminars. Contact: Lewis Hamby, Journals Market-

sagepub.co.uk. An American Psychological

Society

ANNOUNCEMENTS

The National Institute on Drug Abuse (NIDA) and the National Institutes 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 and Across 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 call NIDA Infotax at 1-888-NIH-NIDA 1-888-644-6432 or 1-888-TY-NIDA (1-888-889-6432) for the deaf.

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 Harnby, Journals Marketing Manager, SAGE Publications, 6 Bonhill Street, London EC2A 4PU, UK; tel.: +44 171 374 0645; fax: +44 171 374 8471; email: louise.harnby@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 psychophysiology, computational neuroscience, diseases of the nervous system. The format will be original research papers of the highest quality and interest, a News & Views section with commentaries by experts to place papers in context, authoritative reviews as well as editorials, correspondence and opinion articles. Papers will be published at sufficient length to allow full presentation of results and discussion of their significance.

CALLS 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 AAPTA, 10495 Old Hammond Highway, Baton Rouge, LA 70816. Inquiries may be made to the same address, by email to AAPTA@juno.com; tel.: 504-923-3672.

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 welcome to submit. Submissions 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. Highlight 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 post-graduate training, pursuing research on anxiety disorders. They will receive a $1,000 grant, travel stipend, one-year ADAA membership, presentation at ADAA National 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. Request the 1999 ADAA Young Investigators Research Awards brochure from: ADAA, Young Investigators Awards, 11900 Parklawn Dr., Ste. 100, Rockville, MD 20852.

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 are in 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, 3007 Tilden St., NW, Suite 5L, Box GNEWS, Washington, DC 20008-3009. Tel.: 202-686-7877. Web: http://www.cies.org; email: apprequest@cies.iie.org. Entries are invited for the Ninth Annual Psychology Department Newsletter Contest, sponsored by the Nova Southeastern University Behavioral Sciences Program. Submit a newsletter from the current academic year to John Malouf, NSU Behavioral Sciences, College Ave., Ft. Lauderdale, FL., tel.: 954-262-7914; e-mail: malouf@polaris.acast.nova.edu. Deadline: June 25, 1998.

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 the leaves to be a full year. These awards are available to tenured faculty members and to untenured 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.unc.edu/quant/cattell.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 notification of the trustees' decisions by about Mar. 1.

Laurance S. Rockefeller Visiting Fellowships. Princeton University’s University Center for Human Values, invites applications for Laurance 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
**The 21st Annual National Institute of Teaching Psychology**

Co-sponsored by the University of Illinois Department of Psychology, the University of South Florida Department of Psychology, and the American Psychological Society, will be held January 3-6, 1999, in St. Petersburg Beach, FL.

*Registration is limited to 400 participants; early registration (before September 15) is highly recommended.*

Poster session proposals should be received by October 1, 1998, to guarantee space in the program, although later submissions from registered participants will be considered if space remains available.

The preliminary conference program includes several preconference workshops, three poster sessions, two participant idea exchanges, a social hour, an optional dinner and conversation on topics submitted by participants, book and software displays, and about 35 featured speakers, well-known for their excellence in teaching psychology. Additional program details will be available after May 1, 1998.

The conference fee is $310, which will also include meals (except dinners), refreshments at coffee breaks and poster sessions, and an evening reception.

**For more information, write to:**
Douglas A. Bernstein ◆ Dept. of Psychology ◆ Univ. of Illinois 603 East Daniel St. ◆ Champaign, IL 61820 or contact conference coordinator: Joanne Fetzner ◆ tel.: 217-398-6969 ◆ tel.: 217-244-7902 email: jfetzner@s.psych.uiuc.edu

**The National Academy of Sciences requests nominations for the 1999 Troland Research Awards**

The awards were established by the bequest of Leonard T. Troland, author of *The Principles of Psychophysics*, and have been given annually since 1984.

The Troland Research Awards recognize the pioneering work of young investigators (age 40 or younger) in experimental psychology and are given to help further the awardee’s research. Awards of $35,000 each will be given, and the selection committee will give preference to experimental work taking a quantitative or other formal approach and/or research seeking psychological explanations.

Nominations will be accepted through Sept. 1, 1998.

For more information, visit www.nas.edu/nas or tel.: 202-334-1686

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

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

May/June 1998
Meeting Calendar

July
International Society for Developmental Psychobiology Annual Meeting
Orleans, France
July 2-6, 1998
Contact: P. Kehoe, Dept. of Psych., Trinity College, Hartford, CT 06106; (860)-297-2237; Fax (860)-297-2538; email: priscilla.kehoe@mail.trincoll.edu

The 10th Annual Meeting of the Human Behavior and Evolution Society
Davis, California
July 8-12, 1998
Contact: http://www.des.ucdavis.edu

Oxford Summer School on Connectionist Modelling
Oxford, England
July 19-31, 1998
Contact: Roger N. Johnson, School of Theoretical and Applied Science, Ramapo College, Mahwah, NJ 07430; email: Rjohson@ramapo.edu; http://www.skitown.com/isra.

The XIII World Meeting of the International Society for Research on Aggression (ISRA)
Mahwah, New Jersey
July 18-22, 1998
Contact: Lee Drickamer, Department of Zoology, Southern Illinois University, Carbondale, IL 62901; tel.: 618-536-2314; email: drickamer@zoology.siu.edu.

Summer Institute in Political Psychology
Columbia, Ohio
July 19-23, 1998
Contact: http://www.sbs.ohio-state.edu/polisci/sipp.htm

Psychology Applied to Sport and Exercise
Braga, Portugal
July 25-28, 1998
Contact: José Fernando A. Cruz, Instituto de Educação e Psicologia, Universidade do Minho, Campus de Gualtar, 4710 Braga, Portugal; Fax: 351-53-678987; email: Jcruz@iep.uminho.pt

Head Start National Research Conference: A Research Agenda on Children and Families in an Era of Rapid Change
Washington, DC
July 2-6, 1998
Contact: Faith Lamb Parker, Project Director, Columbia School of Public Health, CPHH, 60 Haven Ave., Bt, New York, NY 10032; tel.: 212-304-3251; fax: 212-544-1911

Center for International Business Education and Research-The 12th Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities
Honolulu, Hawaii
July 15-24, 1998
Contact: Richard Brislin, Univ. of Hawaii, College of Business and Administration/MIR, Honolulu, HI 96822; tel.: 808-956-8720; fax: 808-956-9685; email: brislinr@busadm. hawaii.edu

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

The Animal Behavior Society
Carbondale, Illinoris
July 18-22, 1998
Contact: Lee Drickamer, Department of Zoology, Southern Illinois University, Carbondale, IL 62901; tel.: 618-536-2314; email: drickamer@zoology.siu.edu.

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

Psychology Applied to Sport and Exercise
Braga, Portugal
July 25-28, 1998
Contact: José Fernando A. Cruz, Instituto de Educação e Psicologia, Universidade do Minho, Campus de Gualtar, 4710 Braga, Portugal; Fax: 351-53-678987; email: Jcruz@iep.uminho.pt

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

First Annual Institute for Addictions and Disorders
Springfield, Missouri
August 5-9, 1998
Contact: Daryl Pauley, tel.: 417 836-6660; email: dpauley98@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: psylll@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: 202-336-5500

Send announcements to: APS Observer Meeting Calendar 1010 Vermont Ave, NW Ste 1100 Washington, DC 20005 Kbourke@aps.washinghondc.us

May/June 1998
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
<th>Contact Information</th>
</tr>
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<tbody>
<tr>
<td>14th Bi-Annual Conference of the International Society for Human Ethology</td>
<td>September 12-13, 1998</td>
<td>Burnaby, British Columbia</td>
<td>Tel.: 822 571-7487; e-mail: <a href="mailto:contact@psych.unimelb.edu.au">contact@psych.unimelb.edu.au</a>; <a href="http://www.psych.unimelb.edu.au/">http://www.psych.unimelb.edu.au/</a></td>
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<tr>
<td>12th International Congress on Criminology</td>
<td>August 24-29, 1998</td>
<td>Seoul, Korea</td>
<td>Tel.: 82 571-0365; fax: 82 571-7487; e-mail: <a href="mailto:emacormac@socheoul.com">emacormac@socheoul.com</a>; <a href="http://www.socienceoul.com/phineas_gage.html">http://www.socienceoul.com/phineas_gage.html</a></td>
</tr>
<tr>
<td>Society for Psychophysiological Research</td>
<td>September 23-27, 1998</td>
<td>Denver, Colorado</td>
<td>Tel.: 202-783-2083; email: <a href="mailto:mweiner@aps.washington.dc.us">mweiner@aps.washington.dc.us</a>; <a href="http://www.aps.washington.dc.us">http://www.aps.washington.dc.us</a></td>
</tr>
<tr>
<td>Addictions '98: Comorbidity Across the Addictions</td>
<td>September 23-27, 1998</td>
<td>Newcastle upon Tyne, United Kingdom</td>
<td>Tel.: 202-783-2083; email: <a href="mailto:mweiner@aps.washington.dc.us">mweiner@aps.washington.dc.us</a>; <a href="http://www.aps.washington.dc.us">http://www.aps.washington.dc.us</a></td>
</tr>
<tr>
<td>11th International Conference on Aging and Work</td>
<td>September 14-16, 1998</td>
<td>Elsinore, Denmark</td>
<td>Tel.: 202-783-2083; email: <a href="mailto:mweiner@aps.washington.dc.us">mweiner@aps.washington.dc.us</a>; <a href="http://www.aps.washington.dc.us">http://www.aps.washington.dc.us</a></td>
</tr>
<tr>
<td>Society for Applied Research in Memory and Cognition (SARMAC)</td>
<td>July 9-11, 1999</td>
<td>Boulder, Colorado</td>
<td>Tel.: 785-532-6850; fax: (785) 532-5401; email: <a href="mailto:mweiner@aps.washington.dc.us">mweiner@aps.washington.dc.us</a>; <a href="http://www.aps.washington.dc.us">http://www.aps.washington.dc.us</a></td>
</tr>
<tr>
<td>Society for Psychophysiological Research</td>
<td>October 6-10, 1999</td>
<td>Granada, Spain</td>
<td>Tel.: 202-783-2083; email: <a href="mailto:mweiner@aps.washington.dc.us">mweiner@aps.washington.dc.us</a>; <a href="http://www.aps.washington.dc.us">http://www.aps.washington.dc.us</a></td>
</tr>
<tr>
<td>American Psychological Society</td>
<td>June 8-11, 2000</td>
<td>Miami Beach, Florida</td>
<td>Tel.: 202-783-2083; email: <a href="mailto:mweiner@aps.washington.dc.us">mweiner@aps.washington.dc.us</a>; <a href="http://www.aps.washington.dc.us">http://www.aps.washington.dc.us</a></td>
</tr>
<tr>
<td>American Psychological Society</td>
<td>October 18-22, 2000</td>
<td>San Diego, California</td>
<td>Tel.: 202-783-2083; email: <a href="mailto:mweiner@aps.washington.dc.us">mweiner@aps.washington.dc.us</a>; <a href="http://www.aps.washington.dc.us">http://www.aps.washington.dc.us</a></td>
</tr>
<tr>
<td>American Psychological Society</td>
<td>June 14-17, 2001</td>
<td>Toronto, Ontario, Canada</td>
<td>Tel.: 202-783-2083; email: <a href="mailto:mweiner@aps.washington.dc.us">mweiner@aps.washington.dc.us</a>; <a href="http://www.aps.washington.dc.us">http://www.aps.washington.dc.us</a></td>
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American Psychological Society
1998 Member Application

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

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

Name ____________________________ ____________________________ ____________________________
Last First MI

Mailing Address __________________________________________

Telephone ____________________________ ____________________________ ____________________________
Office (include extension) Home Fax

City State Zip Country

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 Experimentation ☐ General ☐ I/O ☐ Personality/Social ☐ Quantitative

Specialty Area ____________________________ Email Address ____________________________

ANNUAL DUES

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

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

☐ Member U.S. $122
☐ Member U.S. (two years; ends 12/99) $225
☐ Member outside U.S. $132
(Journals via surface mail, Newsletter via air mail)

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

☐ Student $47
☐ Student $85
(Residing outside U.S. with air delivery of newsletter)

☐ Postdoc or First-year PhD $72

☐ Lifetime Member $2500

TOTAL DUES $_________ TOTAL PAYMENT $_________ (U.S. Currency)

IDE300

Contribution $_________

Please check method of payment:
☐ My check is enclosed (payable to APS)
☐ Please charge my ☐ Visa ☐ MasterCard

Account # ____________________________ Expiration Date ________ Interbank # (MC Only) ________

Signature ____________________________________________

If you elect not to receive Current Directions, deduct $15 from Total Dues Payment. This deduction is NOT APPLICABLE to Retired (No journals) or Spouse (No journals) membership categories.
Employment Bulletin • May/June 1998

NATIONWIDE

LICENSED PSYCHOLOGIST NEEDED NATIONALLY. fuller
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.

NWI

CALIFORNIA

Assistant Cooperative Extension Specialist Position - Children, Youth and Family: The Human Development and Family Studies Division (HDFS), Department of Human and Community Development at the University of California, Davis announces an opening for an academic career track appointment as Assistant Cooperative Extension Specialist in the area of "Children, Youth and Family." Responsibilities include applied research and working with CE county personnel to develop programs serving children, youth and families in California, and participating as a CE faculty member in HDFS. Candidates should have a Doctorate or equivalent in Human Development, Psychology, Education, or related field, and a record of research related to children, youth and families. Prior CE experience is desirable. For questions, or to receive a full position announcement, call (530) 754-8433. Review of applications will begin June 15, 1998 and continue until position is filled. Applicants should submit a letter of interest, curriculum vita, three samples of scholarly work, and the names and addresses of four references to Dr. Marc Braverman; 4-H Specialist Search Coordinator; Department of Human and Community Development; University of California; One Shields Avenue; Davis, CA 95616. The University of California is an affirmative action/equal opportunity employer.

Claremont McKenna College

Postdoctoral Research Fellow in Leadership

The Kravis Leadership Institute at Claremont McKenna College invites applications for a two-year (1 year renewable) postdoctoral research fellowship in the area of leadership and organizational psychology. This is a fully-funded position and is contingent upon funds being available. Duties include collaborating with faculty and undergraduate students on basic and applied research projects, some general consulting, and assisting with leadership training and development programs. Applicants should have strong applied research skills, exceptional writing skills, training/teaching experience, and some experience in dealing with client organizations. The ideal candidate will be interested in pursuing an academic or consulting career involving applied organizational research, particularly in the area of leadership.

Claremont McKenna College is a highly selective undergraduate institution enrolling approximately 1,000 students. CMC is a member of The Claremont Colleges, which also include Pomona, Scripps, Pitzer, Harvey Mudd and Claremont Graduate University. Collectively, The Claremont Colleges constitute an academic community of 6,000 students.

To apply, send a letter describing your training and research interests, your career goals, a current curriculum vita, a graduate transcript, and three letters of recommendation to:

Ronald Riggio, Ph.D.
Director, Kravis Leadership Institute
Claremont McKenna College
850 Columbia Avenue
Claremont, CA 91711-6420
(ronald_riggio@mckenna.edu)

Evaluation of applications will begin July 1, 1998. Claremont McKenna College is an equal opportunity employer.

Claremont McKenna College

RIO HONDO COLLEGE, Whitter, CA, EEO has a full-time, tenure track Psychology Instructor position available. MA required. Graduate level course work primarily in research. Closing Date: June 19, 1998. Salary dependent upon academic background and educational experience. Call Jobline: (562) 692-3677 or (562) 908-3405-Human Resources.

Joint Kaiser/UCSF Position — Langley Porter Psychiatric Institute at the University of California, San Francisco (UCSF) and Kaiser Permanente Division of Research (DOR) are seeking an Associate Professor or Professor for a UCSF Academic Senate position to conduct a program of research on the efficacy, effectiveness, and costs of clinical and service interventions. The candidate will develop and maintain a research collaboration between Kaiser DOR and the UCSF Department of Psychiatry, and collaborate in existing research at Kaiser. The research is expected to include culturally diverse populations, and to be conducted at the local, regional, and national level. Duties include managing research projects, obtaining funding, and developing a research training program. Candidates should possess an MD or to doctorate in psychology or public health and have a strong publication record, major funded extramural grants, knowledge of research in the context of large health care organizations, a history of successful multidisciplinary research collaboration (particularly in mental health or substance abuse services research), and outstanding recommendations. Research experience in the Kaiser system or comparable systems is preferred, but not required. The anticipated start date is on or after January 1, 1999. Please send resume and cover letter by September 15, 1998 to: Sharon Hall, PhD, Search Committee Chairperson c/o Bob Antosik, Langley Porter Psychiatrist Institute, 401 Parramuss Ave., LPI-ADM, San Francisco, CA 94143-0984. UCSF is an AA/EEO. Women and minorities are encouraged to apply.
CONNECTICUT

Technical Director of Medical Research Laboratory. The Naval Submarine Medical Research Laboratory in Groton, CT seeks a civilian technical director to provide the scientific leadership and professional management necessary to plan, coordinate, and advocate the Laboratory's research program. NSMRL currently conducts basic and applied biomedical research, with an emphasis on submarine and diving environments, along with sensory sciences and human interface issues for tactical display systems. Qualified candidates must have a Ph.D. or equivalent in biomedical science, behavioral science, or a related scientific/engineering field with extensive applied research experience. A documented history of research, management, and securing external funding from diverse sources for research programs is essential. Equal Opportunity Employer. Send resume and list of three references to: Dr. Heller, NSMRL Box 900, Groton, CT 06349-5900. CTI

IDAHO

BOISE STATE UNIVERSITY.

Post Doctoral Research Position in Psychophysiology. A 12-month Post-Doc Research Position for a federally funded project investigating psychophysiological detection of deception is available through the Psychology Department at Boise State University. Recent Ph.D.s or ABDs with experience in autonomic psychophysiological measures are encouraged to apply. Responsibilities include oversight of research project, data collection and analyses, and supervision of undergraduate research assistants. Teaching undergraduate level course(s) within the Department of Psychology (additional pay for teaching) may also be available for those interested. Candidates with experience or interest in teaching a course in Research Methods are especially encouraged to apply. Position begins late August 1998, with salary of $28,000 plus additional money (at adjunct rate) for courses taught. Letters of recommendation, vita, relevant reprints/preprints, and letter of application indicating research and career goals should be sent to Dr. Susan Amato, Department of Psychology, Boise State University, 1910 University Drive, Boise, ID 83725. Applications will be accepted until position is filled, with screening beginning immediately. Email inquiries may be sent to amato@math.idbsu.edu.

INDIANA

INDIANA UNIVERSITY, BLOOMINGTON. POST-DCTORAL RESEARCH ASSOCIATE POSITION IN COGNITIVE/MATHEMATICAL PSYCHOLOGY to work on an ongoing project in the areas of experimental and mathematical modeling of configurability and relational vs. featural information processing, particularly in face perception and cognition. Candidate must have Ph.D. and expertise in computer programming. The ideal candidate will possess a background in mathematical and computer-simulation modeling in perception and/or cognition and have ample experience carrying out experimentation in those areas. Additional knowledge in linear and non-linear dynamics or other mathematical tools, such as differential geometry would strengthen the case, but is not required. Annual salary is $30,000.00. Review of applications will continue until the position is filled. Send cover letter, vita and three letters of recommendation to Dr. James T. Townsend, Department of Psychology, Indiana University, Bloomington, IN 47405. E-Mail: Indiana University is an equal opportunity/affirmative action employer.

LOUISIANA

DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF NEW ORLEANS invites applications for a tenure-track, associate professor position in the Ph.D. program in Biopsychology. The department is especially interested in candidates with interests in the dopamine system, the molecular basis of ADHD, and other areas that apply basic research to behavioral problems. Evidence of extramural support is also important. The University of New Orleans is an urban university with 16,000 students located on the shores of Lake Pontchartrain. Consideration of candidates will begin immediately and continue until the position is filled. Send letter of application, curriculum vitae, and three letters of recommendation to Dr. Richard D. Olson, Chair, Search Committee, Department of Psychology, University of New Orleans, New Orleans, LA 70148. UNO is an equal opportunity/affirmative action employer.

MASSACHUSETTS

SUFFOLK UNIVERSITY. Department of Psychology is seeking: (1) a full-time licensed Boulder model Visiting Assistant Professor of Clinical Psychology; (2) a full-time Visiting Assistant Professor of Psychology (area open); and (3) a 16 hour per week clinical psychologist with expertise in psychoeducation (to supervise a practicum experience for doctoral students within our learning center). For the first two positions, duties include undergraduate and graduate teaching and research supervision; preference will be given to candidates who can teach and carry out statistics courses. All positions, subject to budgetary approval, will begin September, 1998; the full-time positions may ultimately be converted to tenure track. Please send letter of application, curriculum vitae, reprints, and three letters of recommendation to: Jack Demick, Chair, Psychology Department; Suffolk University; 8 Ashburton Place; Boston, MA 02108. Review of applications will begin immediately. Suffolk University is an equal opportunity employer.
RESEARCH SCIENTIST

CENTER FOR STUDIES ON ALCOHOL at WESTAT

The Center for Studies on Alcohol at Westat has an immediate opening for an individual on a 5-year NIAAA grant and on other research projects. Work on DWI prevention projects; help with project oversight and staff supervision; help Center staff with new project development. Reports directly to the Principal Investigator. Projects at the Center include: 1) alcohol ignition interlock studies; 2) behavioral studies in an alcohol research laboratory (NIAAA); and 3) a community intervention-prevention study to reduce drunk driving (NIAAA). A Ph.D. in social sciences required; 5 years of post-doctoral experience preferred; and addiction publications desirable. Occasional weekend and evening hours required. Salary range in 40's to 50's depending on experience.

The Center is headquartered in Rockville, Maryland, near Washington, D.C. Westat offers a highly professional atmosphere and provides excellent opportunities for advancement. Outstanding fringe benefits include life and health insurance, participation in an Employee Stock Ownership Plan (ESOP), and a 401(k) plan. Interested candidates should send a curriculum vitae and salary history to:

WESTAT
Department HS2798
1650 Research Boulevard
Rockville, MD 20850

Visit our web page at: www.westat.com

EOE

MISSISSIPPI

MISSISSIPPI STATE UNIVERSITY Visiting Assistant Professor or Lecturer. The Department of Psychology invites applications for a nine-month, time-limited position beginning August 16, 1998. Applicants should have a Ph.D. in psychology, but ABDs will be considered. The candidate should have experience teaching and a strong interest in undergraduate education. Send vita, statement of teaching interests, and evidence of teaching effectiveness to Dr. Stephen Klein, Head, Department of Psychology, P.O. Drawer 6161, Mississippi State University, Mississippi State, MS 39762. Review of applications will begin June 1, 1998 and continue until position is filled. MSU is an AA/EOE employer.

NEW YORK

CUNY GRADUATE SCHOOL AND UNIVERSITY CENTER, NEW YORK CITY. Two positions anticipated: Professor or Associate Professor: Ph.D. Program in Psychology: Developmental Psychology and Social-Personality Psychology Subprograms. Tenure-track positions to begin September 1999. Primary duties: teaching doctoral-level courses, supervising graduate student research, conducting research, departmental service. Qualifications: Ph.D., record of significant academic publications and achievement, established scholarly reputation, experience teaching and supervising graduate students. Evidence of extramural funding desirable. Developmental: Areas of specialization may include cognitive, social/emotional, cultural, or communicative processes compatible with program emphasis on social and cultural context, research in the urban environment, and interest in new perspectives on developmental processes. Social-Personality: Area of research specialization is open, but preference will be given to candidates whose work is compatible with program stressing wide range of methodological approaches, interest in social issues, and concern with policy implications of research. Rank will depend on qualifications. A distinguished candidate of substantial merit, accomplishment, and international reputation in the field may be nominated as a Distinguished Professor. Review of applications will begin 9/15/98. Send letter of application, curriculum vitae, details of research and teaching interests, and two representative publications to either Developmental Psychology Search, Professor Katherine Nelson (also send names of three references), or Social-Personality Psychology Search, Professor Kay Deaux (also send three letters of reference), CUNY Graduate School and University Center, 33 West 42 Street, New York, NY 10036. EO/AA/ADA/IRCA.

BARDD COLLEGE—ASSISTANT PROFESSOR: Bard College seeks an individual with demonstrated interests in cognitive and developmental psychology for an assistant professor, tenure-track position. The candidate would be expected to teach courses in general cognitive psychology and developmental psychology. Courses in pre-natal development, infancy, early childhood, social development and language acquisition would be welcome. In addition, the ability to teach an introductory course in psychobiology or developmental neu-
DEPARTMENT OF
COUNSELING AND
CLINICAL PSYCHOLOGY

ASSISTANT/ASSOCIATE PROFESSOR
two positions

Position: The Program in Clinical Psychology seeks two faculty members, preferably with expertise in child-clinical psychology. Applications from candidates whose primary work has focused on stress, substance abuse, family violence, cross-cultural issues, or forensics, in the context of urban and/or minority mental health, are particularly welcome.

Responsibilities: Teach graduate courses, advise students, conduct research, and supervise research and clinical placements in the doctoral program in clinical psychology, as well as in a growing master's degree program in applied psychology.

Qualifications: Earned doctorate; license or license eligible. Evidence of, or potential for, research productivity, including success in securing extramural funding. Commitment to teaching excellence.

Rank: Positions are authorized as three-year term appointments; reappointments for an additional two years and conversions to tenure track appointments will be considered.

Send CV, letter of intent with statements of research and teaching interests, representative publications, and at least three letters of reference to: Barry Farber, Chair of Counseling and Clinical Psychology, Box 57.

Review of applications has begun. It will continue until the search is completed.

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

POSTDOCTORAL ASSOCIATE position at CORNELL UNIVERSITY in a lab studying the cognitive effects of developmental brain damage using animal models. Two current NIH-funded projects concern early exposure to lead and cocaine, respectively. Studies involving transgenic animal models of altered folate metabolism and Down syndrome are currently being initiated. These studies are designed to specify the cognitive processes affected, identify the mechanisms underlying the cognitive dysfunction, and test improved therapeutic interventions. Preference will be given to candidates with expertise in the biology of cognition, cognitive testing of mice, and/or statistics. Send CV and three letters of reference to Dr. B.J. Strupp, Dept. of Psychology and Div. of Nutritional Sciences, Cornell University, 109 Savage Hall, Ithaca, NY 14853-6401. Fax: (607) 255-1033; Phone: (607) 255-2694, or e-mail to: bjs13@cornell.edu AA/EOE.

OHIO

RESEARCH ASSISTANT PROFESSOR (98UC4024) The Department of Psychiatry Division of Addiction Pharmacology at the UNIVERSITY OF CINCINNATI SCHOOL OF MEDICINE is seeking a full-time Assistant Professor (Research). This is a non-tenure-track appointment and is competitive with funding. Applicant must have a Ph.D. or equivalent degree. Will be responsible for the development and conduct of cocaine pharmacotherapy screening protocols ranging from human laboratory studies (cue induced craving studies and drug interaction studies with cocaine infusions), to hypothesis driven clinical trials. Applicants will be expected to develop their own independent funding in this area and apply for tenure-track appointment if a position becomes available. Applicant must have experience conducting and publishing psychopharmacological research involving human subjects, with preference for either experience recruiting and retaining large subjects groups or substantial human laboratory experience. University of Cincinnati has a large number of preclinical and clinical ROI funded researches in drug abuse and is the site of an NIDA VA Medication Development Center. Send CV

APOS OBSERVER

NY6

TEACHERS COLLEGE
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APS OBSERVER

May/June 1998

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APOS OBSERVER

May/June 1998
Postdoctoral Research Positions. THE OHIO STATE UNIVERSITY Center for Cognitive Science invites applications for one or more postdoctoral positions in the James S. McDonnell Foundation-sponsored research project focused on the development, cognitive mechanism, modeling, and ways of amplification of mathematical and scientific reasoning. Candidates with either a Ph.D. in cognitive, developmental, or educational psychology, cognitive science, or related field, strong research background, and interests in higher-order cognition (e.g., thinking, reasoning, categorization, problem solving, mathematical cognition) or in the development of higher order cognition are encouraged to apply. The Center is stimulating environment with excellent research resources. The positions are renewable for up to three years. Starting salary for a twelve-month appointment is $24,000 plus fringe benefits. The starting date is October 1, 1998. Review of applications will begin on June 10, 1998, and applications will be accepted until the positions are filled. Send curriculum vitae, names of three references, a research statement, and up to three representative publications to: Vladimir Sloutsky or Jialie Zhang, Center for Cognitive Science, 208 Ohio Stadium East, 1961 Tuttle Park Place, The Ohio State University, Columbus, OH 43210. Inquiries: http://www.cog.ohio-state.edu. OH1

Assistant Professor of Psychology: Tenure-track position, ELIZABETHTOWN COLLEGE, beginning Fall 1998. Qualifications: Doctorate in psychology and demonstrated excellence in teaching methodology courses to undergraduates. Must also demonstrate research and scholarly productivity in a central or basic area of psychology, and be able to involve undergraduate students in research. Advanced computer skills for statistical analysis highly desired. Teaching responsibilities include Research Methods, Statistics, Tests and Measurements, Introductory, and courses in specialty area. Starting salary: Mid-30's. Applications will be reviewed upon arrival until the position is filled. To apply, submit letter of application, curriculum vitae, and three current letters of recommendation to Nancy E. Florey, Director of Human Resources, One Alpha Drive, Elizabethtown College, Elizabethtown, PA 17022. AA/EO. PA1

Psychology: WIDENER UNIVERSITY, Social Sciences Division invites applications for two positions for September 1998. Tenure-track Assistant professor: candidate should hold a Ph.D. in Psychology and have the willingness and ability to develop and teach courses in: Sports, Health, Behavioral Medicine, and introductory psychology. A history of research consistent with one's qualifications is desirable and the candidate should show a willingness to involve undergraduate students in his or her research program. Visiting Assistant professor: candidate should hold a Ph.D. in Psychology and be able to teach courses from the following: Abnormal, Counseling, Environmental, Consumer Behavior, and Introduction to Psychology. Members of the Psychology faculty will be available for preliminary interviews at the APS convention (May 21-24, 1998) if vita is received prior to the conference date. Submit a letter of application (including a statement of teaching and research interests), a current vita, three letters of reference, and evidence of teaching effectiveness, no later than June 15, 1998 to Chair, Psychology Search Committee, Division of Social Sciences, Widener University, One University Place, Chester, PA 19013. Widener University is an Equal Opportunity Employer. PA2

LYCOMING COLLEGE, a private four-year liberal arts college of 1500 students, is seeking a one-year visiting assistant professor of psychology. Responsibilities include teaching developmental, educational and introductory psychology. The position has opened recently due to an unexpected resignation in a tenure track line. Please send vita and all relevant material to

As the oldest tertiary education institution in Hong Kong, the University of Hong Kong has attained unparalleled achievements since 1911 in Hong Kong and the region by drawing on the great cultural traditions of China and the West. The University is a major research institution with nine major faculties and departments and sub-divisions of studies and learning, and a full and part-time postgraduate and undergraduate student body of almost 15,000, including 1,000 research students. Our firm commitment to research excellence and internationalisation has established us as one of the top universities in the Region. We are firmly committed to our vision of globalisation and enhancing our research excellence.

Associate Professor in Educational Psychology

Applications are invited for appointment as Associate Professor in Educational Psychology (Ref: BP07/98-61) in the Department of Psychology, tenable from 1 September 1998. The appointment will initially be made on a two-year fixed-term basis, with a possibility of renewal.

The Department of Psychology was founded in 1968, and started what is currently the only training programme for educational psychologists in Hong Kong in 1981. The programme is based on the scholar-practitioner model of educational psychology. Emphasis is placed on academic studies, research and practical field experience, while special attention is given to issues in educational psychology within the context of Chinese culture and society. The Department aims for excellence in teaching as well as research. There are many opportunities available for research funding in Hong Kong.

Applicants should hold a PhD degree in School/Educational Psychology, have relevant working and teaching experience, and a good track record of research related to Educational Psychology; and possess or be eligible for Chartered Educational Psychology status (British Psychological Society) or APA licensing. The appointee is required to teach courses leading to the degree of M.Soc.Sc./PhD in the field of Educational Psychology, in particular courses on Psycho-educational Assessment and Intervention, Curriculum and Instruction, and Research and Statistics, as well as contribute towards undergraduate teaching and course administration. Working knowledge of Chinese and familiarity with local settings is preferable.

Attractive benefits package (comprising housing, leave, passage, medical and dental benefits and an allowance for children's education in Hong Kong) will be offered to the successful candidate.

Assistant Professor in Clinical Psychology

Applications are invited for appointment as Assistant Professor in Clinical Psychology (Ref: BP07/98-72) in the Department of Psychology, tenable from 1 September 1998. The appointment will initially be made on a two-year fixed-term basis, with a possibility of renewal.

The Clinical Psychology programme started in 1971 and was the first of such programmes in Hong Kong. The programme follows the Boulder model and is committed to train competent and ethical clinical psychologists. Opportunities for research funding are available in Hong Kong. Further information about the programme is available on WWW at http://www.hku.hk/psychodp.

Applicants should have a doctoral degree in Clinical Psychology or equivalent qualification and, a strong record of research, teaching, and practical experience. Preference will be given to those who have a working knowledge of Chinese and are familiar with the local setting. The appointee will be a core member of the multidisciplinary Clinical Psychology programme, and will be responsible for teaching both graduate and undergraduate courses, and supervising the research and practical training of students.

The appointment carries leave, medical and dental benefits and an allowance for children's education in Hong Kong. In most cases a financial subsidy for private tenancy may also be provided at a charge of a percentage of salary, currently 7.5%.

Annual salaries (attracting 15% (taxable) terminal gratuity) are on the following scales, with starting salary depending on qualifications and experience: Associate Professor (in the grade of Senior Lecturer) HK$6,812,220 - HK$8,091,100 (10 points): approx. US$600,800 - US$740,400; Professor of Lecture HK$5,573,780 - HK$6,807,880 (11 points): approx. US$475,400 - US$571,200). US Dollar equivalents as at 20 March 1998. *An appointee with an annual salary at HK$4,956,800 (approx. US$408,500) or above may be considered for the award of the title of Associate Professor. At current rates, salaries tax will not exceed 15% of gross income.

Review of applications will begin on 30 April 1998 and continue until the closing date of 15 June 1998. Further particulars and application forms can be obtained on WWW at http://www.hku.hk; or from the Appointments Unit, Registry, The University of Hong Kong, Hong Kong (Fax: 852) 2851 8765 or 2855 2068; E-mail APPTUNIT@REG.HKU.HK.

The University is an equal opportunity employer and is working towards a smoke-free environment.
THE UNIVERSITY OF TEXAS invites applications for a position in EXPERIMENTAL PSYCHOLOGY, a Land Grant Institution with over 16,000 students. The University of Houston, Houston, Texas 77204-5341. UH is an Equal Opportunity/Affirmative Action Employer. Minorities, women, and veterans and persons with disabilities are encouraged to apply.

WashingToN

ASSISTANT PROFESSOR OF PSYCHOLOGY. The Psychology Department at WHEELING JESUIT UNIVERSITY has an opening at the Assistant Professor, level, starting September, 1998. The position is for one year, a second year is possible. Responsibilities will include teaching courses in life-span developmental psychology, child and adolescent psychology, and general psychology; and directing and promoting undergraduate research. The course load is 12 hours. An active program of research is encouraged, but the primary criterion for advancement is effective undergraduate teaching. Qualifications include a Ph.D. and prior teaching experience is strongly desired. The candidate must be able to contribute to the mission of a Jesuit, Catholic institution that fosters the values of lifelong learning, service to others, and intelligent, moral leadership. Please send cover letter outlining teaching philosophy and research plans, vita, transcript, and three recommendations by June 30, 1998 to Director of Human Resources, Wheeling Jesuit University, Wheeling, WV 26003. No phone calls please. AA/EOE.

GUAM

THE UNIVERSITY OF GUAM invites applications for a position in EXPERIMENTAL PSYCHOLOGY for the academic year 1998-99, Instructor to Assistant Professor. The successful candidate will teach 12 credit hours per semester of undergraduate courses in experimental and introductory psychology, research methodology, history and systems, learning and motivation. Review begins immediately. Send application form, letter of interest, vita, official graduate transcripts, copies of undergraduate transcripts and three confidential letters of recommendation to Dr. Mary Spencer, Dean, College of Arts and Sciences, c/o Human Resources Office, University of Guam, UOG Station, Mangilao, GU 96923, USA. For more information: dfemand@uog9.uog.edu.

WEST VIRGINIA

ASSISTANT PROFESSOR OF PSYCHOLOGY. The Psychology Department at THE UNIVERSITY OF NORTH CAROLINA at WILMINGTON seeks candidates for a tenure track position in the area of Cognitive Neuroscience (Assistant Professor level). Expertise in brain imaging methodologies is desired. The department has an established EEG laboratory. Please send a curriculum vita, representative papers and articles, and three letters of recommendation to: Dr. Kevin J. Kennelly, Experimental Program Chair, Department of Psychology, University of North Texas, P.O. Box 311280, Denton, Texas 76203. The committee will begin reviewing applications and scheduling interviews shortly after October 1, 1998 and will continue until the position is filled. The University of North Texas is an Affirmative Action/Equal Opportunity Employer. We encourage minorities, women, and persons covered by the American with Disabilities Act to apply.

AP S OBSERVER

Dr. Kurt Olsen, Department of Psychology, AC Box 1, Lycoming College, Williamsport, PA 17701. (email: Olsen@lycoming.edu; phone: (717)321-4164). Review of materials will begin immediately and continue until the position is filled.

SOUTH CAROLINA

CLEMSON UNIVERSITY-Department of Psychology invites applications for a full-time, tenure-track faculty position at the Assistant or Associate Professor level. We anticipate this position beginning Fall 1998 or Spring 1999. We seek an applied psychologist with specialization in Industrial/Organizational, Human Factors and/or Health Psychology. Requirements include a Ph.D. in psychology, a strong research orientation with potential for extramural support, and a commitment to excellence in graduate and undergraduate education. The Department of Psychology at Clemson is a research-oriented department with 21 full time faculty, 460 undergraduate majors, a doctoral program in I/O Psychology and a masters program in Applied Psychology with emphasis in I/O and Human Factors. Clemson University is a Land Grant Institution with over 16,000 students. The campus is located in the foothills of the Blue Ridge Mountains near outstanding year-round recreational opportunities. Applicants should submit a letter of interest, current Vita, recent reprints, and three letters of reference. Applications will begin immediately and continue until the position is filled. Send applications to: Chair, Search Committee, Department of Psychology, 415 Brackett Hall, Clemson University, Clemson, SC, 29634-1511. Clemson University is a non-discriminatory, affirmative action, equal access employer that specifically invites women and minorities to apply.

TEXAS

The Department of Psychology at THE UNIVERSITY OF TEXAS AT TYLER announces the continuation of a search for one or two one-year positions for Visiting Assistant Professors of General, Experimental or Cognitive Psychology to start in mid-August, 1998.

One or both are expected to become tenure track positions and should be so regarded by applicants. The areas of specialization are open, but some of the following courses may be taught: statistics, cognition, learning, critical thinking, history I/O, sensation, perception, social, and sex roles. A strong commitment to teaching, advising and productive empirical research in a small university setting is necessary. Applications will be accepted until the position is filled. Applicants should submit a letter of application, CV, three letters of reference, and other evidence of scholarly work, transcripts and 3 letters of reference to Dr. Shelly Mannion, Dept. of Psychology, The University of Texas at Tyler, 3900 University Blvd., Tyler, TX 75799. VT Tyler is an Affirmative Action/Equal Opportunity Employer.

UNIVERSITY OF HOUSTON, Social Psychology Program. Dept. of Psychology is accepting applications for a one-year Visiting Assistant or Associate Professor. If a permanent tenure-track position is approved, the visiting individual would be eligible to apply. Candidates should have a strong publication record, promise of continued productivity, potential for receipt of external funding, and strength in quantitative skills. The ideal candidate should have a major interest in applying social psychological constructs to health behavior research. Responsibilities include teaching undergraduate and graduate courses in Social Psychology and supervision of graduate student research. The position is scheduled to be filled for the Fall Semester, 1999. Salary is negotiable. Funding is pending. Please send cover letter, CV, three letters of reference, statement of research and teaching interests, and copies of recent publications to: Dr. Richard Evans, Social Psychology Search Committee, University of Houston, Houston, Texas 77204-5341. UH is an Equal Opportunity/Affirmative Action Employer. Minorities, women, and veterans and persons disabilities are encouraged to apply.

THE UNIVERSITY OF NORTH CAROLINA at WILMINGTON Psychology Department seeks applicants for a tenure track position in the area of Cognitive Neuroscience (Assistant Professor level). Expertise in brain imaging methodologies is desired. The department has an established EEG laboratory. Please send a curriculum vita, representative papers and articles, and three letters of recommendation to: Dr. Kevin J. Kennelly, Experimental Program Chair, Department of Psychology, University of North Texas, P.O. Box 311280, Denton, Texas 76203. The committee will begin reviewing applications and scheduling interviews shortly after October 1, 1998 and will continue until the position is filled. The University of North Texas is an Affirmative Action/Equal Opportunity Employer. We encourage minorities, women, and persons covered by the American with Disabilities Act to apply.

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.

May/June 1998
APS wants to hear from YOU!!!

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General (includes Director and Chair): NW1, CA4, CA5, FL1, MA1, MS1, PA1, PA2, PA3, TX1, WV1
Health: PA2, SCI, TX2
Human Factors: SCI
Industrial/Organizational: NY4, SCI
Management: CT1
Neuropsychology: KS1
Postdoctoral: CA2, CA3, ID1, IN1
Research: NJ1, OH2
Social/Personality: NY1, TX2

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.