Familiar Faces Elected to APS Leadership
Capaldi is President-Elect; Roediger and Levenson join Board

Three members of APS’s leadership may be newly elected, but they are no strangers to APS.

“I am thrilled to be President-Elect,” said Elizabeth D. Capaldi, who was elected last spring, along with Henry (Roddy) L. Roediger III, and Robert W. Levenson who join the APS Board. “It’s a great opportunity and I am looking forward to this year and the next three years. I think it will be wonderful,” said Capaldi.

“These election results mean that APS will continue to be served by some of the finest scholars in psychology,” said Board member Steven Ceci. “It gratifies me to know that such top flight scientists are willing to invest their time and energy to assist APS in serving its members and fulfilling its mandate,” he added.

Capaldi is not a newcomer to APS. “I was there at the very beginning and was on the Board fairly early,” she said. “Back then we did not know what would happen with the then—new organization or where it would go. Now, if you look back, APS has been remarkably successful and I am looking forward to continuing APS’s im-

Assessing Undergraduates in Research
More undergraduates are getting involved in an enterprise once reserved for graduate students

When representatives of almost 100 of the leading psychological science organizations met last spring to discuss the future of psychological science, they recommended strengthening and encouraging undergraduate research as a means of building the field’s constituency. Though already underway at many of the larger colleges and universities, undergraduate involvement in research is experiencing broader participation and interest among students and is becoming a growing trend within undergraduate education as a whole.

“Undergraduate students are currently making more substantive and lasting contributions to the research process. Traditionally, the role of the undergraduate student in the research process has been that of a data recorder and/or general flunky,” said APS Charter Fellow Stephen Davis, managing editor of the Psi Chi Journal of Undergraduate Research. “The emergence of undergraduate student research conferences and journals dedicated to publishing undergraduate research—have promoted a change in the status quo. The increased emphasis on undergraduate professional development has elevated the status of undergraduate researchers from flunkies to collaborators.”

While undergraduates have often been involved at some level in research, esp-

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SEE RESEARCH ON PAGE 16

Clockwise from the left: Capaldi, Levenson, and Roediger are “on Board” at APS.

NIDA Director Alan I. Leshner welcomes U.S. Vice President Al Gore to a research forum on nicotine addiction. NIH Director Harold Varmus looks on. See story page 4.
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The APS Observer (ISSN: 1050-4672) is the monthly publication of the American Psychological Society (Federal I.D. Number: 73-1345573). On alternative months, beginning with February, the Observer consists of the APS Employment Bulletin. The May and June issues and the July and August issues are combined. Editorial and monthly publication of the American Psychological Society (Federal I.D. Number: 73-1345573).

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APS Member turns nagging frustration into a valuable on-line resource; New look and address for APS Website coming soon.

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

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

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September 1998
Who is the Cat that Curiosity Killed?

Elizabeth Loftus
President
American Psychological Society

A few weeks ago I delivered a commencement address at the University of Portsmouth in England. I was forced to ask myself what wisdom I had to impart to graduates and their families. I would like to tell you what I said, and see if any of you think this, or something like it might be worth repeating to other young people, perhaps in our lower level classes.

Speakers at university graduations give all kinds of advice. Where do they come up with it? Often they borrow from others and come up with something like, “Always do right.” This bit came from Mark Twain, who went on to explain that by following this advice you, “will gratify some people and astonish the rest.”

Or, I once heard the advice, “Make yourself necessary to somebody.” This came from Ralph Waldo Emerson. Now I have nothing against such advice — coming as it has from two individuals who have made such lasting contributions to the world’s culture. But is their advice practical? Is it memorable? Is it the one thing you’d like to say to new graduates, their families and friends?

I decided to take that opportunity to leave these new graduates with one piece of advice, and, as a specialist in the area of memory, with a way of remembering that advice. You’ll see that it’s advice about a cat. Not just any cat, but a particular cat — the cat that curiosity killed. I’ll come back to the curiosity cat, but first, how did I get to that advice to begin with?

I began my studies at the University of California-Los Angeles in the 1960s — a period of unrest and turbulence. I had no idea what I wanted to do in life. It was about the same time that one of our modern American heroes, John Glenn Jr., made being an astronaut seem like a good career. He had just orbited three times around the earth, traveling about 81,000 miles in five hours, before he splashed into the Atlantic Ocean. He was the first American to make such a flight. He made being an astronaut seem like fun, but, there didn’t seem to be any girl astronauts, so maybe that wasn’t for me. I considered the possibility of becoming a mathematics teacher, and briefly flirted with the idea of being a private detective or a stock broker.

And then I discovered psychology. It happened in an introductory psychology course, after which I gobbled up all the psychology that I could. Even after that, I still wasn’t quite sure what I would do with all that psychology. In fact, I left university, to go into a world still full of unknowns, and headed north to graduate school. My brother David drove me 400 miles to Stanford. When he dropped me off, I started sobbing — it was the first time that I would be living away from home and I was scared to death. At the same time, there was brewing excitement — all I knew for sure was that I was going to study more psychology.

When I think back to those years, it is clear to me that one of the biggest impacts on my life revolved around my growing understanding of science — or, in my case, (and the case of many of you here) psychological science. From my professors, textbooks, and study groups with fellow students, I learned that science is not just a huge bowl of facts to remember. Science is a way of thinking. It’s a process. In an article in a recent issue of the New Yorker that I read on the plane to England, one writer put it even more aptly: Science is based on a fundamental insight — that the degree to which an idea seems true has nothing to do with whether it is true, and the way to distinguish factual ideas from false ones is to test them by experiment.

Well, I learned rather well how to test ideas through experimentation and apply that knowledge to one particular subject — human memory. Over the years I’ve conducted hundreds of experiments, and learned some pretty nifty things about the workings of the human mind. I won’t go into the details, except to say that discovering some fundamental facts about the malleability of memory has been a most exciting thing to do.

But the study of psychology also gave me a way of thinking about the ideas of other people. About 20 years ago, when the psychology books were telling us that memory is permanent, that once something is seen or heard and goes into memory, it stays there forever, I wondered, “How do they know that? What’s their evidence?” And I dug up the so-called evidence and investigated it as thoroughly as I could. I discovered it wasn’t evidence at all.

You don’t need to be a practicing psychological scientist to pick up some of these skills. Whether you go on to become

• a police officer or a private investigator,
• a therapist or a teacher,
• a playwright or a physicist,
• a geologist or a geographer,
• a software engineer or a statistician.

It’s possible to make use of one important gift that the study of psychological science has given to many of us. That is the gift of knowing how to ask the right questions about any claim that someone might try to foist upon you.

The first important question, in my mind, is four words long: “What is the evidence?”

When someone tries to tell you that: your astrological sign determines your personality … or that aliens are arriving in UFO’s and abducting people … or that coffee is bad for you … or that satanic ritual abuse is rampant … or that tenure is bad for the university. It should be almost automatic to ask, “What’s the evidence?” Now, in using these particular examples, I’m not
Addicted to Nicotine: From Cells To Society

Over the years, smoking has been sold to the public as glamorous, sophisticated, even beneficial to your health. These images persist today, frustrating many in science and public health whose data and warnings about this enormous public health problem go unheeded every day by the 3,000 young people in this country who try smoking for the first time, and by the policy makers who are in positions to address this problem.

If they could have been in the audience at a recent scientific conference on nicotine addiction, they would have heard about the science, and they would have heard the Vice President’s pledge to apply science to the public health issues involving smoking.

Organized by the National Institute on Drug Abuse (NIDA) and the Robert Wood Johnson Foundation, “Addicted to Nicotine: A National Research Forum” highlighted the latest scientific advances regarding the behavioral and neurobiological bases of nicotine addiction, prevention of tobacco product use, and state-of-the-art treatment strategies.

“We are here on behalf of the 45 to 50 million American’s who are addicted to nicotine,” said APS Charter Fellow and National Institute on Drug Abuse Director Alan I. Leshner. “It is our responsibility to help them solve that problem. We have the power of science to do this and to help them get a handle on this problem,” he told the audience in his opening remarks. “Addiction has many things in common with addiction to other abusable substances and therefore much of what we do in the next few days has greater and broader implications” beyond nicotine and smoking, he added.

Psychological science was featured prominently throughout the conference. Among the presenters were: APS Charter Fellows Dorothy Hatsuakami and Sharon M. Hall, APS Fellows Jack E. Henningfield and Saul Shiffman, APS Charter Members Neil E. Grunberg and Kenneth A. Perkins, and APS Members Robin Mermelstein, David B. Abrams, Athina Markou, and Maxine L. Stitzer.

Vice President Al Gore used the conference as an opportunity to reaffirm the role of science in addressing the public health problems related to smoking. “The main consequence of smoking is addiction,” said the Vice President, “Because that’s what produces the other health problems associated with smoking.” Referring to this summer’s defeat of anti-smoking legislation in the U.S. Senate, Gore said, “This is not the end of the fight; it’s just the beginning.”

According to Gore, the Administration believes that research has a central role in the fight, particularly in preventing smoking by younger people. “We need to know why children smoke, and how to help them stop,” said Gore. He went on to specify the following questions for researchers: What makes nicotine so addictive? How do people progress to addiction? How can we help children resist temptation? What treatments are most effective in general, and what treatments are especially effective for teenage smokers?

Vehement in his criticism of the tobacco industry, Gore said, “Tobacco kills, nicotine is addictive, and companies were consciously lying about it. We know from their own secret memos that cigarette companies were not deceiving themselves while they were deceiving the public.”

Gore also said that in order to receive the Administration’s support, any legislative package on tobacco must advance health goals through health research. Other requirements are: increased cigarette prices, FDA regulation of tobacco, disclosure of information on the dangerous effects of products, and economic protection for tobacco farmers.

“We're enormously gratified with the recognition from the Vice President that addiction is the number one consequence of smoking,” said Timothy P. Condon, associate director of NIDA and conference co-chair. “With this recognition, the other health consequences could conceivably become history within a generation if we solve the addiction problem.”

According to Henningfield, 20 percent of our nation’s annual deaths are the result of the side effects of nicotine dependence caused by cigarette and other forms of tobacco use. “We need to understand the contribution of tobacco and tobacco smoke constituents, both the naturally occurring ones and tobacco product additives, to addictive and other effects that contribute to compulsive tobacco use,” he said.

He added that scientists need to determine how the effects of nicotine and of various nicotine delivery systems might vary across the diverse populations, including children and adolescents, the elderly, and different racial and ethnic populations. In the interest of harm reduction, scientists also need to better understand the diverse effects of nicotine and other tobacco product constituents on health in order to develop the safest possible forms of nicotine delivery and other medications to replace the deadly tobacco product-delivered form.

Mermelstein discussed ethnicity, gender, and risk factors for smoking initiation. “The prevalence of cigarette smoking has increased significantly among youth over the past several years,” she said. “Smoking is more common among white students than among Hispanic and black students. Racial and ethnic differences

Tobacco kills, nicotine is addictive, and companies were consciously lying about it. We know from their own secret memos that cigarette companies were not deceiving themselves while they were deceiving the public.

Al Gore
United States Vice President
Take Note: Congressional Harmony On Behavioral Science at NSF

What’s better than the Three Tenors, the Four Tops, or the Jackson Five? What Congress is saying about behavioral science at the National Science Foundation. It’s music to our ears.

The Senate and the House of Representatives are relatively in tune on their overall numbers for the (FY) 1999 budget for NSF, with the Senate offering a strong bass riff of 6.3 percent increase and the House hitting a high note close to 8 percent. Assuming they will split the difference, this means somewhere around a melodious 7 percent increase for NSF for the next fiscal year, which begins October 1, 1998. Currently, the NSF budget is $3.4 billion.

Aria Ready for This?

For psychological scientists, there’s even more good news. Both the House and Senate are singing from the same sheet when it comes to basic behavioral research and the Human Capital Initiative (HCI). Here’s what both have said in the explanatory report accompanying their versions of the FY 99 NSF budget:

The Committee understands that the Foundation is reorganizing its behavioral and social science research programs to accelerate the impressive advances that are occurring in these areas. The Committee applauds this reorganization as a sign of NSF’s expanding commitment to these areas and reiterates its belief that basic research in the behavioral sciences is central in understanding and addressing many national concerns. Also noted is the publication of “Basic Research in Psychological Science,” a human capital initiative report on the achievements in many areas of psychological research such as visual and auditory perception, memory and learning, decision making, social and culture-based behaviors, and human development. The Foundation is encouraged to use this report in establishing behavioral and social science research priorities.

Leading the band on this were Sen. Daniel Inouye (D-HI) and retiring Rep. Louis Stokes (D-OH), both of whom are long time supporters of behavioral and social science at NSF. Along with diva Sen. Barbara Mikulski (D-MD), Inouye and Stokes were instrumental in the establishment of a separate directorate for behavioral and social science research at NSF several years ago, and since then they have encouraged an expansion of NSF’s Human Capital Initiative program. (As we reported previously, the directorate and the HCI are both continuing to grow; please see the March 1998 Observer for details.)

If you listen closely, you’ll hear APS singing back-up on these very issues, which we raised in our formal testimony (available on the APS Website) and in visits to Congressional offices. (Building on this year’s success, our goal is to get members of Congress to hold hands and sing Kum-Ba-Yah when they pass the NSF budget next year.)

For Our Next Number

When the President’s budget for NSF first went to Congress at the beginning of the year, it included a stunning 16 percent increase for behavioral and social science research in FY 99. The current budget for these sciences is close to $100 million.

In his testimony on the President’s budget, APS Executive Director Alan G. Kraut said the proposed increase signaled “NSF’s strong enthusiasm for behavioral and social science research” and reflects “both the progress and the potential of basic research in psychology and other disciplines.”

APS is asking NSF, which makes the final decisions about such things, to fully fund the proposed increase in behavioral science research. But that increase was part of a proposed 10 percent increase for NSF overall. Since the final budget increase is likely to fall short of that, the increases for individual programs might be scaled back accordingly. Even so, expect a fortissimo increase for next year.

Sarah Brookhart

Also at NSF . . .

New Research Program in Child Development and Learning

NSF’s Social, Behavioral, and Economic Sciences (SBE) directorate is about to launch a broad-based research initiative on child development and learning. Scheduled to be announced this fall, the new program will integrate cognitive, social, and biological perspectives in an effort to increase our understanding of how children and adolescents learn in formal and informal settings. The initiative will also address technology in learning and will encourage interdisciplinary training and collaboration.

Look for details in upcoming issues of the Observer and on the NSF Website: www.nsf.gov.

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Also noted is the publication of “Basic Research in Psychological Science,” a human capital initiative report on the achievements in many areas of psychological research such as visual and auditory perception, memory and learning, decision making, social and culture-based behaviors, and human development. The Foundation is encouraged to use this report in establishing behavioral and social science research priorities.

Senate Rpt. 105-216, p.115
House Rpt. 105-610, pp. 101-2
Re: Psychological Literacy

Dear Editor:

In her July/August Presidential Column, which called upon psychologists to reflect on the very nature of our discipline, Elizabeth Loftus poses an amusing but thought-provoking question: “Why is ‘Are you psycho-analyzing me?’ the first thing that comes to mind when people hear the word psychologist?”

Like it or not, this question (which was in fact the inspiration for my own dissertation on “psychodiagnostic seeing”) is the bearer of an important truth about our discipline. And if it also reflects an ignorance of where psychological science has taken us in the latter half of this century, this is not to say that the question lacks a higher sense of “literacy” that is, sadly, often being lost amidst our earnest efforts to explain the mechanisms of behavior.

Of course, what might be irritating about the question cited above is to have one’s profession associated with a tradition (in this case, the legacy of Freud) with which one does not identify oneself. However, we might “console” ourselves that the bearer of this question has probably never even read Freud; so what is it, then, that is really being implied by the question? I think it has something to do with what originally motivates us to become psychologists: to understand what makes us tick. Freud himself sought explanations of behavior in intrapsychic mechanisms, even while he demonstrated a kind of insight that goes beyond what normally passes for scientific explanation: Wilhelm Dilthey called it “Verstehen” or understanding (“We explain nature; we understand psychological life”).

We can go back even further, to Aristotle’s “four causes”: while psychological science investigates the “material,” “efficient,” and “formal” causes of behavior, what becomes of the “final” cause—the immanent teleologies that scientific knowledge often eschews? Even the early Freud knew that symptoms could not be reduced to their physiological substrate; that we must ultimately seek to understand the “meaning” or “intend” or “motive” of the symptom.

Ultimately, what people want to know about themselves may not turn out to be the “scientific” explanation, but rather some kind of insight into the mystery of their psyche’s. Much of the post-Freudian research during this century has sought to demystify our self-understanding, by replacing a speculative explanatory system (Freud’s “Project for a Scientific Psychology”) with a more empirically-based explanatory system.

Freud’s system “failed” precisely to the extent that the psyche would not yield itself to his reductionistic formulations; in the end, he said that his concept of “instinct” was a “mythical entity”—at best, a metaphor.

What most lay people want to is to be understood; not explained. We should fear for the day that we might tell someone that we are psychologists, and they would respond, “Are you de-mystifying me?” For then we shall have lost sight of the grander aims of our science, and it is we who shall be lacking in psychological literacy.

SCOTT D. CHURCHILL
UNIVERSITY OF DALLAS

Dear Editor:

I agree with Elizabeth Loftus that the public’s understanding of psychology is abysmal. But I can’t help thinking that we have only ourselves to blame.

Here’s why.

Psychology is the single most popular major in many universities and colleges. In other words, a lot of people take the psychology courses that we teach. But that also means that some nontrivial portion of the same public that doesn’t understand psychology has actually taken courses in psychology. The only conclusion I can draw is that many of our students aren’t learning much psychology.

But how can that be?

Grades are generally good and our courses are popular. A cynic might say that the emphasis in contemporary teaching on keeping the customer satisfied (“I really liked this course”) is having its predictable effect. More positively, the situation calls for concerted research on what students learn by taking courses in psychology and why, apparently, for many of them that doesn’t include what psychology is about.

DANIEL W. SMOTHERGILL
SYRACUSE UNIVERSITY

Dear Editor:

I have been teaching at the college/university level for about six years and I am very disappointed about the lack of knowledge the general public has about psychology.

I am not sure that I have any answers, but one suggestion that I have would be to start off with something like the study that was conducted by C. Alan Boneau. His study is reported in the American Psychologist (July 1990) in which he lists Psychology’s top 100 for various areas, such as: abnormal, behavior, biological, cognitive, developmental, history/systems, methods/statistics, perception, personality, and social.

Perhaps we could generate some recommended learning outcomes for various psychology courses based on his findings. Or maybe we could do a similar survey on a wider basis and then generate some recommended learning outcomes for various psychology outcomes.

SAMUEL CLAY
HEARTLAND COMMUNITY COLLEGE

Dear Editor:

In her July/August Presidential Column, I think Elizabeth Loftus is pointing out a significant historical change. When Einstein and Freud were making themselves famous there weren’t so many highly trained persons, in contrast to today, and the world was not accustomed to breakthroughs in science.

The problem today is that there are so many excellent scientists and so many break-throughs that the world hardly notices. This situation may be one of the problems with scientific education today.

I fear that educators from middle school through college, and perhaps worse than that, are not excited about their field. I have very limited experience in this area, but I do not hear of educators spicing the basic text with current breakthroughs. In psychology I ask, “Why is it so difficult to get faculty for the introductory course?” For me such a course is
a chance to share my excitement with what is happening in psychology.

But then, my wife feels like she’s made my day when she tells me another journal has arrived.

Jack E. Wright
Independent Practice

Dear Editor:

In her July/August Presidential Column, Elizabeth Loftus reports on the beginning of her “mushrooming worries about America’s literacy in the field of psychological science.” Her title suggests that “John Q. Public” (I suggest, by the way, that to maintain “gender neutral” language, she probably should have said Jane/John instead) is as ignorant of psychological science as is the case with “geographical literacy,” noting that few can identify the location of Italy. She points to physics by way of contrast, where she suggests that the public “IQ” is high, as evidenced by the fact that most people know about Einstein (including Estonian waitresses and cab drivers).

But it’s a necessary (though not sufficient) condition for a valid IQ test that the answers to the question items can be reliably classified as right or wrong. This is certainly the case with items such as the location of Italy for geographical IQ. It’s also true for the Einstein example, not because the mere prominence of his name (after all, many of us have heard of Mohamed Ali), but because it is clearly the case that Einstein’s conceptual contributions to physics, like the theory of relativity (which the Estonian cab driver mentioned) were very significant to the field. Even people like Bohr, who disagreed with Einstein about quantum physics, would have granted that.

In contrast, when, a few years ago, about a score of eminent “behavioral scientists” were asked to the top few eminent individuals and important areas for the journal Science, no consensus at all emerged, and each tended to rate their own area of interest as of greatest importance. So I don’t think “psychological science” has an adequate set of items for a “psychology IQ” test whereby the public’s “knowledge” can be adequately assessed.

The fault, then, lies not in public ignorance, but in current conceptual understanding of our discipline. Especially in the last couple of decades, fundamental terms like “cognitive” have been used in such an undifferentiated way (to test this, ask yourself how you would explain what the term means someone unfamiliar with recent trends, so you would not be able to refer to current eminent names to explain what you mean), and the term “psychology” itself is being replaced by expressions like “cognitive science,” “neuroscience,” and “behavioral science,” all of which may sound great (perhaps partly because they all include the term “science”), which is omitted in all traditional hard sciences like physics and chemistry, but which exclude the term “psychology” itself.

I do understand that this is not the sort of thing to put into grant proposals, and other documents that are designed to sell psychological research. Still, in the few moments of non-sales-oriented reflection that we yet retain, I think it behooves us consider more carefully just what we mean when we speak of increasing “America’s [or, for that matter, the world’s, including Canadian] literacy in psychological science.”

John J. Furedy
University of Toronto

Elizabeth Loftus Replies

It’s clear that the issue raised in the last APS Observer about psychological literacy among the public touched a nerve, prompting many thoughtful responses and constructive ideas.

One response that came directly to me was from one of the geniuses in our field, Yale social psychologist Robert Abelson. “When I tell people that my field is social psychology, I get either a vacant stare, or a confusion with clinical psychology.” After explaining that social psychology deals with understanding things like conformity, attraction, persuasion, aggression, and other “normal” social behavior, he said, “I get a lot of vacant stares.”

Abelson speculates that psychology’s problem is that its reputation for credibility in general, and more specifically for having access to unusual resources relevant to the substantive claims that its professionals might make, is not at all that high. He went on and collected some data. By his analysis psychology is somewhat between atomic physics and spiritual healing, and not as close to the former as we would hope.

Daniel Smothergill argues that we have only ourselves to blame for the abysmal public understanding of psychology since many members of that public have taken at least one course in psychology. Maybe we should rethink what our courses are about, he suggests. Samuel Clay suggested that we generate specific learning outcomes for psychological courses, perhaps based on some consensus in the subfields of psychological science. I agree that we should accept some blame for the current state of public knowledge, and that concerted research on what we are accomplishing in our courses is a useful move. Perhaps recruiting (or creating) professors who have a genuine enthusiasm for teaching those introductory courses, like Jack Wright apparently has, is a good beginning. Another excellent suggestion by John Furedy is to work on the problem of achieving some consensus about what is important in our field.

However, we don’t deserve all the blame, and our efforts must include than a study of and possible revamping of psychology courses. Neurophysiologist William Calvin called my attention to a priceless quote by the late Carl Sagan, from Brookes Brain:

“There is a vast untapped popular interest in the deepest scientific questions. For many people, the shoddily thought-out doctrines of borderline science [parapsychology, astrology, ancient astronauts] are the closest approximation to comprehensible science readily available. The popularity of borderline science is a rebuke to the schools, the press, and commercial television for their sparse, unimaginative and ineffective efforts at science education, and to us scientists, for doing so little to popularize our subject.”

If Sagan were still alive, he’d undoubtedly resonate to the idea of a TV series called “L.A. Science.”

See Reply on Page 23

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

September 1998
On the Federal Front . . .
A Conversation with NIMH’s Robert Desimone

APS Member Robert Desimone was recently named Scientific Director of the Intramural Research Program at the National Institute of Mental Health (NIMH). Desimone, who earned his doctorate in psychology and neuroscience at Princeton University, joined the Institute as a staff fellow at the Laboratory of Neuropsychology in 1980. He recently discussed the intramural program and research opportunities at NIMH with the Observer.

Why is it important for NIMH—or any institute—to have an intramural research program?

DESIMONE: Historically, the National Institutes of Health (NIH) originated as an “intramural” program staffed by U.S. Public Health Service scientists, and first received its extramural, or grant-supporting, authority near the end of WWII. Precedent notwithstanding, at the NIH and elsewhere at NIH, dual extramural and intramural research programs clearly have proven, over 50-plus years, to offer a remarkably flexible and productive way of advancing knowledge about health and disease—in our case, basic brain and behavioral processes and mental disorders.

In recent years, the NIH has not been immune from the changes that have shaken and reshaped much of health care and the academic research sector; still, the constellation of opportunities we can offer investigators in the IRP is unique: full-time research positions without teaching responsibilities, long-term funding of research projects, regular peer-reviews that are primarily retrospective rather than prospective, and an incredible research infrastructure that includes the NIH clinical center, the largest research-dedicated hospital in the world.

With managed care making it increasingly difficult for university hospitals and medical schools to subsidize clinical research through patient fees, the clinical center is one of the few places left where we can focus on clinical research and the training of junior psychologists and psychiatrists rather than on the dictates of the financial “bottom line.” We also can reprogram resources to investigators to take advantage of new research opportunities much more quickly than the time NIH’s extramural programs usually allow. If someone proposes an exciting new line of research, we often can have it reviewed and funded in a matter of weeks.

Finally, the proximity of the Bethesda campus to Congress and the Executive Branch puts us in a critical position for responding and providing information to policy-makers. When Members of Congress and their staffs visit the NIH campus, they can see the public’s research dollars at work and can put questions to the scientists, which I believe is much more valuable to them than a visit to a government office building.

Having listed the best attributes—a focus on research, critical mass, stability of funding, scientific and public health responsibility, re-

With all of our resources and flexibility, we should be to mental health research what Silicon Valley is to the computer industry. Rather than trying to cover the spectrum of neuroscience and psychiatric research, we will build our strengths in key areas, including the severe mental illnesses, genetics in humans and animals, brain imaging, the neurobiology of cognition and emotion, and certain subfields of molecular and cellular neurobiology.

Robert Desimone
Scientific Director of the Intramural Research Program
National Institute of Mental Health

It is unusual to have a psychologist in your position. What do you think your training and expertise bring to the job that might be different?

DESIMONE: Steve Hyman, the NIMH Director, selected me for the job at least in part because of the perspective I would bring from my background in psychology, behavior, and integrative neuroscience. Harold Varmus also has been very supportive.

Mental illness, after all, impacts cognition and emotion and is typically expressed through behavioral problems. These are all areas in which psychologists have a great deal of experience and expertise. Two good examples of rapidly advancing research areas in which psychological and behavioral contributions are critical are functional brain imaging and molecular genetics.
What are your immediate plans?
DESIMONE: It has been said that in biology, you are either growing or dying. Top on my agenda is recruitment of new faculty. Lacking permanent leadership for much of the past decade, recruitment to the IRP has been very limited.

We’ve come close to losing a generation of young scientists, and even the best research programs can become stale without a steady infusion of new blood, new ideas; this was recognized emphatically by the IRP Planning Committee which last year generated a number of rather bold recommendations about the future of the program.

Revitalization will necessitate reprogramming from some existing weaker programs, which is going to cause some grief initially. In the end, everyone will benefit by the presence of new investigators in the program. We will convene two advisory panels of extramural scientists in the Fall, one to advise us in clinical research recruitment and one to advise us in genetics—identifying new recruits is a high priority, immediate challenge.

What are your long term goals?
DESIMONE: With all of our resources and flexibility, we should be to mental health research what Silicon Valley is to the computer industry. Rather than trying to cover the spectrum of neuroscience and psychiatric research, we will build our strengths in key areas, including the severe mental illnesses, genetics in humans and animals, brain imaging, the neurobiology of cognition and emotion, and certain subfields of molecular and cellular neurobiology.

Another long-term goal is to make our excellent training programs even better. We have hired a Director of Fellowship Training, Barry Kaplan, who is very active in establishing new training opportunities for our fellows and who is giving our fellows a much-needed education in grant-writing, which they will need when they move on to extramural faculty positions.

There is a perception in the field that by the nature of the intramural program, researchers become entrenched and the research loses its cutting edge.

DESIMONE: As I’ve suggested, daylight is a good anesthetics. Mediocre research will be uncovered in the review process, and resources will be reprogrammed to allow new recruitment and new programs. In a broader sense, there is fundamentally no reason why the intramural setting should lead to research rigor mortis. Indeed, some of the advantages of the IRP that I listed before should, if anything, nurture rigorous and innovative research.

One common misconception is that because intramural scientists do not write NIH grant applications, that they are not reviewed. In fact, our scientists undergo peer review by extramural scientists every four years, and I believe that in recent years the review has become as stringent as extramural review. There was a time in the past when the recommendations of the reviewers were not always followed, but this has changed.

We have made radical changes in some of our labs following poor reviews. A key difference between the intramural and extramural systems is that there are many outstanding researchers in the extramural system who are chronically anxious about maintaining their research funds. Here, outstanding researchers can count on continuing funding, but intramurally no less than extramurally mediocre researchers have good cause for anxiety.

How do NIMH’s extramural and intramural programs work together?
DESIMONE: The intramural and extramural programs work hand in hand. Our postdocs come from extramural labs, and we supply research faculty to universities—scientists who will have benefited, we hope, from our grant-writing seminars. There are very few intramural scientists who do not have collaborations with extramural scientists.

As we ramp up our recruitment program in Fall 1999, I hope that top-flight neuroscientists and behavioral scientists, including members of your organization, will consider seriously applying for positions here at the NIMH Intramural Research Program.
NIDA, White House Launch New Program in Prevention Research

Focus is on persuasive communication and mass media in preventing drug abuse

The National Institute on Drug Abuse (NIDA) has teamed up with the White House to explore the role of mass media and communications in preventing drug abuse. This unique partnership could represent a major breakthrough in NIDA’s efforts to replace ideology with science as the basis for both public understanding and public policy on drug addiction and abuse.

In launching a national anti-drug media campaign aimed at young people, the White House Office of National Drug Control Policy (ONDCP) has turned to NIDA for help in developing effective messages and methods of delivering those messages aimed at discouraging the initiation and progression of drug using behaviors, to encourage stopping, to address relapse, and to evaluate the impact of the campaign. Through ONDCP, funds are available for a broad new research program at NIDA on persuasive communications and prevention of drug abuse.

Projects to be supported will include small-scale laboratory studies, research with particular interventions and targeted communities, and large-scale studies of the impact of the media. Among other things, “these funds allow NIDA to let communication researchers know that there is a strong interest in this type of research,” said Zili Sloboda, director of NIDA’s Division of Epidemiology and Prevention Research. NIDA also will support more studies in addition to those being funded through ONDCP.

This new initiative essentially combines drug prevention research and communications research. Casting a wide net, NIDA is looking for proposals on topics ranging from basic cognitive processing, perception, motivation, and attitude formation all the way to research on communications interventions and the impact of the media on behavior.

Specific examples of issues that could be studied include:

- The role of stress and aggression, particularly laboratory studies to determine whether extreme emotional states, which may serve as triggers of drug use, may also lead to a blunted effectiveness of messages about healthy behaviors.
- The relationships among knowledge about harmful effects of drugs, attitudes about risk and personal susceptibility, and drug using/refusal behaviors, with particular emphasis on barriers that interfere with these relationships.
- Assessment of media strategies that establish community norms against the use of drugs and community support for drug abuse prevention programming.
- The impact of the presentation of drug use in existing media, including advertisements and entertainment, on attitudes, norms, and behaviors of children aged nine to 18.
- The role and impact of the world wide web in disseminating science-based drug prevention information, as well as the web as a source of pro-drug messages and misinformation.
- New epidemiologic models of factors associated with changes in drug use trends, such as the availability of drugs, attitudes, risk perceptions, price, and other economic factors. New analytic techniques that are used to assess the influence of these factors on drug use trends can also serve as outcome measures of communication interventions.

The first round of applications are being reviewed and awards will be made in September. But according to NIDA officials, this initiative will be ongoing for several years.

“NIDA is so pleased that ONDCP has recognized the value of science in developing the focus for the National Youth Anti-Drug Media Campaign,” said Sloboda. “We want to continue to strengthen knowledge that can be applied to this important national prevention initiative, and we encourage APS members to submit applications in this emerging area.”

Sarah Brookhart

Psychological scientists who are interested in applying are encouraged to contact Susan David in NIDA’s Division of Epidemiology and Prevention Research: 301-443-6543. The next deadline for applications under NIDA’s Comprehensive Prevention Research in Drug Abuse, #PA-94-056 is October 1, 1998.
1999 APS Convention to Blend The Traditional with the New

As APS moves into its second decade of the giving away of psychology, the 1999 APS Program Committee met in Bloomington, Indiana, to plan the 11th annual convention, June 3-6, 1999, in Denver, Colorado.

Chaired by Richard McFall, the 1999 Program Committee reviewed the past conventions and brainstormed new ideas to fine tune the format that was established last year. In keeping with tradition, the Keynote address and the Bring-the-Family address will continue to be the cornerstones of the convention.

For this year’s convocation, the committee decided to push back the start of the convention by beginning the opening ceremony at 6 pm on Thursday, June 3. “Starting an hour later will allow attendees time to settle in at the hotel and be ready to kick off the start of the convention,” said APS Director of Meetings Melanie Weiner.

The Opening Ceremony includes the keynote address—which APS is proud to announce will be delivered by former APS Board Member Claude Steele. Steele is a respected and well known scientist whose research explores self-esteem and self- evaluative functioning and its roles in shaping interests, motivations, and identity, and maintaining psychological resilience; reactions to being negatively stereotyped and their effect on shaping intellectual identity and performance; and collective models of prejudice. His address is titled: How stereotypes can shape identity and performance.

“The committee examined the recent convention to identify the features that made it such a success and the ways that it might be improved even more in the future,” said Program Committee Chair Richard McFall. “The goal is to ensure that we offer APS members what they want in a convention. The cross-cutting programs in the afternoons, coupled with the more focused tracks in the mornings, seem to give members the best of both worlds—afternoons that allow interactions with persons with the same special interests.” He also added that the APS convention serves as the only place psychological scientists can go, where the program content is solid, scientific, broad ranging, and timely.

“The committee believes that the balance of presentations is what members of APS are looking for, and what makes the APS convention different from all others,” said Weiner. “Diversity is what APS stands for in the field of scientific psychology.”

Hot Topics will return this year, featuring a 15-minute oral presentation followed by a 5-minute question and answer period, and will be scheduled during the specialized morning sessions. Last year, Hot Topics opened up the spoken part of the program—usually reserved for symposia—to many more members. These cutting edge, concise presentations allowed members to share their latest research.

In order to give posters more exposure, presenters will be asked to display their posters a few hours prior to their scheduled poster session. The committee believes that this will allow people to review posters at their own pace and not be rushed to see the many posters in the hours allotted during a session. Presenters will be asked to leave handouts by their presentation when they are not at their poster and be available during the scheduled poster session for discussion of their research.

Back for a second year is Writing Psychology Textbooks: A Nuts and Bolts Workshop for Prospective Authors led by Douglas Bernstein on Sunday, June 6. In 1998, its first year, the workshop was very successful. This year the workshop hours have been extended to allow for more discussion. Bernstein will also lead the Sixth Annual Institute on the Teaching of Psychology on June 3.

The Call for Submissions—which will include submission information along with housing and registration forms and information—will be mailed to all APS members in September. In addition, the Call for Submissions will also be available on the APS website this fall and included in the November 1998 Observer.

“Committee members listened to feedback from last year’s attendees and endeavored to meet these needs,” said Weiner. “We all believe that the upcoming meeting will be better than ever.”
Board from Page 1

provement, expansion, and success. APS is clearly a major force in the United States for psychology and I am very proud of it," she added.

When she is not performing her duties as Provost at the University of Florida, you may find her focusing on her research on why we like the foods we do. If she is not doing research, she may be concentrating on her some of her other hobbies which include cooking and being a dog lover. Capaldi is also a self-described exercise fanatic.

While in office, Capaldi plans to focus on one of APS’s founding themes: forging stronger links between different areas within the field of psychological science.

"APS is a place where we can talk about all of psychology and not just our own narrow part. That’s a strength of APS. It is all of scientific psychology in one place," she explained. “All of the other organizations I belong to get narrower every year.”

“One of the big benefits of APS is the annual APS Convention where you can talk to social psychologists, cognitive psychologists, and applied psychologists. I have some good friends who are social psychologists and I get to see them at the convention,” she said.

Capaldi became Provost at the University of Florida in 1996, and she has taught there since 1988. From 1991 to 1996 she served as Special Assistant to the President of the University of Florida for the Florida Quality Evaluation Project, and, from 1994 to 1996, as Director of Institutional Research. She was previously on the faculty at Purdue University, where she was head of the Department of Psychological Sciences and Assistant Dean of the Graduate School.

Capaldi received her bachelor’s degree from the University of Rochester in 1965 and her PhD in experimental psychology from the University of Texas in 1969. Her research is concerned with why we like the foods we like, and more generally, how motivation can be learned. She has contributed more than 60 chapters, articles and books, co-authored an introductory psychology textbook, and edited two books on the psychology of eating.

A Charter Fellow of APS, Capaldi is also an American Association for the Advancement of Science Fellow. She has also been active in the Psychonomic Society, the Midwestern Psychological Society, Sigma Xi, and she has served as associate editor for Psychonomic Bulletin and Review as well as consulting editor for the Journal of Experimental Psychology: Animal Behavior Processes. She has also been a member of the National Institutes of Health Behavior and Neurosciences Review Committee, and chair of Psychobiology and Behavior Research Review Committee of the National Institutes of Mental Health in addition to her involvement in other organizations.

New Board Members

Levenson, of the University of California-Berkeley, and Roediger, of Washington University-St. Louis, are the newest additions to the APS Board, filling the positions vacated by Robert Bjork and Lee Sechrest.

Levenson, an APS Charter Fellow, is delighted with his election to the board.

“I have been involved with APS for a long time—almost back to the beginning,” he said. “I believe in what APS was established to do and I think it has done a good job. APS has been very helpful to me over the years, so this is my opportunity to do something in return,” he added.

In his new position, there are many things Levenson would like to accomplish. “I am going to be on the publications committee and we will be looking at the possibility of expanding the Society’s offerings in the world of scientific journals,” he said. “I’m certainly interested in things that continue to keep the integrity of psychology as a whole. There are a number of things that are happening in the field that are moving more biological types towards the neurosciences, and away from psychology. I think things that keep the biological and the psychological part of the field together are very worthwhile.”

Levenson is also interested in the efforts that APS Executive Director Alan G. Kraut has been undertaking to try to keep behavior as an important part of the missions of the National Institutes of Health and National Science Foundation.

“This is very critical,” said Levenson. “The behavioral part of psychology has an enormous amount to offer the neuroscience parts of the field. It seems like there is such a strong move toward the study of the brain and fundamental neuro-processes and therefore it is easy for behavior to be pushed aside. That whole endeavor—both human and animal studies of behaviors—has clearly been one of the most productive parts of psychological research. And so, I am very interested in things that preserve that tradition. Of course, that means because of the realities of research, there has to be continuing funding for basic behavioral research,” he said.

Levenson’s research interests include the physiological, facial expressive, and subjective aspects of emotion; the influence of culture, age, and gender on emotion; and the physiological and affective processes in marriage and intimate relationships. Currently, Levenson is Director of the Institute of Personality and Social Research at the University of California-Berkeley. Before coming to Berkeley, he taught at Indiana University and the University of California-San Francisco.

Levenson graduated from Georgetown University in 1969 with a bachelor’s degree in psychology. In 1972, he received his masters from the same institution. In 1974, he received his PhD from Vanderbilt University. He is a member the Society for Psychophysiological Research; the Executive Committee for Postdoctoral Training Program in Emotion Research; the Behavioral Sciences Task Force at NIMH; the Academy of Psychological Clinical Science; and has served as chairperson of the publication
board for the Society for Psychophysiological Research and as an associate editor for Psychophysiology.

"There are two things I really enjoy about APS," said Levenson. "First, it's the only meeting that I go to where you have the chance to hear about the full spectrum of what is going on in psychology, in a kind of user friendly, listener friendly format. It is nice not to be cut off from the rest of the field, which happens in the specialty meetings," he said. "And the other thing is that Alan G. Kraut has done a terrific job of working with Congress and working with the leadership of the Institutes in terms of keeping support for psychological research on the front burner. I think this has been enormously important to the field and I think APS deserves an enormous amount of credit for those efforts. Most research psychologists are terrible lobbyists and it is really nice to have an organization that can do this positively and effectively," he added.

Roediger said that as a Board Member he hopes to help out on the APS publications, especially since he has a lot of experience in that area. He served as editor of the Journal of Experimental Psychology: Learning, Memory and Cognition for five years and was the associate editor for three years. During most of the time he served on the Council of Editors of the American Psychological Association and was chair of the council for one year. He was also the founding editor of Psychonomic Bulletin & Review of the Psychonomic Society and served on its Publications Committee, which he chaired for two years.

"I have been concerned with issues surrounding scholarly publishing for a good part of my academic career," he said.

Roediger is currently James S. McDonnell Distinguished University Professor of Psychology at the University of Washington. He has held other positions at Rice University, Purdue University, and Yale University. He received his bachelor’s degree from Washington and Lee University in 1969 and his PhD from Yale in 1973.

Roediger is a member of many organizations including the Canadian Psychological Society, the Cognitive Neuroscience Society, Memory Disorders Research Society, the Society for Applied Research in Memory and Cognition, the Society for Neuroscience, and the Psychonomic Society.

Lean and Nice

"What I like best about APS is that it is ‘lean and nice,’” said Capaldi. “It has never become bureaucratic. It has never become interested in anything except what seemed to be the most important academically sound issues and I like this very much. And of course the people in APS are wonderful. I think APS stands for good things and APS is effective in achieving their goals," she added.

Roediger agrees, "APS has been a strong advocate of academic, scientific psychology and has produced two outstanding journals. It is amazing how it has established itself as a premier organization and strong force for scientific psychology in such a short period of time. The achievements of APS and the elected officers over this period have been remarkable.”

Kristen Bourke

Call for Nominations: Editor of Psychological Science

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

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

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

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

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

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

APS is an affirmative action/equal opportunity employer.
The APS Internet Connection
Now Available On-line:
Interactive Experiments

APS Member turns 'nagging frustration' into a valuable on-line resource for anyone who teaches a psychology laboratory class

Since 1982 when APS Member Kenneth McGraw of the University of Mississippi began teaching an undergraduate lab, the laboratory software he has used in his lab classes has always frustrated him.

"The problem," he said, "is that I would run an experiment in class and I wouldn't have control over it. I would often say, 'well, I'd love to change the timing on the experiment, add trials, reposition the stimuli, or modify the experiment in another way,' but since I did not have access to the source there was no way I could make any changes."

Over the years, the lack of control became more of a nagging frustration. He shared these feelings with others in the field, and found that they too felt the same. He tried everything to change the experiments that were available. He even had computer science students volunteer to write certain programs for him.

And then something happened.

About four years ago, the University of Mississippi started a faculty technology development center where faculty from different disciplines were brought together for workshops on using new technology. It was at one of these workshops where he began to brainstorm with engineer Mark Tew.

"We began looking at the different multi-media packages that were available for creating programs. Mark learned that one of these packages, Authorware™, was not only good for running programs we had created locally, but that we were also able to run them on the Internet using the Shockwave technology developed by Macromedia," said McGraw.

Onward and Upward

Soon, McGraw and Tew had received a grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education that enabled them to develop PsychExps, a web site for conducting interactive cognitive psychology experiments online. They also hired APS Student Affiliate John Williams as a third team member.

What makes PsychExps valuable is the interactive nature of the site—experiments respond to user input—and that fact that users can collect data at the site. "To the best of our knowledge," McGraw said, "PsychExps is the only site that shares its data archive."

Located at http://www.olemiss.edu/PsychExps, the experiments found on PsychExps were created using Authorware Professional by Macromedia. Experiments are run by using the free Shockwave plug-in that can be downloaded directly from Macromedia using links at the PsychExps web site. Student users can gather data on themselves and add their data to an archive. Instructors can then download the data generated by their own students or any others in the archive for laboratory use. Future experiments will be added by both the developers of this site and the users. This site will enable psychology departments to eliminate many of the expenses associated with providing undergraduate laboratory students the space, hardware, and software needed to conduct laboratory experiments.

Your Department Has No Money? No Problem!

"Our first goal in putting experiments on the Web was merely to have this technology available for our own classes," said McGraw. In preparing their grant, however, McGraw and Tew emphasized the benefit that this technology would provide to the many schools with psychology majors who do not have the resources to offer lab classes. McGraw hopes PsychExps will allow those schools that did not have lab classes before to now be able to offer lab classes in their curriculum.

"If there are any web-connected computers available to students on campus, they can collect data on our experiments, and their classroom instructor can get back the data for the entire class," said McGraw. "There is no need for space in the psychology department, no need for the psychology department to buy software or buy a computer. They can simply log on from the library and collect their data just as they would in a more traditional lab-based class."

Currently there are six interactive cognitive psychology experiments up and running on the site with many more to come. McGraw has used some on them in his own lab classes. "I have used them and they work great. The students like them because they are so convenient," said McGraw. By the time school begins this fall, more experiments will be added and the site will have enough experiments to serve lab classes.

One of the good things about running the interactive experiments over the Internet is that participants from anywhere in the world can add to the outcomes of the experiments. McGraw explained that is it possible for users to contact lab instructors at other schools and have...
them have their students run, for example, the Word Recognition Study in the same week. The instructors can then combine the data sets. "So now instead of just having 15-20 students for an experiment, you have 80 students. With 80 students for experiment you have a very, very powerful design for detecting effects. So, students in lab classes can study effects that they could otherwise not be able to study. So, this is an advantage," said McGraw.

Currently McGraw and Tew are looking to get the site established as a valuable resource for the teaching of basic behavioral science in lab classes. They want to build up a user base. And more than that, they would like to get users to see the site as a resource and hopefully the users will want to contribute back and become developers.

WANTED: User-Developers

"In the second and third year of the web site, we are going to have workshops here at the University of Mississippi for those who have expressed interest in PsychExps or for those would like to contribute experiments to the site," said McGraw. "We will work with them to allow them to modify existing experiments and add their own experiments," he said.

Ultimately, what McGraw and Tew would like to see happen is have a professional organization take over the site. The organization could then appoint a web master who would serve as a journal editor. Individuals would then submit experiments to the journal editor web master, and the editor would decide to post them or not post them. "I think it could be worth the equivalent of a publication credit if you had an experiment posted at PsychExps, said McGraw. "I think it would generate a lot of interest and the site would wind up with potentially thousands of experiments that could run over the Internet," he added.

How Do I Get My Classes Started?

"We think this can be made into a very user friendly program. The toughest thing to do is getting the plug-in installed and this is only because most folks have not yet installed plug-ins. Once you install the plug-in, the rest of the work is a piece of cake because you are all set," said McGraw.

Kristen Bourke

(For more information, contact: pymcgraw@olemiss.edu)
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Gaining Momentum

Earlier this year, the Boyer Commission on Educating Undergraduates in the Research University published **Reinventing Undergraduate Education: A Blueprint for America’s Research Universities** in which it blasted research universities for failing undergraduate education.

“Again and again, universities are guilty of an advertising practice they would condemn in the commercial world,” read the report, which was funded by the Carnegie Foundation for the Advancement of Teaching. “Recruitment materials display proudly the world-famous professors, the splendid facilities, and the ground-breaking research that goes on within them, but thousands of students graduate without ever seeing the world-famous professors or tasting genuine research.”

The report called for the radical reconstruction of the undergraduate experience at research universities including emphasizing the involvement of undergraduates in the research process and embracing a culture in which faculty, graduate students, and undergraduates engage in discovery.

“Undergraduates need to become an active part of the audience for research,” read the report. “In a setting in which inquiry is prized, every course in an undergraduate and graduate students.”

While undergraduate research is not a new concept, it is one that is becoming more widespread within psychology programs and in undergraduate education in general. For example, University of Washington President Richard McCormick recently proposed a number of university initiatives aimed at doubling the percentage of students who participate in research. His proposals echoed what is going on at other institutions.

“We must align more closely and integrate more fully our two basic missions of teaching and research,” he said and proposed: earmarking university funds for undergraduate research projects; presenting annual awards to departments with breakthrough initiatives supporting experiential learning; and increasing investments in research infrastructure to accommodate more undergraduate students.

Within the University of Washington’s Psychology Department, undergraduate students are involved in research projects including facilitating early identification of children with dyslexia, and a trip to Indonesia to study primate behavior and animal ecology.

Furman University is a good example of an institution supporting the infrastructure to facilitate undergraduate research. The psychology department at the university—which does not have a graduate program—recently moved into a new building with laboratory research space designed expressly for undergraduate research. “We created wonderful facilities for conducting first-rate research in behavioral neuroscience, comparative, social, clinical, developmental, and cognitive psychology,” said Einstein. “About 25 of our majors conduct research during the academic year and another 12-20 students conduct research—nearly always with salary—here each summer.

“Our thinking is that problem solving is at the heart of undergraduate research and that problem solving skills are what students need to succeed in the ever fluid conditions of the modern workplace,” he continued. “Conducting research on novel problems requires students to seek new knowledge and to creatively apply their knowledge to new problems, and that is what lifelong learning is all about. We believe that when students work with a professor...
to help define and develop approaches to a problem, collect and evaluate information relevant to the problem, develop and organize conclusions, and present their research in written and oral form, they are developing skills and independent thinking that will serve them well in years to come."

The University of Pennsylvania is another example where undergraduate research is gaining momentum. The Undergraduate Psychology Society, an organization for all Penn students interested in the further exploration of the field of psychology, recently initiated the publication of an undergraduate psychology journal. The Society also publishes a website with information including an essay on what one can do with a psychology degree, and resources for clinical and research appointments at the university.

Benefits

The benefits of incorporating undergraduates into research programs extend not only to the student, but also to the research program and psychology professor administering the research, and the institution.

Educational benefits for students—whether or not they go on to earn their doctorate in psychology—include: developing enthusiasm for learning; clarifying career goals; building a student’s resume or CV; creating potential mentor relationships with faculty members; and strengthening or developing specific skills such as literature searches, writing, and problem solving.

For the student who expects to go on to graduate school to pursue his or her PhD in psychology, involvement in research at the undergraduate level helps the student in two fundamental ways, says APS Board Member Joe Steinmetz.

"First, the student sees firsthand how psychological science is actually conducted—how ‘facts’ and data discussed in their textbooks are actually arrived at—which can be especially important for students pursuing careers in psychological research," he said.

CONTINUED ON NEXT PAGE
“In addition, undergraduate research experience gives the student an opportunity to apply what they have learned in the classroom.”

Undergraduate research journals like Psi Chi’s also provide valued experience for the future scientist.

“In addition to publishing a journal of high quality student reports, the goal of the Psi Chi Journal of Undergraduate Research is to provide student authors a positive, professional growth experience as they work through the publication process of submission, review, revision, resubmission, etc.,” said Davis. “Hopefully, such a supportive, positive experience will serve as an encouragement for continued research and publication as these students become established professionals.”

As for the students who do not go on to pursue their doctorate in psychology, APS Member David Elmes, president-elect of the Council on Undergraduate Research (CUR) and former chair of CUR’s psychology division, notes that as more highly technical and research-oriented jobs become more prevalent in the information and technology age, skills that research hones will be more in demand.

“I think that undergraduate research involvement has become more necessary for the development of the student,” he said. “Although research involvement is highly regarded by most graduate programs, it is now clear that undergraduate research plays a key role in hiring of baccalaureate students. Employers are looking for the skills such as oral communication, people skills, teamwork, flexibility, analytic skill, written communication, proficiency in discipline, leadership, and computer knowledge. Research in psychology is an important way of developing these skills.”

Another important, though less tangible, advantage to those students who do not pursue psychology careers is that they come away, not only with a baccalaureate degree, but with an understanding of the breadth of psychology that goes beyond the pop psychology perception held by much of the public.

For example, in the June 21, 1998, issue of The New York Times, APS Charter Fellow Carol Tavris wrote: “I don’t tell people I’m a psychologist anymore; they think I’m a therapist. If I say I am a social psychologist, they think I’m a particularly friendly therapist. If I say I’m a psychological scientist, they think I’m a particularly pompous therapist because everyone knows that ‘psychological science’ is an oxymoron. To judge from what the public sees of psychology in the media and in the courtroom, they aren’t wrong.”

In exposing undergraduate students to the research process students develop an understanding that there is a science to psychology and that there is more to the field than Dr. Joyce Brothers or the “Mars and Venus” books, for example. These future lawyers, teachers, administrators, etc., could then contribute to a greater public understanding of true nature of psychological science.

For the university, undergraduate research can mean increased tuition dollars generated by undergraduates taking research credits and the addition of information to the body of knowledge.

Psi Chi’s Davis added that student presentations at meetings and publications in the professional literature also enhance visibility and prestige. Undergraduates also provide a valuable source of research assistance for the often time—and money—strapped professors conducting the research.

Obstacles

Though it is a concept that is endorsed by nearly everyone within the field and in education in general, there are still many obstacles that exist that slow or stall undergraduate involvement in research at many institutions.

For some schools, it is a matter of finding enough research opportunities for its undergraduates.

“With 850 majors and 40 faculty, it is difficult to accommodate all students every semester who want to pursue individual research,” said Steinmetz, a professor and chair of the psychology department at Indiana University. “While the faculty do a great job incorporating as many students as possible into individualized research experiences, we would need a much larger faculty to maintain these individualized, quality experiences.”

At other institutions, it may be a lack of students’ time available for research endeavors.

“Most undergraduates take four to five courses at one time and many of these are outside the major,” said the Elmes. “Thus, time available during the school year is often too limited for effective research participation. Summer research activities require money for the students’ room and board, and faculty remuneration is often needed as well.”

Davis argues that there is often a lingering reluctance on the part of some faculty to work with undergraduates—an argument echoed by the Boyer report.

“They often feel that undergraduate students are not capable of making a substantive contribution to the research process,” he said. “If these faculty would allow aspirant undergraduate researchers a chance, they would be pleasantly surprised. Another impediment concerns the complaint from some faculty that they simply do not have enough time to get involved in undergraduate research. From my perspective, this complaint revolves around a set of priorities that needs examination and a need to manage time more effectively.”

Federal Support for Undergraduates

The National Science Foundation provides funding through its Research Experiences for Undergraduates Program (REU) to enable undergraduates to join research projects each summer. This funding allows students, who may not have been able to otherwise, to experience firsthand how basic research is carried out and to contribute consequently. The program is designed to encourage undergraduates to pursue careers in science.

“We have found that our carefully selected students—who are trying to decide on whether to pursue a career in psychological science—are fully able to be full partners in the research program after the first few weeks,” said APS Charter Fellow J. Bruce Overnier, who with APS Charter Fellows Celia Gershenson and Herbert Pick, and
APS Welcomes . . .
New and old faces in the Meetings Department . . .

APS is pleased to announce the promotion of veteran APS staffer Melanie S. Weiner to Director of Meetings and the addition of Willie L. Benjamin II, as meetings manager.

Melanie, who had been Meetings Manager since April 1997, is taking over the department at a very busy time. Her first order of business is to take over the reins for the APS-coordinated Society for Psychophysiological Research meeting which will be held this month in Denver. As a seasoned meeting planner, Melanie is skilled at handling the many tasks it takes to plan a successful convention. "I love the challenge of pulling a convention together," she said.

Since joining APS, Melanie has been involved in nearly every facet of the annual APS convention. As Meetings Manager, she worked hard in perfecting the convention registration process, as well as the proposal submissions process. Melanie also edited the 1998 convention program book and ran on-site registration.

Melanie is looking forward to the new challenges as Director, "I am confident the transition will go smoothly," she added.

Before coming to APS, Melanie worked for the B'nai B'rith Youth Organization (BBYO) where she planned all their meetings, including the annual staff conference and the BBYO University program—a staff training program in conjunction with Brandeis University.

Assisting Melanie is Willie L. Benjamin II, who took over the Meetings Manager position. Willie’s primary responsibilities will be to process attendee registrations and oversee the proposal submission process for the annual APS convention.

Willie comes to APS with more than eight years of experience in meeting planning in both the non-profit and government venues. He joins the meetings department with intentions of assisting APS in continued successful conventions.

... and Vanessa Ellis as Associate Director of Membership

Vanessa Ellis comes to APS as the new Associate Director of Membership. Vanessa will assist Director of Marketing and Membership Development, Jacqueline Kennedy, with membership renewal and new member recruitment. She will supervise and work closely with APS’s membership staff, analyzing concerns and questions from APS’s members. Vanessa comes from Associated Builders & Contractors, Inc. (ABC), where she was responsible for supervision, chapter development, online contractor referral service, member renewal, and recruitment. In addition, she set the stage for ABC’s annual forum of more than 1,500 attendees by planning committee meetings, speaker sessions, banquets, and member registration.

Vanessa said she is pleased with the opportunity to work with an organization that gets high appraisals from its members. “I am looking forward to meeting members needs and keeping APS in excellent standing with our existing members, as well as new members to come,” she said.

Vanessa is a native of northern Virginia. Her hobbies include spending as much time as possible on the boardwalk of various beaches, fishing with her father, and enjoying time spent with family.
The basic criterion considered for Fellow status in the American Psychological Society is that of sustained outstanding contributions to the science of psychology in the areas of research, teaching and/or application. Candidates will generally be considered after ten years of postdoctoral contribution, though exceptional cases of candidates with fewer years will be considered. The nominee must be an APS member.

**Nominations**

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

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

**Review and approval of nominations**

The APS Membership Committee has appointed a Fellows Subcommittee consisting of a Chair and other APS Fellows (representing diverse specialty areas) to consider the nominees for whom letters and *vitae* have been received. The Subcommittee’s voting on Fellow status may be made during a meeting at 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.
People

Recent Appointments, Awards, Promotions...

APS Member David G. Elmes was recently elected President-Elect of the Council on Undergraduate Research (CUR) at its seventh national conference in June. Founded in 1978, CUR’s mission is to promote research by faculty and undergraduate students in the sciences, mathematics and engineering at predominately undergraduate institutions. A national organization, CUR has over 3700 individual members representing over 870 colleges and universities. Currently, Elmes is the head of the psychology department at Washington and Lee University (W&L) in Lexington, Virginia. Elmes has taught at W&L since 1967. He has served as an adjunct professor at Hampton-Sydney College, was a research associate at the Human Performance Center of the University of Michigan, and was a visiting fellow of University College of the University of Oxford, England. In addition to this, he has edited *Readings in Experimental Psychology* and CUR’s *Directory of Research in Psychology at Primary Undergraduate Institutions*.

APS Charter Member J. Ronald Gentile has been named a SUNY Distinguished Teaching Professor in honor of his outstanding teaching at SUNY-Buffalo’s Graduate School of Education. On the Educational Psychology faculty since 1969, Gentile’s interests include social cognition and memory as applied to instruction, mastery testing and grading, and the integration of music into elementary curricula.

APS Board Member and Charter Fellow Henry L. Roediger III has been appointed the James S. McDonnell Distinguished University Professor at Washington University in St. Louis. Roediger is Chair of the Department of Psychology and in recent years, he has been a leader in studying memory illusions, in cases which people remember events quite differently from the way they happened or, in the most extreme case, remember events that never happened at all. Roediger was the first faculty member to be named James S. McDonnell Distinguished University Professor. James S. McDonnell, aviation pioneer and founder of McDonnell Aircraft Corporation, was committed to research and had a deep interest in the relation between the mind and the brain. Roediger has published three textbooks, has co-edited a volume of essays, and has authored over 120 book chapters and journal articles. In addition to his commitment to APS, he has also served as editor for two psychology journals, *Psychonomic Bulletin & Review* and the *Journal of Experimental Psychology: Learning, Memory and Cognition*.

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

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

Masa Aiba Goetz, Mademoiselle, July 1998: The influence of a father-figure
Thomas F. Cash, Old Dominion Univ., Fitness, July/August 1998: Vanity; Shape, July 1998: Negative feelings
Keith Davis, Univ. of South Carolina-Columbia, Cosmopolitan, July 1998: Relationship patterns of couples
David F. Dinges, Univ. of Pennsylvania, Self, August 1998: Napping and work
David Eby, Univ. of Michigan, Inside ITS, May 18, 1998: Customer information needs and preferences
Jeffrey Fagen, St. John’s Univ., Parents, June 1998: Children and play
Solomon Fulero, Sinclair College, 48 Hours, July 9, 1998: Eyewitness testimony
John Gottman, Univ. of Washington, National Review, July 20, 1998: Study on counseling programs
Margaret A. Hagen, Boston Univ., National Review, July 20, 1998: Bad Attitudes
Diane Halpern, California State Univ.-San Bernardino, Fitness, July/August 1998: Having an open mind
Dory Hollander, Mademoiselle, August 1998, Relationships and lies
Kenneth Holroyd, Ohio Univ., Mademoiselle, August 1998: Stress management as a natural headache cure
Carol Huntsinger, College of Lake County, London Times Educational Supplement, May 1, 1998: US-Chinese relations
William Iacono, Univ. of Minnesota, Science, May 29, 1998: Causes of alcoholism
Elizabeth Loftus, Univ. of Washington, 48 Hours, July 9, 1998: Eyewitness testimony
Howard Markman, Univ. of Denver, Newsweek, July 30, 1998: Generation X and marriage
Ellen McGrath, 20/20, July 6, 1998: Divorce, marriage and women; Mademoiselle, August 1998, Women and weight control

John Monahan, Univ. of Virginia, National Review, July 20, 1998: Relationship between mental disorders and violent behavior


June Reinisch, Kinsey Institute, Good Morning America, June 21, 1998: Truth and consequences

Steven Reiss, Ohio State Univ., abcnws.com, June 24, 1998: Desires and obsessions

Joseph Lee Rodgers, Univ. of Oklahoma, Mademoiselle, July 1998: Spending habits

Duane Rumbaugh, Georgia State Univ., USA Today, July 7, 1998: Communication between animals and humans

Sue Savage Rumbaugh, Georgia State Univ., USA Today, July 7, 1998: Communication between animals and humans

Randy J. Seeley, Univ. of Cincinnati, Science, May 29, 1998: Food intake and homeostasis


Martin Seligman, Univ. of Pennsylvania, Newsweek, July 13, 1998: Self-esteem, success


Stephen Woods, Univ. of Cincinnati, Science, May 29, 1998: Food intake and homeostasis


REPLY FROM PAGE 7

"We'd have the usual sex and drama and car chases, but the hero would be a scientist, and every segment would teach some real thing about science," he told the New York Times in July.

That same month, Douglas R. Hofstadter lamented in Science Magazine that "Scientists are represented in movies, television, and books as heartless, humorless nerds who would sooner kill than smile, sooner write abstruse formulas than make love."

Borrowing shamelessly, I love the idea of a TV series about a psychological science hero. He or she would have a heart, have a sense of humor, smile, dislike killing, and enjoy both formulas and making love. Every segment would teach some real thing about psychological science. While those of you with media connections, or literary talent work on that, there are probably some more immediate things that can be done.

Social psychologist Carol Tavris suggests establishing awards to honor and publicly recognize people and programs that do good social science communication. We might even, she suggests, have a "psychobabble" category, awarding dunce caps to the shows that promote pop-psychology. (She pondered to me whether some series might win in both categories.)

One intriguing idea came from Catalin Mamali, who studied psychology within a closed and repressive ideological system. Back in the 1950s in Romania, the best known psychologist was probably Pavlov, he told me. If we really want to develop psychological literacy, he suggested, we should take lessons from Shakespeare, Cervantes, Tolstoy, Dickens, Flaubert, Joyce, Twain, and other writers. They are not only sources of psychological inspiration, but they possess excellent talent at using and popularizing in narrative, poetic, or dramatic modes numerous psychological discoveries.

There are many ways to improve communication about what Scott Churchill calls the "grander aims of our science." And the first step appears to be well underway, namely, that so many of you are thinking seriously about this subject.

ELIZABETH LOFTUS
UNIVERSITY OF WASHINGTON
PRESIDENT, APS
Teaching Tips

TEACHING TIPS provides the latest in practical advice on the teaching of psychology. TEACHING TIPS is aimed at current and future faculty of two- and four-year colleges and universities.

Complementing the Annual APS Institute on the Teaching of Psychology, TEACHING TIPS will inform teachers about the content, methods, and profession of teaching. Chief editor Baron Perlman and Co-editors Lee McCann and Susan McFadden, all of the University of Wisconsin-Oshkosh, welcome your comments and suggestions.

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

Those Who Can Do: Implementing Active Learning

Marianne Misera Randino
Beaver College

“Learning is not a spectator sport” Chickering & Gamson

In the book Hard Times, Charles Dickens describes teacher Thomas Gradgrind insisting on teaching facts: “Now, what I want is facts. Teach these boys and girls nothing but facts. Facts alone are wanted in life.”

Dickens then describes Mr. Gradgrind’s pupils as “...little vessels then and there arranged in order, ready to have imperial gallons of facts poured into them until they were full to the brim.” This image of empty vessels ready to be filled, while certainly a caricature, too often becomes the default model for teaching. We know from cognitive psychology that learning is active and dynamic and we need to involve students through active learning.

Active learning provides students with a hands-on and minds-on experience, stimulating learning through increased cognitive demands. We know that people do not receive knowledge passively; knowledge is discovered and constructed through engagement. By becoming actively involved with knowledge, students form structures of thought that organize experience and direct future acquisition of knowledge. Active learning is therefore a better way of learning. Students are challenged not merely to know and to comprehend, but to apply, analyze, synthesize, and evaluate. In addition, to better learning—increased retention and critical thinking—active learning impacts on students’ personal growth by developing skills and allowing students to explore their own attitudes and values.

The term active learning is often used interchangeably with experiential learning, but the concepts are not quite the same. Active learning refers to learning activities that take from a few minutes to an entire class period. Internships, apprenticeships, laboratories, field work, volunteer work, teaching and research assistantships that are ongoing beyond the typical class period, are forms of experiential learning.

Why You Should Add Active Learning To Your Classes

First, there are phenomena in psychology that only can be learned through doing. These include perceptual illusions, the application of mnemonics, and various group processes.

Second, some course goals (e.g., using a scientific attitude in everyday life, understanding the relevance of psychology to current events, employing problem-solving strategies and critical thinking) only can be achieved through active learning. Similarly, human relations and communication skills, and cultural breadth through exposure to others’ viewpoints cannot be learned through lecture alone. Virtually any class in which skills must be taught demands active learning.

Third, it is my experience that the sheer joy of learning and the motivation to continue learning beyond the classroom are best developed through active strategies.

Finally, active learning is fun for both instructor and students.

If It’s So Great, Why Aren’t You Already Using Active Learning?

Be honest. Do any of the following sound familiar?

• My lectures are already prepared don’t make me revise them.
• Less can go wrong with a lecture.
• Lecturing fits my style.
• I can cover more material if I don’t stop talking.
• I never learned to teach using active learning.
• My colleagues, department chair, or the dean wouldn’t like me to use active learning.
• Demonstrations and activities will make my colleagues jealous.

The biggest obstacle to using active learning is habit and comfort with the way we teach. Active learning demands changing our role of “sage on stage” to “guide on the side.” Admittedly this reduces our control.
of the classroom, but it fosters students' autonomy and independence and returns the job of learning to them.

Where Do I Start?
Instructors must consider what kind of knowledge is worth having and what activities will facilitate the acquisition of such knowledge. To increase the effectiveness of activities and demonstrations you should:
- Provide a background and rationale for the activity.
- What will students be doing?
- How does it fit the goals of the course?
- What kind of participation is expected?
- Will it be graded? If not, how will it be evaluated?
- Motivate students by creating an atmosphere of challenge and foster in them a tolerance of ambiguity.
- Be sensitive to privacy and do not ask students to disclose personal information.
- Be aware of students' individual differences (e.g., shyness, personal history, gender).

Examples of Active Learning Techniques
The following techniques are grouped by ease of implementation: the amount of advanced preparation necessary, class time needed, and instructor effort.

Very Easy To Implement
Note-taking. Taking notes, generally regarded as passive, need not be if students receive feedback on them. For example, students may include questions or comments to instructors in their notes which can be used to start a discussion, as a basis of a dialogue with the instructor, or merely to facilitate learning. Writing a one-minute summary of a lecture's key points forces students to process the material in a richer way than merely taking notes.

Use of questions. Instead of just using rhetorical questions, be more active in using such questions. Start with a general, open-ended question to the class, and follow-up a student's answer with a more specific question, directed to the class. In this way, the one student is less likely to feel on the spot and others will feel engaged. Alternatively, have students discuss their views in trios for five minutes and then have a show of hands indicating students' positions. In this way students are exposed to a range of views in a non-evaluative format. Both techniques work best with questions that ask students to weigh arguments and make choices rather than just give information.

Interactive lectures. Students come to class with a degree of familiarity and much misinformation. An interactive lecture piques their curiosity and reveals what students know or don't know about the topic. Start by asking the class to brainstorm everything they know about a new topic, and record their responses on the blackboard or an overhead. Remember that the rules of brainstorming require that all contributions be acknowledged in a non-evaluative way. With the class's input, order contributions into a coherent, rational pattern. It is important that instructors have a clear idea of what should be revealed, but remain flexible enough to depart from their own preconceived ideas. The final creation should reflect the contributions of both class and instructor.

Easy To Implement
Case studies. If you remember Phineas Gage, who had a tamping rod puncture his skull, then you know how vividly theories can be illustrated through case studies. Similar case studies exist for many topics in neuroscience, cognition, child development, psychopathology, and personality. Human-interest stories in the newspaper are another good source and current news events are an especially good source for topics in social psychology. Students can analyze the case using theories presented in class in pairs, small groups, or as a class.

Problem solving lecture. The problem solving lecture begins with a problem, question, paradox, case study, or puzzle to hook students' interest. Solving the problem may require a proof, an experiment, a theory, or an historical narrative. As students listen to the lecture they formulate their own ideas of how the problem could be solved. Ideally, the solution would be revealed utilizing the techniques of the interactive lecture described above, with 10 or fewer minutes left in the class period to heighten suspense and interest.

Writing. Writing assignments ranging from in-class paragraphs to extensive research papers are excellent for fostering active learning (see Nodine, 1990). Writing requires that students analyze, develop, and shape their ideas and presentation. To be most effective, students need feedback from peers or the instructor, and depending on the nature of the assignment, it need not be graded.

Moderately Easy To Implement
Demonstrations and exercises. The best source for demonstrations and exercises specific to your class is usually the instructor's manual for your textbook. Be careful, as not all demonstrations involve active learning. For example, demonstrating discriminative learning by showing a rat in an operant chamber is technically active learning only for the rat. Resources for demonstrations and exercises include teaching journals, newsletters, and books.

Whole class debates. The physical layout of a large lecture hall can facilitate a debate. Students can sit on a side of the room to indicate their position, or the instructor can arbitrarily assign one side to a position. If the room has three sections, undecideds, or those supporting a third position, can sit in the middle. The instructor acts as a moderator calling for statements from each side supporting its position and allowing time for rebuttals. Two or three volunteers from each side can summarize their position and present a conclusion.

More Effort Required To Implement
Group Activities. Large classes, especially, will benefit from group exercises, projects, or discussions that provide a chance for collaborative learning and teamwork. Some schools have recitation sections concurrent with lecture sections for discussion, or demonstrations that would be impossible in the large section. Others require laboratories that serve a similar purpose and give students a chance to do research [See Benjamin (1991) for suggestions]. Debates work particularly well as a small group activity.

Role-playing. Have students act out roles to problem solve or explore some issue. Students can work in small groups to develop their scenario and have representatives present it to the

CONTINUED ON NEXT PAGE
class. Famous personality theorists, DSM IV diagnoses, neurological disorders, ingratiating techniques, defense mechanisms, types of love, and conflict resolution techniques can all be effectively demonstrated. As a final step, have the rest of the class identify the concept the actors are illustrating.

Advanced

Simulation games. Simulation games are extended role-plays that may take one to three hours. These are most successful when students are prepared ahead of time and have the chance to fully discuss and process the experience afterwards. These can range from the relatively simple Lost on the Moon task illustrating group processes, to the more involved Barna or BaFa BaFa for illustrating intercultural communication and culture shock (both available from Intercultural Press 1-800-370-2665). The most elaborate, but extremely effective simulations, may involve the hiring of a consultant and a weekend afternoon (e.g. WorldGame sponsored by the WorldGame Institute, http://www.worldgame.org/~wgi).

Computers. Most instructors are familiar with software packages that run demonstrations or collect data from students to illustrate psychological principles. But with the advent of cyberspace, the possibilities for active learning and interactive classes are limitless. Computer bulletin boards, electronic mail, and the World Wide Web are effective ways to involve students in their learning.

Conclusion

Learning is not a spectator sport. To keep your students from becoming intellectual couch potatoes, get them off the bench and into the game. They will enjoy the class more, and learn and remember more. What more could a coach want?

References and Recommended Readings


Marianne Miserandino received her BA in psychology from the University of Rochester, a PhD in social-personality psychology from Cornell University, and completed a post-doctoral fellowship in human motivation at the University of Rochester. Her commitment to teaching is evidenced by her work as News Editor, reviewer, and frequent contributor to the APA journal Teaching of Psychology. In 1995 she wrote the Instructor's Resource Manual to accompany Social Psychology by Robert S. Feldman. She is currently an assistant professor of psychology at Beaver College. Her research interests include the impact of perceived competence and autonomy on the motivation of elementary school children.
Attention Advertisers

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

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

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* Bold type indicates combined Observer and Observer Employment Bulletin issues

For information on advertising, contact the APS Advertising Department at 202-783-2077.

COLUMN FROM PAGE 3

trying to suggest that they are all examples of what the Evolutionary Biologist Richard Dawkins has called “pernicious rubbish on an almost astrological scale.” I’m only suggesting that it should be almost automatic to ask about any idea, “What’s the evidence?”

Now, as psychologists we don’t stop there. We can get even more specific about what we ask next:

- What kind of study was done?
- What was the dependent variable?
- Was there a control group?
- What kinds of statistical tests were used to analyze the data?
- Has the study been replicated?
- What we’re really asking here is Question Number 2: “What EXACTLY is the evidence?”

Some evidence is so flimsy or fragile that it is not really evidence at all. For example, as I and others have shown, some kinds of eyewitness testimony is so fraught with the probability of error that it is not really evidence at all, and to consider it so can sometimes lead to grave miscarriages of justice.

So these questions about evidence are valuable to be asking over and over in life.

There is a wonderful cartoon that appeared recently in Parade Magazine. And here’s where we get to that cat. Picture this: mother and little son are sitting at the kitchen table. Apparently mom has just chided son for his excessive curiosity. The boy rises up and barks back, “Curiosity killed what cat? What was it curious about? What color was it? Did it have a name? How old was it?”

I particularly like that last question... maybe the cat was very old, and died of old age, and curiosity had nothing to do with it at all.

So in closing the commencement address in England, I reminded graduates that speakers at university graduations give advice freely:

- Go forth.
- Always do right.
- Be true to yourself.
- Make yourself necessary to somebody.
- Wear sunscreen.

It’s all good advice, but my pick for the one advice morse is simple: remember to ask the questions that good psychological scientists have learned to ask. “What’s the evidence?” and then, “What EXACTLY is the evidence?” And if you forget these questions, then just try asking for the name or the age of the cat that curiosity killed.

Do you have something to say about finding the evidence? If so, submit your Letter to the Editor to:

ewr@aps.washington.dc.us

You may also fax it to: 202-783-2083.

September 1998
The Student Notebook — Up, Up and Away!

A note from APSSC President M. Kimberly Beal

This is an exciting time for APSSC and I look forward to participating in its continued development in 1998-1999. My primary goal is to encourage greater student involvement in APSSC, as an organization, and particularly in the events, competitions and grants that it sponsors.

With an expanding website, a newly formed email database of all student members, as well as the existing outlet of this Notebook, I hope to reach more students than ever before and inform them of the exciting opportunities of being active in the Student Caucus.

Not only is this a period of growth and development for APSSC, but for psychological science as a whole.

As a recent participant of the Summit of Psychological Science Societies in Santa Barbara (see the May/June 1998 Observer), I witnessed many people devoted to psychological science working hard to effectively and thoughtfully develop plans and goals for our field.

The Summit was certainly a dynamic process, with few pre-set ideas. The participants themselves constructed the outcomes by forming work groups on various issues. I participated in a work group focused on the state of graduate education in psychology. Shortcomings, strengths and future goals were discussed. A steering committee has been formed, in which I am a member, the goal of which is to delineate recommendations for improvement in graduate training for psychological scientists.

If you have any concerns, comments or recommendations about the state of graduate education in psychology, please feel free to contact me.

As APSSC president, I plan to work hard to ensure that students continue to have a voice in matters that pertain to them.

I encourage students of psychology to become active in APS and APSSC in order to reap the rewards of information, professional development and scholarly advancement that participation will bring.

New Mentorship Chair for 1998-1999

Kymberley Bennett will serve as Mentorship Chair in 1998-99. She is a doctoral student in the Interdisciplinary Social Psychology Program at the University of Nevada-Reno. As the newly appointed Mentorship Committee Chairperson, she plans to continue in the development of a mentoring program whereby students can obtain important academically-related information from participating student and professional mentors. She intends to recruit new mentors and continue in the development of a web site where mentors can be reached. She hopes to encourage participation in this program from a diverse group of individuals within psychology.

Congratulations 1998 APSSC Student Grant Award Recipients

Jill Leibold, Michigan State University, “Cognitive Representations of Women in Memory for Men Likely to Sexually Aggress”

Jeffrey Marotta, University of Nevada-Reno, “Resolution from Problem Gambling Without Formal Treatment: Change Processes and Maintenance Strategies”

Karen M. Falla - Editor

APSSC Officers ◆ 1998-1999

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

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Hot Site

This issue’s Hot Site is a peer-reviewed electronic journal called Prevention and Treatment. Its content focuses on major empirical and theoretical research on prevention as well as the outcome of psychotherapy, social and environmental interventions, and biologically oriented therapy. It also includes integrative literature reviews on these topics and more.

This journal can be accessed at:
http://journals.apa.org/prevention

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

September 1998
Research from Page 18

APS Charter Member Charles Fletcher directs the REU program at the University of Minnesota. "They contribute to design, conduct, analyses, and reporting of the research. Our program involves some 25 volunteer faculty participants and post-program surveys of the participating faculty reveal that the faculty uniformly have very positive experiences. The students say the same—and that it sometimes even changes their lives by showing them that a research career is a viable option for them."

The University of Minnesota undergraduate psychology research trainees work in laboratories in areas including child development, communications disorders, psychology, and educational psychology. The research topics range from studies using the latest methods in psychological science, to the effects of illness on learning and memory in animal modules, to perception in infants, to cognitive processes, to drug abuse in adults, said Overmier.

"We see that highly motivated students are prepared to make significant contributions to ongoing research programs and even to contribute new thrusts to such programs," said Overmier. "We have found that these students can function at levels higher than we once thought. They are quickly on par with first year graduate students, are treated as such, and we expect as much from them. High expectations lead to high performance and contributions."

APS Charter Member Virginia Blankenship is program director for the REU site at Northern Arizona University and said that since she has been involved in undergraduate research for such a long time, she doesn't necessarily see the role of undergraduates changing, but she thinks that students are becoming more aware of the opportunities, more eager to add the experience to their vitae, and more interested in getting the professional development information.

"I have been working with undergraduates in research since the early 1980s," she said. "I have always enjoyed working with undergraduates and then following their careers as they go on to graduate school. The benefits for me are the satisfaction of making a difference, or what I call a 'critical difference,' in someone's life course. Several of the students I have worked with have not gone on to graduate school without first having that experience of doing research. Even if the student decides after doing research that they don't like it, everyone still gains."

Elizabeth Rukcziszni

Addicted from Page 4

are particularly striking among females: More than two times as many white females currently smoke as black females, and almost five times as many white females are frequent smokers as compared with black females."

Mermelstein pointed out that most of the studies on risk factors for initiation focus exclusively on white youth, and it is possible that some of the risk factors for smoking may differ for other groups.

"We need to know more about how the relationship between smoking and certain risk factors may vary by racial and gender subgroups. The prevalence and relative importance of risk may vary as well," she said. For example, "We do not know how parental smoking and verbal messages about smoking interact and are interpreted by youth from different subgroups. We need to know more about why some choose to cope with negative moods by smoking, whereas others might choose other substances, behaviors, or coping strategies. And we need to explore whether some of the strong 'countermandates' against smoking that exist for African-American and Asian-American females can be diffused to other subgroups or whether these protective factors are truly culture specific."

Other presentations touched on the individual differences in smoking and nicotine addiction, psychological interventions, combined treatments, nicotine reinforcement in animals and humans and treatment of special populations.

APS Charter Fellow and conference co-chair Jaylan S. Turkkan said that NIDA has a number of follow-up activities planned. "A special issue of the new journal Nicotine and Tobacco Research will be a compilation of the papers that were presented. We are also planning a number of collaborative tobacco initiatives with both the Robert Wood Johnson Foundation and the National Cancer Institute," she said.

Turkkan, who is chief of NIDA's basic behavioral research branch, cited several significant findings from the conference. "There is now a better understanding of how you can come into the world already predisposed to nicotine vulnerability, either because of genetic factors, or because you were exposed to nicotine in utero," she said. "The genetics data on individual differences in nicotine metabolism with regard to protective factors were also very striking."

The conference also helped identify future directions for research on smoking, according to Turkkan, who indicated that among other things, research is needed on the effect of price on adolescent smoking, and on treatment of adolescent smokers.

Turkkan said that one of the best things to come out of the two days was new recognition about the importance of interdisciplinary perspectives; at the very least hearing and understanding data from disciplines far from the attendees own disciplines.

"In an ideal world, these perspectives 'from cells to society' can and should be integrated and synthesized to understand not only nicotine addiction, but the sources of unhealthy behavior in general," she said, adding that the conference gave researchers a taste of the possibilities.

Kristen Bourke
Obituaries

David William Fulker
1937-1998
Executive Editor of Behavior Genetics

APS Charter Fellow David W. Fulker died at his home on July 9, 1998, at the age of 61, after a valiant struggle with pancreatic carcinoma. He was comforted by his wife, Angela, and his daughters, Katy and Rosie, who were with him.

David Fulker was an internationally recognized authority on methods in statistical genetics that could be applied to the study of human and animal behavior. His scientific work was distinguished by pathbreaking methodological and substantive contributions that drew on his unusual breadth of scholarship, originality, and persistence in the pursuit of innovative ideas.

He was a professor of psychology at the University of Colorado-Boulder, and a Faculty Fellow of the Institute for Behavioral Genetics. In 1996, he was elected a Fellow of the American Association for the Advancement of Science in recognition of his work, and earlier honors included the Dobzhansky Award for Outstanding Research in Behavior Genetics in 1995 and a Distinguished Research Award from the University of Colorado in 1994. His service to the scientific community was reflected in his election as President of the Behavior Genetics Association and, for the past 15 years, his editorship of the scientific journal, Behavior Genetics. His work will live on through the many students who benefited from his brilliance and the clarity of thought that characterized his scientific writing and his teaching.

He began his scientific career in psychology at the University of London, graduating with highest honors in 1964. His interest in genetics took him to the University of Birmingham-England, to study with the leaders of the biometrical genetics school that flourished there. His brilliance manifested itself from the very beginning of his career when his first paper was published in Science. This first paper placed the study of genetic influences on behavior in an evolutionary context, a theme that was to underlie much of his subsequent work. His doctoral research on the application of methods of biometrical genetic analysis to animal and human behavior was carried out jointly in the departments of psychology and of genetics at the University of Birmingham. This research led to the publication in 1970 of one of the most influential methodological papers in human behavior genetics. The paper set the basis for the rigorous application of genetic and statistical principles in the design and analysis of human twin, family, and adoption studies. A new generation of researchers followed the lead provided by this paper to develop human behavior genetics as a central component of modern biomedical and biobehavioral research.

Although his professional career began on the faculty of the Department of Psychology in Birmingham, he moved back to London with his appointment as Director of the Animal Psychology Laboratory and Senior Lecturer at the Institute of Psychiatry, and then Reader in the Psychology of Individual Differences at the University of London. In 1983, he was appointed professor in the Department of Psychology and Faculty Fellow of the Institute for Behavioral Genetics (IBG) at the University of Colorado-Boulder, where he remained except for his continued visits to and association with the University of London. During his 16 years in Boulder, his research career flourished at IBG. He published prolifically, directed numerous research projects, and made major contributions to multivariate genetic analysis, the genetics of intelligence and personality, regression methodology for the study of heritability and environmental influences in human families, and, recently, the development of new methods for the detection and location of genes that affect the expression of complex traits. This recent work provided analytic strategies that led to the detection of a gene on chromosome 6 influencing reading disability in human families and, in mice, genes for an animal model of anxiety; both these studies were published in Science.

Although he spent most of the last two decades in Boulder, he never really felt quite at home away from the excitement of a bustling city. He was drawn back to his native London again and again, most recently in 1996 when he spent a year at the Institute of Psychiatry there and was appointed to the Chair of Statistical Genetics at the University of London.

His later methodological and empirical papers represented the culmination of a scientific career that included outstanding contributions to the study of animal and human behavior, statistics, and quantitative genetics. In addition to his seminal contributions to human research, many of his publications concerned animal behavior and he consistently emphasized the unity of animal and human behavior genetics. This emphasis anticipated the more recent wider recognition, made possible through molecular genetics, that studies of animal models are an essential component of an overall strategy to understand the genetic underpinnings of human traits. His research also highlighted, through the use of novel experimental designs and analytic approaches, the subtle ways in which genetic and environmental influences may interact in the determination of behavior.

Fulker was an exceptionally generous spirit, especially to the large number of students and colleagues who, over a 30-year period, were privileged to study under his guidance or work in collaboration with him. His students, colleagues, and friends will have many fond memories of evenings spent enjoying Fulker's company, his sharp wit and occasionally barbed opinions, and his generosity as a host. The one thing he couldn't abide was boredom. That single aversion manifested itself in all aspects of his professional and social life, in his intellectual curiosity and his constant innovation, his love of gourmet food and wine, his enthusiasm for his native city, and his constant search for the best in life. He will be very greatly missed.

JOHN HEWITT
UNIVERSITY OF COLORADO
Frank Joseph McGuigan 1924-1998
Cognitive Psychophysiolologist

On April 8, 1998, APS Fellow Frank Joseph McGuigan lost his two-year struggle with cancer. McGuigan battled cancer the way he approached his life—with a quiet and focused diligence, he put every fiber of his being into the task at hand.

He continued his scholarly endeavors in the face of extreme discomfort and did so with his usual good nature to the last. Few people knew of his illness. He wanted to be remembered for his achievements, his commitment to science, and his focus on living.

There is no doubt that is how McGuigan will be remembered by all those that knew him, especially those who had the pleasure to work along side or under his tutelage. His dedication to his work, especially to his students, was unwavering.

On his final trip to the hospital, his concern for meeting the needs of his students was foremost in his mind. While in the ambulance his main concern was who could teach his class that week. His commitment to his friends and family was equally strong.

Although born in Oklahoma, McGuigan spent most of his formative years and his last fifteen years in southern California. His attendance at the University of California-Los Angeles (UCLA) and after flitting with a major in chemistry, his interest in psychology led him to a long and productive career. He obtained his bachelor’s degree from UCLA with a major in psychology in 1945. During World War II, he served as a Communications Officer in the US Navy. After his naval service, McGuigan again took up study at UCLA and obtained his master’s degree in 1949. He then went on to the University of Southern California and completed his PhD in 1950.

McGuigan’s desire to learn and enhance the psychological sciences led him to train and work with some of America’s most notable psychologists. He took courses from B.F. Skinner at Harvard University. He worked with W. Horsley Gantt for many years, developing both a close working relationship and a life-long friendship. His work with Gantt led McGuigan to editing Pavlovian Journal of Biological Science for 10 years. McGuigan’s research work with Charles E. Osgood, led to a modification of Osgood’s model that incorporated feedback from covert responses. McGuigan was a student and colleague of Edmund Jacobson. His work with Jacobson led to McGuigan establishing himself as an expert in Progressive Relaxation and the founding of the International Stress Management Association (ISMA) in collaboration with Jacobson. McGuigan had been President of the International Stress Management Association and at the time of his death was the Executive Chairman of the Board. The widely read International Journal of Stress Management was an outgrowth of his many years of work with the ISMA. Even through his illness, he maintained editorial duties and dedication to quality.

With over 23 books, numerous books chapters, and countless journal articles, McGuigan was prolific and contributed greatly to the fields of Psychology and Physiology. In 1960 the first edition of his landmark book Experimental Psychology: A Methodological Approach was published. This book changed the definition of the field from a content-oriented to a methodological one. The seventh edition of this stellar text was published in 1997 and has been translated and published in over five foreign countries. It is a testament to McGuigan’s commitment to both teaching and his ardent view that methodologically sound research was the greatest hope for the field of Psychology.

McGuigan’s initial research focused on the study of secondary reinforcement and knowledge of results. Methodological dilemmas in these areas led McGuigan to reconsider his research direction. McGuigan concluded that the “original and enduring problem of Psychology is that of understanding ‘the mind.’” Influenced strongly by John Watson’s theory of thinking, McGuigan emphatically held that the most fruitful way to research ‘the mind’ was based on a psychophysical model. Determined to measure the complex physical response patterns that constitute “thinking,” McGuigan devoted much of his research energy to the measurement of silent vocalizations during the thinking process.

While teaching at Hollins College, McGuigan received government grants to establish a laboratory for the study of “electropsychology.” His book Cognitive Psychophysiology: Principles of Covert Behavior (1978) was the culmination of over 18 years of work with many excellent students. Cognitive Psychophysiology was considered by many to be a major contribution to the field. In one review, W. Horsley Gantt wrote, “If I were to choose two psychological books on a five-foot shelf, I would choose William James’ Principles of Psychology and McGuigan’s Cognitive Psychophysiology.” Cognitive Psychophysiology masterfully organized information from numerous studies allowing McGuigan to generalize many of the results and further confirm James’ Principle and that of many others, that covert muscular responding occurs during all cognitive activities.

Based on a growing recognition that behavior of the body could not be understood if its components are studied in isolation, McGuigan developed a cybernetic model to integrate the principles of Biological Psychology and hence, provided a unique effort to explicate the nature of mind. He defined the human mind as the selective interaction of systems of the body that generate cognitive activities and that program overt and covert behavior. This effort resulted in the publication of his book Biological Psychology: A Cybernetic Science (1994). His book was a unique contribution to the field, because in integrated all areas of psychology according to cybernetic principles.

Not only was McGuigan’s research superior, but he had a love for teaching and mentoring students. He was awarded the American Psychological Foundation Teaching Award in 1973. Colleagues have remarked that McGuigan was always a student of psychology, and that he never lost his enthusiastic passion for the field, generating the same in his students. His early academic appointments included Pepperdine University, the University of Nevada, and the Human Resources Research Office of George Washington University. Nineteen of his most productive years were spent at Holiness College. At Holiness, he is credited with the development of highly successful master’s pro-
Daniel Katz
1903-1998
Social Scientist

APS Charter Fellow Daniel Katz, emeritus professor of psychology, died quietly at his home Saturday evening, February 28, 1998.

Born in Trenton, New Jersey in 1903, Katz was in his 95th year. Although he had become increasingly frail in recent years, his remarkable intellect and qualities of character remained unchanged. In these frail years he created around himself a supportive community that enabled him to live independently until the end. In this, as in many other ways, he set an example for the many people who knew and loved him.

Katz graduated from the University of Buffalo in 1925 and began doctoral work immediately at Syracuse University. His mentor there, and subsequent co-author in an early survey of student opinions, was Floyd H. Allport, one of the pioneers of social psychology. In 1928 Katz went from Syracuse to the faculty of Princeton University, where he remained for 15 years. It was during the Princeton years that he met and married Christine Braley, who died in 1983.

In the early 1940s Katz joined a group of social scientists in Washington, DC, who were responding to the needs of government agencies for continuing data on the impact of federal policies during World War II. At the end of the war, members of the group, led by Rensis Likert, formed the core of the Institute for Social Research at the University of Michigan. Katz, who had moved to Brooklyn College as chair of the department of psychology, came to Ann Arbor with his family in 1947.

At Michigan, with a joint appointment in the department of psychology and the Institute for Social Research, Katz directed a program of groundbreaking organizational studies and, with Theodore Newcomb, was a major architect of the Michigan doctoral program in social psychology. Since 1970, the University has honored them together with an annual event, the Katz-Newcomb lecture.

Katz's scientific and professional contributions have been recognized with many other honors, among them the Gold Medal of the American Psychological Association, the Lewin Award of the Society for the Psychological Study of Social Issues, the AAPOR Award of the American Association for Public Opinion Research, and election to the American Academy of Arts and Sciences.

Katz is survived by his daughters, Joanna, an artist who lives in Berkeley, and Jean Carwardine, a teacher of English as a second language. Other surviving members of his family are his sister, Svea Sommer, her husband John, and their daughter Catherine. He leaves also his many friends, former students, and research colleagues, all of whom shared the pleasure of his company, the stimulation of his intellect and the inspiration of his example.

ROBERT L. KAHN
UNIVERSITY OF MICHIGAN

FROM PREVIOUS PAGE

gram. From 1976 to 1983 he held academic appointments at the University of Louisville in both the Psychology Department, as well as the Medical School.

From the beginning of his career, McGuigan demonstrated the importance of not isolating himself within the confines of Western psychology. This is evidenced by the international focus of many of his endeavors. McGuigan contributed and gained knowledge from the international psychology community on many levels. He regularly attended international conferences and eagerly published both academic and applied texts for the international market. His move in 1983 to United States International University (USIU) in San Diego, California, aided him in this goal. He held the position of Distinguished Research Professor and Director of the Institute for Stress Management at USIU and remained an active member of the faculty at USIU until his death. His loss is keenly felt at USIU by all who had the pleasure to know and work with him.

Over his career, McGuigan received innumerable and well-deserved awards. Among the most notable was his nomination for the Nobel Prize in Physiology in both 1995 and 1996. He also was awarded the Gold Medal Award for Life Achievement in the Application of Psychology by the American Psychological Foundation in 1995. Humble in his nature, McGuigan was quiet about his many honors. He worked hard and he believed that the reward was in the result of his work and in learning from others.

There is sadness in the loss of such a man, but since McGuigan was the consummate student, hopefully his work demonstrates the importance of being a lifelong student of psychology. Joe McGuigan left us a remarkable body of research, unique in its contributions. It is clear that his work will prove to be the basis of much important future research.

JAMES MADERO
UNITED STATES INTERNATIONAL UNIVERSITY

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Organizational Profile

 Origins and Purpose

SQAB was founded in 1977 by APS Fellow John A. (Tony) Nevin, APS Member Michael Commons and Richard Herrnstein to present symposia and publish material which bring a quantitative analysis to bear on the understanding of behavior. The first Board of Directors included APS Charter Fellows Howard Rachlin and Allan Wagner. Today, SQAB has about 300 members drawn from a number of countries around the world. This International Society holds its annual meeting in conjunction with the Association for Behavior Analysis. Talks at SQAB focus on the development and use of mathematical formulations to characterize one or more dimensions of an obtained data set, derive predictions to be compared with data, and generate novel data analysis. Members represent diverse areas in experimental psychology such as animal learning, psychobiology, psychophysics, and the experimental analysis of behavior. Presenters at each year’s meeting are nominated by the membership.

Membership

Dues are $5.50, which includes the annual newsletter. Members receive news about upcoming meetings by e-mail and participate in the SQAB listserver. The registration fee for the meeting (including dues) is $55 (students $15, post-docs $35). SQAB will meet May 26-27, 1999, at the Chicago Hilton and Towers. To participate in SQAB’s listserver, send an email to: listproc@listserver.tiac.net.

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

The Society for Quantitative Analyses of Behavior

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BACKGROUND

Mathematical formulations have been employed with increasing frequency in behavior analysis to characterize data sets and isolate parameters that summarize the effects of experimental variables; to develop models and derive predictions that can be compared with data; and to generate novel data analyses.

To advance the use of quantitative analyses in behavioral science, SQAB holds annual meetings where researchers present substantial papers on their current work for discussion by colleagues. At recent meetings, presenters have discussed mathematical models and analyses of choice and reinforcement, discrimination and signal detection, timing, behavioral economics, and addiction.

Invited speakers have included William K. Estes, R. Duncan Luce, and Roger N. Shepard.

Until 1993, SQAB met annually at Harvard University as “The Harvard Symposium on Quantitative Analyses of Behavior,” with each symposium dedicated to a particular topic such as choice, foraging, signal detection, or pattern recognition and concept formation. Symposium proceedings were published as a series of volumes based on the papers presented at its meetings.

Since 1993, SQAB has met immediately before the annual convention of the Association for Behavior Analysis (ABA). Its meetings typically include about 15 major presentations organized to address three or four topic areas, an evening poster session, and breakfast tutorials on quantitative methods, in an atmosphere designed to promote lively discussion.

SQAB also sponsors addresses and tutorials dealing with quantitative topics in the ABA program, and provides videotapes of its tutorials that have been edited for classroom use.

SQAB is a Special Interest Group of the ABA and is privately incorporated.

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September 1998
ANNOUNCEMENTS

SEXUALITY RESEARCH FELLOWSHIP PROGRAM: Provides dissertation and postdoctoral support ($28,000 and $38,000 respectively) for social and behavioral science research on sexuality. Joint application from fellow applicant and research advisor/associate required. Applications for academic year 1999-2000 due by Dec. 15, 1998. For more information, write: Sexuality Research Fellowship Program, Social Science Research Council, 810 Seventh Avenue, 31st Floor, NY, NY 10019; email: srf@ssrc.org.

INTIMACY AND DEPRESSION: THE SILENT EPIDEMIC: Are providing a free brochure to consumers with important, useful and timely information about the impact depression and anti-depressants can have on relationships. For a free brochure, tel.: 1-800-577-8550, or visit www.aami.org or www.ndmda.org.

THE UNITED STATES INTERNATIONAL UNIVERSITY (USIU) has recently established the F. Joseph McGuigan Student Research Award in memorial of APS Fellow F. Joseph McGuigan who passed away in April of 1998. McGuigan, an internationally recognized scholar in the areas of cognitive psychophysiology, research methodology and progressive relaxation, was considered by many to be the most eminent researcher and practitioner of progressive relaxation worldwide. Beginning in 1999, the F. Joseph McGuigan Student Research Award will be given annually, to a student at USIU’s Department of Psychology and Family Studies who completes empirical research, applied or basic, that is judged to have made a significant contribution to the field of psychology. To be considered for the F. Joseph McGuigan Student Research Award, nominees must be current students at USIU, in good academic standing at the time of nomination, and fulfill a number of criteria as defined in the Award description. The award recipient will be announced at the University’s annual award ceremony, which typically occurs during the spring commencement. For more information on this award, contact Jan Cone, Dept. of Psych., and Family Studies: email: jcone@usu.edu; tel.: 619-635-4742; fax: 619-635-4858.

The National Heart, Lung and Blood Institute (NHLBI), National Institutes of Health, announces the availability of the Task Force Report on Behavioral Research in Cardiovascular, Lung, and Blood Health and Disease. This report provides a detailed summary of accomplishments to date in behavioral research as it relates to cardiovascular, pulmonary, and blood diseases and sleep disorders; highlights new scientific opportunities; and identifies specific recommendations for future research. In addition, a discussion on two key issues for improving health outcomes is included. See: http://www.nhlbi.nih.gov/nhlbi/science/taskforce.htm; or contact: The National Technical Information Service, 5285 Royal Road, Springfield, VA 22161; tel.: 703-487-4650. The cost for a copy PB98-133168 is $33, a microfiche is $27.

The Law School Admission Council (LSAC) Grants Subcommittee will provide additional funding to continue and expand a nationwide study examining the role of gender in the law school environment. The LSAC Research Grant Program funds empirical research on legal education in the United States and in the common law schools of Canada. Eligible investigators need not be members of law school faculties. Proposals from interdisciplinary research teams are encouraged. There are two reviewing cycles for these grants each year: Sept. 1 and Feb. 1. Contact: Kathleen B. McGeady, Coordinator of Grants and Contracts, Law School Admission Council, P.O. Box 40, 661 Penn Street, Newtown, PA 18940-0040; tel.: 215-968-1377; fax: 215-968-1169; email: kmgeady@lsac.org.

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

JOURNALS

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 the area of specialization. Discourse Studies will especially focus on cross-disciplinary studies of text and talk in linguistics, anthropology, ethnography, cognitive and social psychology, communication studies and law. Contact: Louise Harbey, Journals Marketing Manager, SAGE Publications, 6 Bonhill Street, London EC2A 4PU, UK; tel.: +44 71 374 0645; fax: +44 71 374 8471; email: louise.harbey@sagepub.co.uk.

Nature Neuroscience is a new monthly journal dedicated exclusively to the field of neuroscience. Nature Neuroscience will cover molecular and cellular neuroscience, systems neuroscience, cognitive neuroscience, neuropsychology and psychopathology, 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 Journal of Pharmacy and Pharmaceutical Sciences (JPPS) announces a call for papers. JPPS is a broad-spectrum, multi-media, peer-reviewed, international pharmaceutical journal circulated electronically via the Internet. Manuscripts describing issues related to pharmacy and pharmaceutical sciences will be considered for publication in the journal. Articles will appear individually as soon as they are accepted and are ready for circulation. Papers for submission to the journal may be sent to the journal editor: Fakhroedin Iskandar, Editor, Journal of Pharmacy and Pharmaceutical Sciences, 3118 Dentistry/Pharmacy Centre, University of Alberta Campus, Edmonton, Alberta, Canada, T6G 2N8; tel.: 403-492-2807; fax: 403-492-0951; email: fjinal@pharmacy.ualberta.ca.

The Tenth Greater New York Conference on Social Research will be held Nov. 12-13, 1998, at the Manhattan campus of Fordham University. College and graduate students from across Greater New York (NY, NJ, CT, PA) in the social sciences (sociology, psychology, related fields) are invited to submit papers for possible presentation. Deadlines are Oct. 22, 1998. This student-oriented conference continues to include social hours and symposia on careers, graduate admissions, publishing student research, and (for first-time presenters) a pre-conference workshop on "How to present a conference paper." For details, contact Vincent Prohaska, tel.: 718-960-8776.

The 21st Annual National Institute of Teaching Psychology

Co-sponsored by the American Psychological Society, University of Illinois Department of Psychology, and the University of South Florida Department of Psychology, 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
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September 1998

APS OBSERVER
American Psychological Society
The Journal of General Psychology, devoted to experimental, physiological, and comparative psychology announces a call for papers on visual attention. **Deadline: Oct. 1, 1998.** Issue will be published July, 1999. Papers can be of any length consistent with the content of the paper. All articles in the journal are peer reviewed. For this issue, papers can be of any length. Papers may report single or multiple experiments, may be a review of an area of the literature, or may provide a new theoretical perspective. Papers should present new and interesting ideas in the field of visual attention, that have not been previously published. Papers should be prepared in APA style, along with an enclosed message with a statement that the manuscript is not under concurrent consideration elsewhere. Submit via email directly to: cheal@asu.edu; by mail in quadruplicate to: MaryLou Cheal, 127 E. Loma Vista Drive, Tempe, AZ 85282-3574.

**THE AMERICAN PSYCHOLOGICAL FOUNDATION (APF) requests proposals for the 1999 Esther Katz Rosen Awards.** The Rosen Awards are intended to encourage young men and women to engage in research into psychological issues relevant to giftedness in children (very young children up to and including adolescents). Although the topic is wide in scope, note that there is emphasis on psychological rather than educational issues. Applicants must have a doctoral degree at the time their application is submitted and must be affiliated with a college, university, or research institute that meets US Federal requirements for administering research awards. It is anticipated that up to two awards will be made in 1999, each for a maximum amount of $25,000. Funding will begin by Sept. 15, 1999. The award duration is a maximum of two years and funds may be requested for any expenses legitimately associated with conducting an empirical research project. **Deadline for receipt of completed applications is Dec. 15, 1998.** For more information or for an application, write: American Psychological Foundation, 750 First Street, NE, Washington, DC 20002-4242; phone: 202-336-5843; email: foundation@apa.org

**Funding for the James McKeen Cattell Foundation Fellowship Program begins in September 1999 through May.** The James McKeen Cattell Foundation invites applications for Laurance 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 postgraduate degree and not in the process of writing a dissertation. The deadline for application materials is Dec. 16, 1998 for fellowships beginning Sept. 1999. Recipients will be notified by Mar. 16, 1999. For further information, call or write Stephanie Resko, Univ. Center for Human Values, Louis Marx Hall, Princeton Univ., Princeton, NJ 08544. 609-258-4798, sresko@princeton.edu. For information about the Univ. Center for Human Values: http://www.princeton.edu/ucvhl/

**THE ASSOCIATION OF GENOCIDE SCHOLARS will hold its third international conference at the University of Wisconsin-Madison on June 13-15, 1999.** The theme of the conference is "The Future of Genocide." For further information, please contact Roger W. Smith, Department of Government, College of William and Mary, Williamsburg, VA 23187. Those interested in presenting papers or conducting workshops should send two copies of their abstract by Feb. 15, 1999 to both Professor Frank Chalk, Dept. of History, Concordia University, 1455 de Maisonneuve Boulevard, Montreal, Quebec H3G 1M8, Canada and Smith at the above address. Acceptances by Mar. 15, 1999. Each session will reserve extensive time for discussion.

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

**1999 CALL FOR RESEARCH PROPOSALS**

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

**Special Issue of Journal of Nonverbal Behavior.** "Gesture: Interpersonal, Developmental, and Categorical Aspects" is a special edition of the 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 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.

**Human Development and Social Change—deadline Oct. 15.** Radcliffe Research Support Program applications for postdoctoral research drawing on the center's data resources. Contact: The Henry A. Murray Research Center, Radcliffe College, 10 Garden St., Cambridge, MA 02138; 617-495-8140; email: mrc@radcliffe.edu; http://www.radcliffe.edu/murray.

**AWARDS AND FELLOWSHIPS**

James McKeen Cattell Fund Fellowships for Psychologists: The James McKeen Cattell Fund Fellowships supplement the sabbatical allowances provided by recipients' home institutions to allow the extension of their leaves to be a full year. These awards are available to tenured faculty members and to nonuniversity 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) 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 27708-0060 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 a notification of the trustees' decisions by about Mar. 1, 1999.

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

**SERVICES**

**DATA-COLLECTION ON THE INTERNET**

allows researchers to access non-traditional populations and eliminates data-entry. For information on how we can adapt your study, inventory, or experiment to the internet, please email us at study19@padrino.org or write to Study 19 Productions, P.O. Box 591, North Liberty, IA 52317. You can also visit our website at http://www.padrino.org/study19/.

**TRAINING/WORKSHOPS**

American Foundation for Suicide Prevention has grants available for suicide research. Individual grants are available from the American Foundation for Suicide Prevention for up to $30,000 per year for one or two years for investigators conducting clinical, biological or psychosocial research into the problem of suicide. A larger number of small grants of up to $10,000 per year for one to two years are also available. **Deadline: Dec. 15, 1998, for larger grants: no deadline for small grants.** For further information, call or write the American Foundation for Suicide Prevention, 120 Wall Street, 22nd Floor, New York, NY 10005; tel.: 212-363-3500 for applications and guidelines.

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**Email your announcement to:** kbourke@aps.washington.dc.us

September 1998
Meeting Calendar

September

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

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

Society for Psychophysiological Research
Denver, Colorado
September 23-27, 1998
Contact: Melanie Weiner, APS, 1010 Vermont Ave., NW, Ste 1100, Washington, DC 20005-4007; tel.: 202-783-2077; fax: 202-783-2083; email: mweiner@aps.washington.dc.us

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

Management of Biomedical Research Laboratories
Tucson, Arizona
October 1-3, 1998
Contact: Noah Lopez, Univ. of Arizona, Extended University, PO Box 210158, Tucson, AZ 85721-1058; tel.: 520-626-9060; fax: 520-621-3269; email: noahl@u.arizona.edu

Pharmacologic Treatments for Mood Disorders, Dementia and Alzheimer's Disease
Baltimore, Maryland
October 1-3, 1998
Contact: John Hopkins Medical Institutions, Office of Continuing Medical Education, Turner Building 20, 720 Rutland Ave., Baltimore, MD 21205-2195; tel.: 410-955-2939; fax: 410-955-0807; email: cmen@som.adm.jhu.edu, web site: http://www.med.jhu.edu/cme.

42nd Annual Human Factors and Ergonomics Society
Chicago, Illinois
October 5-9, 1998
Contact: HFES, P.O. Box 1369, Santa Monica, CA 90406-1369; tel.: 310-394-1811; fax 310-394-2410; email: hfes@compuserve.com; http://hfes.org

Multi-Disciplinary Perspectives on Adolescent Health and Sexuality: Research and Health Promotion
Tucson, Arizona
October 7-9, 1998
Contact: Julie Longstaff, Univ. of Arizona, jules@u.arizona.edu or tel.: 520-621-1075

American Association of Marriage and Family Therapy Annual Meeting
Dallas, Texas
October 15-18, 1998
Contact: Dawn Berry; tel.: 202-467-5110

World Federation for Mental Health's 50th Anniversary
London, England
October 22-24, 1998
Contact: Symposium Secretariat, Professional Briefings, 120 Wilton Road, London SW1V 1JZ, UK; tel.: 44 0 171 233 8322; fax: 44 0 171 233 7779; web site: http://www.profbriefings.co.uk/events/partmhm.htm

Society of Experimental Social Psychology
Lexington, Kentucky
October 22-24, 1998
Contact: Rick Hoyle, University of Kentucky; email: sesp98@uky.edu, tel: 606-257-6827

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

November

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

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

Work and Family: Today's Realities and Tomorrow's Visions
Boston, Massachusetts
November 6-7, 1998
Contact: Mary O'Neill, tel.: 202-293-1100 ext. 182; fax: 202-861-0298; web site: www.wellesley.edu/WCF/workfamily.html

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

Tenth Greater New York Conference on Social Research
New York, New York
November 12-13, 1998
Contact: Vincent Prohaska; tel.: 718-960-8776

Society of Southeastern Social Psychologists
Athens, Georgia
November 13-14, 1998
Contact: http://www.richmond.edu/~allison/ssp.html

National Women's Mental Health Conference
Philadelphia, Pennsylvania
November 13-15, 1998
Contact: Lana Weinstein; tel.: 215-482-5353; Phil Weinbach; tel.: 305-668-0070

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

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

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

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

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

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

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

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

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

The Association of Genocide Scholars
Madison, Wisconsin
June 13-15, 1999
Contact: Roger W. Smith, Department of Government, College of William and Mary, Williamsburg, VA 23187; tel.: 757-221-3038; fax: 757-221-1686; Frank Chalk, Dept. of History, Concordia University, 1455 de Maisonneuve Boulevard, Montreal, Quebec H3G 1M8, Canada.

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

3rd Australian Industrial and Organizational Psychology Conference
Brisbane, Queensland, Australia
June 26-27, 1999 (Pre-Conference Workshops: June 24-25 1999)
Contact: Conference Secretariat; tel.: 07 3846 5858; fax: 07 3846 5859; email: kcross@eventcorp.com.au; http://www.ozemail.com.au/~evc/iop

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

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

International Council of Psychologists
Salem, Massachusetts
August 15-19, 1999
Contact: Joan C. Chrisler, Dept. of Psych., Connecticut College, New London, CT 06320; email: jcchr@conncoll.edu

Society for Psychophysiological Research
Granada, Spain
October 6-10, 1999
Contact: Melanie Weiner, tel.: 202-783-2077; fax: 202-783-2083; email: mweiner@aps.washington.dc.us

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

12th Annual U.S. Psychiatric Congress
Atlanta, Georgia
November 10-14, 1999
Contact: Meeting Information; tel.: 714-250-1008

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

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

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

Send announcements to:
APS Observer ♦ Meeting Calendar ♦ 1010 Vermont Ave., NW ♦ Suite 1100 ♦ Washington, DC 20005-4907
tax: 202-783-2083; email: Kbourke@aps.washington.dc.us

September 1998
A Special Offer for New Members!
American Psychological Society
1999 New Member Application

This is a special, limited-time membership opportunity, available only until October 15, 1998. For one low rate, you not only get membership for 1999 but you also get the rest of 1998. Any missed 1998 issues of the APS Journals *Psychological Science* and *Current Directions in Psychological Science* will be sent to you as part of this special offer.

☐ This is my first membership application to APS. (Send application to: APS, PO Box 90457, Washington, DC 20090-0457)

Name ________________________________________________
Last First MI
Mailing Address ______________________________________________
________________________________ __
City State Zip Country
Telephone _____________________________________________________
Office (include extension) Home Fax
Institutional Affiliation _________________________________________
(spell out)
Education
Highest Degree Year of Degree Institution (spell out)
Major Field (circle one): Biological/Physiological ◆ Cognitive ◆ Clinical/Counseling/School ◆ Developmental ◆ Educational Experimental ◆ General ◆ I/O ◆ Personality/Social ◆ Quantitative
Specialty Area ___________________________ Email Address __________

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Join the American Psychological Society today and be a part of the almost 16,000 members who make up one of the most active and rapidly growing scientific societies in the world!
ARIZONA

ASSISTANT PROFESSOR (Tenure Track). The Department of Psychology at Northern Arizona University has an opening for Fall 1999. Required qualifications: Ph.D. in Psychology with scholarly and teaching interests in Cognitive Psychology; teaching experience required. Preferred qualifications: expertise in cognitive processes such as human memory, language, attention, decision making, or problem solving; experience with multicultural populations; and willingness to participate in alternate teaching delivery strategies; including telecommunication and web-based instruction. Responsibilities include advising, teaching undergraduate and graduate-level courses in cognition and other courses as needed by the Department; and engaging in research/scholarly activity. Normal teaching load is 9 credit hours per semester. The 19-person Department oversees an undergraduate program with 600 majors, a master's program, and a multicultural university located in Flagstaff, a scenic, four season mountain area, with over 16,000 undergraduates and a growing graduate student enrollment. Processing of applications will be stopped November 1, 1998 and remain open until the position is filled. Submit letter of application, vita, evidence of teaching competence, official transcripts of all college work, and three letters of reference to: Chair, Cognitive Search Committee, Department of Psychology, Northern Arizona University, Box 15-1010, Flagstaff, Arizona 86011-1510. Northern Arizona University is a committed Equal Opportunity/Affirmative Action Institution. Minorities, women, persons with disabilities, and veterans are encouraged to apply. AZ2

CALIFORNIA

Department of Psychology at California State University, Long Beach invites applications for a tenure-track, assistant professorship in Learning and Behavior. The Department of Psychology at Long Beach begins Fall 1999. Duties include teaching a variety of undergraduate and graduate courses in learning and behavior; developing and teaching courses on a variety of topics in psychology; and engaging in scholarly activity. Evidence of effective teaching at the college level is essential. Candidates must have a Ph.D. in Psychology and a commitment to college teaching. Review of applications will begin March 1, 1999 and continue until the position is filled. Submit letter of application, vita, evidence of teaching competence, official transcripts of all college work, and three letters of reference to: Chair, Learning and Behavior Search Committee, Department of Psychology, Long Beach State University, Long Beach, California 90840-0901. The University of Arizona invites applications for an Assistant Professor position in Social Psychology. The Department of Psychology at the University of Arizona values diversity and encourages applications from members of underrepresented groups. The university is committed to the principles of diversity and equal opportunity. Applications are to be submitted to: Chair, Social Psychology Search Committee, Department of Psychology, University of Arizona, Tucson, AZ 85721. Submit letter of application, vita, evidence of teaching competence, official transcripts of all college work, and three letters of reference to: Chair, Social Psychology Search Committee, Department of Psychology, University of Arizona, Tucson, AZ 85721. Applications should be received by March 1, 1999. The University of Arizona is an EEO/AA Employer. www.aps.org CA2

CAISER PERMANENTE NORTHERN CALIFORNIA has a full-time, tenure-track position for a Clinical Neuropsychologist at our Kaiser Foundation Rehabilitation Center located in Lakeville, CA. This position is responsible for the management of both rehabilitation and research services including administrative and clerical direction of neuropsychology providers as well as clinical oversight and training to post-doc fellows, pre-doctoral interns, graduate students, and psychometric interns. To qualify, you should have a Ph.D. or Psy.D. in Clinical Neuropsychology or related field, an acceptance as a psychology provider from the University of California, Davis, or the University of California, San Francisco, or a license to practice psychology in California and a commitment to developing and maintaining a climate that supports equality of opportunity and respect for differences. Applicants should send a letter describing research and teaching interests, c.v., and copies of representative publications and should forward a placement file or solicits 5 letters of reference addressed to: Stanley Sue, AA Position, Kaiser Permanente Northern California, 2130 East Fourth Street, Redwood City, CA 94063. All materials must be received by November 1, 1998 to be assured of consideration. Search will continue until position is filled. CA3

THE DEPARTMENT OF PSYCHIATRY AT THE UNIVERSITY OF CALIFORNIA, SAN DIEGO is recruiting an academic clinical psychologist with specialization in brief psychotherapy treatment research (e.g., process, outcome). The candidate should be highly trained in psychotherapy treatment research and have a strong background in clinical psychology. This position will be filled at the Assistant/Associate Professor level and will begin July 1999. Applicants must have an A.B., M.A., and Ph.D. in Psychology. All candidates must be eligible for a California medical license. Please submit a letter of application, curriculum vitae, and names, addresses, and telephone numbers of three references to: Dr. Lisa J. Lohr, Department of Psychiatry, University of California, San Diego, La Jolla, CA 92037-8606. All materials must be received by December 1, 1998. The University of California, San Diego, is an equal opportunity employer. www.aps.org CA8

UNIVERSITY OF CALIFORNIA, DAVIS, Davis, CA 95616-6686. The Department of Psychology and the Asian American Studies Program invite applications for a tenure-track position at the Assistant to Associate Professor level to begin July 1999, pending administrative approval. The position will begin September 1, 1999. Applicants must have an A.B., M.A., and Ph.D. in Psychology. All candidates must be eligible for a California medical license. Please submit a letter of application, curriculum vitae, and names, addresses, and telephone numbers of three references to: Dr. Lisa J. Lohr, Department of Psychology, University of California, Davis, CA 95616-6686. Please call: (800) 331-3976. We are an EEO/AA Employer. www.aps.org CA2
assistant, associate or full professional level with a track record of high quality, independent, programmatic research. Applicants must also have an interest in medical school and clinical psychology training programs and be able to qualify for clinical licensure in California. The University of California is an Equal Opportunity Employer. CA4

THE PUBLIC POLICY INSTITUTE OF CALIFORNIA (PPIC), a private, nonprofit research organization dedicated to independent, nonpartisan research on economic, social, and political issues that affect the lives of Californians, is seeking regular full-time Research Fellows to join our multi-disciplinary staff. Applications are invited from new or recent Ph.D.s in political science, public policy, social services, or related fields. We seek candidates whose research is in the areas of race and ethnicity and public policy, with interests in substantive issues such as civic participation, constitutional law, education, employment, housing, immigration, political behavior, poverty, public opinion, voting and welfare. Candidates must have a Ph.D. or a J.D. and be committed to excellence in theory and research methodology in their discipline and a strong interest in public policy. Experience in research on state and local policy issues is highly desirable. PPIC conducts California-focused, policy-related empirical research. RESEARCH FELLOW (Race and Ethnicity) Applications are invited from new or recent Ph.D.s in political science, public policy, social services, or related fields. We seek candidates whose research is in the areas of race and ethnicity and public policy, with interests in substantive issues such as civic participation, constitutional law, education, employment, housing, immigration, political behavior, poverty, public opinion, voting and welfare. Candidates must have a Ph.D. or a J.D. and be committed to excellence in theory and research methodology in their discipline and a strong interest in public policy. Experience in research on state and local policy issues is highly desirable. PPIC conducts California-focused, policy-related empirical research. RESEARCH FELLOW (Education) Applications are invited from new or recent Ph.D.s in economics, political science, public policy, education, sociology and related social science fields. We seek a candidate to do policy-related research in the area of California education, especially in K-12. Candidates must have rigorous training in quantitative research methodology and strong writing and research skills. Please submit vita, letter describing research interests, three letters of reference and samples of written work by Dec. 1, 1998 to: Research Fellow, Education, Attn: Michael Teitz, Director of Research, PPIC, 500 Washington Street, #800, San Francisco, CA 94111. Please note which position you are applying for. Competitive compensation and benefits package. For more information visit www.ppici.org. PPIC is an equal opportunity employer. CA5

CLAREMONTE McKENNA COLLEGE. Clinical Psychologist. Claremont McKenna College (CMC) invites applications for an adult clinical psychologist with a subspecialty in forensic psychology or health/community psychology. The appointment will be made at the assistant, associate or full professor level. Applicants must hold a Ph.D. from an APA-approved program in clinical psychology and possess strong statistical and meth­odological skills. The ideal candidate will be able to establish and supervise community placements for undergraduate interns and teach courses in abnormal psychology, personality, clinical psychology, and general psychology, as well as classes in their own areas of specialization. We are especially interested in psychologists with teaching and research experience who can contribute to the applied emphasis of the department, the legal studies program, or the public policy orientation of the college. Claremont McKenna College is a highly selective undergraduate institution ranked among the top dozen liberal arts colleges nationally. CMC is a member of the Commonwealth Institute of the Universities of California and a partner of the University of Redlands and of Caltech. It also includes Pomona, Scripps, Pitzer, Harvey Mudd and the Claremont Graduate University. Collectively, The Claremont Colleges constitute an important part of the greater Claremont community of 6,000 students. Claremont is located 35 miles east of Los Angeles. Closing date is November 16, 1998. Applicants should provide a curriculum vitae, state a current teaching interest, and arrange to have three letters of reference submitted to: Mark Costanzo, Chair, Clinical Psychology Search Committee, Claremont McKenna College, 850 Columbia Avenue, Claremont, California 91711-6420. Claremont McKenna College is an affirmative action, equal opportunity employer. CA7

Social Psychology, Position #514. The Department of Psychology at the UNIVERSITY OF CALIFORNIA, SANTA CRUZ, invites applications for an tenure-track assistant professor position in social psychology. We are looking for persons capable of teaching both graduate and undergraduate level courses who also are actively engaged in research and show promise of continued research productivity. The successful candidate must be able to demonstrate potential for excellence in research and teaching. We seek to hire an individual whose strengths best complement those of the current faculty and our program. Bringing together laboratory and field methods, our program focuses on social justice issues of theoretical importance to students and professionals within a variety of meaningful applied contexts. As the social psychology group at UCSC follows Lewin’s “full cycle” model of social, we currently emphasize issues of social identity, intergroup relations, diversity, social cognition including prejudice and stereotyping, education, language issues, and feminist theory/gender issues and social influence. Beginning salary is $41,200 - $45,900, commensurate with qualifications and experi­ence. Applicants must have a Ph.D. or related field by July 1, 1999; must be conferred no later than June 30, 2000. Please submit a letter of application describing their research and teaching interests, a curriculum vitae, reprints and preprints, and have three confidential letters of recommendation forwarded to: Faculty Search Committee, Provision #514, Psychology Department, 277 Social Sciences 2, University of California, Santa Cruz, Santa Cruz, CA 95064. Applications must be postmarked by November 6, 1998. Women and minorities are especially encouraged to apply. UCSC is an EEO/AA employer. CA7

GENESIS RESEARCH ASSOCIATES, Applied Social Science Research, invites applications for a tenure-track position in Social Psychology broadly defined, beginning in the academic year 1999. Applicants should have a Ph.D. in psychology or related field by July 1, 1999, and be able to demonstrate potential for excellence in research and teaching. Applicants have a Ph.D. in psychology or related field by July 1, 1999, and be able to demonstrate potential for excellence in research and teaching. Applicants must also be capable of teaching both graduate and undergraduate levels. The University of California, Davis, is an affirmative action, equal opportunity employer with a strong institutional commitment to the development of a climate that supports equality of opportunity and respect for differences. Applicants should send a letter describing research and teaching interests, an curriculum vitae, copies of representative publications, and should forward a placement of recommendation to: Dean Keith Simonton, Quantitative Position, Department of Psychology, One Shields Avenue, University of California, Davis, CA 95616-8686. All materials must be received by December 1, 1998, to be assured of consideration. Search will continue until position is filled. CA11

The Department of Psychology at SOUTHERN CALIFORNIA COLLEGE invites applications for two tenure-track faculty positions. Southern California College is a Christian liberal arts college of 1200+ students. We are seeking applicants with a Ph.D. in a relevant field of psychology who have demonstrated evidence of successful teaching and scholarship, and a desire to relate psychology to issues of Christian life and faith. Competitive salary and good benefits. Letters of Interest, C/o Degree Completion Program (DCP) in Psychology (Human Development Emphasis). Start date as soon as possible (no later than January, 1999). Responsibilities include curriculum and program development for new psychology major (in adult learner format) and teaching in both DCP and traditional undergraduate...
psychology programs. Experience with adult learner programs desirable. 2. Assistant or Associate Professor of Psychology, beginning August, 1999. Area of specialization is open. Responsibilities include teaching in the traditional undergraduate program and in a new DCP psychology program. Review of applications begins immediately and continues until the positions are filled. Additional information at http://psych.ucsc.edu/psychonhome.html. Send curriculum vitae and names, addresses, and phone numbers of three references to: Dr. Douglas Degeleman, Chair, Search Committee for Developmental Psychology, Southern California College, 55 Fair Drive, Costa Mesa, CA 92626 (degeleman@psych.ucsc.edu). AA/EOE. CA12

DEVELOPMENTAL NEUROSCIENCE—The Department of Psychology at the UNIVERSITY OF CALIFORNIA, SANTA BARBARA, invites applications for a tenure-track position at the rank of Assistant Professor effective July 1, 1999. Applicants with a strong research program in Developmental Neuroscience with a direct bearing on behavior are encouraged to apply. The candidate will participate in both our graduate training program in Neuroscience and Behavior leading to the Ph.D. degree and our undergraduate B.S. degree in Biopsychology. Possible areas of specialization include psychopharmacology, development of brain mechanisms underlying the maturation of behavior or psychological function; the neural underpinnings of developmental disorders; or the genetic determinants of brain and behavioral development. Current faculty research interests at UCSB can be found at the following websites (Department of Developmental Psychology, http://psyc.berkeley.edu; Neuroscience Research Institute: http://lifesci.ucsb.edu/~nriweb/). Candidates will be expected to show evidence of excellence in teaching and research. A Ph.D. is required at the time of appointment. Applicants should submit a letter describing research and teaching interests accompanied by a curriculum vita and representative publications, and should arrange to have three letters of recommendation sent by December 1, 1998 to: Developmental Neuroscience Search Committee, Department of Psychology, University of California, Santa Barbara, CA 93106-9660. The University of California is an Equal Opportunity/Affirmative Action Employer. CA13

Advanced Research Associate: The Social Processes Laboratory of the HOUSE ABSTRACT (a private non-profit research institute) has an opening for a full-time scientist to participate in NIH-funded research on auditory, visual, and vibratoctile speech perception and word recognition. The position is available immediately. Qualifications include a Ph.D. in a relevant academic area such as speech perception of psycholinguistics. Candidates must have a strong research program in experimental methods, statistics, and mathematics are being sought. Competitive salary scale. Applicants should send curriculum vitae and three reference, to: Dr. L. E. Bernstein, House Ear Institute, 2100 W. Third St., Los Angeles, CA 90057. CA14

Cross-Cultural Cognitive Development Position Human Development and Family Studies of the Department of Human and Community Development at the UNIVERSITY OF CALIFORNIA AT DAVIS announces an academic year (i.e., 9-month appointment) tenure-track position at the rank of Assistant or Associate Professor effective July 1, 1999. Applicants with strong research programs in cognitive development and conduct research on cultural and other contextual determinants of variations in human cognitive development. Fiscal year term appointment (i.e., of strong preference) will be offered and continued based on academic personnel review. Candidates should have a Doctorate or equivalent in Psychology, Human Development, or related fields, and a record of research in cognitive development. Knowledge of brain-behavior relationships is desirable. Appointment expected on or before July 1, 1999. Applicants should submit a letter of interest, curriculum vita, representative reprints, and the names and addresses of four references to: Dr. C. M. Aldwin, Chair, Search Committee for Human Development, c/o Search Committee Coordinator, Department of Human and Community Development, University of California, Davis, CA 95616, Fax: (530) 752-9693, Phone: (530) 752-9692, October 30, 1998. Applications will be accepted, however, until the position is filled. The University of California is an affirmative action/equal opportunity employer. CA15

Action/Equal Opportunity Employer. Women and minorities are encouraged to apply. Send letter of interest to Nancy Adler, Ph.D., c/o Wanda Matsubayashi, UCSC, Box 0984; San Francisco, CA 94143-0984, or email wandam@itsa.ucsd.edu. CA16

COLORADO

UNIVERSITY OF DENVER-Department of Psychology: Anticipates a tenure-track position in Child Clinical Psychology to begin Fall, 1999. The primary requirement for this position is excellence in research and teaching. Ph.D. or equivalent in Psychology and teaching experience and published research in psychology journals required. Ability to apply computer technology in the classroom and work with diverse groups. Salary commensurate with education and experience. Review of applications begins October 15, 1998; appointment begins fall semester, 1999. Send letter of application, current curriculum vita, three current letters of reference addressing qualifications, publications and description of scholarly activities; evidence of successful teaching including student and peer evaluations and syllabi, copies of graduate and undergraduate transcripts to: Chair, Search Committee for Developmental Psychology, Department of Psychology, Campus Box 54, Metropolitan State College of Denver, P.O. Box 173362, Denver, CO 80217-3362; or FAX (303) 556-2169. CO3

ASSISTANT PROFESSOR IN DEVELOPMENTAL PSYCHOLOGY, METROPOLITAN STATE COLLEGE OF DENVER: Department of Psychology, tenure-track position to teach undergraduate classes in developmental psychology, research methods, and introductory psychology. Twelve credit teaching load per semester, day and evening, and advising. Ph.D. with a strong research program in experimental social psychology. Twelve credit teaching load per semester, day and evening, and advising. Ph.D. with experience in experimental social psychology. Twelve credit teaching load per semester, day and evening, and advising. Ph.D. with a direct bearing on behavior are encouraged to apply. The candidate will participate in both our graduate training program in Neuroscience and Behavior leading to the Ph.D. degree and our undergraduate B.S. degree in Biopsychology. Possible areas of specialization include psychopharmacology, development of brain mechanisms underlying the maturation of behavior or psychological function; the neural underpinnings of developmental disorders; or the genetic determinants of brain and behavioral development. Current faculty research interests at UCSB can be found at the following websites (Department of Developmental Psychology, http://psyc.berkeley.edu; Neuroscience Research Institute: http://lifesci.ucsb.edu/~nriweb/). Candidates will be expected to show evidence of excellence in teaching and research. A Ph.D. is required at the time of appointment. Applicants should submit a letter describing research and teaching interests accompanied by a curriculum vita and representative publications, and should arrange to have three letters of recommendation sent by December 1, 1998 to: Developmental Neuroscience Search Committee, Department of Psychology, University of California, Santa Barbara, CA 93106-9660. The University of California is an Equal Opportunity/Affirmative Action Employer. CA13

THE UNIVERSITY OF CALIFORNIA, SAN FRANCISCO (UCSF) seeks an Associate or Full Professor of psychology to be appointed with tenure. Area of research is open, but candidate's interests should be relevant to health psychology and cognitive or behavioral neuroscience. In addition to his/her own research and scholarship, the appointee will participate in teaching medical students and in collaborative work with the Center for Behavioral and Policy Sciences at UCSF and will take a leadership role in the development of a joint graduate training program involving UCSF and UC-Berkeley. Position will remain open until filled, but applications should be received by November 1 to ensure full consideration. UCSF is an Affirmative
ment Biology of the University of Colorado (Boulder and Denver campuses) are collaborating in twin and adoption studies, and QTL sib analyses of clinical populations aimed at defining genetic mechanisms and gene loci contributing to the clinical conditions of conduct disorder, antisocial personality disorder, and substance dependence. Positions are open for Postdoctoral Fellows in psychiatry, psychology, behavioral genetics, and molecular genetics. Senior faculty include T.J. Crowley (Psychiatry); J.C. Defries, J.K. Hewitt, R.P. Corley, M.C. Stalling (Behavioral Genetics); R.M. Swanson (Genetics); and K.S. Krauter (Molecular Genetics). Interested U.S. citizens and permanent residents should send a letter of interest, including career goals and research interests, and three letters of reference by October 15, 1998 to: Thomas J. Crowley, M.D., Department of Psychiatry, University of Colorado Health Sciences Center, 4200 East Ninth Avenue, Box C268-35, Denver, Colorado 80262. The University of Colorado is an Equal Opportunity Employer. C05

THE UNIVERSITY OF COLORADO, BOULDER. INSTITUTE OF BEHAVIORAL SCIENCE and the Department of Psychology invite applications for an Assistant Professor, tenure-track position in the Social Psychology of Health Behavior. Ph.D. is required. Preference will be given to candidates at the assistant professor level with post-doctoral research and teaching experience. The position is in the Institute of Behavioral Science with teaching responsibilities through the Psychology Department. A major commitment to and demonstrated excellence in research is expected, as well as excellence in teaching. The Department of Psychology is committed to increasing the diversity of its faculty. Substantive interest in the antecedents, correlates, and development of health behaviors, and in processes for changing health (social behaviors) is essential. Send letter, vita, and names of three references to: Dr. Richard Jessor, Director, Institute of Behavioral Science, University of Colorado, Campus Box 483, Boulder, CO 80309. Deadline for applications is October 31, 1998. The University of Colorado at Boulder has a strong commitment to the principle of diversity in all areas. In that spirit, we are particularly interested in receiving applications from a broad spectrum of candidates, including members of ethnic minorities, and disabled individuals. It is our intent to live up to both the letter and the spirit of this statement. C06

YALE UNIVERSITY expects to make two appointments at the rank of Assistant Professor in developmental psychology effective July 1, 1999. Applications representing any area of specialization are welcome. Applicants are expected to have demonstrated excellence in research and will be expected to provide high-quality teaching at both undergraduate and graduate levels. Applicants should send a letter of application, a curriculum vita, papers or reprints, and should arrange for three letters of recommendation to be sent to: Jane Corley, Developmental Search Committee, Department of Psychology, Yale University, 2 Hillhouse Avenue, P.O. Box 208205, New Haven, CT 06520-8205. The deadline for completed applications is November 15, 1998. CT1

ASSISTANT PROFESSOR, CLINICAL PSYCHOLOGY: The Department of Psychology at YALE UNIVERSITY expects to make two appointments at the rank of Assistant Professor in clinical psychology effective July 1, 1999. Applications representing any area of specialization are welcome. Applicants are expected to have demonstrated excellence in research and will be expected to provide high-quality teaching at both undergraduate and graduate levels. Applicants should send a letter of application, a curriculum vita, papers or reprints, and should arrange for three letters of recommendation to be sent to: Jane Corley, Developmental Search Committee, Department of Psychology, Yale University, 2 Hillhouse Avenue, P.O. Box 208205, New Haven, CT 06520-8205. The deadline for completed applications is November 15, 1999. Yale is an Equal Opportunity/Affirmative Action Employer, and applications from women and minority group members are especially welcome. CT2

The Psychology Department of CONNECTICUT COLLEGE seeks an Assistant or Associate Professor for a tenure-track position in physiological psychology beginning in the 1999 Fall Semester. Possible courses to be taught are Behavioral Neuroscience (with lab), Psychopharmacology (with lab), Research Methods, and courses in the faculty member’s area of specialization (e.g., psychophysiology, neuropsychology). The successful candidate will have an active program of research and publication and demonstrated potential for excellence in teaching. Ph.D. is required. Connecticut College is a highly selective, private residential college with a strong commitment to the liberal arts tradition and an emphasis on broad interdisciplinary teaching and research. The department also offers a M.A. degree in psychology. Faculty teach five courses per year. Tenured faculty have a full-time-months sabatical leave. Connecticut College is actively seeking to diversify its faculty and is an Affirmative Action/Equal Opportunity Employer. Connecticut College applications have a curriculum vitae, recent publication, and three letters of reference to: Joan C. Chrisler, Chair, Department of Psychology, Connecticut College—Box U-20, 502 Hillside Avenue, New London, CT 06320-4196. Review of applications will continue on November 5, 1998 and continue until the position is filled. CT3

ASSISTANT PROFESSOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY: The Department of Psychology at the UNIVERSITY OF CONNECTICUT is seeking a person with expertise in the field of human factors and ergonomics to join the faculty in our Industrial/Organizational Psychology Program. We are currently accepting applications for both a junior-level tenure-track position to begin Fall 1999. Candidates should have a Ph.D. in psychology or a closely related discipline. In addition, candidates will be expected to exhibit outstanding potential for productive scholarship and a commitment to excellence in teaching at all levels. Applicants should send a letter describing research and teaching qualifications and interests, a curriculum vitae, three letters of recommendation, and up to three reprints or preprints of publications to: Janet J. Barnes-Farrell, Ph.D., Chair, Industrial/Organizational Search Committee, Department of Psychology, University of Connecticut, P.O. Box 208205, New Haven, CT 06520-8205. Screening of applicants will begin on December 1. For more details about our graduate program in Industrial/Organizational Psychology, please refer to: http://www.ioypsych.uconn.edu. The University of Connecticut encourages applications from under-represented groups including minorities, women and people with disabilities. (Search #99A14) CT4

ASSISTANT OR FULL PROFESSOR in SOCIAL PSYCHOLOGY: The Psychology Department at the UNIVERSITY OF CONNECTICUT in Storrs invites applications for a position in Social Psychology beginning in the Fall of 1999. The present search is open in terms of rank but preference will be given to more senior applicants. We will consider applications until November 1, 1998. The Department of Psychology is committed to the principle of diversity in all areas of social psychology and encourages the application of all qualified candidates. (Search #99A16) CT4

ASSISTANT, ASSOCIATE OR FULL PROFESSOR in SOCIAL PSYCHOLOGY: The Psychology Department at the UNIVERSITY OF CONNECTICUT in Storrs invites applications for a position in Social Psychology beginning in the Fall of 1999. The present search is open in terms of rank but preference will be given to more senior applicants. We will consider applications until November 1, 1998. The Department of Psychology is committed to excellence in teaching at the undergraduate and graduate levels, and in research on all areas of social psychology. Interested candidates from under-represented groups are encouraged to apply. Interested candidates should send a curriculum vitae, statement of research and teaching interests and experiences, no more than three reprints or preprints of publications, and three letters of recommendation to: Dr. Jeffrey D. Fisher, Social Psychology Search Committee, Department of Psychology, University of Connecticut, P.O. Box 208205, Storrs, CT 06269-8205. For more details about the Social Psychology Division, please refer to: http://www.acs.nps.edu/psychology/epic/psychsocial.html. The University of Connecticut encourages applications from under-represented groups including minorities, women and people with disabilities. (Search #99A14) CT5

ASSISTANT PROFESSOR in CLINICAL HEALTH PSYCHOLOGY: The Department of Psychology at the UNIVERSITY OF CONNECTICUT invites applications for two tenure-track positions at the Assistant Professor level in Clinical Psychology, beginning in the Fall semester, 1999. We are especially interested in bolstering our offerings in pediatrics and neuropsychology and behavioral health psychology. Applicants must have graduated from APA accredited doctoral training programs and be license-eligible in the State of Connecticut. We seek colleagues who have interests and expertise in teaching psychological assessment to beginning graduate students and a commitment to excellence in teaching undergraduates. Applicant’s first position should have advanced training in clinical neuropsychology and an active or promising research program in clinical neuropsychology functioning, preferable but not necessarily with children. Applicants for the second position should have an active or promising research program in some aspect of behavioral health psychology, with an orientation toward primary or secondary prevention. Screening for both positions will begin immediately, closing date is October 31, 1998. Interested applicants should send a curriculum vitae, statement of research and teaching interests and experiences, three or more letters of recommendation, and representative reprints or reprints to either Deborah Fein, Ph.D., Chair, Clinical Neuropsychology Search Committee (Search #99A16), Department of Psychology, University of Connecticut, P.O. Box 208205, Storrs, CT 06269-8205. Information about our Clinical Psychology program can be found at: http://aps.unl.edu/ct/psychology.html. The Department of Psychology, University of Connecticut actively encourages applications from under-represented groups including minorities, women and people with disabilities. (Search #99A16) CT4

APS OBSERVER
September 1998
FLORIDA- The Department of Marketing at the University of Florida invites applicants for an Assistant Professor position, effective August 1999. Applicants should have an interest in judgment and decision making and should be willing to investigate decision processes in consumer and/or managerial contexts. Applicants must have a Ph.D. or be ABD near completion, and should exhibit a potential for impactful research. Our faculty is composed of an attractive mix of consumer researchers, marketing strategists, and quantitative modelers. We invite applicants for one Assistant Professor position with limited teaching pressure. Gainesville offers a pleasant quality of life and a family-friendly community. Applications must be post-marked by November 1, 1998. View evidence of teaching ability, research papers and publications, and the names of three references should be sent to: Bert Weitz, Department of Marketing, P.O. Box 118290, Gainesville, FL 32611. The University of Florida is an Equal Opportunity/Affirmative Action Employer.

GEORGIA

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

Georgia Tech enrolls approximately 13,000 students with strong backgrounds in science and technology, and is committed to excellence in both undergraduate teaching and graduate programs. The campus is located in one of the South's most dynamic and attractive cities, featuring an abundance of excellent recreational and cultural opportunities. Salary, startup funds, and benefits are highly competitive. Interested persons should send a C.V., representative preprints/reprints, 5 letters of recommendation, and a brief statement of interest to Ruth Kanfer, Chair, I/O Search Committee, School of Psychology, Georgia Institute of Technology, 3333 8th St., Atlanta, GA 30332-0170. Deadline for applications is October 12, 1998, though applications will be accepted until the position is filled. Successful candidates must have a Ph.D. degree when they begin their Fall, 1999 appointment. Georgia Institute of Technology is an affirmative action employer. GAI

FLORIDA

Cognitive or Social Psychology- University of Florida

APS OBSERVER

September 1998

Senior Research Associate/Director of Research

The Section for Institutional and Faculty Studies of the Association of American Medical Colleges (AAMC) is looking to fill the position of Senior Research Associate/Director of Research for our Washington, DC office. The AAMC is a nonprofit association that represents the 125 accredited US medical schools, the 16 accredited Canadian medical schools, more than 400 major teaching hospitals, 86 academic and professional societies, and the nation's 67,000 medical students and 103,000 residents.

Qualifications include a PhD degree in a social science discipline, including training in the techniques of survey research, sampling theory, statistical analyses, and data presentation. At least 10 years of experience in planning and executing policy-related studies, statistical analyses, and data reporting, in areas related to faculty demographics and biomedical science workforce and/or medical school organization, structure, and finances is required. We anticipate that the candidate chosen will have significant expertise in the use of computer systems and statistical programs and databases, including Access, Lotus, Excel, SAS, SPSS, and data management and analysis software. Familiarity with Unix and Informix would also be helpful.

Responsibilities of the position are to plan and conduct studies of trends in faculty characteristics and the biomedical and health sciences research workforce using data from the AAMC's Faculty Roster System, and conduct studies of medical school finances and other institutional characteristics using data from the AAMC's Institutional Profile System. The candidate hired may also be called upon to conduct studies to enhance the management effectiveness and efficiency of medical schools, including projects that relate to institutional and departmental sizing of faculty and staff, faculty productivity, and the use of space and facilities.

The Association of American Medical Colleges offers an exceptional salary and benefits package. To apply, please send a cover letter and resume, with salary requirements, to: AAMC, HR-345, 2450 N. St., NW, Washington, DC 20037; FAX: (202) 862-6212. EOE, M/F/D/V.
following areas: higher-order cognitive processes, neuropsychological modeling, cognitive development in children, cognitive neuroscience, or human-computer interaction. In addition to teaching in the area of expertise, the candidate will be expected to teach graduate courses in quantitative/statistics and those developed in their specialty area as well as sensation & perception and learning at the undergraduate level. Middle-aged and matured candidates are encouraged. All applicants must have strong research potential in which graduate students can be involved and must be competitive for external funding. Send statement of interest, four reference letters, and representative reprints or preprints to Cognitive/Experimental Search Committee, c/o Joseph D. Allen, Head, Department of Psychology, University of Georgia, Athens, GA 30602-3013; all materials must be received by December 1, 1998. CLINICAL PSYCHOLOGY. The University of Georgia invites applications from individuals with research interests in the general areas of Child Clinical Psychology or Developmental Psychology and who are license-eligible. Responsibilities include research, graduate and undergraduate instruction, and practicum supervision. The successful candidate in this tenure-track position will join a nationally prominent and productive clinical research faculty and a department interested in promoting the careers of beginning scholars. Collaborative associations with the Institute for Behavioral Research offer excellent research development opportunities. The deadline for applications is December 1, 1998. Application must be post-marked by December 1, 1998. Send CV, reprints and preprints, statement of research interests, and three letters of reference to: Chair, Clinical Search Committee, Department of Psychology, University of Georgia, Athens, GA 30602-3013; all materials must be received by December 1, 1998. FACULTY POSITIONS: DEPARTMENT OF PSYCHOLOGY-KENNESAW STATE UNIVERSITY, a progressive comprehensive university in the University System of Georgia, invites applications for two Assistant Professor tenure-track positions in the Department of Psychology, beginning in August 1999. Both positions require an earned doctorate and strong interpersonal skills. Teaching load will average 10 to 12 hours per semester or equivalent. KSU has established a notable record for the inclusion of minorities and women in its educational mission and strongly encourages applications from women and minorities. An earned doctorate in experimental social psychology is required. Qualifications include demonstrated effectiveness in teaching and supervision, relevant research and publication experience, participation in teaching and research involving undergraduate students, and service to the university community. Starting date is negotiable. Candidates must have completed the Ph.D. and have an APA approved internship. We seek a clinical researcher, licensed or license eligible, with administrative potential and a record of published scholarship. A program of research that can be conducted in the clinic is highly desirable; in fact, as vehicle for clinical training, this is more important than a strong background in administration. The appointment will require some graduate level instruction and clinical experience. The department is committed to quality assurance of patient care conducted in the clinic. The Director will be charged with collaborating with others inside and outside the department to develop grant-funded, research-based interventions. To insure full consideration, applications should be sent to: Clinical Search Committee, Department of Psychology, University of Illinois at Chicago, 1613 W. Harrison St., Chicago, IL 60607. Applications will be accepted September 1998.
The DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN invites applications for a full-time tenure-track position in Social Psychology at the Assistant Professor level (Ph.D. required), although more senior applicants with outstanding records may be considered. The primary criteria for appointment will be excellence in research and teaching. The position will begin August 21, 1999. Salary is dependent upon experience and qualifications. Interested persons should send a vita, a statement of research and teaching interests, at least three letters of recommendation, and pre/reprints to Ed Diener, Chair, Social Search Committee, University of Illinois, Department of Psychology, 603 E. Daniel St., Champaign, IL 61820 (217-333-4804). Complete applications must be received by November 1, 1998 to receive full consideration, although complete applications may be reviewed earlier. Information concerning the Psychology Department’s programs, research facilities, and faculty can be obtained on the World Wide Web at http://s.psych.uiuc.edu. The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

The UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN invites applications for a tenure-track position in Quantitative Psychology with a specialization in Mathematical Modelling in the area of research design. Although we are seeking candidates with strong substantive interests as well as quantitative sophistication. The primary criteria for appointment will be excellence in research and teaching. The position begins August 21, 1999 (Ph.D. required). Although it is likely that we will hire at the assistant professor level, applications from all nomination individuals will be considered. Salary is dependent upon experience and qualifications. Interested persons should send a vita, a statement of research and teaching interests, at least three letters of recommendation, and pre/reprints to: Brian H. Ross, Chair, Mathematical Modelling Search Committee, University of Illinois, Department of Psychology, 603 E. Daniel Street, Champaign, IL 61820 (217-333-0632). Review of applications will begin October 15, 1998 and continue until the position is filled. Information concerning the Psychology Department’s programs, research, facilities, and faculty can be obtained on the World Wide Web at http://s.psych.uiuc.edu. The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

The DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN invites applications for a full-time tenure-track position in Perception or related areas such as Attention and Visual Cognition. It is likely that we will hire at the beginning of the academic year, but more senior candidates with exceptional records are welcome to apply. The primary criteria for appointment will be excellence in research and teaching (Ph.D. required). The position will begin August 21, 1999. Salary is dependent upon experience and qualifications. Interested persons should send a vita, a statement of research and teaching interests, at least three letters of recommendation, and pre/reprints to: Lawrence Hubert, Chair, Individual Differences Search Committee, University of Illinois, Department of Psychology, 603 E. Daniel Street, Champaign, IL 61820 (217) 333-0632. We may interview some candidates before the appointment decision is made. All applications received by that date will receive full consideration. The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

The DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN invites applications for a full-time tenure-track position in Cognition to begin in the fall of 1999. Salary is dependent upon experience and qualifications. Interested persons should send a vita, a statement of research and teaching interests, at least three letters of recommendation, and pre/reprints to: Lawrence Hubert, Chair, Cognition Search Committee, University of Illinois, Department of Psychology, 603 E. Daniel Street, Champaign, IL 61820 (217) 333-7746. For full consideration, all application materials must be received by October 10, 1998. Information concerning the Psychology Department’s programs, research facilities, and faculty can be obtained on the World Wide Web at http://s.psych.uiuc.edu/index.html. The University of Illinois is an Affirmative Action, Equal Opportunity Employer.
we are especially interested in someone who can contribute to an ongoing departmental emphasis in teaching advanced doctoral-level methodological courses in such areas as statistics, computer methods, and psychological assessment. Our primary criterion is potential to contribute as a teacher and as a scholar to the department's quantitative program, the ideal candidate's research interests would complement one or more of our other graduate programs: cognitive, counseling, development, or social. Responsibilities include teaching an active and productive research program and teaching at the graduate and undergraduate levels. Applicants are encouraged to apply until the position is filled, but for thorough consideration, candidates should send a vita and three letters of recommendation by October 31, 1998 to Chair, CRP Search Committee, Department of Psychology, 118 Hagar Hall, University of Notre Dame, Notre Dame, IN 46556-5636 (FAX: 219-631-8883). Notre Dame is an affirmative action employer. Women and minorities are especially encouraged to apply. IN2

TWO TENURE TRACK OR TENURED POSITIONS, RANK OPEN: The Department of Psychology at the UNIVERSITY OF NOTRE DAME is interested in hiring a full professor (open rank) whose research and teaching interests are related to cultural influences on the functioning of individuals and groups. Examples of specific research topics might include, but are not limited to, cultural influences on family dynamics, racial/ethnic minorities in education, and biological correlates of physical health of racial/ethnic minorities, poverty, prejudice, discrimination, or stereotyping. Although we are especially interested in teaching, the ranks are open and the department's research program has strong scientist-practitioner focus and emphasizes chronic conditions (severe mental illness, neurological conditions, etc.) across the life span. The Department of Psychology has 29 full-time faculty members, approximately 450 undergraduate majors, and graduate programs in clinical psychology (MS), psychology (PhD), and Clinical Rehabilitation Psychology (MS, PhD). Information about the department and IUPUI is available on the World Wide Web. The Department of Psychology has a PhD in psychology with specialization in health or rehabilitation, and eligibility for licensure in Indiana are required. The Search Committee will begin the formal review process November 15, 1998; applications will be accepted until the position is filled. Salary is competitive. Duties include teaching, research, and service to the university. Send vita, three letters of recommendation to: Chair, CRP Search Committee, Department of Psychology, University of Notre Dame, 118 Hagar Hall, University of Notre Dame, IN 46520. IUPUI is an Affirmative Action/Equal Opportunity Employer. Women and minorities are strongly encouraged to apply. IN4

KANSAS

The Psychology Department at WICHITA STATE UNIVERSITY seeks qualified individuals to fill a tenure eligible assistant professor position in Human Factors Psychology, pending funding. We offer the Ph.D. in Human Factors and Community-Clinical Psychology. Applicants must have a Ph.D. in Psychology or other appropriate field. Training or experience in human factors or other areas of applied experimental psychology is preferred. Applicants should have research experience and interest in one or more applied areas of psychology, such as traffic, interaction, aging, motor control, safety, medical systems and rehabilitation, training methodology. This position requires active research and publication, the ability to teach collaboratively, a commitment to attracting external funding, and a commitment to diversity in the graduate program. Teaching requirements may include graduate and undergraduate courses in human factors and other areas. Wichita State University is located in the largest city, a major industrial and metropolitan area with a population of approximately half a million. Salary is competitive. Females and minorities are encouraged to apply. Application deadline is November 15, 1998, or the 15th of the month thereafter until the position is filled. Send a letter of application, resume, and three letters of recommendation to: Charles Burdsall, Chair, Psychology Department, Wichita State University, 1845 N. Fairmount, Wichita, KS 67260-0034, AA/EEO. KS1

KENTUCKY

UNIVERSITY OF KENTUCKY- Two Tenure-Track faculty positions: The Department of Psychology has been designated as one of 11 Targets of Opportunity for the advancement of research excellence at the University of Kentucky. New funds have been allocated to add two new faculty lines for scholars interested in the psychology of safety systems and injury prevention research; the latter includes topics such as delinquency, criminal behavior, and other forms of behavioral dysfunction. The primary criteria for both positions will be the capacity to establish a productive research program capable of achieving national recognition and to continue extramural funding; (3) and interdisciplinary research focus that can forge collaborative connections with faculty in the Department of Health and Safety Sciences units at the University; and (4) the potential to bridge two or more of the Department's research centers (Clinical Psychology, Social Psychology, and Cognitive Science). The University of Kentucky offers excellent research facilities, a collection of energetic colleagues committed to a search for excellence, and the cadre of researchers from a variety of disciplines interested in substance abuse or prevention, and exceptional support services (e.g., Sanders Center on Alcoholism and Drug Dependence) University of Kentucky is an Affirmative Action/Equal Opportunity/Affirmative Action Employer. Women and minorities are strongly encouraged to apply. IN4

MARYLAND

The UNIVERSITY OF MARYLAND COLLEGE PARK has a new opening for a faculty member at the Full Professor level in Cognitive Psychology. Applicants should have a publication record indicative of a great career of scientific research and will be expected to contribute to the undergraduate and graduate program in Cognitive Psychology. Please send a vita, journal-article reprints, records of any extramural funding and a list of three people (names, addresses and telephone numbers) to: Cognitive Search Committee, Psychology Department, University of Maryland, College Park, MD 20742-1500.
ASSISTANT PROFESSOR
Cognitive Neuroscience

The University of Massachusetts Boston is seeking to fill the position of Assistant Professor of Psychology. This is a tenure-track position in experimental cognitive neuroscience, to begin Fall of 1999 semester. Doctorate in Psychology is required. Postdoctoral experience with a research background in imaging techniques strongly preferred. Responsibilities include an active research program and teaching at both the graduate and undergraduate level. We are a dynamic department, with an APA accredited doctoral program in clinical psychology, excellent laboratory facilities and associations with other local research and medical institutions. A candidate’s application should include a description of research and teaching experience, curriculum vitae, pre-reprints, and three letters of recommendation. The search committee will begin reviewing applications in mid October, 1998 with the intention of bringing finalists for interviews in November and December. Please send materials to: Dr. Helen Tager-Flusberg, Chair, Faculty Search Committee, Psychology Department, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393. You can also FAX your materials to 617-287-6336. An Affirmative Action, Equal Opportunity, Title IX employer.

U MASS BOSTON

Maryland, College Park, Maryland 20742. Women and minorities are encouraged to apply. Informal discussions about this opening are welcome; please send e-mail queries to tnelson@glue.umd.edu or call Professor Nelson at (301) 405-0352. The University of Maryland actively subscribes to both a policy of affirmative action and equal educational and employment opportunities. For best consideration, all of the above application materials should be received by October 7, 1998. MD1

THE UNIVERSITY OF MARYLAND AT COLLEGE PARK has an opening for a faculty member at the Assistant or beginning Associate Professor level in Cognitive Psychology. Applicants should have a publication record indicative of a great potential for scientific research and will be expected to contribute to the undergraduate program and the graduate program in Cognitive Psychology. Please send a vita, journal article reprints, records of any extramural funding, and arrange to have at least three letters of recommendation sent to: Cognitive Search Committee, Psychology Department, University of Maryland, College Park, Maryland 20742. Women and minorities are encouraged to apply. Informal discussion about this opening are welcome; please send e-mail queries to tnelson@glue.umd.edu, or call Professor Nelson at (301) 405-0352. The University of Maryland actively subscribes to both a policy of affirmative action and equal educational and employment opportunities. For best consideration, all of the above application materials should be received by October 7, 1998. MD1

THE UNIVERSITY OF MARYLAND, COLLEGE PARK, has a new opening for a faculty member at the Full Professor level in Developmental Psychology. Applicants should have a distinguished publication record indicative of an eminent career of scientific research in any area of developmental psychology and will be expected to contribute to the undergraduate and graduate program in Developmental Science. A joint program involving the Department of Psychology and the Department of Human Development. Please send a vita, reprints, evidence of extramural funding and a list of three references (names, university affiliations, and E-mail addresses) to: Developmental Psychology Search Committee, Department of Psychology, University of Maryland, College Park, MD. 20742-4411. Informal discussions about this position are encouraged; please send E-mail correspondence to Prof. Shedler at shedler@umd.edu. The University of Maryland actively subscribes to both a policy of affirmative action and equal educational and employment opportunities. For best consideration, all of the above application materials should be received by November 1, 1998. MD4

ASSISTANT PROFESSOR
Clinical Psychology

The University of Maryland actively subscribes to both a policy of affirmative action and equal educational and employment opportunities. For best consideration, all of the above application materials should be received by November 1, 1998. MD4

Assistant Professor/ Clinical Psychology (tenure-track) position available in the Department of Medical and Clinical Psychology at the UNIFORMED SERVICES UNIVERSITY OF THE HEALTH SCIENCES (USU). Seeking a clinical researcher to actively participate in a Boulder Model clinical psychology Ph.D. program. Responsibilities include graduate teaching, clinical research, and supervision of graduate student research. Candidate will also be expected to provide clinical supervision. Post-Doctoral fellowship experience and specialty in the area of psychopharmacology preferred. Competitive salary, eleven-month position, fully budgeted. Submit C.V. and names of three references to Dr. Rene S. Farrell, Department of Medical and Clinical Psychology, Uniformed Services University of the Health Sciences, 4301 Jones Bridge Road, Bethesda, MD 20814-4799. USU is an equal opportunity employer. Information about the Department and School is available on the World Wide Web at http://www.usuhs.mil/mps. MD5

JOHNS HOPKINS UNIVERSITY, Department of Psychology, seeks applicants for two tenure-track positions (rank open) in cognitive psychology beginning July 1, 1999. Areas of specialization are open, and applications from all qualified individuals are welcome. We are especially interested in applicants with expertise in (1) quantitative methods (especially mathematical modeling), or (2) developmental psychology. Send CV (including a statement of research and teaching interests), reprints, and three letters of recommendation to: Cognitive Search Committee, Department of Psychology, Johns Hopkins University, 3410 N. Charles St., Baltimore, MD 21218. Review of applications will begin immediately and will continue until a candidate is selected. Minority women are especially encouraged to apply. The Johns Hopkins University is an Equal Opportunity, Affirmative Action Employer. MD6

MASSACHUSETTS

WILLIAMS COLLEGE DEPARTMENT OF PSYCHOLOGY: seeks candidates for an anticipated tenure-track position in Cognitive Psychology beginning July 1, 1999. The appointment will be at the Assistant Professor level, with the expectation of the Ph.D. in hand or expected by September 2000. In exceptional circumstances, a senior appointment will be considered. The position is open. The normal course load consists of a survey course on Cogni-
tive Psychology, the cognitive section of a team-taught Introductory Psychology course, an advanced research seminar in the candidate's area of interest, and either a Research Methods course or an upper level seminar. We seek gifted teachers and scholars who can involve students in their research. We offer excellent facilities, research support, highly capable students, and competitive salaries. Applications will be processed on a rolling basis. Deadline is November 15, 1998.

Send selected reprints or preprints, and information on teaching experience and effectiveness to: Dr. Kris Kirby, Chair, Cognitive Psychology Search Committee, Department of Psychology, Williams College, Williamstown, MA 01267. An Equal Employment/Affirmative Action Employer, Williams College encourages application from women and minorities.

WILLIAMS COLLEGE DEPARTMENT OF PSYCHOLOGY: seeks candidates for an anticipated tenure-track position in Clinical Psychology beginning July 1, 1999. The appointment will be at the Assistant Professor level, with the expectation of the Ph.D. in hand or expected by September 2000. In exceptional circumstances, a senior appointment will be considered. Area of specialization is open. The normal course load consists of a survey course on Psychological Disorders, the psychopathology section of a team-taught Introductory Psychology course, and an advanced research seminar in the candidate's area of interest, and either a Research Methods course or an upper level seminar. We seek gifted teachers and scholars who can involve students in their research. We offer excellent facilities, research support, highly capable students, and competitive salaries. Applications will be processed on a rolling basis. Deadline is November 15, 1998. Send vita, three letters of reference, selected reprints or preprints, and information on teaching experience and effectiveness to: Dr. Terry Beehr, Chair, I/O Search Committee, Department of Psychology, Central Michigan University, Mt. Pleasant, MI 48859. Send application letter, vita, reprints and preprints, and names and addresses of three references to: Dr. Terry Beehr, Chair, I/O Search Committee, Department of Psychology, Central Michigan University, Mt. Pleasant, MI 48859. Applications will be reviewed beginning November 15, 1998 and will continue until the position is filled. Send an application letter, vita, reprints and preprints, and names and addresses of three references to: Dr. Janet Maeda Carlson, CNAS Search Committee, Department of Psychology, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105-1899, email: carlson@macalester.edu, phone: (651) 696-6432, FAX: (651) 696-6432. Initial review of applications will begin on October 15, 1998 and continue until the position is filled.

MINNESOTA

Personality Psychology-MACALESTER COLLEGE is seeking candidates for a tenure-track assistant professor position in personality psychology for appointment in the fall term of 1999. Primary teaching responsibilities include: personality, research methods, and intermediate and advanced level courses in the area of personality. Experience with social psychology, clinical/counseling psychology, or history and systems of psychology will be desirable. The person appointed to this position will have the opportunity to supervise student research, contribute to a multicultural curriculum and to participate in interdisciplinary research and teaching. Area of specialization is open. Urban studies, legal studies, and women's and gender studies. Excellent start-up funds and lab facilities will be provided for this position. Ph.D., and preferences will be given to gifted teachers and scholars who can involve undergraduate students in their research. Additional information about the college and the department is available at our website: www.macalester.edu. Review of applications will begin on October 15, 1998 and will continue until the position is filled. Send a letter of application including teaching and research interests, curriculum vitae, three letters of recommendation, and preprints or reprints to: Dr. Jack E. Rossman, Department of Psychology, Macalester College, 1600 Grand Avenue, St. Paul, Minnesota 55105-1899, email: rossman@macalester.edu, FAX: (651) 696-6348, Phone: (651) 696-6110, Macalester College is an Equal Opportunity/Affirmative Action Employer.

ASSISTANT PROFESSOR IN COUNSELING PSYCHOLOGY-The Department of Psychology at the UNIVERSITY OF MINNESOTA Twin Cities seeks outstanding candidates for a tenure-track Assistant Professor position in Counseling Psychology. The department is especially interested in individuals who have demonstrated scholarly excellence that would strengthen the department in counseling psychology and related areas. Areas of research might include, but are not limited to, the interface of counseling and social psychology, multicultural counseling, process and outcome research, individual differences and psychological assessment, career decision making and vocational counseling, the changing nature of work and organizations, the relationship between occupational stress and psychological and physical health, and health psychology and aging. Candidates must have a Ph.D. in psychology or a related field by December 31, 1999, and an internship. Essential qualifications are demonstrated scholarly excellence and a well-planned program of research. Excellence in teaching and eligibility for tenure are important factors. Applicants must have completed the Ph.D. degree by September 6, 1999. Candidates should have a record of research and teaching excellence. Applicants will be expected to initiate an active research program using neuropsychological, electrophysiological, neuropsychopharmacological, cellular, or other modern approaches - most likely with animal models. Applicants should have broad interests in the field with a well-planned research program and be able to contribute to the university-wide graduate program in Neuroscience. They will be expected to teach graduate and undergraduate courses, including physiological psychology. In addition, candidates will be expected to contribute to the research and training needs of the department.

MICHIGAN

Industrial/Organizational Psychologist-The Department of Psychology at MICHIGAN UNIVERSITY invites applications for a tenure-track appointment at the Assistant Professor level effective 8/99. A doctorate in I/O Psychology is expected. Experience in research and teaching ABD can be considered. Candidates will be expected to teach graduate and undergraduate courses in I/O Psychology and other areas, direct theses and doctoral dissertations, and maintain an active research program in I/O Psychology. Specialty area within I/O psychology is open. The successful candidate will have a strong record of research productivity, and evidence of potential for excellence in teaching and training. The search committee will begin October 23, 1998, and continue until the position is filled. Send an application letter, vita, reprints and preprints, and names and addresses of three references to: Dr. James Northam, Chair, M/O Search Committee, Department of Psychology, Michigan State University, East Lansing, MI 48824. Additional information about the college and the department is available on the Psychology Department's Web page at http://cla.msu.edu/psych. Please refer your letter of application with "Position CLA". Interested candidates should submit a curriculum vitae, a 500-word statement of research and teaching interests, selected reprints and preprints, and names and addresses of three references to: Dr. James Northam, Chair, M/O Search Committee, Department of Psychology, Michigan State University, East Lansing, MI 48824. Applications will be reviewed starting October 15, 1998. Position is open until filled.

BEHAVIORAL NEUROSCIENTIST-The Department of Psychology of the UNIVERSITY OF MINNESOTA-Twin Cities seeks outstanding candidates for a tenure-track assistant professor position in its Cognitive and Biological Psychology Program. We seek individuals specializing in the study of neural mechanisms of learning, memory, perception, cognition, and/or motor programs. Applicants must have completed the Ph.D. degree by September 6, 1999. Candidates should have a record of research and teaching excellence. Applicants will be expected to initiate a productive research program using both behavioral and animal models. Applicants should have broad interests in the field with a well-planned research program and be able to contribute to the university-wide graduate program in Neuroscience. They will be expected to teach graduate and undergraduate courses, including physiological psychology. In addition, candidates will be expected to contribute to the research and training needs of the department.
experience. The beginning date for this full-time nine-month appointment is September 7, 1999. This position is 20% available on the Psychology Department’s web page at http://clu.umn.edu/psych. Interested candidates should submit a curriculum vitae, a 1-2 page statement each of their long-term research program and of their teaching interests, up to 3 reprints/ preprints, and 3 letters of reference to: Chair of the Appointments Committee, Department of Psychology, N218 Elliott Hall, 75 East River Road, University of Minnesota, Minneapolis, MN 55455-0344. Please refer to your letter of application for the section where these materials should be submitted. The University of Minnesota is committed to the principle of equal opportunity in employment and education without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, veteran status, or sexual orientation. MN4

MISSISSIPPI

Assistant Professor: Cognitive Psychology. The Psychology Department of Millsaps College seeks applicants for a tenure-track position beginning August 1999. Millsaps College is a highly selective, private liberal arts college of approximately 1400 students and hosts the only Phi Beta Kappa chapter in Mississippi. Candidates should have a Ph.D. in any area of Cognitive Psychology (an exception ABD will be considered) with a strong teaching philosophy, making and a secondary interest in developmental psychology; a passion for undergraduate teaching; and a strong commitment to an active research program with students. The course load is three courses per semester including, Cognitive Psychology Perception, Developmental Psychology, Introductory Psychology, and Special Topics courses. Application deadline is December 15, 1998. Applications should include a curriculum vitae, statement of research interests, statement of teaching philosophy, teaching evaluations, sample syllabi, and three letters of reference to: Stephen Black, Chair Department of Psychology, Millsaps College, 1701 N. State Street, P.O. Box 150108, Jackson, MS 39210. EOE. Women and minorities are encouraged to apply. MS1

MISOURI

Assistant Professor: Cognitive Psychology. The Psychology Department of Washington University in St. Louis is continuing the expansion of its Psychology Department. The past three years, the Department has recently moved into a new 105,000 square foot building. Three new tenure-track positions are open for the 1998-2000 academic year. For the two clinical positions, postdoctoral research experience is preferred and successful completion of an APA-approved internship in clinical psychology is an absolute requirement. CLINICAL PSYCHOLOGY OF THE AGING ADULT. The Department seeks applicants for an appointment at the junior level for a person with interests in memory, cognitive, neuropsychological, or social processes in older adults. This position will complement the long-standing focus in the Department in the areas of neuropsychology and dementia. This position is filled. CLINICAL HEALTH PSYCHOLOGY: The Department seeks junior applicants interested in research and teaching in the area of health psychology, especially those with research programs in psychological aspects of asthma, cancer, cardiovascular disease, diabetes and/or pediatric health issues. This position will complement the research efforts of three researchers in the Division for Health Behavior Research in the Medical School. COGNITIVE PSYCHOLOGY/COGNITIVE NEUROSCIENCE: The Department is seeking applicants for a tenure- or tenure-track position at any level, although the appointment will probably be at the junior level. Preference will be given to applicants with research programs applying neuroscientific approaches to the study of attention, language, memory, and/or clinical neuropsychology. Candidates using person behavioral techniques will also be considered. The primary qualifications for each position are demonstrated excellence in research and teaching, and especially encouragement applications from women and members of minority groups. Please send a curriculum vitae, reprints, a short statement of research interests, a letter of recommendation to: Henry L. Roediger III, Chair, ATTN: (specify appropriate Search Committee), Department of Psychology, 630 Seitenstett, 950 N. 4th Street, St. Louis, MO 63108. Women and minorities are strongly encouraged to apply. MO1

NEBRASKA

ASSISTANT PROFESSOR/ CLINICAL PSYCHOLOGY: tenure-track position available in the Department of Psychology at the UNIVERSITY OF NEBRASKA-LINCOLN. Responsibilities include: graduate and undergraduate teaching, clinical and research supervision of graduate students, maintaining and active program of research, and participation in the clinical psychology program. Qualifications include: Ph.D. in clinical psychology, clinical and research experience, and record of achievement in scholarship and teaching, and license eligibility. Review of applications will begin November 2, 1998 and continue until the position is filled. Send letter of application, vita, reprints, and three letters of recommendation to: Chair, Clinical Search Committee, Department of Psychology, University of Nebraska-Lincoln, Lincoln, NE 68588-0308. The University of Nebraska-Lincoln is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans With Disabilities Act. Contact Claudia Price-Decker at (402) 472-3721 for assistance. NE1

NEVADA

NEVADA

ASSISTANT PROFESSOR/ CLINICAL PSYCHOLOGY: tenure-track position available in the Department of Psychology at the UNIVERSITY OF NEVADA, RENO. Responsibilities include: graduate and undergraduate teaching, clinical and research supervision of graduate students, maintaining and an active program of research, and participation in the clinical psychology program. Qualifications include: Ph.D. in clinical psychology, clinical and research experience and record of achievement in scholarship and teaching, and license eligibility. Review of applications will begin November 2, 1998 and continue until the position is filled. Send letter of application, vita, reprints, and three letters of recommendation to: Chair, Clinical Search Committee, Department of Psychology, University of Nevada-Lincoln, Lincoln, NE 68588-0308. The University of Nevada-Lincoln is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans With Disabilities Act. Contact Claudia Price-Decker at (402) 472-3721 for assistance. NE1

NEW JERSEY

Department of Psychology, Rutgers University. New Brunswick campus is accepting Applications for tenure-track assistant professors. Advertising for four positions, but will consider only two openings, in which case the best candidates will be chosen. Applications will be considered for either September 1999 or September 2000. Each position will require graduate and undergraduate teaching as well as a strong research program. Candidates who show strong evidence of being able to develop an independent, externally-funded research program are desired. Behavioral Neuroscience Area of research specialization is open and may include the neurobiology of learning and memory, motivation, ingestive behavior, and the application of behavioral genetic and molecular biological approaches to other areas of behavioral research. Clinical Neuropsychology Clinical neuropsychologist whose research will be concerned with the neurological and psychological mechanisms of behavior, emotion, and cognition. The department will consider candidates with various interests, including but not limited to brain imaging, cognitive assessment, and biological correlates of psychopathology. Cognitive Neuroscience. Cognitive neuropsychologist or cognitive neuroscientist with a major research program combining analysis of cognitive structure and function in humans with study of neural systems underpinnings (e.g. through neuroimaging). Cognitive Science/Decision Science Applicants with research interests in the cognitive processes and computational models underlying reasoning and decision making and the computational analysis of theories to models of rationality or optimality. Particularly attractive are candidates with research appli-
ASSISTANT PROFESSOR STATE UNIVERSITY OF NEW YORK AT STONY BROOK

The Department of Psychology invites applications for a tenure-track position in the Social/Health area beginning September 1999. Applicants should have doctoral or postdoctoral training in either health or social psychology, and have the skills and experience necessary to initiate, conduct, and supervise multidisciplinary research on basic processes in health psychology. We seek applicants who possess a strong theoretical orientation as well as a record of first-rate research and mentoring skills. We would especially welcome applicants whose research interests span health and social psychology. This position focuses on the interface between health and any of the following: social cognition, stress and coping, social relationships, or race or gender. The applicant would participate in a unique, research oriented, culturally diverse graduate training program with other social and health psychologists and should be an Equal Opportunity/Affirmative Action Employer.

Review of applications will begin October 1, 1998, although later applications will be considered until the position is filled.

Interested applicants should submit a letter of application indicating specific research interests, a curriculum vitae, reprints or preprints of completed research, and three letters of recommendation. All materials should be sent directly to:

Dr. B.J. Strupp, Dept. of Psychology
505 Business Hall
State University of New York at Stony Brook
New York, NY 11790-3600

Postdoctoral Associate position at COLUMBIA UNIVERSITY in lab studying the cognitive effects of developmental brain damage using animal models. Two current NIH-funded projects concern early experience and postnatal development respectively. Studies involving transgenic animal models of altered folate metabolism and Downs syndrome are currently being initiated. The individual will be responsible for designing experiments to specify the cognitive processes affected, identify the mechanism underlying the cognitive dysfunction, and test improved therapeutic interventions. The individual will be given to collaborate 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 Sage Hall, Ithaca, NY 14853-7601. Fax: (607) 255-1033; Phone: (607) 255-2694, or e-mail to:

bjs13@cornell.edu AA/EEO/ADA

NY5

ASSISTANT PROFESSOR STATE UNIVERSITY OF NEW YORK AT STONY BROOK

New York State University at Stony Brook maintains a strong commitment to diversity and to the recruitment of women, minority group members, and persons with disabilities. Women and minorities are encouraged to apply. NY1

Social Psychology/Feminist Theory

The Department of Psychology, Sociology, Anthropology, and Social Work, COLLEGE OF STATEN ISLAND/CUNY, seeks candidates for an open tenured tenure-track position as assistant professor of Psychology, beginning in September 1999. Required: a doctorate in Psychology with specialization in social psychology and feminist theory and a demonstrated commitment to research, publication, and undergraduate teaching. Position described in detail. Responsibilities include teaching courses in social psychology and the psychology of women; developing courses in such areas as cultural and gender studies, feminist theory, psychoanalytic theory, and qualitative research methods; performing department and college service; and carrying on research. The search committee anticipates making two appointments for the fall of academic year 1999. Successful candidates will possess advanced knowledge of statistics, research methods, survey development, and outcomes research. The college is an equal opportunity, affirmative action employer.

Send three professional references to:

Charles Flaherty, Chair
Psychology, Visual Arts and Creative Therapy
Frelinghuysen Road, 2800 Victory Blvd., Staten Island, NY 10314

EEO/AA/ADA employer NY2

NEW YORK UNIVERSITY OF NEW YORK AT BUFFALO

The Department of Psychology anticipates making two appointments at the Assistant Professor level, to begin in September, 1999. One will be in Cognitive Neuroscience, for applicants with expertise in human brain imaging. The other will be in Behavioral Neuroscience, for applicants with expertise in mammalian research. Applicants should have a doctoral degree in Neuroscience, and have an active program of research and be prepared to teach at both undergraduate and graduate levels. Please send a curriculum vitae; a one-page research statement; and three letters of recommendation to the Neuroscience Search Committee, Department of Psychology, Princeton University, Princeton, NJ 08544-1010.

Applications should be submitted by November 15, 1998 and will be considered until the position is filled. Princeton is an equal opportunity, affirmative action employer.

NY2

STATE UNIVERSITY OF NEW YORK AT BUFFALO

The Department of Psychology anticipates making two appointments in Fall, 1999. (1) Cognitive Psychology. Two positions: One junior, one open rank. Specialization in cognitive development, memory, categorization or attention. For senior position, there should be evidence of the ability to attract external funding. (2) Clinical Psychology. Two Assistant Professor positions. Specialization in treatment outcome research, child or adult psychopathology, children and families, or health psychology is preferred. The quality of applicants is more important than their research area. Applications will be evaluated upon receipt with the closing date October 15, 1998.

Send curriculum vitae, three letters of recommendation, and three sets of reference materials by Nov. 1, 1998. Send application indicating specific research interests, a curriculum vitae, reprints or preprints of completed research, and three letters of recommendation. All materials should be sent directly to:

Charles Flaherty, Chair
Psychology, Visual Arts and Creative Therapy
Frelinghuysen Road, 2800 Victory Blvd., Staten Island, NY 10314

EEO/AA/ADA employer NY2
be prepared to provide high-quality teaching within our undergraduate and graduate programs. A supportive research environment, a nationally recognized Health Sciences Center, and convenient access to many patient populations make Stony Brook ideal for a long-term career in health psychology. Its seaside setting 60 miles from Manhattan and a wealth of historical and recreational resources and fine public schools make it an attractive and enjoyable place to live.

Applicants should submit a statement of interest in the position, a curriculum vitae, separate statements of research interests in teaching philosophy, teaching evaluations, representative publications, and a minimum of three letters of recommendation to: Chair, Search Committee, Department of Psychology, SUNY at Stony Brook, Stony Brook, NY 11794-2500. Deadline is October 31, 1998, although applications will be reviewed upon receipt. SUNY Stony Brook is an Affirmative Action/Equal Opportunity Employer.

North Carolina

The Department of Psychology at Duke University has a non-tenure-track Assistant Research Professor position in the area of experimental and theoretical social psychology, with a particular emphasis on animal learning. This three-year appointment is renewable for an additional two years. Duties include three courses per year and collaboration with John Staddon, a world leader in animal learning. The three-year appointment is renewable for an additional two years. Duties include three courses per year and collaboration with John Staddon, a world leader in animal learning.

Applications should be submitted by November 1, 1998, but applications will be accepted until the position is filled. Application materials should include a statement of research interests, curriculum vitae, copies of publications and other supporting materials, summaries of teaching evaluations, and three letters of reference. Send complete application materials and names of three references to: Dr. J. Staddon, Department of Psychology, Experiment, Duke University, Durham, NC 27708-0086. Application review begins October 15 and continues until position is filled.

Duke is an Equal Opportunity/Affirmative Action Employer. NCI

Ohio

Tenure-Track Assistant Professor. Pending final administrative approval, the Department of Philosophy at Kent State University seeks applications for tenure-track faculty positions at the Assistant Professor level starting in the 1999-2000 academic year. Applicants should have a Ph.D. in philosophy prior to the start of the appointment. All positions involve teaching at the graduate and undergraduate levels and the direction of theses and dissertations. Ability to teach graduate seminars in the applicant’s field is desirable. Teaching experience, an established publication record, and strong potential for extramural funding are expected. We are especially interested in applicants whose research compliments that of current faculty, including medical ethics, philosophy of mind, epistemology, ethics, and environmental philosophy. The successful candidate will also be expected to demonstrate a commitment to undergraduate education. The individual should be a committed and active scholar and be prepared to develop an active research program involving graduate and undergraduate students.

SUNY-Stony Brook is an Affirmative Action/Equal Opportunity Employer.

Oregon Health Sciences University

Oregon Health Sciences University is an affirmative action equal opportunity employer.

Oregon

Perception: The Lewis and Clark College Department of Psychology invites applications for a tenure-track assistant professor position in Perception beginning Fall, 1999. Lewis and Clark College is a private liberal arts college with 1700 undergraduates. The candidate must be able to teach Perception, Statistics, Advanced Statistics, and introductory Psychology; an ability to teach Cognition is also desirable. The successful candidate will also be a regular participant in the college’s first-year general education course. Candidates are expected to develop and seek external funding for an active research program involving undergraduate students which holds promise of national recognition. Strong computing skills, excellent teaching credentials and an appreciation of the role of research at an undergraduate institution are essential. Ph.D. in Perception/Experimental Psychology required. Applications should be received by Nov. 9, 1998 and include: (1) a vita; (2) a statement of educational philosophy, teaching experience, and research interests; (3) evidence of teaching effectiveness; (4) examples of scholarship; and (5) three letters of recommendation. Send to: Thomas J. Schoeneman; Chair, Perception Search Committee, 0615 SW Patitaine Hill Road, Department of Psychology, Lewis and Clark College, Portland, OR 97219 (e-mail: schoenem@lclark.edu). Lewis and Clark College is an Equal Opportunity Employer and encourages the applications of women and minority candidates.

Pennsylvania

Swarthmore College-Psycholinguist. The Department of Psychology announces a tenure-track position at the assistant professor level to begin September, 1999. The individual will be responsible for teaching intermediate and advanced undergraduate courses in the psychology of language and related areas of cognitive science. We seek an individual with a commitment to teaching as well as to scholarly inquiry. Interest and ability in helping to develop an interdisciplinary concentration in Cognitive Science are also highly desirable. Swarthmore is a small, selective liberal arts college, located in the suburbs of Philadelphia. Applicants should submit a letter describing their teaching...
and research interests, a current CV, reprints or preprints of recent work, and three letters of recommendation. Applications from women and members of minority groups are especially welcome. Consideration of candidates will begin in December. Inquiries and applications may be addressed to the Search Committee, Department of Psychology, Swarthmore College, 500 College Avenue, Swarthmore, PA 19081-1397. PA1

Assistant Professor of Psychology.

PENN STATE CAPITAL COLLEGE, a tenure-track position beginning Fall 1999, with child clinical psychology as primary expertise. An earned Ph.D. total of 4,500 in clinical psychology by the time of employment and evidence of research potential is required. Applicants must have been an elective in therapeutic techniques with children, as well as under-graduate courses in developmental psychology, research methods, and child development. The Area State Capital College is a multi-campus college of Penn State University, with campuses in suburban and downtown Harrisburg and one 60 mile south of Philadelphia. Inquire with an acceptable application by December 1, 1998. Applications from women and minorities are encouraged to apply. PA2

COGNITIVE NEUROSCIENCE: The Department of Psychology at CARNEGIE MELLON UNIVERSITY anticipates a tenure-track opening at the Assistant Professor level. We seek candidates who bring expertise in brain function to bear on the study of human cognition. Candidates should have an exceptional research record as well as excellent teaching skills. Send vita, statement of research interests, representative publications, and three letters of recommendation to the Chair, Department of Psychology, Carnegie Mellon University, Pittsburgh, PA 15213. Application deadline is December 1, 1998. An affirmative acti on equal opportunity employer. PA3

SOUTH CAROLINA

FURMAN UNIVERSITY announces a tenure-track position to begin September 1999. We seek a broadly-trained developmental psychologist with research interests in general psychology, human development, and experimental/statistical methods. The Ph.D. degree is required and teaching experience is preferred. Candidates must be committed to superior teaching and to developing a visible and productive program of research with undergraduates. The psychology department has outstanding teaching and research space in a new building, well-equipped laboratories, and excellent computer facilities for teaching and research. The teaching load is normally five courses per year divided over three terms. You can learn more about our department by accessing our home page: www.furman.edu/~einstein/psy.htm. Send a letter of application, curriculum vitae, graduate transcript, and three letters of recommendation to: Dr. Joycelyn De tiel, Developmental Position, Department of Psychology, Furman University, Greenville, SC 29613-1212. Applications received by December 1, 1998 will be given priority consideration. A full position announcement will be placed in all appropriate job advertisements. SC1

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search scholars. Candidates for appointment at the associate professor level should have a demonstrated record of scholarship and funded research. All applicants should send a vita, three letters of reference, and copies of at least two reprints or preprints to the relevant search committee chair. Deadline is 30 June.

The Department of Psychology, University of South Carolina, Carolina, SC 29208-0182. Additional information about the university and the department is available at www.sc.edu. Candidates with files completed by November 1, 1998 will receive the fullest consideration for the positions, but the search will remain open until suitable candidates have been appointed. The Department invites applications from women and minorities to tenure-track positions in the department.

The University of South Carolina is an Equal Opportunity/Affirmative Action Employer.

Texas

The Department of Psychology and Neuroscience at Baylor University invites applications for five tenure-track positions at the Assistant Professor level, and possibly Associate or Professor level. A one or two year visiting position will be considered. Each position requires graduate and undergraduate teaching as well as an active program of research. Each of three CLINICAL positions requires teaching and involvement in Baylor’s Psy.D. program in clinical psychology as well as the department’s undergraduate program. Applicants should have graduate training in psychology as well as the potential for effective communication of quantitative concepts to students and a productive program of research. Review of applications will begin November 3, 1998, and will continue until the positions are filled. Send letter of application (clearly identifying the position for which you apply), vita, reprints, and three letters of recommendation to: Faculty Search Committee, c/o Dr. Jim Cherek, Ph.D., Dept. Psychiatry & Behavioral Science, Univ. Texas Health Sci. Ctr., 1300 Moursund St., Houston, TX 77030. 713-500-2797, fax 713-500-2618 or dcherek@msi66.msi.uth.tmc.edu. TX2

The University of Texas-Houston-Postdoctoral Position to collaborate with Don R. Cherek and colleagues. Our research group consists of three faculty members, a postdoctoral fellow and research assistants, and is supported by seven NIH grants. Laboratory facilities include 15 individual sound-attenuated test chambers and general purpose laboratory space. Research activities are focused upon the biology of aggression and impulsivity, the effects of environmental manipulations on social and nonsocial behavior and the effects of marijuana on human operant behavior. The candidate will be expected to initially work on funded projects, but will be encouraged to develop and pursue their own interests. Experience in pharmacology or human research is not required. Interested individuals can contact: Don R. Cherek, Ph.D., Dept. Psychiatry & Behavioral Science. University of Texas Health Science Center, 1300 Moursund St., Houston, TX 77030. 713-500-2797. Fax 713-500-2618 or dcherek@msi66.msi.uth.tmc.edu. TX2

Equal Opportunity/Employer

Experimental Psychology / Neuroscience: The Psychology Department of Lamar University is accepting applications for the rank of Assistant Professor or Associate Professor, beginning Fall 1999. Lamar University is a Division I institution with an enrollment of 13,000 students. The successful candidate will teach courses in experimental psychology and behavioral science, and perform research in the general area of specialization. Persons with interests in preservice education and leadership, applied psychology, developmental psychology, animal learning, and behavioral neuroscience are particularly encouraged to apply. Supervision of M.A. theses, individual research, participation in academic advising, committee work, and other activities associated with a faculty position are also expected. Demonstrated teaching effectiveness with expertise in applying computing technology is required. Evidence of research and scholarly productivity, including grants, is desirable. Send letter of application, vita, and three letters of reference to: Dr. Richard G. Marriott, Chair, Department of Psychology, Lamar University, P.O. Box 10036, Beaumont, Texas, 77710. TX3

Castleton State College

Correctional Psychology Faculty Vacancy invites applications for tenure-track position at the Assistant or Associate Professor level, to begin August, 1999.

The ideal candidate will be prepared to teach undergraduate and graduate courses in a research-based psychology department, and willing to assume an important role in our newly formed Master’s program in Forensic Psychology.

QUALIFICATIONS: By the time of employment candidates are expected to have a Ph.D. in Psychology with a concentration and/or experience in correctional psychology. Preference will be given to candidates with a strong research and teaching interest in correctional psychology, research methodology, prediction methods, and statistics. Teaching interests in classification models, assessment, the psychology of organizations, and computer applications are also desirable.

Castleton has placed a special value on the teaching roles of its faculty, and candidates for this position will be evaluated principally on the basis of their potential to be outstanding teachers and colleagues.

Salary and rank dependent upon qualifications and experience. Review of applications will begin September 30th and continue until the position is filled.

Send letter of application, vita, and a list of three references to: Dr. Joseph T. Mark, Dean of the College, Castleton State College, Castleton, VT 05735.

Equal Opportunity Employer

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search facilities including new computing classroom and faculty computing systems available. Send inquiries, vita, at least 3 letters of recommendation, academic transcripts, and other supporting materials to: Dr. John Anson, Chair of the Search Committee, Department of Psychology, P.O. Box 13046, Stephen F. Austin State University, Nacogdoches, Texas 75962. Telephone: 409-468-4020. Fax: 409-468-4015. E-Mail janson@sfasu.edu. Application deadline 10-1-98.

An Equal Opportunity/Affirmative Action Employer. TX4

RICE UNIVERSITY Psychology Department anticipates two openings at the assistant professor level beginning in the Fall, 1999. One of the positions is in Cognitive Psychology. Any basic research area in cognitive will be considered, including cognitive neuropsychology, human factors/human-computer interaction, and applied/organizational psychology. We are interested in candidates who can bridge research programs within the department and between psychology and interdisciplinary initiatives in cognitive psychology (including cognitive neuropsychology), human factors/human-computer interaction, and applied/organizational psychology. Applicants should submit a cover letter, vita, four letters of recommendation, and evidence of teaching effectiveness to either Cognitive or Applied Experimental Search Committee, Psychology Department MS-25, Rice University, 6100 Main Street, Houston, TX 77005-1892. The decision process will begin November 15, but applications will be accepted until the positions are filled. Minority candidates and women are encouraged to apply. Rice University is an Equal Opportunity/Affirmative Action Employer. TX5

VIRGINIA

UNIVERSITY OF VIRGINIA Research Associate. Seeking postdoc to work on NIH-funded, quantitative neural network theory of hippocampal function using network simulations. A variety of research backgrounds are appropriate, e.g. cognitive science, biophysics, neuroscience or programming. The position is renewable for up to 3 years. The salary is $70,000/year plus benefits. Send CV and three letters of recommendation to: W. B. Levy, Dept. of Psychology, University of Virginia, SCB Box 420, Charlottesville, VA 22908. (804) 924-5014. WBL@virginia.edu. A/A/EOE/VA1

WASHINGTON

UNIVERSITY OF WASHINGTON The Department of Psychology seeks to fill one or possibly two tenure-track assistant professor positions in the area of SOCIAL PSYCHOLOGY. Area of research specialization is open. Applicants are expected to have documented excellence in research publication and to be expected to provide high quality teaching at both the undergraduate and graduate levels. The successful candidate should have research interest and training goals that combine effectively with those of the existing faculty of the department's Social/Personality Area. To apply, send a detailed statement of research and teaching interests, curriculum vita, and a description of teaching effectiveness, and at least 3 letters of recommendation to: Social Psychology Search Committee, Department of Psychology, University of Washington, Box 351525, Seattle, WA 98195-1525. Applications received by December 1, 1998 will receive full consideration. Ph.D. required by date of appointment. The University of Washington is an Equal Opportunity/Affirmative Action employer. WA1
ASSISTANT PROFESSOR TENURE TRACK: SEATTLE UNIVERSITY is seeking a generalist for Fall 1999 to assist our Statistics/Research Sequence and History and Schools of Psychology with the ability to teach several of the following under-graduate courses: Statistical Methods in Psychology, Developmental Psychology, Health Psychology, Physiological Psychology, Psychology of Learning and Memory, Pro- salesman Behavior, and/or Neuropsychology. Candidates must have a doctorate, a teaching track record, and research background, an interdisciplinary perspective, knowledge of the liberal arts tradition of education and an appreciation of qualitative and quantitative methods of studying human experience. The psychology faculty represent a variety of theoretical perspectives, including both empirical and phenomenologi-cal traditions (the latter reflected also in our graduate program). Mailed in the College of Arts and Sciences, the department is an integral part of the University that is committed to the liberal arts and humanities education and values interdisciplinary dialogue in the classroom. SEATTLE UNIVERSITY IS AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER. Minorities and women are encouraged to apply. If interested write (Psychology Department, Seattle University, 900 Broadway, Seattle, WA 98122), call (206-296-5400) or e-mail (One application packet is required). Applications will be received until December 1, 1998, although interviewing may begin earlier. Candidates should submit a letter of application, a current vita, a statement of teaching experience, a statement of research interests, a curriculum vitae, and selected reprints to the chair of either the Cognitive Neuroscience or Quantitative Methods or Early Cognitive Development Search Committee, Department of Psychology, University of Wisconsin-Madison, 1202 W. Johnson Street, Madison, Wl. The University of Wisconsin-Madison is an equal opportunity/affirmative action employer and especially encourages women and minorities to apply. Employment opportunities are subject to availability of funds. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. W12

WISCONSIN

THE UNIVERSITY OF WISCONSIN-MADISON Department of Psychology anticipates making three new appointments at the Assistant Professor level, beginning in August 1999. One is in the area of human cognitive neuroscience. New faculty will have the opportunity to capitalize on an extraordinarily pro-ductive network that links Psychology to other units on campus. The University of Wisconsin-Madison is launching a major initiative in functional brain imaging and is estab-lishing the W. M. Keck Laboratory for Functional Brain Imaging and Behavior that will house a new 3T MRI scanner and associated laboratory and image processing areas. The Psychology Department has a primary role in initiating and directing research in this new laboratory. In addition, the Department has links to the Center for Neuroscience, the Harlow Primate Laboratory, and the Waisman Center (an interdisciplinary center devoted to basic and clinical research on a wide range of developmental processes). The sec-ond is in the area of advanced quanti-tiative methods, with mastery of an techniques such as maximum like-lihood, multiple regression, structural equation modeling, hierarchical linear modeling, and model fit complexity; content area is open. New faculty will have the opportunity to interact with quantitative specialists in a diverse array of departments. University, including Statistics, Bioinformatics, Educa-tional Psychology, and Sociology. The third is in the area of early cognitive development. New facul-ty members are expected to make linkages to the Waisman Center (an interdisciplinary center devoted to basic and clinical research on a wide range of developmental processes) and to a rich network of developmental researchers both within the Department and in other departments, including Educational Psychology, Child and Family Studies, and Psychiatry. Applications will be accepted until November 1, 1999, although interviewing may begin earlier. Candidates should submit a letter of application, curriculum vitae, and selected reprints to the chair of either the Cognitive Neuroscience or Quantitative Methods or Early Cognitive Development Search Committee, Department of Psychology, University of Wisconsin-Madison, 1202 W. Johnson Street, Madison, Wl. The University of Wisconsin-Madison is an equal opportunity/affirmative action employer and especially encourages women and minorities to apply. Employment opportunities are subject to availability of funds. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. W11

CANADA

YORK UNIVERSITY, Toronto, Canada. Applications are invited for a 3-year, renewable position at the Assistant professor level in Pediatric/Child Neuropsychology, in the Department of Psychology, Faculty of Arts. The specific specialization focus is open. Duties include teaching in both the graduate and undergraduate programs. A PhD in psychology is required. Candidates should have a promising publication record and program of research. Inquiries and applications, with a curriculum vitae, three letters of reference, and relevant reprints should be directed to: Professor Sandra W. Pyke, Chair, Department of Psychology, Faculty of Arts, York University, 4700 Keele St., Toronto, Ontario, Canada M3J 1P3; Fax: 416-736-5814. A 1-page application will begin November 1 and continue until the position is filled. York University is imple-menting a policy of employment equity, including affirmative action for women faculty. In accordance with Canadian immigration require-ments, priority will be given to Canadian citizens and permanent residents of Canada. All positions at York University are subject to budgetary approval. CN1

UNIVERSITY OF WOLLARDO Applications are being accepted for a tenure track position at the Assistant or Associate Professor level in Industrial/Organizational Psychology beginning September 1, 1999. The successful candidate must have Ph.D. in Psychology, Organizational Behaviour or equivalent field, and established research. Candidates with expertise in either personnel or organizational psychology will be considered. Responsibilities include research, undergraduate and graduate teaching, and supervising graduate students and administration. For additional information about our department and this position, see our website at: http://arts.uwaterloo.ca/psychology. Salary range commensurate with qualifications and experience. Application deadline is October 31, 1998 although applications will be reviewed as they are received. Candidates must submit curriculum vitae, reprints or preprints and arrange for three let-ters of reference to be sent to: I/O Psychology Search Committee, Department of Psychology, University of Waterloo, 200 University Ave. W., Waterloo, Ontario, N2L 3G1, Canada. The University of Waterloo encourages strong application from all qualified individuals, including women, members of visible minorities, native peoples, and per-sons with disabilities. This appoint-ment is subject to budgetary approval. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Correspondence to: Dr. Sandra Bourke, Chair, Department of Psychology, University of Waterloo, 200 University Ave. W., Waterloo, Ontario, N2L 3G1, Canada. Application Deadline is October 31, 1998. Candidates must have a Ph.D. in the relevant area or be near completion and have a strong research record. Salary will be commensurate with qualifications and experience. A curriculum vitae and three letters of recommendation should be sent to: Professor Peter C. Herman, Department of Psychology, University of Toronto, 100 St. George Street, Toronto, Ontario MSS 1A1 Canada. Application Deadline is October 31, 1998. In accordance with Canadian immigration regulations, this appointment is directed to Canadian citizens and permanent residents of Canada. Correspondence to: Professor Sandra W. Pyke, Chair, Department of Psychology, Faculty of Arts, York University, 4700 Keele St., Toronto, Ontario, Canada M3J 1P3; Fax: 416-736-5814. A 1-page application will begin November 1 and continue until the position is filled. York University is imple-menting a policy of employment equity, including affirmative action for women faculty. In accordance with Canadian immigration require-ments, priority will be given to Canadian citizens and permanent residents of Canada. All positions at York University are subject to budgetary approval. CN1

UNIVERSITAT KONSTANZ Associate Professorship – Industrial/Organizational Psychology: The Department of Psychology at the UNIVERSITY OF KONSTANZ invites women and men to apply for a tenured Associate Professorship. Strengths in research and teaching are required. Teaching interests should cover the full breadth of industrial and organiza-tional psychology, whereas research should focus on issues of organizational psychology. Applications (curriculum vitae, reprints of the 5 most important publications) must be received at the following address by October 1, 1998: Prof. Dr. Brigitte Rockstroh, Dean of the Faculty of the Social Sciences, Postfach D 34, D-78457 Konstanz, Germany. GM1

GERMANY

UNIVERSITAT KONSTANZ Associate Professorship – Industrial/Organizational Psychology: The Department of Psychology at the UNIVERSITY OF KONSTANZ invites women and men to apply for a tenured Associate Professorship. Strengths in research and teaching are required. Teaching interests should cover the full breadth of industrial and organiza-tional psychology, whereas research should focus on issues of organizational psychology. Applications (curriculum vitae, reprints of the 5 most important publications) must be received at the following address by October 1, 1998: Prof. Dr. Brigitte Rockstroh, Dean of the Faculty of the Social Sciences, Postfach D 34, D-78457 Konstanz, Germany. GM1

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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 boldface type. These codes appear in a listing of SUBJECT AREAS at the end of the job listings.

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

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

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