

## Message from New Division President Patricia A. Alexander



It is an unquestionable honor to serve as the President of Division 15 for 2000-2001. When I consider all the renowned scholars who have preceded me in this role, I am quite humbled by the experience.

As professional organizations, both the American Psychological Association and Division 15 have undergone many transformations in the past century. Earlier in the 20<sup>th</sup> century, educational psychologists were a dominant force in APA. While our presence remains vital, we now constitute a smaller scientific community within the parent organization. Yet, as before, we remain actively dedicated to expanding knowledge and theory related to human learning and development and to promoting sound educational practice. My role, as your President, is to support you in these endeavors and to continue the forward-thinking missions of my predecessors. Thankfully, past leadership has placed Division 15 on solid footing both professionally and fiscally. This allows our organization to consider new initiatives and projects for the membership that would not have been possible in years passed.

One such initiative under consideration is a research grant program to support important activities of our members. Howard Everson is heading the committee charged with examining the feasibility and specifics of this promising new program. Another initiative is the establishment of an electronic communications committee that will explore ways that we can become better linked as a community. We want to ensure that our members have immediate access to important information, as well as to one another. Frank Parajes has graciously agreed to convene this exploratory group. If anyone has seen Frank's award winning website, you will understand why he was tapped for this role.

As the convener of the International Committee, President-Elect Paul Pintrich will be looking at ways that Division 15 can reach out more effectively to individuals and organizations outside the United States. If we are truly to function as an international organization, then we must be more aggressive in our efforts to think and operate from an international perspective.

These new efforts complement the work underway in our standing committees, headed by dedicated members of our community. Gary Phye now chairs the Publications Committee, which will be exploring the possibility of a new monograph

series for the Division—one that tackles certain “hot button” issues in education such as accountability or educational standards. Of course, the Division’s journal, the *Educational Psychologist*, continues to flourish under the outstanding editorship of Lyn Corno and Phil Winne.

Eric Anderman has accepted the leadership of the newly conceptualized membership committee. This committee will seek to expand our membership base, as well as to serve the current membership more effectively. After several years of tireless service, Paul Schutz and Jenefer Husman have passed the torch of leadership for the Graduate Student Committee to Brad Woods and Heather Davis. I am also privileged to have Allan Wigfield and Roger Azevedo as the chair and co-chair of the Program Committee. These two are already hard at work on the program for our 2001 conference and have some wonderful sessions planned for attendees.

There are also those committees within Division 15 established to honor our members. Mitch Rabinowitz heads our Fellows Committee. Rich Mayer oversees the Thorndike Award Committee that honors an educational psychologist whose work has helped define our field. Mike Royer chairs the Richard E. Snow Early Contributions Award Committee, and Maria Pennock-Roman directs the Dissertation Recognition Committee.

I see many of these on-going and emerging initiatives within Division 15 as related to an overarching theme, “Getting in Touch.” We not only need to get in touch with one another as a research community, but we must also connect with others across the globe who share our research and practice mission. We must also continue to nurture the next generation of educational psychologist through the activities of our Graduate Student Committee. Even as we look ahead to the next generation of scholars, we also need to get in touch with our past. So much is gained when we pay homage to our psychological and professional roots. The achievements of today, after all, are built on this foundation. That is why I have asked Dr. John McDermott, preeminent scholar on William James and John Dewey, to be an invited speaker at the 2001 conference. His insights about these two philosophical giants and their influence on educational theory and practice are unparalleled.

There is much to look forward to in this coming year. With the guidance and support of an exceptional Executive Committee that includes Past-President Howard Everson, President-Elect Paul Pintrich, Secretary Joyce Alexander, Treasurer Allan Wigfield, and Members-at-Large David Lohman, Bonnie Meyer, and Judith Torney-Purta, I will labor to keep the mission and goals of Division 15 moving forward. Further, in keeping with our theme of “Getting in Touch,” the Executive Committee wants to hear from you. Please contact me (pa34@umail.umd.edu) with any suggestions, thoughts, or considerations regarding Division 15. Also, let me know if you would like to take part in any of our new initiatives.

See you in San Francisco!!

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**Newsletter for Educational Psychologists  
NEP / 15  
American Psychological Association  
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NEP/15 will publish minutes of official business meetings, committee reports, news items, and information on topics and issues of interest to the Division 15 membership. Items and articles for NEP/15 should be addressed to Anastasia Morrone, School of Education, Indiana University Purdue University Indianapolis, Indianapolis, IN 46202 or e-mail to amorrone@iupui.edu.

*Editor's note:*

This issue of NEP/15 begins with a message from our new Division 15 President, Patricia Alexander. You will also find the minutes from the Executive Committee Meeting and the Business Meeting that were held at the APA convention in August. We also have an extended abstract of Howard Everson's presidential address.

We are also very fortunate to have an interview with Wilbert (Bill) J. McKeachie by William Herman, State University of New York College at Potsdam. The interview is printed as a special insert to the newsletter so that it can be easily removed from the rest of the newsletter and used, for example, in a course packet.

In addition, there are several calls for nominations in this issue that have a due date of **December 1**, so be sure to read them first. There are also two job announcements in this issue.

Finally, I am pleased to announce that I have a new editorial assistant, Donna J. Miley, who is an instructional technology graduate student in the School of Education at IUPUI and a full-time teacher at Ben Davis High School in Indianapolis. Her strong background in technology makes her an ideal person to assist me with the newsletter. Donna also enlisted the help of some of her high school students to format this issue of NEP/15. I am grateful for their assistance.

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**Chair of Department of Education  
Michigan Technological University**

Michigan Technological University, located in Houghton (<http://www.portup.com/~houghton/>) on the shores of Lake Superior in Michigan's beautiful Upper Peninsula, is seeking applications for Chair of its Department of Education (associate/full professor). This unit has the potential to become a leader in the preparation of secondary school teachers in the growth areas of scientific, mathematical, and technological education. MTU is seeking an aggressive and creative educator to provide vision and leadership to expand our educational programs. The successful candidate must have a record of building partnerships in academia and public education, as well as achievements in program development, scholarship, teaching, and administration. A more detailed position description is at <http://www.cec.mtu.edu/CSA/>. Applicants should send letter of interest, vita, and names, addresses, and e-mail addresses of three references to:

Terry Reynolds, Chair Search Committee  
Department of Education  
Michigan Technological University  
1400 Townsend Drive  
Houghton, MI 49931-1295  
e-mail: treynold@mtu.edu.

Screening of applications will begin February 1, 2001, and continue until position is filled. Michigan Technological University Is An Equal Opportunity Educational Institution/Equal Opportunity Affirmative Action Employer.

**Minutes of the Executive Committee Meeting  
Division 15 (Educational Psychology) of APA  
Washington DC  
August 4, 2000**

Present: Dale Schunk, Paul Pintich, Paul Schutz, Rich Mayer, Judith Torney-Purta, Giovanni Valente, Jenefer Husman, Angela O'Donnell, Phil Winne, Pat Alexander, Sigmund Tobias, Howard Everson, Mitch Rabinowitz, Barry Zimmerman, Gary Phye, Mike Royer, Joyce Alexander, Allan Wigfield, Fran Blumberg, Bonnie Meyer

1. The meeting was called to order by President Howard Everson at 7:00 p.m.
2. Motion Schunk/P. Alexander to approve the minutes of the April Executive Committee Meeting. Motion carried.
3. Guests were invited to give their reports. Karen Anderson from the Education Directorate spoke about the Task Force on the Role of Psychology in Early Care. The task force will come before council soon asking for money and would like Division 15 support. The Education Directorate is also examining the role of technology, particularly the digital divide between those who have access to technology in the schools and those who do not. They are particularly interested in how the divide affects the processes of education including socio-emotional development. Anderson also notes that she has a job to fill focusing on Gifted & Talented education. Good candidates are encouraged to contact her. The Education Directorate just finished a brochure for a project funded with the Centers for Disease Control on HIV prevention in high risk teens. The Education Directorate also has a new office on Graduate Education and Training and has a grant to focus on preparing future faculty. Since the convention will be in San Francisco, the Directorate may sponsor a mini convention on educational technology. APA might establish an office of technology or work with a university to apply for grant money in the area of technology. What does APA plan to offer through its new graduate education office? It might be a good idea to have Paul Nelson talk with us next year.

Lara Frumkin from the Testing and Assessment Office. Did you know that the testing and assessment office was housed within the science directorate? The Science Directorate provides many resources for academics including travel awards for students, dissertation research awards, research conference sponsorship, administers graduate fellowships, and directs the Summer Science Institute for outstanding first and second year undergraduates. Current issues for the testing and Assessment office include working with the Department of Education Office of Civil Rights to provide comments on their latest draft of a report entitled "The use of tests when making high risk decisions for students: A resource guide for educators and policy makers." The final document should be out in late fall and APA will attempt to inform as much as possible. A draft of the document can be viewed at [www.ed.gov/offices/OCR/testing/index.html](http://www.ed.gov/offices/OCR/testing/index.html) much as possible. A draft of the document can be viewed at [www.ed.gov/offices/OCR/testing/index.html](http://www.ed.gov/offices/OCR/testing/index.html).

Sandy Wigdor from the National Research Council (NRC) talked about their latest publication entitled "Improving Student Learning: A strategic plan for Education research and its utilization". "The report outlines a highly focused program of research designed to support improved student learning, proposing a new model – drawn in part from the MacArthur Foundation research networks – for carrying out that research. The ...plan also calls for a new kind of collaboration that will involve many scientific disciplines ...and individuals who understand education from the inside: teachers, administrators, and policy makers" (p. vii). There is a possibility of large funding grants from the government over the next 7-10 years. The strategic education research will work only as it is a true collaboration between practitioners and researchers. Jim Kelly at NRC has pushed the group to think in terms of the supply and demand side of the issues. If there was a demand for educational research in the practitioner ranks, it would be easier to work together. This demand would allow research to focus and would make it easier to use by default. Partly, one of the goals of this plan is to help the practice communities be able to articulate their need for research and create structures to express their needs to the research community. The report proposes a plan which is incredibly ambitious, over 10 to 15 years, with an accumulation of research built on and shaped by practice. The group is currently trying to create a structure which will encourage interdisciplinary research and allow the research community to focus – there are a million questions but if we don't focus on a few important questions we won't get anywhere. The report also proposes to support new collaborations with policy makers and practitioners and researchers working together in a core group. Thus, structures are needed to continue to facilitate this kind of collaborative research into future.

The committee would like to propose for discussion that although about 60-70% funding comes from the federal government, it has not yet created a body of research that is being translated into educational practice as in other fields. In pharmaceuticals, for example, lots of private sectors are involved and research gets translated post-haste into products. Education has never done that. We might want to consider private-public partnerships to enhance connections to practice. Another principle that grows out of this report is the idea of using this 15-year research plan as a way to create effective demand growing out of the teaching sector. Some of the core topics being talked about include: How can advances in research in cognition and learning be incorporated into teaching practice? How can student engagement in the learning process and motivation to achieve be increased? How can schools and school districts be transformed so they can continuously improve their practice? How can the use of research knowledge be increased in schools and school districts? How do we create demand for research within the schools that will help them answer the questions they need? Basically, the plan proposes a network structure to carry out this focused research, like the MacArthur Health Networks. The second phase (which is what we are entering) is to begin to try to facilitate 18 months of public dialogue during which the ideas are expressed, discussed,

translated to structures and plans, and the commitment of the federal government and public and private sources is garnered.

Rabinowitz noted that there has traditionally been a reluctance on the part of many people (including teachers and lay person) who don't believe that education can be changed by science, noting that teaching is an art, not influenced by science. Wigdor responded that there is clearly science involved in the process (as we all believe) and she has found that teachers have been very receptive to the information presented in the "How people learn" book. The book basically tries to apply some of those scientific findings for the classroom. A second project that this group has been involved with included the creation of a small book trying to look at what kinds of research would close the gap between basic research and applied principles. A third project in this series takes core principles and has groups of people develop curriculum units in science and math, to be used as training guides or self learning guides for teachers. These sample curriculum units translate given principles into teaching ideas, concretizing the central concepts of learning. The NRC has been getting good response from teachers on all of these products. Teachers are saying "Now I can understand what it would mean to teach according to learning principles". The products are allowing teachers to see the science of learning as a science of education. Division 15 is a natural linkage to these ideas. Royer suggested that what may be missing is the link between research and practice, what Dick Anderson once termed an educational engineer.

4. President Howard Everson presented the report from the Strategic Planning Committee which was convened in New York in July 2000. This group was charged with creating a long-range planning document which would guide future monetary decisions and prioritize goals for the coming decade. The Strategic Planning Committee agreed to the following long range goals:

- The Division should position itself so that it can provide service to our membership. This service should include: 1) recognition of current work that pushes the field of educational psychology in new directions; 2) the enhancement of collaborative efforts; 3) enhancing the connections between the Division and graduate students; and 4) fostering connections between the Division and junior faculty by offering support for new research initiatives.
- The Division should position itself to become a leader and a catalyst for cross domain discussions of psychology's role in education within APA.
- The Division should position itself closer to relevant organizations so that our research has implications for policy issues, connections to relevant fields, and impact. These issues might include school reform and standards for assessment.
- As always, the Division reaffirms its commitment to creating closer links between its members and schools and educational practices.

To establish these five goals, the Strategic Planning Committee, recommends the following changes in the Division By-Laws, Committee Structures, and Publishing Goals for the next decade:

### **Initiative**

#### **#1 Research Grant Committee**

In order to continue to foster high quality research, the Strategic Planning Committee feels that competitive monetary awards in the form of seed money are necessary. We recommend the development of two grant award competitions to foster research, particularly within the areas of practice or policy issues. Small grants will be up to \$2000.00, Large grants up to \$5000.00. A research grant committee is charged with delineating exact purposes, amounts, criteria, and stipulations.

#### **#2 Various Award Committees**

We feel the various award committees (Thorndike, Fellows, Snow, Dissertation) play an important role in recognizing quality research and individuals within our field. We suggest that these committees continue to be charged with their existing duties.

#### **#3 Graduate Student Committee**

We feel the Graduate Student Seminar (first conducted in 1998 in association with the annual APA meeting), has brought new graduate students into the professional ranks well, provided an outlet for their research ideas with senior mentors, and created a network of support from which these graduate students can later draw. We recommend that the seminar continue.

#### **#4 Three-year Appointed Liaisons**

Liaisons are the Divisions' presence on committees within APA. As such, they represent the easiest form of influence on cross-domain connections and cross-area discussions. We recommend that liaisons and monitors be appointed for a three year period to provide continuity in communications with various aspects of APA.

#### **#5 Electronic Communications Committee**

Given the importance of information dissemination to facilitate both within Division communication and communication with the lay public, the Strategic Planning Committee recommends the creation of a new standing committee to be known as the "Electronic Communications Committee". This committee should be in charge of all forms of electronic communications including the newsletter, the creation of a list of all current Educational Psychology degree programs, the creation of answers to a series of frequently asked questions about educational psychologists and training programs, and a list of Division 15 members, fellows, graduate students, etc. A bulletin board for discussion of relevant issues might also be a priority.

#### **#6 International Committee**

The Strategic Planning Committee discussed several foci for a re-constituted international committee. First, the committee should be charged with creating connections to other groups such as EARLI. Second, we could solicit international manuscripts for EP or JEP and include international groups at our meetings and workshops, maybe using international regional editors much like Contemporary Educational Psychology already does. Third, we recommend that the committee be charged with investigating the cross national publication of the "Psychology in the Classroom" series. Fourth, the committee should investigate what can be done to donate some of our publications to libraries in other countries (possibly through the American Association for the Advancement of Science) or put all or some of the information available on the web.

#### **#7 Membership Committee**

The Strategic Planning Committee feels that re-constituting the membership committee as a separate committee could help the Di-

members and serve those members' needs. The Strategic Planning Committee recommends that the "Membership Committee" be charged with coming up with a plan for recruiting new members. The membership committee should also be charged with working with the Fellows committee to identify new ways to recruit and recognize quality members of our Division with Fellows status.

#### **#8 Publications Schedule for Handbooks**

Both the Handbook of Educational Psychology and the Training Handbook stand to make significant impacts on our field as well as fields that use our knowledge base to train. Given this impact, we feel it is important to have a long-range plan which allows the Handbooks to be updated approximately every 10 years and the income from these publications to be predictable. We recommend that the publications committee be charged with creating a workable short-term time table which will realize these goals. We would like the committee to consider additional books.

#### **#9 Policy Issue Series Publication**

There are always going to be publications that claim to address how students learn best or ways to best improve teaching. The members of Division 15 represent a sizeable resource when it comes to answering these questions. The Strategic Planning Committee feels that Division 15's ideas and research should be some of the first consulted when beginning to answer these questions. As a result, Division 15 needs to position itself more squarely within the policy arena. The Strategic Planning Committee recommends that the Publications committee be charged with creating an advisory board for a new publication on Policy Issues. This Policy Issues advisory board should explore the costs and benefits of a series of white papers on policy issues related to Division 15 interests. This series might also be used to address issues related to the role of educational psychology in teacher education, the consequences of deleting or watering down educational psychology within teacher preparation, etc.

#### **#10 Classroom Issues Series**

The "Psychology in the Classroom" series has been very successful at helping teachers see the usefulness of Division 15 members' research. We recommend that the series be continued. In order to facilitate new ideas, new issues, and new authors, the publications committee should be charged with creating a list of desirable new topics, authors, short series editors, etc.

#### **#11 Changes in Accounting and Reporting Procedures**

Given that day-to-day faculty responsibilities continue when a Division 15 President is elected, a graduate student or secretarial support fund is necessary. The Strategic Planning Committee recommends that an amount be set aside for a standing line item in the budget. We also suggest the addition of a \$10,000 yearly discretionary fund for the Division president. This fund should be used to conduct Division business for various committees. Chairs of committees should submit a regular operating budget to the Executive Committee. In the event that special funds are needed to complete charges (for conference calls, flyers, mailing lists, face-to-face meetings, etc), the President can use the discretionary fund without waiting for the spring or fall Executive Committee Meetings. We are hopeful that this change in accounting procedures will allow the day-to-day business of Division 15 to be accomplished in a timely manner.

The report was discussed. Amendment suggestions included have a standing budget for each committee. Changes in budget requests could be submitted the prior year by an outgoing committee chair. The report was submitted for a vote with friendly amendments as noted above. The motion was seconded by O'Donnell and carried unanimously.

5. Dale Schunk presented the Past President's report. Election results were announced in the last NEP. Paul Pintrich is President-Elect. Bonnie Meyer is the new Member-at-Large. Allan Wigfield is the new Treasurer.

6. Bonnie Meyer presented the Treasurer's report. The Division is strong financially. Our net income over the past three years has been averaging about 32,000-35,000 dollars. Most of our income comes from royalties and most of our expenses are from publication and the graduate student seminar.

7. Mitch Rabinowitz presented the program committee report. The program had a good acceptance rate on posters. There are two poster sessions – one today, one tomorrow at 1:00. Several good symposium are also available. Please make sure you attend.

8. Barry Zimmerman delivered the Council representatives report. APA is creating a companion organization to allow for increased lobbying efforts. The new organization will allow APA to make an impact on the legislature despite IRS restrictions. APA is also proposing a Cost of Living Increase be institutionalized for dues rates. There have traditionally been raises every three to five years, but they have been painful to get approved. APA hopes that simple cost of living increases will help decrease much of the debate. The major problem in the APA organization right now is the 20% vacancy rate in support staffing. They are losing people and with the low unemployment rate they are having to pay more to get new people, creating inequalities in pay among the staff.

APA has also just finished the report on test users qualifications and accepted is as a new document. There is also an initiative to keep scientific membership coming into the organization which will be voted on at this meeting. APA is also considering workshops designed to help beginning faculty and graduate students into the organization. There may also be faculty development workshops, etc. APA has also recently recognized a new professional level of training parallel to school psychology called behavioral psychology.

9. The report for the NEP was presented for Anastasia Morrone in absentia. Morrone notes that the newsletter is running smoothly, including the posting of the newsletter on the APA web site. Morrone also notes that she would like to post calls for awards and special conferences on the web site before the NEPs next publication date.

10. The report for the Educational Psychologist was presented by Phil Winne for the co-editing team of Winne and Corno. Winne notes that review times for unsolicited manuscripts have been consistent with data from Pintrich's term as editor. Special Issues are already planned into 2003.

11. The Psychology in the Classroom series report was discussed. McCombs noted that about 3,000 copies of the various books sold in 1999 but that more could sell given a

marketing meeting with APA. Authors are still sought for three books including: 1) integrating technology into the classroom; 2) developing students' social responsibility and competence; and 3) making standards-based approaches work for learners.

12. The Publications committee was charged with addressing the question of how royalties from publications should be split between authors and Division 15. Historically, the Division has gotten all of the royalties, but we need to revisit this issue. It was also noted that the progress on the Centennial book has been substantial. The editors currently have 22 chapters in hand and are hoping to have a version ready to go to the copy editor/publisher by early 2001.

13. The Graduate Student Committee report was present by Paul Schutz. Schutz wanted to note that Woolfolk had arranged for some funding assistance for the seminar from Merrill publishing. In addition, Addison, Wesley, Longman; Allyn & Bacon; Houghton-Mifflin; Jossey-Bass; Lawrence Erlbaum Associates; McGraw-Hill; and Merrill Education all donated books for the students. This year there are 12 students attending. There were 17 applications. Shutz and Husman noted that the new budget seems to be working well.

14. The Fellows Committee received no applications likely due to a misprint in the NEP about where to send application materials. All materials should be forwarded to Mitch Rabinowitz at Fordham University.

15. The Thorndike Award Committee announced its decision. John Bransford will give the Thorndike presentation at next year's conference.

16. The Dissertation Award Committee noted that they had not received enough applications this year. They are extending the deadline through the fall. All materials should be forwarded to Maria Pennock-Roman at Penn State as soon as possible.

17. Mike Royer announced that the winner of this year's Richard E. Snow Award for Early Contributions, Gregg Shraw, will give his talk Sunday at 2:00p. Nominations for next year will be due this fall. Watch for an announcement in the NEP.

18. A motion to adjourn was made by Zimmerman/Schunk. Motion carried.

## **Correlates of Performance on the SAT: A Multilevel Model of Developing Academic Abilities**

Howard T. Everson  
The College Board

Roger Millsap  
Arizona State University

### **ABSTRACT Presidential Address**

This research was animated by concern about the persistent achievement gap between minority and non-minority students on large scale standardized tests like the SAT. In particular, we wanted to disentangle the role of individual differences in academic achievement, from other possible contributors, such as socio-economic status, educational opportunities, and school effects. Using data collected from background questionnaires administered to more than 1 million students who took the SAT in 1995, we developed and tested a series of multi-level latent variable models and fit them to the SAT data. We attempted to fit our complex model to 8 groups of students—the male-female subsets of African Americans, Hispanics, Asian Americans, and Whites. Specifically, we asked whether the observed score differences on the SAT remain after controlling for family background, course taking opportunities, and academic achievement. More, we asked if the introduction of high school characteristics, e.g., size, percent minority, urban v. rural, and percent of students eligible for free or reduced lunch, would contribute to the further reduction of group differences on SAT scores.

In general the multi-level model fit the data reasonably well, with  $R^2$  estimates in the .80 range. More importantly, the remaining group differences in SAT verbal and math scores predicted by the model dropped to about one-half the standard error of measurement (10 to 20 points) on the SAT scales. On the basis of these findings we concluded (1) that the latent variables in the model operated similarly across all 8 groups; (2) a small but not unimportant amount of group difference remained in the SAT mathematical reasoning scores, and (3) once school-level variables were introduced into the model, the remaining group differences in SAT scores were negligible. This modeling approach suggests that family background influences SAT scores directly and indirectly, learning opportunities available within a school are directly related to SAT performance, and the quality of the school matters when it comes to the SAT.

## Special Insert

Newsletter for Educational Psychologists (NEP/15)  
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### *An Interview with Wilbert (Bill) J. McKeachie*



The following points briefly highlight Professor McKeachie's career: over 50 years of university teaching experience, President of A.P.A. (1975-76), President of A.P.A. Division 15: Educational Psychology (1975-76), President of Division of the Teaching of Psychology (1956-57), Chairperson of the Department of Psychology at the University of Michigan (1961-71), and recipient of the A.P.A. Distinguished Teaching in Psychology Award (1986).

**Interviewer:** William E. Herman, Associate Professor, Department of Psychology, State University of New York College at Potsdam (Ph.D. in Educational Psychology, University of Michigan, 1987).

**Question #1: What major theoretical and research advancements have you observed in the field of educational psychology over the past 50 years? What frustrations continue to plague the field?**

*McKeachie:* Here are some things I think of as significant in the field.

1. The McClelland-Atkinson expectancy-value model of motivation first developed about 1950. This broke away from the traditional reward-punishment or reinforcement model that had dominated psychology during the behaviorist era (and still dominates economics today--rational choice theory). "Expectancy" presaged what later became the cognitive revolution. And the fact that the theory dealt both with individual differences (n-Ach) and situational effects on motivation gave the theory a breadth that earlier and later theories often lacked. McClelland and Atkinson used the word "motive" to describe the individual characteristic (n-Ach, n-Aff, n-Pow, etc.) and "motivation" to describe

the activated motivation in a particular situation. The research flowing from this tradition by Bernie Weiner, Sandra Graham, Jacque Eccles, Julius Kuhl, Willy Lens, Paul Pintrich, Martie Maehr, and many others has made, and still makes, major contributions to understanding learning and teaching.

2. The cognitive revolution, beginning in late 1940's and early 1950's with Norbert Weiner, Don Hebb, and brought to the fore in the 1960's and 70's by Ulrich Neisser, Don Norman, and others.

The traditional laws of learning developed by Thorndike and translated by the behaviorists into the concepts of reinforcement, repetition, contiguity, etc. were generally useful, but by the 1960's it was clear that they were too simplistic--that we could understand and facilitate learning more effectively if we used concepts that described what was going on inside learners' heads.

3. The recognition that intelligence consists of learned abilities and can be modified. As a graduate student the major conflict in this area was then between psychologists at Minnesota (Goodenough) who stood strong on the inheritance of intelligence, and Iowa (Wellman, Skeels and Skodak) who presented evidence showing environmental stimulation of intelligence. At that time Minnesota's view dominated, but today there is general agreement that while genetics plays a role, intelligence can increase or decrease throughout life depending upon individual intellectual activities. At first we believed that this was true only for verbal, spatial, and mathematical ability, but Balke-Aurell's dissertation at Gothenburg showed that the 'g' factor also is modifiable by education.

An important corollary of the new viewpoint is the more optimistic implications for adult education. The traditional view stated that intelligence was constant throughout adulthood until late middle age, when it began a steady decline. Now research has demonstrated that there is still the possibility of intellectual growth into old age (Something I now relish at age 79). Although some aspects of working and long term memory decline--such as source memory, prospective memory, and memory for names, other cognitive possibilities exist. On the whole, the IQ picture is much brighter than it was 50 years ago.

4. The realization that children, college students and adults can learn how to learn and to regulate their own learning was groundbreaking. Don Norman and Claire Ellen Weinstein taught the first "Learning to Learn" courses at the college level and Scott Paris showed that elementary school pupils could be taught learning strategies. Scott's addition of "conditional knowledge" to the traditional distinction between declarative and procedural knowledge pointed to the importance of strategic knowledge--knowing when and where to use particular skills or knowledge.

5. Self-regulation. The integration of metacognitive, cognitive, and motivational strategies under the term, "self-regulation" seems to me to be the latest advancing arena.

6. Understanding of how basic knowledge and skills in content areas such as reading, mathematics, and other areas are learned is also important.

**FRUSTATION:** Educational psychology is not valued as highly or used as widely as it should be. Other areas of education are important—national and state policies, community influences, school organization, and administration, curriculum, etc., but eventually education comes down to student learning.

**Follow-up Question: Why isn't educational psychology more highly valued?**

*McKeachie:* I don't know. These things go through cycles. Subject specific studies (teaching of mathematics, science, social studies, etc.) have made a good deal of progress lately; and what they do would probably have been called educational psychology in the past, but now they are sometimes categorized as a separate field. I think that educational psychology may have been higher on the totem pole in schools of education at some times in the past, but I don't really know how things are now.

What is quite clear is that today educational psychology is much more highly regarded by psychologists in psychology departments. Once most psychologists gave up rats and became interested in human cognition and motivation, closer relationships developed with educational psychology. Some of the most prominent educational psychologists today are people like Jim Greeno and Rich Mayer who come out experimental psychology.

**Question #2: If you could identify several pivotal turning points in your own professional career, what might these look like and why were these events so significant?**

*McKeachie:*

1. Meeting my wife and persuading her to marry me a few months later (58 years ago). Without her tolerance of my long hours of work and support for what I was doing, I could not have accomplished whatever I did.

2. World War II. It ended my career as a teacher of math, history, English, geography, and other subjects after only two months. Sometime during the war I wrote home from the naval destroyer on which I served that if I survived, I'd like to go to graduate school in psychology. Luckily I survived. Many of my friends did not.

3. Beginning to teach under the tutelage of Harold Guetzkow, who supervised the training of the teaching fellows in introductory psychology, and under the department chairmanship of Donald Marquis was important. I didn't realize at the time that training graduate students for college teaching was relatively uncommon.

Marquis gave Harold the task of supervising and training the teaching fellows, and Harold not only mediated our discussions of teaching, but also encouraged us to settle our

differences by doing research. Without the encouragement of Guetzkow and Marquis I probably would have settled into much more conventional psychological research and teaching (I had specialized in personality, social psychology, learning, and statistics).

Around the time that I finished my Ph.D, I had job offers from Northwestern and Yale--no doubt stimulated by Marquis--but Marquis asked if I would like to stay at Michigan. He invited me to teach the large introduction to psychology course and supervise the training of the teaching fellows in the course. In addition, he gave me an assistant to help carry out research related to teaching and learning in the course. I doubt that there had ever before been a job with that description in a major psychology department.

4. Two events in 1950-51. The first television course in psychology and the summer conference to develop a model undergraduate psychology curriculum held at Cornell.

The University of Michigan was given the hour from 1 to 2 p.m. on Sundays on Channel 4 in Detroit. The producer, Garnet Garrison, asked me to do an introductory psychology course. I developed a plan with the help of two graduate students, Hazen Schumacher and Bob Newman, and faithfully commuted to the Detroit studios each Sunday. Television was new back then. My relatives bought television sets to see me, and many psychologists watched the program to see how I presented their discipline. As a result, I soon became President of the Michigan Psychological Association. During that year, the Psychological Clinic at the University was threatened with a suit for practicing medicine without a license because they were using psychotherapy--which the plaintiff said was a medical procedure. This activated psychologists throughout the state. I became Chair of a committee to write legislation to credential psychologists, and this began a long career in mental health activities locally and nationally, including service on a number of committees and the Council of the National Institute of Mental Health. Undergraduate Curriculum

The proposal for a six-week conference to develop a model curriculum had been developed by Dael Wolfle, Executive Officer of APA. The three senior scholars and three young psychologists who participated had a stimulating experience and we presented our results at APA that summer. That began my involvement in APA. The following year I was asked to serve on the Education and Training Board of APA and a couple of years later became President-elect of the Division on the Teaching of Psychology.

**Question #3: Some of my colleagues who are active scholars in the field and teach many students each semester complain that they don't have much of a personal life outside psychology. As a psychologist, how separate have you been able to keep your professional life from your family and a personal life outside psychology? What suggestions might you offer to those professors who wrestle with such issues?**

*McKeachie:* I know what they are talking about, for although I've now cut back to a 60-hour week, I probably



averaged 80 hours a week for most of my career. Fortunately, my wife and children were very understanding. I pitched three or four games a week until we adopted our first daughter. Then I cut back to one or two games and the whole family attended. When the children were older, we attended their games as well as mine.

We've never gone to as many plays or concerts as we would like, but I found that if I had definite weekly commitments I would schedule around them. We have sung in the choir of the First Baptist Church for 50 years (I blocked off Thursday nights and Sundays for this). We also belonged to the faculty square dance club.

My wife has generally traveled with me on any trips longer than a couple of days, and on overseas trips we have frequently added on a few days of vacation. Our daughters attended APA during their youth. We also have family gatherings at our house on Memorial Day, the 4th of July, Labor Day and Christmas and many relatives attended; so there are always enough participants for softball, volleyball, croquet, and other sports available in our yard.

**Question #4: Are there some great theoretical or research contributions in the field of educational psychology that have gone relatively unnoticed over the years? If so, what are these contributions to the field and why have these ideas or findings been so overlooked?**

*McKeachie:* Norm Maier's frustration theory was overlooked. "Learned helplessness" is essentially the same phenomenon. Charlie Cofer's early research on language was overlooked for a long time. Both came in the heyday of behaviorism, and simply didn't fit with the dominant paradigm. At the college level, the book by Dick Mann and his students, The College Classroom has been neglected.

**Question #5: Professors have always struggled with balancing the complex (and sometimes competing) roles of teaching and scholarship. What changes have you seen in the professorial ranks during the past 50 years that might help us better understand pressure today related to the demands for excellence in teaching AND "publish or perish" threats?**

*McKeachie:* A lot depends on the job market, the perceptions of higher education and research by the public and politicians, and the money available for research. Grant money for research was very limited before the National Science Foundation and National Institutes of Health started making grants. Educational research funding was increased with the Great Society dreams of Kennedy and Johnson and the National Institute of Education.

In the 1960's and 70's the student movement pressed for better, more relevant teaching which enabled me to promote faculty members on the basis of excellence in teaching. However, as budgets tightened up and the job market favored the employers rather than the job seekers, there was a movement toward more stringent standards for promotion and more emphasis on research. In recent years, public pressures have contributed toward more emphasis upon teaching, but even small

colleges use research as a promotion criterion. It is easier to keep a low-cost faculty if one can deny tenure on the grounds of failure to do enough research.

When it comes to evaluating quality, research has the advantage of being available for peers to evaluate. Faculty committees trust peer judgments of research more than they trust peer evaluations based on student ratings and portfolios of syllabi, tests, etc.

**Question #6: Many educational psychologists today have to confront the issue of whether to become a generalist and explore several different areas of possible interest or specialize in a single line of research. It seems to me like professional success has been achieved by adopting either professional path. What suggestions do you have for educational psychologists today who must make such crucial career decisions?**

*McKeachie:* Do what you enjoy!

As I once said in my State of the Department talk when I was Department Chair of Psychology, "One of the things I enjoy about being Chairperson is talking to candidates for positions about their research in a wide range of specialties and reading the reprints of our faculty in all fields. Each one of you knows more about your own field than I do, but few know the broad range of psychology as well as I do."

**Question #7: A considerable amount of your professional publications focus upon topics such as: teaching effectiveness, student learning, motivation, test anxiety, and assessment of teaching. You seem to have merged the role of research scientist with the roles of being a good listener, seeker of truth and justice, and great teacher.**

*McKeachie:* That's an exaggeration, but thanks.

**Follow-up Question: What philosophical ideals have assisted you in integrating these roles during your career?**

*McKeachie:* I don't know that I have anything very specific to offer here. I'm a humanist and believe that love is an ultimate value as exemplified in my active church involvement. I believe that respect and concern for students is fundamental to teaching.

**Question #8: What professional accomplishments are you most proud of and list a couple of publications that you think best represent the legacy you wish to leave in psychology?**

*McKeachie:* I can think of two professional accomplishments: (1) A.P.A. President, and (2) Department of Psychology Chair at the University of Michigan. As Department Chair, I was able to expand the Department from 70 to almost 200 faculty members. Many of these people were internationally renowned scholars and excellent teachers. I'm also proud that we got along so well together.

As far as publications go, here are two that leap to my mind:

McKeachie, W. J. (1999). Teaching tips: Strategies, research, and theory for college and university teachers. (10<sup>th</sup> ed.)

McKeachie, W. J. (1961). Motivation, teaching methods and college learning. In M.R. Jones (Ed.) Nebraska Symposium on Motivation. Lincoln: University of Nebraska Press.

**Question #9: Many readers may not be aware of your accomplishments in the arena of musical composition. Tell us a little about these works and why these are so important to you.**

*McKeachie:* The musical compositions are mostly things I worked out when a committee meeting was boring. The first one, the Holly High School Fight Song was composed with my best friend the year after we graduated from high school. We were nostalgic about our high school years and wanted to do something for our high school. One of the others was a civil rights song, the words of which were written by one of my former teaching assistants, who wanted it set to music. Another was a hymn, which our choir director asked me to compose because he liked the words, but not the music. We are friends of the Shakers, the last community of whom live in Sabbathday Lake, Maine. I read a poem by their leader, Sister Mildred, and liked it so much that I thought I would try to set it to music.

**Question #10: Do you have any insightful stories to share with readers regarding your interactions with colleagues?**

*McKeachie:* Abe Maslow and I used to walk together a lot because he had a heart condition. He believed that he could prove that the top level of his famous pyramid was true and a fundamental value. I argued that belief in an ultimate value must always be a matter of faith (not provable by empirical data).

One night we were walking back from the Cosmos Club in Washington to our hotel near APA. Our path led around Dupont Circle on Massachusetts Avenue--a familiar route since the APA Board frequently had dinner at the Cosmos Club. We were so engaged in our conversation that after some time we realized we had gone too far around the circle and were now on Connecticut Avenue walking away from our hotel.

At the 1988 APA Convention in Atlanta, I saw Fred Skinner. When I inquired about his current work, he said that he was working on 3 books, and had an article in the American Psychologist.

I said, "I know about the article. I reviewed it and recommended it for publication." Fred knew I disagreed with the substance.

He said, "I suggested you as a reviewer."

I then asked him if, with all the writing, he still had time for playing the piano.

He answered, "No. I gave my grand piano to my daughter. I

couldn't play it any more."

I said, "That's terrible. You enjoyed it so much. Why couldn't you play?"

He said, "I couldn't see the music." (He had glaucoma)

"But I can play a lot of music by ear, couldn't you do that?"

"No. I never could play by ear," said Fred.

"You were an organist, and most organists are good at improvisation. Couldn't you sit down and just improvise?"

Fred responded, "No, I never was good at that."

"But you must have memorized some musical pieces, couldn't you at least play pieces you'd memorized?"

"No. I didn't memorize pieces," stated Fred.

Nonetheless we had a good conversation. When we parted, he was in good spirits, with plans for continued writing.

**Question #11: You have devoted much time and energy to advancing the field of psychology and been a positive influence in the lives of many people over the years. Many people are proud to state they had Bill McKeachie as a teacher, mentor, colleague, and friend. I thought you might like to speak directly to those who aspire to advance many of the causes and ideals you have championed. How might those of us who dream of making a difference in psychology best accomplish such goals?**

*McKeachie:* That's very nice of you to say. I think each of us has to follow our own propensities and do the best he or she can, getting help from colleagues, working hard, not getting discouraged if things don't go well for a time, and taking advantage of lucky breaks when they come.

**Newsletter for Educational Psychologists (NEP/15)**

**November 2000**

**Volume 24, Number 1**

**American Psychological Association**

**Minutes of the Business Meeting for Division 15 of APA  
Washington, DC  
August 5, 2000**

1. The meeting was convened by President Howard Everson at 4:15pm.
2. Motion Tobias/Rabinowitz to approve the minutes of the 1999 Business meeting in Boston.
3. The Presidents Report was delivered by Howard Everson. Everson presented a summary of the report by the Strategic Planning Committee which was approved by the Executive Committee at their meeting August 4, 2000. Please see the executive committee minutes for a complete summary.
4. Schunk announced the results of the Division elections. Paul Pintrich was elected as President Elect. Allan Wigfield will be the new Treasurer and Bonnie Meyer will be the new Member at Large.
5. Bonnie Meyer delivered the treasurer's report. The Division is sound financially. We have a net income of at least 30,000 each year. 61% of our income is generated by the Educational Psychologist and other publications.
6. Everson gave the membership report. He noted that we are turning the membership operations over to APA effective September 1 as was approved by the executive committee at AERA. In order to think about strategies and initiatives to increase membership particularly with affiliates and associate members, the newly reconstituted membership committee will be led by Eric Anderman
7. Barry Zimmerman delivered the Council of Representative Report. Zimmerman noted that APA has a new report on test user qualifications approved at this meeting. APA is also launching a parallel organization to stand with APA as a lobbying force. APA is also considering voting on the idea of a cost of living clause for increases in dues. APA currently has a 20% vacancy in staff because the unemployment rate is low and they are losing staff members to other organizations. To replace these staff members, APA is having to hire at higher salaries and key slots are being difficult to fill.
8. The publications committee report was delivered. It was noted that the new Training Handbook (edited by Tobias and Fletcher) can be bought at APAs publication stall for a 50% discount at the convention. It was also announced that Gary Phye will bring together all the publications editors and publications committee members under the auspices to think about strategic issues related to publications. One of the ideas that came out of the Strategic Planning Meeting was a new series on educational research practice and policy connections. Ideas for this series will be flushed out over the next year and reported back to the executive committee.

9. Mitch Rabinowitz presented the Program Committee report for himself and co-chair Fran Blumberg. The acceptance rate on posters for this year's convention was very high. Rabinowitz encourages faculty and graduate students to see this as a good outlet for their research work. Although no paper presentations were scheduled this year, various symposium were scheduled throughout the program. Rabinowitz noted that we may want to consider electronic submissions at some point in the future. Allyn & Bacon are thanked for the money they gave to support the social hour.

10. The Graduate Student Committee report was present by Paul Schutz. Schutz wanted to note that Woolfolk had arranged for some funding assistance for the seminar from Merrill publishing. In addition, Addison, Wesley, Longman; Allyn & Bacon; Houghton-Mifflin; Jossey-Bass; Lawrence Erlbaum Associates; McGraw-Hill; and Merrill Education all donated books for the students. This year there are 12 students attending. There were 17 applications. Shutz and Husman noted that the new budget seems to be working well.

11. Rich Mayer, the new chair of the Thorndike Award committee reported that next year's winner will be John Bransford from Vanderbilt.

12. Mike Royer noted that this year's recipient of the Snow Early Contributions Award was Gregg Schraw. Royer encouraged applications for next year, the announcement will come out in the fall NEP.

13. The Dissertation Award committee report was presented by Maria Pennock-Roman. It was announced that Karen Murphy will be unable to attend this year but that Pat Alexander will make her presentation in her stead tomorrow. Pennock-Roman noted that there were not very many submissions for the current year and she was extending the deadline into fall for next year's nominees. New graduates with a defense date in 1999 or 2000 are encouraged to submit application materials.

14. The Fellows committee was delivered by Rabinowitz. He encourages people to nominate deserving candidates. Guidelines will be in the newsletter this fall. Please send all applications to him. Steve Ceci has been accepted as a fellow in Division 15 this year.

15. New Business. Everson requested that the membership approve changes to the by-laws to accommodate the 5 new standing committees presented earlier. In addition, Everson requested that the graduate student committee be moved to Standing Committee status, consistent with a motion made first last year. A motion was made by Tobias and seconded by Zimmerman. Motion approved. P. Alexander asks for new members to be involved in all the new committees. There are many opportunities for both old and new members to be involved and this would be a good place to start.

16. Recognitions: Many thanks to

- Bonnie Meyer, Treasurer
- Angela O'Donnell, Member-at-large
- Barbara McCombs, Council of Representatives
- Paul Pintrich, Educational Psychologist Editor
- Sigmund Tobias, Co-Editor Training and Retraining Handbook
- Dexter Fletcher, Co-Editor Training and Retraining Handbook
- Allan Wigfield, Publications Committee member
- Joanna Williams, Fellows Committee member
- Howard Everson, Chair membership committee
- Patricia Alexander, Chair membership committee
- Frank Farley, Chair Thorndike committee
- Bill McKeachie, Thorndike committee member
- Charles Brainerd, Snow Early Contributions committee member
- James Royer, Snow Early Contributions committee member
- Tom Shuell, Dissertation Award committee member
- Maria Pennock-Roman, Dissertation Award committee member
- Patricia Alexander, Monitor to the APA Board of Educational Affairs
- Paul Schutz, Co-Chair AdHoc Committee for Outreach for Graduate Students and New Faculty
- Jenefer Husman, Co-Chair AdHoc Committee for Outreach for Graduate Students and New Faculty
- Anita Woolfolk, AdHoc Committee for Outreach for Graduate Students and New Faculty member
- Julianne Turner, AdHoc Committee for Outreach for Graduate Students and New Faculty member

17. Motion to adjourn P. Alexander/J. Alexander. Motion approved.

**Congratulations to the 2001 Recipient of the  
E.L. Thorndike Award:  
John Bransford of Vanderbilt University**



**Nominations for Outstanding Dissertation**

Division 15 (Educational Psychology) of the American Psychological Association is seeking nominations for the year 2000 outstanding dissertation award. Dissertations eligible for this year's award are ones that have been successfully defended during calendar years 1998 and 1999 (from 1/1/98 to 1/1/2000). Nominations must be received by Dec. 1, 2000 to be eligible for consideration. Nominations are accepted on a continuing basis and those not meeting the Dec. 1, 2000 deadline will be eligible for consideration in 2001, provided the dissertation was successfully defended in calendar years 1999 or 2000.

The recipient of the Annual Dissertation Award received a plaque of recognition, automatic acceptance to present the dissertation at the next APA annual meeting (2001), and a \$500 cash stipend. Nominees must be a member, affiliate, or student member of Division 15. Applicants who are not members or affiliates may apply for membership when submitting materials for the dissertation award.

Nominations must include a letter of recommendation and 8 copies of a 1500 word summary. In addition to the 1500 word summary, two (2) additional pages of figures or tables may be included. Further information concerning guidelines for submission and a nomination form can be obtained from the chair of the Dissertation Award committee. Inquires and nominations are to be submitted to:

Maria Pennock-Roman, PhD  
Dept. of Educational and School Psychology  
and Special Education  
232 CEDAR Bldg.  
Penn State-University Park  
University Park, PA 16802-3109  
Phone: (814) 865-4368 fax: (814) 863-1002  
e-mail: mjp12@psu.edu

**Assistant/Associate Professor of Educational Psychology  
Howard University**

The Department of Human Development and Psychoeducational Studies, School of Education, Howard University, Washington, DC invites applications for a tenure-track position as Assistant/Associate professor of Educational Psychology. Requirements include a doctoral degree in Educational Psychology or related areas and teaching experience at the graduate level.

This position involves the teaching of graduate courses in Research Methodology, Statistics and Measurement. Courses may be at the masters and/or doctoral level. Such courses may include part of a sequence of the graduate courses in applied educational statistics, design of experiments, measurement issues and theory, learning and cognition and related courses. Supervision of masters and doctoral thesis and dissertations is also expected, as well as serving on dissertation committees. Teaching experience preferred. Evidence of research and publications required. Candidate should have demonstrated experience in writing proposals.

Review of applications will begin December 1, 2000 and continue until the position is filled. Candidates should submit a letter of application, curriculum vitae, three letters of recommendation and selected reprints of publications to:

Dr. Farah Ibrahim, Chair, Search Committee  
Department of Human Development and  
Psychoeducational Studies, Room 321  
School of Education  
Howard University  
2441 4th Street, NW  
Washington, DC 20059

Howard University is an equal opportunity employer.

### Richard E. Snow Award for Early Contributions

Division 15 seeks nominations for the Richard E. Snow Award for Early Contributions. This award is given to an individual who is no more than 10 years past receipt of a doctorate and who has made significant research contributions to the field of educational psychology.

If you wish to make a nomination for this award, send eight copies of a letter of nomination describing his or her contributions, eight copies of the individual's vitae, and one copy of a representative reprint of the individual's research to:

Mike Royer  
Richard E. Snow Award for Early Contributions  
Department of Psychology  
University of Massachusetts  
Amherst, MA 01003

**The deadline for submissions is January 3, 2001.**

### Call for Division 15 Fellow Applications

Division 15 invites members to apply for Fellow status in the American Psychological Association.

#### **Eligibility:**

Elections to Fellow status require evidence of unusual and outstanding contributions or performance in the field of psychology. Fellow status requires that a person's work have had a national impact on the field of psychology and beyond a local, state, or regional level. A high level of competence or steady and continuing contributions are not sufficient to warrant Fellow status. National impact **MUST** be demonstrated.

#### **Requirements:**

- Vitae
- Uniform Fellow Application
- Fellow Standard Evaluation Forms (endorsements requested from current fellows)
- Supportive documentation from other sponsoring division(s) (optional)
- Self-statement (optional)

#### **Deadline:**

Application materials must be received by January 3, 2001. For further information and/or to request forms, please call or write to:

Mitchell Rabinowitz  
Graduate School of Education  
Fordham University  
113 W. 60<sup>th</sup> Street  
New York, NY 10023  
Phone: (212) 636-6462  
FAX: (212) 636-6402  
e-mail: mrabinowitz@fordham.edu

### Division 15 Annual Graduate Student Research Seminar

The Division of Educational Psychology--Division 15--of the American Psychological Association announces its third annual National Graduate Student Research Seminar to be held August 24-28, 2001, during the annual meeting of APA in San Francisco. Selected doctoral students will attend conference presentations, participate in social events, and meet with distinguished researchers. In addition, students will work with faculty in small groups to discuss the students' dissertation research and receive guidance and suggestions. The purposes of the seminar are to allow informal exchange of ideas about research, particularly the research plans of the students, and to demystify the process of becoming a researcher. The seminar also encourages inter-university connections among students and with faculty sharing common interests.

**The seminar will be limited to 15 students, no more than three from any one institution. Applicants must be enrolled as full-time graduate students and approximately midway through their doctoral programs. (Ideally, students will be in approximately the third year of a full-time program, but having only begun preliminary work, such as drafting a prospectus, on their doctoral dissertations).**

Selections will be made on the basis of the quality of the submitted work as well as how well the work fits the substantive and methodological interests of other applicants and the expertise of participating faculty.

The seminar is offered free of charge. Division 15 will pay for meals and refreshments during the seminar, and will provide each student participant with a stipend that covers the cost of conference registration (student affiliate) plus \$200.

#### **APPLICATION MATERIALS:**

Applications must include 5 copies of the following:

- \* A 2-page vita that includes the applicant's name; address; telephone, fax, and e-mail numbers; education; professional experience; and presentations or publications--if any.
- \* A 1000 word statement about your research interests, the particular research you are undertaking for your doctoral degree, the current status of that research, and its relevance to your future research interests.
- \* A 1-page list of selected references.
- \* A 1-page letter of intent from the student explaining how she or he could contribute to and benefit from the seminar.
- \* A letter of recommendation from the student's advisor describing the student's qualifications. This letter should be co-signed by the Department Chair.

#### **QUESTIONS SHOULD BE DIRECTED TO CONFERENCE CO-CHAIRS:**

Bradford Woods, 205-348-1354, bwoods@bamaed.ua.edu,  
Faculty Representative

Heather Davis, 706-542-4110, hdavis@coe.uga.edu,  
Graduate Student Representative

#### **SEND APPLICATIONS TO:**

Bradford Woods  
306 Carmichael Hall  
Dept. of Educational Psychology  
University of Alabama  
Box 870231  
Tuscaloosa, AL 35487

**DEADLINE: March 1, 2001.**

## THE AMERICAN PSYCHOLOGICAL ASSOCIATION PUBLIC POLICY FELLOWSHIP AND INTERNSHIP PROGRAMS

Seek Applicants for the 2001-2002 Program Year APA Congressional and Science Policy Fellowship Programs

Since 1974, the American Psychological Association (APA) has been offering Fellowships to provide psychologists with the unique opportunity to experience first-hand the intersection of science and public policy. APA Policy Fellows come to Washington, D.C., to participate in one of three Fellowship programs, which involve working in a congressional office or federal agency. Training for the Fellowships includes a three-week orientation to congressional and executive branch operations, and a year-long seminar series on science and public policy. The training activities are administered by the American Association for the Advancement of Science for APA Fellows and for Fellows sponsored by over two dozen other scientific societies.

### APA Congressional Fellowship Program

APA Congressional Fellows spend one year working as special legislative assistants on the staff of a member of Congress or congressional committee. Activities may include conducting legislative or oversight work, assisting in congressional hearings and debates, preparing briefs, and writing speeches. Past Fellows have worked on issues as diverse as juvenile crime, managed care, child care, and economic policy.

### William A. Bailey AIDS Policy Congressional Fellowship

APA and the American Psychological Foundation (APF) established the William A. Bailey AIDS Policy Congressional Fellowship in 1995 in tribute to former APA staff member Bill Bailey's tireless advocacy on behalf of psychological research, training, and services related to AIDS. Bailey Fellows receive a one-year appointment to work as a special legislative assistant on the staff of a member of Congress or congressional committee. They focus primarily on HIV/AIDS or related issues, while engaging in the same types of legislative activities as other APA Congressional Fellows.

### APA Science Policy Fellowship

In addition to the Congressional Fellowships, APA also provides a Fellowship opportunity for psychologists who wish to gain an understanding of science policy from the perspective of federal agencies. The APA Science Policy Fellowship, begun in 1994, places psychologists in a variety of settings in science-related agencies. Participants in this program have worked in the Office of Science and Technology Policy (OSTP) at the White House, the Office of Behavioral and Social Sciences Research at the National Institutes of Health (NIH), and the National Science Foundation (NSF).

## Applications for Fellowships

Applicants for the APA Policy Fellowship Programs must be members of APA (or applicants for membership) and must have completed a doctorate in psychology or a related field at the time of application. Applicants must submit a current vita, personal statement of interest, and three letters of recommendation to:

APA Policy Fellowship Programs  
Public Policy Office  
American Psychological Association  
750 First Street, N.E.  
Washington, DC 20002-4242

The deadline for applications is December 15, 2000. Annual stipends range from \$48,500 to \$61,200, depending upon years of postdoctoral experience and the specific Fellowship sought. More detailed information about the application process can be found at <http://www.apa.org/ppo/fellow.html>. Further inquiries can be directed to the APA Public Policy Office at (202) 336-6062 or [ppo@apa.org](mailto:ppo@apa.org).

### Graduate Student Public Interest Policy Internship

The APA Public Policy Internship provides graduate students with an opportunity to gain first-hand knowledge of how psychological research can inform public policy, and the roles psychologists can play in its formulation and implementation. The intern works in the Public Policy Office of APA's Central Office in Washington, D.C., on public interest policy issues pertaining to: children, women, ethnic minorities, HIV/AIDS, disabilities, aging, lesbian/gay/bisexual concerns, media, and/or violence. The Public Policy Office helps to formulate and implement APA positions on major federal policy initiatives of importance to psychology in the areas of public interest, education, and science.

Applicants must be doctoral students in psychology or a related field in at least the third year of graduate training. APA policy interns work 20 hours per week at a rate of \$14.50 per hour. Application materials comprised of a current vita, a personal statement, and two letters of reference should be sent by March 15, 2001 to:

American Psychological Association  
Public Policy Office/ Internship Program  
750 First Street, N.E.  
Washington, DC 20002-4242

More detailed information about the application process can be found at <http://www.apa.org/ppo/fellow.html>. Further inquiries may be directed to the APA Public Policy Office at (202) 336-6062 or [ppo@apa.org](mailto:ppo@apa.org).

## J. M. Stephens (1901-2000) Obituary

John Mortimer ("Jack") Stephens, a stalwart educational psychologist and APA Fellow through Division 15, died on July 9, 2000, in Victoria, British Columbia at 98 years of age. A gentle man of inexhaustible curiosity, probing intellect and wry wit, Jack held a long, productive tenure at Johns Hopkins University (1930-1965) where he became widely known and respected as a consummate scholar, teacher and writer. Thereafter, he served on the faculty of the University of British Columbia and as a visiting professor at Stanford University before full retirement in 1969.

Born near Reston, Manitoba, Jack's early years were spent in rural Canada. As a young man, Jack held interests in both engineering and the law, but became intrigued by psychology during an introductory course at Winnipeg Normal School in the early 1920s while teaching grades 4-6 in a village school. This interest was nurtured by studies at the University of Manitoba after which Jack served as a teacher-principal in another village school. The lure of advanced studies took Jack to the University of Toronto in 1927 where he intended to establish qualifications for further work in the public schools. As kind fate would have it, Jack encountered there an energetic educational psychologist, Peter Sandiford, a Ph. D. from Columbia University who had studied with Edward Thorndike. This fortuitous encounter resulted in tutelage for Jack to continue his studies in the psychology of learning. As Jack became fortified with theoretical tools to analyze his own classroom teaching, he was drawn to Thorndike's perspective on learning which, of course, emphasized the Law of Effect and its supplemental Law of Readiness.

As students of learning theory can attest, the heuristic influence of the Law of Effect was enormous, very much so for Jack. His work with Sandiford became organized around issues of interpretation regarding satisfaction and annoyance effects, as well as the neural underpinnings of readiness for learning. For Jack, the die was nearly cast for his life work. He soon decided, together with support from his young wife, Olive, and Sandiford, his graduate advisor, to make the psychology of learning his life's work. Naturally enough, the next stop for Jack was Teachers College, Columbia University where he would work with such notable faculty as R.S. Wadsworth, Goodwin Watson, and, of course, Thorndike himself.

In his memoirs, Jack writes favorably about his time at Columbia and mentions his exchanges with Clark Hull at Yale. In 1930, Hull invited Jack to the Eastern Branch of the APA for the purpose of demonstrating Jack's newly created "learning machine." This ingenious electro-magnetically-powered machine was regarded as a vanguard attempt to examine trial-and-error learning by purely mechanical means. Jack's work with variables of such learning drew the attention of other notable scholars, including Ernest Hilgard, himself an advanced Yale student at that time. More importantly, in terms of career development, Jack's work attracted an offer to join the Department of Education at Johns Hopkins. Though encouraged to stay at Columbia, Jack decided to take go; as it happened the Hopkins job turned out to be one of the last educational psychology positions available during those early depression years.

At Hopkins, Jack continued his learning experiments, although without benefit of much in the way of laboratory facilities he had envisioned. Even so, he maintained his focus on the Law of Effect in relation to competing ideas as exemplified by Tolman and Pavlov, by then also prominent on the psychology scene. Eventually Jack advanced a general formula for a two-phase theory of learning that combined essential factors of effect and the conditioned reflex. Following this, he continued to examine growing challenges to Thorndike's behaviorism, especially conditions that govern punishment. Additionally, Jack took up contentions about expectancy and reinforcement, joining in the theoretical fray of his day. A notable example of his theoretical bent concerned a contention in 1940 by Hilgard and Marquis that genuine reinforcement must constitute confirmation of an expectancy. Debating the role, meaning and generality of expectancy in reinforcement outcomes, Jack presented preliminary evidence (*Psychological Review*, 1942) for a principle based on effect and substitution, which he expressed formally in quasi-quantitative terms. Jack's basic contention was that reinforcement could be produced by a valuable or satisfying outcome, even when unexpected by the learner.

Notwithstanding his plunge into this contemporary theoretical ferment, Jack considered his experimental work as secondary to the broader problem of learning in the schools. Vaulting to a more macro-level of thought, Jack framed this problem in two related questions: (1) What pervasive forces have led to the development of schools in the first place, and (2) how do these same forces, working even under the most unpromising conditions, engage whatever learning machinery there may be within the child? Jack's study of this problem showed first results in a modestly circulated 1933 monograph concerning the influence of schooling on students. A large number of investigations were summarized to reveal contradictory, but mostly little to no sustained impact of various administrative arrangements (e.g., different teaching methods, class sizes, and pupil expenditures) on pupil achievement. Jack continued to track successive studies of school variables and student achievement in search of conditions that could reliably account for achievement differences across groups of learners exposed to contrasting educational "treatments." In short, the power of educational experimentation became his abiding issue. A formal statement about Jack's most insightful thinking about this issue would culminate years later in a seminal publication, *The Process of Schooling*, (1967).

As Jack persisted in his study of educational impact, it is noteworthy here to address his style and power of thinking. Always the benevolent critic of research methodology, his dedication to empiricism was unsurpassed. In a recent personal correspondence to Jack's grandson, Doris Entwisle recalled Jack's talent for "collecting and weighing evidence and following faithfully wherever the search led." As for intellectual competence, Julian Stanley wrote about Jack's excellent professional reputation, adding: "Rumor hath it that, when faculty members of both

departments (psychology and education at Hopkins) took the Miller Analogies Test, used as part of the process in admitting graduate students in psychology, he (Jack) scored highest of all." A highly recommended account of Jack's skill in systematic analysis of research is a 1967 paper, *Making Dependable Use of Research*, published in the *Journal of Educational Research*. To this day, his rigorous checklist for assessing the methodology of quantitative research and routes to valid conclusions from data stands as a valuable lesson for consumers and designers of educational research.

Various administrative changes at Hopkins during the later 1930s and into the early years of WW II found Jack taking responsibility for a re-organized curriculum as Director of University Studies in Psychology. These administrative duties took precedence for several years until further changes and, more significantly the war, interrupted normal academic life most everywhere. As a volunteer for the U.S. Army Air Force, Jack's qualifications as a teacher led to instructional duties. Jack's mission of teaching navigation to air cadets required the preparation of instructional materials for a widely heterogeneous group of students, an experience he believed facilitated his later textbook writing.

At war's end, Jack returned to Hopkins and soon reached senior faculty rank, jointly as Professor of Education and Professor of Psychology. Diverse duties, including service as academic counselor for returning veterans and secretary of the Hopkins Academic Council (Senate) demanded much of Jack's time and energy, but he completed his first major textbook, *Educational Psychology: The Study of Educational Growth*, published in 1951. This lucid and comprehensive volume did much to establish Jack's national reputation as an incisive scholar of the discipline. The 1956 revision quickly became one of the most, if not the most popular resource of its time for graduate courses in educational psychology. Jack's stature in the field resulted in numerous invitations for both teaching (e.g. University of California-Berkeley in 1956 and 1962-64) and writing. His invited chapter about transfer of learning in the 1960 *Encyclopedia of Educational Research* remains remarkably fresh, especially in terms of overall rationale and logic of extrapolation. It is tempting to argue that little more can be said today about the educational implications of transfer research than Jack proposed over forty years ago.

All this while, Jack's thoughts about the aforementioned problem of schooling were still percolating actively. A considerable body of research about school effects and classroom learning had accumulated since his earlier survey. Indications of occasional fads, unsupported claims, and patterns of disputable results challenged him to articulate a position about essential forces at work in classrooms to produce learning. Thanks in part to encouragement from colleagues and his editor at Holt's publications, Jack presented his argument in terms of a theory of spontaneous schooling. His theory, with ingredients from cultural anthropology, sociology, psychology and education, reached published form in the 1967 book mentioned earlier. It features an analysis of reactive and proactive teaching behaviors that may be considered as universal (or nearly so) but up to that time largely unexamined in any systematic sense. This theory foreshadowed the emergence and growth of process-based educational research as a complement to the then-dominant product or outcome orientations. Jack's notions about the "effective teacher" also prefigured many important schooling issues of our time, including the psychology of teacher-student interaction, probable limits of teacher influence, and teacher characteristics that truly matter. A bonus of the theory resides in cues for multivariate research that, although superceded by more advanced development since the 1960s, showed Jack's gift as a forward-thinking scholar.

Frustrated by departmental instability, Jack left Hopkins in 1965 with Emeritus status. That same year, a version of his educational psychology textbook designed for undergraduate use, *The Psychology of Classroom Learning*, was published. Returning to his native Canada, Jack joined the educational psychology faculty at the University of British Columbia for the years 1965-67. During this time he also served as departmental chairman. Jack's last teaching occurred at Stanford University in the summer of 1969. But his academic legacy was finalized while in full retirement at Shawnigan Lake, B.C. *Development and Classroom Learning: An Introduction to Educational Psychology* (1973) was published collaboratively with E. D. Evans of the University of Washington, Seattle. As junior author of this last work, I can personally attest to the characteristics of Jack's work in both process and content. Jack infused our work process with academic acumen, humor, humility, a healthy skepticism about trendy educational thought, and above all, personal authenticity as a human being.

Jack's influence on his many students and colleagues over the years cannot be calculated in empirical terms. Surely, as in my case, he touched them all in memorable ways. Jack's written works, of course, comprise a permanent record of his productivity and professionalism. But at the end of the day, Jack will remain in memory foremost as a loving family man and masterful teacher whose sage and gentlemanly manner defined a standard by which the good life might be measured.

*Submitted by:* Ellis D. Evans, Emeritus Professor of Educational Psychology, University of Washington, Seattle, September 2000

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