

Looking Ahead to the Convention

Howard Everson

The summer is here and, as always, it is time to think APA in August. This year I hope to see many of you enjoying our Nation's capital, and the stimulating program of speakers, events, and symposia that APA brings us each year. The Division 15 program this year is exceptional! Our Program Committee, chaired by Mitch Rabinowitz, put together a wonderful program that includes poster sessions focusing on innovations in educational practices, and the role of motivation in learning and instruction. We will also have the opportunity to hear Stephen Ceci's talk on *The 10 Surprising Things About Intelligence*, and listen as Robert Siegler tell us about how unconscious insights work in mathematical thinking and reasoning. The program is filled with symposia on issues of minority achievement, learner-centered principles in practice, how changing knowledge changes beliefs about academic achievement, and a broader role in APA for graduate students. In fact, Breakfast with the Presidents is becoming an annual event for graduate students in Division 15.

While at APA, do stop in at the APA bookstore and browse the impressive array of Division 15 publications, which includes our best selling teacher focused classroom research series.



This year look for our latest publication, *Training and Retraining: A Handbook for Business, Industry, Government and the Military*, edited by Sigmund Tobias and Dexter Fletcher. I am certain our annual meeting will have much to offer—intellectual stimulation, professional development, and the ambiance of Washington DC.

The work of our Division members has been productive, as you see. I can report, too, that Division 15 is sound fiscally. Revenues from membership dues and publications have allowed us to develop a healthy budget, and for the first time to begin planning some longer-term initiatives. I will have more to report on this front at our annual Business Meeting at APA. By then members of the Executive Committee will have met to map out strategic initiatives for the future.

I look forward to seeing you all in August in Washington, DC, and to talking with you about research, teaching, and all the wonderful plans we have for promoting the role of educational psychology in our schools, in the workplace, and in all those other places where good teaching and learning occurs.

In This Issue:

Howard Everson-
*Looking Ahead to the
Convention*

APA Division 15-
Program Highlights

APA Division 15 –
*Executive Meeting
Minutes*

Newsletter for Educational Psychologists
NEP / 15
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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.

Greetings from Indiana!

We have very good news. NEP/15 is now on the APA web site. The address is www.apa.org/divisions/div15. The previous two issues of the newsletters are also on the web site.

In this issue, you will find a message from President Howard Everson that highlights the upcoming APA convention, August 4-8 in Washington, DC. For your convenience, we have also included the Division 15 program summary. The minutes from the Executive Committee Meeting and the Business Meeting that were held at AERA in April are also included in this issue.

As I noted in previous issues, I would like to publish articles in NEP/15 that would be of interest to educational psychologists. If you have any suggestions and/or names of people who could write one of these articles, please e-mail me at amorrone@iupui.edu.

Finally, I again thank my editorial assistants, Ms. Darolyn Jones and Mr. Mike Fassold, for their assistance with the newsletter. Both of them are middle school teachers in Indianapolis. Besides working on the newsletter, they also both taught summer school. I am truly grateful for all of their hard work during a very busy summer.

See you in Washington, DC!

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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

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.

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.

Call for Nominations to the Committee on Urban Initiatives

The American Psychological Association's Committee on Urban Initiatives (CUI) is seeking nominations for two new members to begin terms in January 2001. The committee seeks to contribute to a greater understanding and amelioration of those problems associated with urban life, to promote and sustain those aspects of urban life that enhance individual and societal growth, and to encourage research, training and practice related to urban issues.

The committee pursues its mission through the identification, integration, and distribution of scientific research and professional and community knowledge regarding those domains in which psychologists have demonstrated particular expertise: the family, the schools, the community, and the work environment.

CUI seeks to address issues of public policy and affect scientific research and professional practice with the intent of enhancing the quality of life for urban residents. The committee is interested in persons with demonstrated interest and experience in urban issues to serve a 3-year term beginning in January 2001 and ending in December 2003. For this term, the committee seeks at least one member with expertise in urban work issues and one member with expertise in urban education. In particular, the committee is interested that one of these slates be filled by an individual with expertise in underserved populations, such as the poor, women, ethnic minorities, and/or immigrant populations. Also, to fulfill its commitment to full diversity in representation, one of the slates should be filled by an ethnic minority psychologist. Letters of nomination should clearly describe the candidate's specific qualifications relative to these criteria.

Selected candidates will be required to attend two committee meetings a year in Washington, DC, with expenses reimbursed by APA. Members are also expected to work on CUI issues and priorities between meetings. The necessary time per month will vary depending on the nature of the projects. If possible, members attend a CUI Network meeting at their own expense held during the APA Convention.

Except for the CUI public member, committee members should be members of APA. Nomination materials should include the nominee's qualifications, a letter from the nominee indicating willingness to serve on CUI, and a current curriculum vita. Self-nominations are encouraged. Nominations are open to members who are retired or employed less than full time. Nominations and supporting materials should be sent by August 15, 2000 to:

Leslie Cameron
APA Public Interest Directorate
750 First Street, NE
Washington, DC, 20002-4242

Journal of Educational Research

Special Issue: New Discoveries in Literacy for the 21st Century

Volume 93(3), January/February 2000

Guest Editor: Donna Alvermann

Contents:

Building on the past, bridging to the future: A research agenda for the Center for Improvement of Early Reading Achievement. *Elfrieda H. Hiebert and P. David Pearson.*

Home-school connections: A review of the literature. *Sarah J. McCarthey.*

Interpellations of family/community and classroom literacy practices. *David Bloome, Laurie Katz, Judith Solsken, Jerri Willett, and Jo-Anne Wilson-Keenan.*

Reexamining roles of learner, text, and context in secondary literacy. *Elizabeth B. Moje, Deborah R. Dillon, and David O'Brien.*

Power-knowledge formations in literacy teacher education: Exploring the perspectives of two teacher educators. *Kathleen Hinchman and Rosary Lalik.*

Critical media literacy: Research, theory, and practice in "new times." *Donna Alvermann and Margaret C. Hagood*

Heldref Publications is making this issue available to PROFESSORS AND THEIR STUDENTS ONLY at \$5 per copy. This price is good through December 31, 2000. The Subscriptions telephone is: 1-800-365-9753; Web site is www.heldref.org

2000 Election Results

President

Paul Pintrich

Treasurer

Allan Wigfield

Executive Committee Member at Large

Bonnie Meyer

Division 15 Program Summary

Friday, 8/4

Poster Session

Educational Practices, Programs, and Innovations
11:00 - 11:50
Washington Convention Center, Hall A

E. L. Thorndike Award

Richard Mayer -- Meaningful learning from words and pictures:
An educational psychology of multimedia
2:00 - 2:50
Renaissance Hotel, Congressional A

Symposium

Closing the Academic Achievement Gap
3:00 - 4:50
Washington Convention Center, Meeting Room 33

Executive Committee Meeting

7:00 - 8:50
Renaissance Hotel, Meeting Room 5

Saturday, 8/5

Conversation Hour

Graduate Student Breakfast with the Presidents
8:00 - 8:50
Renaissance Hotel, Meeting Room 2

Conversation Hour

Critically Examining the Role of Computer Technology in Education
10:00 - 10:50
Washington Convention Center, Meeting Room 29

Invited Address

Robert Siegler -- Unconscious insights in mathematics
11:00 - 11:50
Renaissance Hotel, Ballroom West B

Poster Session

Motivation, Learning, and Instruction
1:00 - 1:50
Washington Convention Center, Hall A

Business Meeting

4:00 - 4:50
Renaissance Hotel, Ballroom East

Presidential Address

Howard Everson -- Understanding performance on the SAT: A
multilevel modeling approach.
5:00 - 5:50
Renaissance Hotel, Ballroom East

Social Hour

6:00 - 7:50
Renaissance Hotel, Ballroom East

Sunday, 8/6

Conversation Hour

Graduate Student Breakfast Chat: Researchers Discuss the Past,
Present, and Future of Educational Psychology
8:00 - 8:50
Renaissance Hotel, Meeting Room 3

Symposium

Cognitive Tools -- Developing Trends, Promising Projects, and
Implementation Issues
9:00 - 10:50
Renaissance Hotel, Congressional Hall B

Invited Address

Stephen Ceci: Ten surprising things about intelligence
11:00 - 11:50
Renaissance Hotel, Auditorium

Symposium

Development and Measurement of Epistemic Cognition -- Educa-
tional Implications
11:00 - 11:50
Washington Convention Center, Meeting Rooms 10 and 11

Symposium

Learner-Centered Principles in Practice - Addressing the Personal
Domain
1:00 - 2:50
Grand Hyatt, Independence Ballroom F & G

Richard E. Snow Early Contribution Award

Gregory Schraw -- Arriving at the future: How I learned to do re-
search.
2:00 - 2:50
Grand Hyatt, Constitution Ballroom A

Outstanding Dissertation Award

P. Karen Murphy -- Toward a multifaceted model of persuasion:
Exploring textual and learner interactions.
3:00 - 3:50
Grand Hyatt, Independence Ballroom H & I

Symposium

Peer- Assisted Learning for Academic Achievement
3:00 - 4:50
Grand Hyatt, Independence Ballroom F & G

Symposium

Transforming Education -- Converging Perspectives
4:00 - 5:50
Washington Convention Center, Meeting Rooms 1 and 2

Monday, 8/7

Symposium

Changing Knowledge and Changing Beliefs -- An Examination of
Academic Development, Epistemology, and Persuasion
9:00 - 10:50
Washington Convention Center, Meeting Room 15

Symposium

Large-Scale Longitudinal Studies of College Student Athlete Aca-
demic and Social Development
1:00 - 2:50
Washington Convention Center, Meeting Room 3

**American Psychological Association
Division of Educational Psychology
Minutes of the Executive Committee Meeting
April 25, 2000
New Orleans, LA**

1. APA business. Karen Anderson spoke about the biggest news in the Education Directorate. Jill Reich stepped down from her position as executive director and Cynthia Belar from the University of Florida has assumed her duties. Her focus so far seems to be on graduate education and training specialists such as health psychology. She has already established an office of graduate education. She is also interested in the application of psychology for training in other areas. Karen was interested to learn of Division 15's new Training Handbook. Karen also reported that the Education Directorate web site at www.apa.org/ed will have all convention programming that is relevant to education. The school to work task force final report has just been printed and you can download it from the APA web site. Sharon Derry was Division 15's representative on this task force. A new task force on the role of psychology in early education and care has been formed and the second meeting has occurred. Karen notes that while the new director is interested and supportive of education-related issues, they are not within her expertise. Division members should do what you can to get people on the Board of Educational Affairs sympathetic to issues that match with our goals (K-12). We also need to think about how to get a representative on the Board. A joint nomination with other divisions might be a way to push some of our issues to the forefront. Karen's office is in the process of hiring a PhD level person to focus on gifted and talented issues. A project in the area of sex education/sexuality on HIV prevention for gay/lesbian adolescents has also just been completed.
2. The President's report was delivered by Pat Alexander for Howard Everson. Maintenance of membership always been done by an individual faculty member. This has led to some difficulties keeping track of who is current as a member. For approximately \$2000.00 APA will do this for the Division (labor charges will be \$18.00 per hour). Although there was some discussion that we could hire a graduate student to do this same thing, it was concluded that for consistency, having it housed consistently at APA as board members come and go could provide for more consistency. Tourney-Purta moves that we contract with APA for the two years before we reevaluate with a limit of up to \$2500.00 each year. Motion seconded by Alexander. Nine members approved the motion. Two abstained from voting.
3. The Treasurer's report was presented and approved unanimously by the board. Given the surplus funds, a discussion began about the need for a strategic planning group. Tourney-Purta suggested that we should be thinking proactively about how to spend our money most effectively including such things as establishing connections with other groups, doing conferences and other activities to attract more people to the Division. In the 1980s, a similar strategic planning group started many activities to gain visibility including the Classroom series and other publishing venture. They had a two-day retreat with both established and younger Division members. We should try to do something similar between now and the time of the APA meeting in August. President and president elect could appoint members to this retreat using criteria of bring people with diverse perspective and at various levels of their careers. We may also want to bring people who have connections with other divisions. O'Donnell moves that funds be expended to support a two-day retreat for the planning committee constituted by the president and president elect. This committee should have no more than 7 people, and should not exceed \$7000.00 in expenditures. The goal of this committee should be to constitute a rough draft for a long range plan which will be presented to the executive committee in August 2000. The motion was seconded by Lohman. The motion was approved
4. Schutz presented a proposal for a new standing committee on Graduate Affairs. The purpose of this standing committee would be to conduct the graduate student seminar. Schunk and Mayer add that recruitment into the Division or networking among junior faculty might also be a good purpose for this committee. Schutz agreed that both purposes could be added. Schutz made a motion to approve the Graduate Student Standing Committee proposal. Some discussion ensued about budgetary issues and it was agreed to give some flexibility to committee members to determine how to spend annual budget of \$3000 for student stipend and registration, \$2500 for conference costs, and \$500 for incidental costs. Winne and Mayer seconded the motion. The motion passed.
5. The announcement of the Thorndike award winner and other awards sparked a discussion about the visibility of the announcements. It was suggested that Chairs of those committees (Snow, dissertation, fellows, and Thorndike) have a common schedule for announcements of winners (March 1st) and the Division secretary will be in charge of making people stick to the schedule. We want them to notify winners early enough so that winners can attend the business meeting when the announcement is made. To accommodate this schedule, the dissertation award could be linked to the calendar year rather than the academic year.
6. The Educational Psychologist is up and running under the new editors and doing fine. Unsolicited manuscript numbers are up for this year and so it promises to be an interesting year.
7. The Psychology in the Classroom series has books in various stages of production although no additional books were published in 1999. McCombs requests time to get the committee updated information on the series after checking with the publisher and various authors. Information should be available by August.
8. McCombs also brought a proposal to the board for a possible Wingspread conference on New Partnerships for Learner-Centered School Reform. The original idea for this conference had been presented to the Executive Committee over a year ago although no funds were requested or given at that time. The Wingspread facilities are world famous for their "get things done" conferences. Wingspread will fund the conference including food and meeting preparations through a grant, but they do not fund travel or hotel accommodations. They simply want to bring about 45-50 people together to set an agenda; not necessarily reach a consensus. There is also the possibility of dovetailing this conference with similar plans that the National Research Center is putting in place to create a 15 year agenda for school reform issues. McCombs asserts that Division 15 should play an active role in this discussion and wonders if the Division can pay for travel and lodging for members who would attend this meeting. Pressley spoke against dovetailing with the NRC. After some discussion, it was concluded that the board has strong support for the original idea and wishes for Division 15 to be involved in these discussions. Approximately 1/3 of the people at the conference (15) would come from the research community, and McCombs would like to be able to tell them that their travel and accommodations would be covered by the Division. Pressley suggests that a product should be produced so that

the Division can view this as a cost recovery project. Pressley also suggests that a royalty advance from a publisher would be good way to cover many of these costs. Motion by Alexander to provide monetary support not to exceed \$10,000 with the stipulation that contacts be made concerning possible publication through a publisher of the Division's choice. Seconded by Tourney-Purta and Lohman. Motion passed.

9. The NEP report was presented by Morrone. Morrone noted that mailing problems have been solved by changing to first class postage. It was noted that moving the maintenance of the membership lists to APA will help past difficulties getting a complete list of Division 15 members for mailing labels. Proper permission to post the newsletter to the APA web site has now been obtained. We are currently searching for a graduate student within the IU system who will help with the technical issues. Morrone also noted that she would like some more interesting articles for newsletter. It was suggested that the chair of the graduate student committee should have a regular column to student members dealing with future faculty issues. This would also be a good outlet for book reviews.
10. Dale Schunk, as chair of the nominating committee, announced this year's slate of candidates.
11. The publication committee announced that the Journal of Educational Psychology editor announcement will come out this summer. Pressley noted that the Division and field really needs some good applicants for this job. APA will reduce the work load for the incoming editor as the associate editors will be doing more of the day-to-day work. We need a conscientious editor who also recruits articles from the field so that the publishing people don't think they need to reduce the size of the publication. Given that our field has important issues to address, this shouldn't be too difficult.
12. We also need a new Division 15 liaison with Board of Educational Affairs. Good nominations are requested to be forwarded to Howard Everson or Patricia Alexander.

Academic Exchange Quarterly

Academic Exchange Quarterly, first published in 1997, is the fastest growing academic journal. It is a peer-refereed publication that addresses issues of professional development for educators. AEQ has great diversity in readership and contributors, reaching countries in Europe and across the globe.

Each volume of the journal focuses on a theme of interest to educators, thereby presenting a valuable resource for topic integration. Recent themes have focused on using technology in the classroom, service-learning, and community colleges. A sampling of articles over the past two years includes: Examining Content Knowledge Change Gains in Academic Service-learning: A Study in an Educational Psychology Course; Authority of Experience in Learning to Teach: Bridging the Gap Through Service-learning; Cognitive Theory and its Implications for Education and Training in a Knowledge-producing Era; and Student Perspectives on Integrating the Internet in Course Content and Delivery in Higher-Education. Academic Exchange Quarterly also has an on-line journal, AE Extra, which is easily accessed and can be used as a pedagogical tool.

The journal welcomes research, commentary, and other manuscripts that contribute to effective instruction and learning, regardless of level or subject. Manuscripts may be submitted in three ways—by postal mail, e-mail, or fax. The web site for Academic Exchange Quarterly is www.higher-ed.org/AEQ. The web site for the on-line journal, AE Extra, is www.higher-ed.org/AEQ/exch.htm.

Call for Papers "Research Design and Methodology" Section: School Psychology Quarterly

School Psychology Quarterly, the official journal of Division 16 (School Psychology) of the American Psychological Association, is seeking papers for its Research Design and Methodology section. This section is a regular feature of the Quarterly designed to enhance the methodological sophistication of school psychology researchers and to increase the diversity of research approaches being used to answer important questions in the field of school psychology. To achieve this goal, the Quarterly seeks scholarly manuscripts that introduce, explain, and illustrate designs and methods that have promise for advancing research in school psychology and related fields (e.g., clinical child psychology, pediatric psychology, special education, measurement and evaluation, educational psychology). A wide range of research methods are featured, including those from quantitative, qualitative, single-subject or small-N, psychometric, and statistical orientations.

To accomplish the stated purpose of this section, manuscripts should include the following components: (a) pedagogical introduction to a specific research method or combination of methods, (b) where appropriate, an illustration of the research method(s) using relevant data, (c) a discussion of the advantages and limitations of the research method(s), and (d) a brief discussion of computer software (if applicable) that can be used in conducting analyses attendant to the research method(s). Although authors are encouraged, whenever possible, to illustrate the use of the methodology being discussed by examining one or more specific data sets, the primary focus of articles in this section is on the use and limitations of the methodology for researchers. Thus, discussion of research designs and methods should address potential uses across the field of school psychology (e.g., serving children, youth and families; program evaluation; special and/or general education; prevention and intervention) rather than focusing on one or more specific applications of the method(s) being reviewed.

We encourage submissions to this section from school psychology researchers who have begun using designs and methodologies that are unique as well as from colleagues in related fields who have an interest in publishing papers related to research methodology. Authors are invited to submit manuscripts (six copies) appropriate for this section to Terry Gutkin, Editor of School Psychology Quarterly. A cover letter should be included that indicates an interest in having the paper reviewed for the "Research Design and Methodology" section. Those papers considered appropriate will be forwarded to George DuPaul who is serving as Associate Editor for this section.

For additional information about the "Research Design and Methodology" section or to discuss possible papers for this section, please contact either George DuPaul (School Psychology Program, Lehigh University, 111 Research Drive, Bethlehem PA 18015; 610-758-3252; gjd3@lehigh.edu) or Terry Gutkin (117 Bancroft Hall, Department of Educational Psychology, University of Nebraska-Lincoln, Lincoln, NE 68588-0345; 402-472-1154; tgutkin1@unl.edu).

NEP/15
NEWSLETTER OF EDUCATIONAL PSYCHOLOGY
DIVISION 15 / AMERICAN PSYCHOLOGICAL ASSOCIATION
750 FIRST STREET N.E., WASHINGTON, D.C. 20002-4242

**Application for 1-Year Membership in APA
Division 15: Educational Psychology**

Name: _____

Institution: _____

Mailing address: _____

E-mail address: _____

Phone number () _____

- APA Dues-Paid Member \$9.00
(APA ID# _____)
- Non-APA Member \$25.00
(affiliate of the Division only)
- Student Member \$10.00
(include proof of student status)

Send completed application and membership fee to
(Make checks payable to *DIVISION 15-APA*):

Dr. Howard Everson
The College Board
45 Columbus Ave.
New York, NY 10023-6992

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