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## *The President's Message*



Roger Millsap  
President, Division 5

### **How Others See Us**

Greetings from Arizona. I won't dishearten my friends who live in colder climates by describing the nice Arizona winter weather. If it is any consolation, we do pay for this nice winter weather with several months of staggering heat in the summer.

I am happy to report that in the recent APA apportionment election, Division 5 received enough votes to retain its two Council seats, currently filled by Leona Aiken and Lisa Harlow. I would like to thank all Division members who cast at least some votes for Division 5 in the election. Not all APA Divisions were able to fully retain their seats on the Council, and so we have accomplished something by doing so.

My column in the October issue of *The Score* produced quite a few responses from members of Division 5. As you may

recall, in that issue I discussed what I perceived as a looming problem for quantitative psychology: the growing demand for quantitative talent, coupled with the slow production of doctoral-level quantitative psychologists. All of the responses that I received agreed that this problem is serious. Most of the responses contained suggestions about what might be done to address the problem, and many of these suggestions are excellent. One common theme in the responses is that undergraduate psychology majors typically receive almost no information regarding quantitative psychology as a field. This point was brought home to me recently when I found that in my own department, the local Psi Chi chapter had been omitting any representation from the quantitative program in their annual "Getting into Graduate School" day on campus. Other areas of psychology, such as clinical psychology, are well represented with graduate students advising undergraduates about strategies for successful applications to clinical doctoral programs. Until quite recently, no quantitative graduate students were present to provide similar advice about doctoral study in quantitative psychology. I can only assume that this information gap exists in many psychology departments, especially those in which no quantitative doctoral program exists.

When information is provided about quantitative psychology, the information is not always entirely accurate. In the same month in which my last column

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The *Score* is the official newsletter of Division 5—Evaluation, Measurement, and Statistics—and is published quarterly in January, April, July, and October. It is mailed nonprofit rate from the post office in Washington, DC. Mailing addresses used are those appearing on the official APA roster in Washington, DC.

In keeping with its purpose as the official newsletter of Division 5, the *Score* will publish minutes of official business meetings, committee reports, news items, information on technical issues and topics of current interest, and when possible, information about the professional activities of Division 5 members. News items and articles for *The Score* should be submitted to the editor:

Thanos Patelis  
The College Board  
45 Columbus Avenue  
New York, NY 10023  
Fax: (212) 649-8427  
E-mail: tpatelis@collegeboard.org

Paid advertisements appearing in *The Score* are solicited from a variety of sources and are not officially endorsed by Division 5. The editor welcomes comments and suggestions for ways in which *The Score* can better serve the needs of Division 5 members.

Deadline for the receipt of news items and other articles for the April issue of *The Score* is ???.



<http://www.apa.org/divisions/div5/>

## Division 5 Officers and Committees: 1999–2005

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## President's Message

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appeared, an article appeared in *USA Today* (October 12, 2004) that was intended to inform readers about one field within quantitative psychology: psychometrics. A full article about psychometrics in the press must surely qualify as a rare event. My comments here are not intended as criticism of the writer, who has actually performed a valuable service, and who probably had difficulty finding information about psychometrics. Coincidentally, the article echoed some points that I had made in my column. The high demand for psychometricians coupled with the short supply of such people was emphasized. It was noted that few universities provide doctoral level training in psychometrics, and those that do produce few graduates annually. The article stated that new psychometricians should expect many job offers and high salaries. All of this information is useful and might spark interest among undergraduates.

What I found discouraging was the lack of information in the article about what psychometricians actually do, and why anyone might want to do it, apart from extrinsic rewards such as salary. Someone who read the article with no prior knowledge would come away believing that a psychometrician's main activity is

to develop and score standardized tests to meet federal and state educational testing requirements. It is stated that new psychometricians "burn out quickly" under the pressure of having to score tests rapidly to meet federal reporting requirements. Furthermore, the high stakes involved in standardized testing mean that scoring errors have the potential to harm many people, which in turn places added pressure on psychometricians to eliminate such errors. Having read this job description, I found myself wondering why any bright undergraduate would want to pursue psychometrics as a career. It is hard to believe that any student would choose to slog through five or more years of doctoral study simply to be able to score standardized tests. To be fair, the article does mention that the development of a standardized test presents significant challenges. The challenges mentioned seem more logistical than scientific however. The word "validity" never appears in the article, and no mention is made of any connection between psychometrics and the science of psychology. Would an undergraduate who is interested in psychological science want to tackle these challenges after reading this article? I suspect that few would want to do so. You can read the article and judge for yourself at [http://www.usatoday.com/news/education/2004-10-12-tests-usat\\_x.htm](http://www.usatoday.com/news/education/2004-10-12-tests-usat_x.htm).

It is clear that better information must be made available to interested undergraduates (and perhaps to the press also) regarding the field of quantitative psychology. This topic and others will be discussed at a symposium that I have organized for the 2005 APA Convention in Washington, DC, entitled "Encouraging Students to Pursue Careers in Quantitative Psychology." The purpose of the symposium is to generate and compare ideas about how we might address the slow production of quantitative psychologists nationwide. Speakers will include Linda Collins (Penn State), Keith Widaman (UC Davis), Lisa Harlow (Univ. of Rhode Island), and Michael Edwards, a quantitative doctoral student from UNC-Chapel Hill. All of these speakers have unique perspectives to bring to the problem, and I am looking forward to some stimulating ideas and discussion. I hope that you can find time in your busy Convention schedule to attend the symposium and let us hear some of your ideas as well. The date and time of the symposium will be announced once the Convention schedule is settled.

As always, I welcome all comments and suggestions regarding the above topics. You can reach me via email at [millsap@asu.edu](mailto:millsap@asu.edu). Best wishes for a happy and healthy 2005.

## Graduate Student Issues

By Jackie Gillie

Have you prepared your curriculum vitae or CV? Even if you are still in graduate school, it is not too early! One of the best pieces of advice given to me by one of my professors was to prepare my CV early and keep it current as I progressed through school and my professional career. Your CV is a record of your scholarly accomplishments, and you will find that it will be requested many times throughout your career. So what should you include in your CV? The following is a general outline of what you may want to include.

The first thing usually presented on a CV is your personal history, such as name, address, and phone number. Following your personal information, a section should be included on your educational history where you list each post-secondary school attended. For each school, indicate major, minor, type of degree, date awarded, honors received, titles of theses or dissertations, and the chairs of your advisory committees. If your degree is not yet complete, indicate your expected graduation date.

Following educational history, include a section for professional positions where you list all of the positions you have

held, including practicum and research assistantships. For each position, include your title, name and address of the agency, nature of the position, and when you held the position. Additionally, include your supervisor's name and title, as well as a list of your duties and responsibilities.

A section on professional affiliations should be next. It is here where you list all of your memberships in professional associations. Be sure to note the type of membership you hold, such as associate or student. This section can be followed by professional activities, service activities, committee memberships, in-service training programs conducted, lectures presented, and professional workshops attended.

Other sections you may want to include on your CV are grants, papers presented, and publications. The grants section should list all the grants you have received, and the papers presented section should list all the papers you have presented at professional meetings. The publications section is for articles that are "in press." You may wish to include a separate section for papers under submission, as well as a section for projects currently in progress. You may also wish to include a section for your

statement of professional interests wherein you state your research, applied, and teaching interests in a brief paragraph.

Finally, you should have a professional reference section where you list at least three professional references who you are confident will speak highly of you. It is important that you obtain permission from each referee beforehand. Included for each referee should be name, title, address, phone number, and e-mail address.

Although your CV is a listing of your accomplishments and you wish to impress others, remember to be honest! Be careful not to misrepresent yourself. This is a very important document and it should be prepared carefully. Lastly, be sure to update your CV frequently to keep it current. This will make life a lot easier when applying for positions after graduation!

*Please send topics for future columns to: Jackie Gillie, Graduate Student Issues, APA Division 5 Newsletter, The College Board, 106 E. College Ave., Suite 1010, Tallahassee, FL 32301, or E-mail: [jgillie@collegeboard.org](mailto:jgillie@collegeboard.org)*

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# WHAT'S

## NEW...

Have you published a new psychological test or testing product; a book on advanced statistics, measurement, or evaluation; an interesting web site or other Internet group related to measurement, statistics, or evaluation; or a computer program useful to Division 5 membership? If so, we would like to include an announcement in this column. We would also appreciate any suggestions, or feedback, on how this section of the newsletter can better serve the Division 5 membership. Please take the opportunity to share information with colleagues through your contributions to this column.

Please send announcements and/or product literature to (electronic files preferred):

Andrew Wiley  
 APA Division 5  
 Newsletter  
 The College Board  
 45 Columbus Avenue  
 New York, NY 10023  
 Phone: (212) 713-8210  
 E-mail:  
 Awiley@collegeboard.org

***Psychological Testing: A Practical Approach to Design and Evaluation***  
*Psychological Testing: A Practical Approach to Design and Evaluation* offers a fresh and innovative approach to students and faculty in the fields of testing, measurement, psychometrics, research design, and related areas of study. Author Theresa Kline guides readers through the process of designing and evaluating a test, paying careful attention to ensure that the test meets the highest professional standards. The author uses simple, clear examples throughout, and fully details the required statistical analyses. Topics include, but are not limited to, design of item stems and responses; sampling strategies; classical and modern test theory; IRT program examples; reliability of tests and raters; validation using content, criterion-

related, and factor analytic approaches; test and item bias; and professional and ethical issues in testing.

*Psychological Testing* is perfectly suited as a main text for upper-level undergraduate and graduate Testing or Psychometrics courses in departments of Psychology, Education, Sociology, Management, and in the Human Services disciplines. Professional researchers, educators, and consultants will also want to add this to their libraries for up-to-date coverage of test design and evaluation techniques.

A complete table of contents is available at <http://www.sagepub.com/book.aspx?pid=10497>.

### **APA Summer Research Programs Ready for Applicants!**

February 2005 deadlines have been set for the APA Science Directorate's two summer research experiences for undergraduates. Both the Summer Science Institute (SSI), now in its 10th year, and the Advanced Statistical Training in Psychology (ASTP), new in 2004, will be open for applications beginning December 1, 2004.

Applications for SSI, to be held at Vanderbilt University June 18–26, 2005, will be accepted until **February 8, 2005**. The SSI is a 9-day intensive program designed to immerse students in the science of psychology. The Institute gives students an opportunity to explore the intellectual, personal, and social processes of scientific inquiry and to experience cutting-edge psychological research through seminars and hands-on laboratory activities. Visit [www.apa.org/science/ssi.html](http://www.apa.org/science/ssi.html) for complete details about the program and online application.

The ASTP will be held at the University of Maryland July 9–17, 2005. Applications will be accepted until **February 23, 2005**. ASTP is an intensive, hands-on seminar in which students learn about psychological statistics and research methods in a dynamic setting that emphasizes the skills it takes to analyze and interpret real data. Much of

the statistical instruction will be geared toward the use of computer-assisted statistical packages (SPSS). ASTP will target students from traditionally underrepresented groups in psychology. The definition of underrepresented groups for this program is extremely broad. The seminar will undoubtedly include students who are members of ethnic minority groups, but it will also include first generation college students and students who have had to overcome other kinds of social, physical or economic barriers on the road to academic excellence. Please visit [www.apa.org/science/astp.html](http://www.apa.org/science/astp.html) for online application and more program information.

#### **Applications Now Available for 2005 Advanced Training Institutes**

2005 will mark the sixth year of this highly successful program, featuring training seminars on fMRI (where this year's focus will be on clinical applications), structural equation modeling, and using large-scale databases, and the NICHD's Study of Early Child Care. Please go to [www.apa.org/science/ati.html](http://www.apa.org/science/ati.html) for more information, and to apply.

The ATI on large-scale databases will be held from June 7-10 in Chapel Hill, North Carolina. Participants will learn to use longitudinal data from NICHD's Study of Early Child Care (SECC). The SECC data are from 1,364 families, followed since their infants' birth in 1991. The study covers demographic, family, maternal, paternal and caregiver characteristics; child social and emotional outcomes; language development; cognitive skills; school readiness; growth and health measures, and much more. Through a grant from NICHD, training institute costs for transportation, lodging, food and materials will be covered.

The fMRI course is run by Robert L. Savoy, Director of fMRI Education at Massachusetts General Hospital, and will be held at the hospital's Martinos Center for Biomedical Imaging, just outside of Boston. It will be held from June 19-24. Most expenses are paid for invited applicants, thanks to a grant from NIMH.

The ATI on structural equation modeling in longitudinal research will also be held

in June, exact dates to be determined. This course is taught by Jack McArdle at his home institution, the University of Virginia. This training covers a range of topics, including fundamental measurement problems, dealing with incomplete data, and new techniques for dynamic analyses. Course materials will include basic readings on the fundamental theoretical issues in contemporary longitudinal data analysis. These materials will also include all computer scripts (e.g., AMOS, LISREL, Mplus, Mx) used in the practical applications. Participants will be encouraged to bring along their own data and research problems, and time will be set aside daily for individual meetings with members of the faculty.

Two more ATIs are being planned (at the time of this writing, one on conducting online experiments, and another on behavioral genetics) so please check back over the winter to [www.apa.org/science/ati.html](http://www.apa.org/science/ati.html) for more information and applications.

#### **The Joint Committee on Testing Practices Releases Revised Code of Fair Testing Practices in Education**

The members of the Joint Committee on Testing Practices (JCTP) are pleased to announce the availability of the revised Code of Fair Testing Practices in Education. Originally developed by the JCTP in 1988, the Code was initially designed as a statement of the primary obligations professionals who develop or use educational tests have toward test takers. The revised Code retains many of the features of the original, but has been updated to be consistent with the 1999 Standards for Educational and Psychological Testing.

Formed in 1985, the JCTP is a consortium of professional organizations that have as their common link an involvement in testing and assessment. Founding members of JCTP include, the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME). Between 1987 and 2000, the

JCTP expanded from the original three organizations to seven, adding the American Counseling Association (ACA), the American Speech-Language-Hearing Association (ASHA), the National Association of School Psychologists (NASP), and the National Association of Test Directors (NATD). The APA Science Directorate coordinates and supports the administrative functions of the JCTP.

Copies of the revised Code of Fair Testing Practices in Education can be downloaded from the APA Science Directorate website <http://www.apa.org/science/FinalCode.pdf>. Paper copies of the Code are also available by contacting the APA Science Directorate at (202) 336-6000.

## CALL FOR DIVISION 5 ARCHIVE DOCUMENTS

If you have any materials you feel are important for preserving the history of Division 5, please contact GARY ROBERTSON, Division 5 Historian, by e-mail at [gjr44@aol.com](mailto:gjr44@aol.com) to arrange for storage of these documents in the Division 5 archive. Former officers and committee chairs in particular are asked to search their files for any materials (reports, minutes, letters and/or memoranda on important issues of the time) pertaining to the past business of Division 5. We need the help of all officers

## ACT Summer Internship Program

ACT annually conducts an 8-week summer internship program for outstanding doctoral students interested in careers related to assessment. In 2005, the program will run from June 6 through July 29 at the ACT headquarters in Iowa City, Iowa.

The Summer Internship Program provides interns with practical experience through completion of a project, seminars, and direct interaction with professional staff responsible for research and development of testing programs. An additional program objective is to increase representation of women and minority professionals in measurement and related fields.

Interns are provided a \$4,000 stipend plus reimbursement for round-trip transportation costs. A supplemental living allowance for accompanying spouse and/or dependents is also available. Internships are offered in the following areas:

**EDUCATIONAL & SOCIAL RESEARCH  
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PSYCHOMETRICS AND STATISTICS  
CAREER AND VOCATIONAL PSYCHOLOGY**

TO APPLY

Application deadline is **February 11, 2005**. Applicants must be enrolled in a relevant doctoral program and attending an institution within the U. S. Detailed information and application materials are available at [www.act.org/humanresources/jobs/intern.html](http://www.act.org/humanresources/jobs/intern.html). You may also get further information by e-mail ([working@act.org](mailto:working@act.org)), by telephone (319-337-1763), or by writing to: ACT Summer Internship Program, Human Resources Dept., ACT, 500 ACT Drive, P.O. Box 168, Iowa City, Iowa 52243-0168.



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**Division 5: Evaluation, Measurement and Statistics  
American Psychological Association**

**2005 MEMBERSHIP APPLICATION**

<i>Please print or type:</i>	Date*: _____
Name: _____	Title: _____
Mailing Address: _____	
<i>(Important!)</i> _____	
_____	
Telephone (    ) _____	E-Mail Address: _____
Highest Degree Received: _____	Year: _____
Degree Granting Institution: _____	
Present School (if Student): _____	

*\* Note: Applications dated September 1 or later are applied to the following year, unless requested otherwise.*

- Type of Division 5 membership:**     APA member/associate/fellow \$42 (includes one journal subscription)  
*(see reverse for descriptions)*         Student \$8 (does not include journal subscription)
- Affiliate (neither above applies) \$40 (includes one journal subscription)

**Do you belong to APA?**     No     Yes (*provide the information below*)

Category:     Fellow     Member     Associate     Student

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- **Full members** receive one of the two journals with their annual dues (check one).
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*Psychological Assessment*                       *Psychological Methods*

**Check if you wish to subscribe to the listserve(s) :**     discussion                       announcements

**Check the Section(s) to which you wish to belong.** *If both, circle the check mark for your **primary** Section.*

Assessment     Evaluation, Measurement, and Statistics

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Please enclose a check for the first year's annual dues (and journal subscription(s), if applicable) with this application, in U.S. dollars (do not send cash). In subsequent years, full members who belong to APA will be billed annually by APA; other full members, and students, will be billed by Division 5.

Amount enclosed: \$ _____ (Make check payable to " <b>APA Division 5</b> ") <i>APA member, associate, fellow: \$42, Student: \$8, plus \$20 per journal if choosing to subscribe, Affiliate (do not belong to APA and not a student): \$40</i>
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Send this form and your check to:    Division 5 Administrative Office  
American Psychological Association  
750 First Street, NE  
Washington, DC 20002-4242

## Membership in APA Division 5

The Division of Evaluation, Measurement and Statistics of the American Psychological Association draws together specialists in the areas of evaluation, measurement, assessment and statistics. The disciplinary affiliation of division membership reaches well beyond psychology, includes both members and non-members of APA, and welcomes graduate students.

### Our Aims

- To promote research and the exchange of scientific information in the fields encompassed by Division 5.
- To promote high standards in both research and practical application in these fields.
- To interact professionally with other individuals and groups involved in the application of and interpretation of results from psychological measurement, statistics, individual assessments, and program evaluations.

### Our Activities

- APA convention symposia on topics of broad public and cross-disciplinary interest, such as legal issues in testing, standards for evaluation research, methodological training of psychologists.
- The Division's quarterly newsletter *The Score* covers current issues in evaluation, measurement, assessment, and statistics; APA news relevant to Division 5; job announcements; activities of Division members; and the

APA convention Division 5 program.

- Division 5 dues for Members, Associates, and non-student Affiliates pay for issues of valuable scholarly journals. *Psychological Methods* is devoted to the development and dissemination of methods for collecting, analyzing, understanding, and interpreting psychological data. *Psychological Assessment* publishes mainly empirical articles concerning clinical assessment.
- Participating in the Science Directorate of APA and its activities, including Science Weekend at the APA convention.
- Two Division 5 listserves: (1) DIV5 serves as a vehicle for discussion among members on topics related to evaluation, measurement, statistics, and assessment; (2) DIV5ANN is used for announcements from Division leadership, such as convention or workshop information or policy changes. To subscribe, check the box(es) on the front of this form.

### Membership Categories

“Full” members of Division 5 fall into one of three categories:

- **Member:** Members or Fellows of APA
- **Associate Member:** Associate Members of APA
- **Affiliate Member:** Active professional in fields related to evaluation, measurement,

research design, assessment, or statistics (APA membership not required)

**Student Affiliates** are graduate students in psychology or related fields who have an interest in evaluation, measurement, research design, assessment, or statistics (APA student affiliation not required).

### Section Categories

- **Assessment:** focuses on construction of assessment instruments, collection of assessment information, and decision-making processes related to such information
- **Evaluation, Measurement and Statistics:** focuses on psychometric theory, psychological statistics, program evaluation, test construction, and research methods.

**Note:** It is possible to hold membership in both sections. However, for purposes of representation in APA it is necessary to select one of the two sections as your *primary* category.

### Becoming a Member

- Send a check for the first year's dues, made out to **APA Division 5**, along with your application.

## Member Listservs

Keep up with the absolute latest Division 5 news through its two e-mail lists.

**DIV5** serves as a vehicle for discussion among members on topics related to evaluation, measurement statistics, and assessment.

**DIV5ANN** is used exclusively for announcements from Division leadership, such as convention or workshop information or policy changes. This is a "one-way" list that does not support listwide replies (that is, it is not structured to support discussion).

To subscribe to either or both lists, send the following message to

LISTSERV@LISTS.APA.ORG:

SUBSCRIBE DIV5ANN John Doe for the announcement list

SUBSCRIBE DIV5 John Doe for the discussion list

(change "John Doe" to your name)

If you have any questions, contact Mark Daniel at MarkD@agsnet.com.

## Advertise in the Score

The Score has a circulation of about 2,000. Approximately half of these individuals are university faculty members, primarily representing the specialties of educational psychology, psychometrics, and industrial-organizational psychology. A large number are also engaged in individual assessment.

Advertisements may be in the form of position-available announcements (\$75 per insertion) or display advertisements.

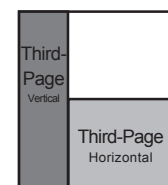
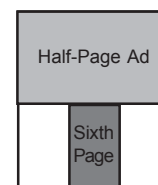
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Insertion orders for four consecutive issues receive a 15 percent discount.

Publication dates are January, April, July, and October. The closing date for announcement text or camera-ready display art is the first of the month preceding publication. For more information or to reserve space, call or write:

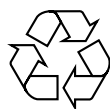
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