



DEVELOPMENTS

Newsletter of the Society for Research in Child Development

Volume 46, Number 1

January 2003

Notes from the Executive Officer...

Summary of the COSSA and the Human Development and Public Policy Consortium Meetings

From my Fall travels, I have chosen two of the meetings I attended to highlight in this column. COSSA, the Consortium for Social Science Associations, celebrated its 20th anniversary a year ago and SRCD has been a member since its beginning. The second, the Human Development and Public Policy Consortium, is new, and held its second meeting this Fall.

Almost all the major behavioral and social science associations are members of COSSA. It is an advocacy organization, and its mission includes representing the interests of the relevant sciences, educating federal officials about the social/behavioral sciences, and producing a newsletter (biweekly) and occasional congressional briefings. Many of these have relevance to developmental issues. For example, in May 2002, the topic of the briefing was Welfare, Children, and Families: Results from a Three City Study. The speakers were Ronald Angel (University of Texas), Lindsay Chase Lansdale (Northwestern), Andrew Cherlin (Johns Hopkins) and Robert Moffitt (Northwestern).

The transcript of the proceedings is available through www.cossa.org.

At the November annual meetings of COSSA in Washington, D.C. the agenda consisted of several speakers who addressed matters of interest and concern to

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Focus on...

Developmental Psychology and the Argument for School Desegregation

Melanie Killen, *Professor of Human Development, Associate Director, Center for Children, Relationships, and Culture University of Maryland*

I was an expert witness in a school desegregation case in Lynn, Massachusetts, last spring. This came about because I went to a conference in Washington, D.C. two years ago sponsored by the Department of Justice. The meeting was with civil rights lawyers and social scientists; the goal was to discuss how lawyers and social scientists could exchange information relevant for school desegregation cases. It was a small meeting, 25 or so, and Janet Reno, then Attorney General, was present for part of it. Surprisingly, I was the only developmental psychologist. The other social scientists were political scientists and experts in school desegregation cases. A few minutes before the meeting began, my former dean, Bill Hawley, who invited me to attend, asked me to say a few words about my recent research on how children and

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Mark Your Calendar!

- Feb**
- 14 Deadline for Special & Preconference Event Scheduling
- Earlybird** Biennial Meeting REGISTRATION deadline - to receive a program book by mail
- 15 Application deadline for Millenium Fellows Program
- Mar**
- 15 Deadline for Biennial Meeting Childcare Applications available on the SRCD website
- 23 Deadline for Biennial Meeting HOUSING
- 28 Biennial Meeting Preregistration deadline
- Apr**
- 17 Audio Visual Equipment Reservation Deadline

PROGRAM COMMITTEE REPORT

Brett Laursen & Erika Hoff
Program Committee Co-chairs

The volume of submissions and the size of the program continue to grow. For the 2003 meetings in Tampa, the number of submitted items, including posters, symposia, and all other formats was 3,478, compared to 3,320 for the Minneapolis meeting. Posters constituted the largest category, with 3,013 submissions, and paper symposia the second largest, with 348 submissions. The submitted portion of the program will include over 2,400 posters, 250 paper symposia, 38 electronic posters, 20 poster symposia, and 18 discussion hours.

These meetings marked the advent of new online submission and review procedures. Most submissions (94.2%) and all reviews were handled online. By all accounts, these new procedures were a success. Kudos to the staff in Ann Arbor who performed this remarkable feat on our behalf. In another change, panel chairs were given greater responsibility in terms of determining the program content. As in the past, all submissions received at least two reviews; this year, panel chairs also had the option of soliciting ad hoc reviews from outside their panel's membership if they felt that was necessary to insure expert review. Panel chairs made the final decisions about poster acceptance. For formats other than posters, acceptance was determined by cut scores, which were approved by the program committee. Cut scores were computer generated, with the goal of minimizing differences across panels in acceptance rates while accepting as many submissions as the space could accommodate. Nonetheless, acceptance rates varied from panel to panel because the distribution of review scores varied. Panel chairs were given the opportunity to appeal submissions that failed to

meet these admittedly somewhat arbitrary cut scores.

Across formats, the average acceptance rate was 78.7%, with variations as a function of format and review panel. The average acceptance rate for posters was 79.9% with a range across panels from 72.8% to 88.5%. For paper symposia the acceptance rate was 72.1% with a range across panels from 50% to 80%.

We look forward to seeing you in Tampa in 2003. The Tampa Bay area is usually warm and sunny during the spring. Most attractions will require a rental car and a half day to visit, so please plan accordingly. We do encourage you to resist the warm weather to attend the meetings Thursday afternoon through Sunday morning. The meeting facilities in Tampa are extraordinary. Indeed, for the first time in recent years, SRCD has solved the problem of insufficient seating at symposia. By our calculations, seats will be available should every single registrant decide to attend symposia. Most of the rooms are very large. Indeed, we do not anticipate that any rooms will be filled to capacity, so you can look forward to attending the symposium of your choice and enjoying a seat for the duration.

We would like to gratefully acknowledge the contributions of the entire Program Committee: Roger Bakeman, Cathryn L. Booth, W. Andrew Collins, Sandra Graham, Brenda Jones Harden, Grazyna Kochanska, Jin Li, Kathleen McCartney, Charles A. Nelson, and Paige H. Fisher; and the invaluable assistance of Thelma Tucker, Pat Settini, and the rest of the Ann Arbor staff. The full program will be available online in January 2003. A list of the invited program was included in the October issue of *Developments*, and due to space limitations, we ask that you visit the SRCD website for more information. Listed below are the invited program, special events planned for the celebration of SRCD's 70th Anniversary, and SRCD committee presentations.



Erika Hoff
Program Co-chair

Invited Addresses

Convention Center Ballroom A, Thursday,
12:30 PM - 2:20 PM

“Nested Designs: Challenges and Insights From the Project on Human Development in Chicago Neighborhoods” by Felton Earls

Convention Center Ballroom A, Thursday,
2:30 PM - 4:20 PM

“Language Is No Mirror of Our Thought” by Lila Gleitman

Convention Center Ballroom A, Friday,
1:30 PM - 3:20 PM

“Why Should One Study Neonates? Species-Specific Processes and the Modular Organization of Learning” by Jacque Mehler

Convention Center Ballroom A, Saturday,
10:00 AM - 11:50 AM

“What Makes Humans Smart?” by Elizabeth Spelke

Convention Center Ballroom D, Saturday,
2:00 PM - 3:50 PM

“Infants’ Physical World” by Renée Baillargeon

Convention Center Ballroom A, Saturday,
4:00 PM - 5:50 PM

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FOCUS ON...(CONT.)

School Desegregation (cont. from p. 1)



Melanie Killen

adolescents evaluate the wrongfulness of exclusion and discrimination based on gender and race. I had not prepared anything because I had assumed that I would be a passive observer.

What began as a 5-minute talk turned into a 2-hour discussion. The civil rights lawyers wanted to know about our research on how children and adolescents evaluate gender and racial exclusion as well as current findings in the areas of developmental social cognition, intergroup attitudes, and racial biases. Based on this extended discussion, Richard Cole, the Assistant Attorney General for the Commonwealth of Massachusetts (and Senior Counsel for Civil Rights & Civil Liberties), asked me to serve as an expert witness in his upcoming school desegregation case in Lynn, Massachusetts. He said that it was time for lawyers to bring in the developmental evidence when arguing for school desegregation. *Apparently, this has never been done.* Typically, expert witnesses come from political science or school desegregation research fields but not developmental psychology. The need for developmental evidence stems from changing political viewpoints about desegregation cases. Over the past 15 years, as the federal courts moved away from desegregation remedies, many state and local

governments have turned to voluntary plans (using race as a consideration when asking for out-of-district transfers) to maintain integration in their schools. Voluntary plans to desegregate are now under attack because race is taken into consideration, even though it's done to avoid racial isolation or imbalance.

Research in developmental psychology has shown that integration is beneficial for all children because interacting with kids who are racially and ethnically different from yourself contributes in a positive way to understanding the wrongfulness of exclusion, and for fostering social cognitive development,

“it was time for lawyers to bring in the developmental evidence when arguing for school desegregation”

moral development, and positive intergroup attitudes. Further, the earlier, the better, because stereotypes get quite entrenched and are hard to change by adolescence and adulthood.

In order to prepare for the trial, Jack Dovidio, a social psychologist, and I made several trips to Lynn, Massachusetts to conduct systematic and extensive observations and interviews in the public schools. We conducted observations of children, teachers, and staff, and interviewed children, lunch aides, counselors, principals, football coaches, athletic directors, librarians, parents, and administrators. Our observations and interviews revealed that integration was working very well; there were positive intergroup interactions at all levels of schooling (for example, adolescents from different ethnic backgrounds sat *together* in the cafeteria, contrary to many other reports from places around the country).

Serving as an expert witness was an extraordinary experience. The case was tried in the Federal Courthouse in Boston. Richard Cole, who was defending the voluntary desegregation plan in the

Commonwealth of Massachusetts, conducted the direct examination, and a lawyer for the plaintiffs conducted the cross-examination. We communicated the idea that children, from all backgrounds, benefit from being in positive and diverse environments. As the social psychologists have demonstrated, however, intergroup contact alone is not enough to reduce prejudice. A number of conditions have to be met and these include: common goals, authority sanctioning of intergroup interactions, cooperative exchanges, and personalized interactions. When these conditions are met (or partially) the result can be very positive. This is what we witnessed in Lynn, Massachusetts. The closing arguments for the case are scheduled to begin on December 13, 2002. Reporters covering this case expect it to go to the U.S. Supreme Court.

The most relevant aspect of this experience for developmental psychologists is that we have a history of research findings that bear on school desegregation cases. Yet, until very recently, these findings have not been used by trial lawyers to make the case for integration. Because it has become increasingly difficult to argue for desegregation on the grounds that past wrongs (segregation) have to be undone, our research is relevant for making the argument from a developmental viewpoint. Arguing for integration is not just about undoing historical wrongs, it's about creating positive and racially diverse learning environments for children for now and for the future.

Acknowledgements

Richard Cole is the Senior Counsel for Civil Rights & Civil Liberties and the Assistant Attorney General for the Commonwealth of Massachusetts for the Lynn, Massachusetts case. John Dovidio, Colgate University, a social psychologist, and Gary Orfield, Harvard University, a political scientist, were also expert witnesses. I would like to thank Stephen Thoma for suggesting that I write this article.

MORE ON PROGRAM COMMITTEE REPORT

(cont. from p. 2)

“Globalization and Child Development: The Research Agenda” by Marcelo M. and Carola Suárez-Orozco

Convention Center 22-23, Saturday,
4:00 PM - 5:50 PM

“Trust and Socioemotional Development” by Lea Pulkkinen

Master Lectures

Convention Center Ballroom D, Thursday,
12:30 PM - 2:20 PM

“Cognitive Integration in Adolescence: The Next Sensitive Period” by Daniel P. Keating

Convention Center Ballroom A, Thursday,
4:30 PM - 6:20 PM

“Gray Matters: A Neuroconstructivist Perspective on Cognitive Development” by Charles Nelson

Convention Center Ballroom A, Saturday,
8:00 AM - 9:50 AM

“Competence and Psychopathology in Development” by Ann Masten

Marriott Ballroom IJ, Saturday,
10:00 AM - 11:50 AM

“Wobbles, Bumps, and Sudden Jumps: Views and Methods in the Study of Developmental Transitions” by Paul van Geert

Convention Center Ballroom D, Saturday,
12:00 PM - 1:50 PM

“Critical Periods in Language and Other Domains: A Computational Perspective” by Mark Seidenberg

Convention Center Ballroom A, Saturday,
2:00 PM - 3:50 PM

“Less Guilty by Reason of Adolescence: A Developmental perspective on youth and the Law” by Laurence Steinberg

Symposia

Convention Center 18-19, Thursday,
12:30 PM - 2:20 PM

“Children and Political Violence” chaired by Ed Cairns and Gary Ladd

The 2003 Lawrence Frank Symposium
Presenters: **Andrew Dawes, Raija-Leena Punamäki, Michael Wessells, and William Yule**

Convention Center 13, Thursday,
12:30 PM - 2:20 PM

“Language and Literacy in Bilingual Children: The Miami Experience” chaired by Rebecca E. Eilers and D. Kimbrough Oller

Presenters: **Rebecca E. Eilers, Alan Cobo-Lewis, Virginia C. Mueller Gathercole, Barbara Zurer Pearson**
Discussant: **Erika Hoff**

Convention Center Ballroom D, Thursday,
2:30 PM - 4:20 PM

“Developmental Research With Latinos in the United States: Conceptual and Methodological Issues” chaired by Cynthia Garcia Coll

Presenters: **Robin Harwood, Leslie Reese, Raymond Buriel, and Pablo Chavajay**
Discussants: **Marlene Zepeda and Cynthia Garcia Coll**

Convention Center Ballroom A, Friday,
8:30 AM - 10:20 PM

“New Directions in Personality Development Theory and Research” chaired by William G. Graziano

Presenters: **Charles F. Halverson, Jr., Rebecca Shiner, Cornelis Van Lieshout, and Louis Goldberg**

Marriott Ballroom IJ, Friday,
8:30 AM - 10:20 AM

“Peer Aggression and Victimization in Schools: Rethinking Context, Culture, and Ethnicity” chaired by Sandra Graham

Presenters: **Kenneth Dodge, Nancy Guerra, Olivia Pillado, Jaana Juvonen, Adrienne Nishina, and Rolf Loeber**

Discussant: **Cynthia Hudley**

Convention Center 22-23, Friday,
8:30 AM - 10:20 AM

“Nurturing and Nourishing the Developing Brain” chaired by Betsy Lozoff and Theodore D. Wachs
Presenters: **Michael Georgieff, Maureen Black, and Margaret Bentley**

Convention Center Ballroom A, Friday,
10:30 AM - 12:20 PM

“Developmental Psychopathology in the Postgenomics Era” chaired by Robert Plomin

Presenters: **Ian W. Craig, Philip Asherson, John C. DeFries, and Anthony Bailey**

Convention Center Ballroom A, Saturday,
12:00 PM - 1:50 PM

“Evidenced-Based Reading Reform: Opportunities and Dangers” chaired by Robert E. Slavin and Steven Yussen

Presenters: **Michael Pressley, John Baron, and Steve Fleischman**

Convention Center Ballroom D, Friday,
8:30 AM - 10:20 AM

SRCD 70th Anniversary Event:

“Development of Children of Color: Reflections on Past Research and Directions for Future Research” chaired by Ellen Pinderhughes

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Biennial Meeting Events

Two events scheduled for the 2003 SRCD Biennial Meeting in Tampa—open to all meeting attendees—that require registration (limit 100 participants):

Friday, April 25, 2003, 7:00 AM – 8:30 AM, Marriott 9

“Breakfast With the Funders: Funding Opportunities for Child Development Research From the National Institutes of Health”

Saturday, April 26, 2003, 7:00 AM – 8:30 AM, Marriott 9

“Junior Investigator Research Breakfast,” sponsored by the National Institute of Mental Health

Please contact Amy Debrecht (adebrech@umich.edu or 734-998-6578 ext. 111) at SRCD Central for information and to sign up for these events.

REPORT FROM SRC D WASHINGTON OFFICE

Human Research Protections

Rebecca Goodman
Office of Policy & Communication

Policy surrounding human research protections is one of the top concerns for the OPC and I want to alert you to some of the changes that have recently occurred. Dr. Greg Koski, Director of the Office for Human Research Protections (OHRP) resigned from his position in October. He served as the official liaison between the National Human Research Protections Advisory Committee (NHRPAC) and the government.

Two years ago, NHRPAC was formed with a mission to examine the current status of human research protections and to make recommendations for improvement. While the 17 members of NHRPAC worked on reports with specific recommendations, the charter for the committee was allowed to expire this summer. NHRPAC members were writing on topics such as children as research subjects and the status of third parties when referenced by human subjects. Key reports the NHRPAC members were working on remain unfinished. This group had the important role of advising the Secretary of HHS and the Director of OHRP.

In its place, the Administration has created a new committee to report on human research protections. The Secretary's Advisory Committee on Human Research Protections (SACHRP) was chartered this fall with fewer members (11) and a higher budget. Of special note, the mission of the committee has changed to include embryos and fetuses.

As the SACHRP has not yet named members it is hard to say how this committee will be used to influence policy relating to the protection of human research subjects. Advocacy

groups wrote letters and sent in recommendations to include strong scientists on the committee. These nominations were to be reviewed the last week in November. SRC D also provided names of expert scientists in the social and behavioral sciences. The Washington Post reported that Mildred Jefferson, a doctor who helped found the National Right to Life Committee, is one of the experts HHS officials hope will serve on



Rebecca Goodman

the new committee. No other members have as yet been mentioned.

What do these changes mean?

Two changes are important to watch for. First, as committee members are named, it is important to review their qualifications as scientists and their ability to view science distinctly from personal religious and moral views. If the committee members are able to do this, the SACHRP should be able to work to improve human research protections regardless of the personal views of its members. Second, with the changes in SACHRP's mission (inclusion of embryos and fetuses), it is essential to watch how the committee advises the government and Secretary on issues not covered under federal regulations.

While the OPC continues to advocate for appropriate protection of human research subjects in the behavioral and social sciences, it is important for our members to understand the changes that are occurring in the government, and to understand their implications. Members of the new SACHRP have not yet been named, neither has a new Director of OHRP. These announcements will play a significant role in how our members conduct their research in coming years. The new charter of SACHRP can be viewed at <http://ohrp.osophs.dhhs.gov/sachrp/sachrp.htm>

The OPC is very excited to welcome Mary Ann McCabe as the new Director of the Office for Policy and Communications. Dr. McCabe received her Ph.D. in Clinical Psychology from Catholic University of America and has spent the past 15 years at Children's National Medical Center. We look forward to Dr. McCabe beginning full time with the OPC in February 2003. Her experience and expertise will be beneficial to all members as she represents SRC D's policy interests in the years to come.

Donate an old computer

Established in 1992, *Computers 4 Kids* is an award-winning non-for-profit community technology center whose primary goals are: To distribute affordable Internet-capable computers to families, schools, and organizations, and to cost-effectively utilize technology, donated and new, to help achieve educational, economic and social gains for learners. Most donations are within the State of Connecticut. Contact information:
<http://www.c4k.org>

PSYCHOLOGICAL STUDIES

20 Studies that Shook Up Child Psychology

Wallace E. Dixon, Jr.
Heidelberg College

It's probably a truism to say that scientific advances rarely come about as a result of a bunch of scientists sitting around the dinner table nodding in amicable agreement about the latest scientific findings. Instead, scientific progress is usually the product of considerable debate, disagreement, and even downright contentiousness between the scientists.

Occasionally, the results of a study are viewed by the scientific community to be so preposterous that they must be wrong. At other times, it's not the results that are controversial, but the interpretations of them made by the author. Still, in either case I suppose science benefits because the surrounding controversy stimulates additional research, even if said research is designed for the sole purpose of contradicting the original, controversial work.

In an effort to compile a list of the most controversial child psychological investigations, I surveyed SRCD doctoral-level members about which studies they regard as "Most Controversial" in the field of child psychology. I defined controversial studies as those "that resulted in a great deal of conflict in some venue or forum," and that might have "caused controversy among child developmental researchers and theorists" or "between the child development research community and the lay public."

Based on SRCD member responses, the Rank Ordered List of the 20 Most Controversial Studies Published since 1950 are:



Wallace E. Dixon, Jr. and daughter Rachel

- 1) Herrnstein, R.J., & Murray, C. (1994). *The Bell Curve*. New York: Free Press.
- 2) Jensen, A. (1969). How much can we boost IQ and scholastic achievement? *Harvard Educational Review*, 39, 1-123.
- 3) Belsky, J. (1988). The "effects" of infant day care reconsidered. *Early Childhood Research Quarterly*, 3, 235-272.
- 4) Gilligan, C. (1982). *In a Different Voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
- 5) Harris, J.R. (1998). *The Nurture Assumption: Why children turn out the way they do*. New York: Free Press.
- 6) Skinner, B.F. (1957). *Verbal Behavior*. New York: Appleton-Century Crofts.
- 7) Melzoff, A.N. (1977). Imitation of facial and manual gestures by human neonates. *Science*, 198, 75-78.
- 8) Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. *Child Development*, 63, 1-20.
- 9) Klaus, M.H., & Kennell, J.H. (1983). *Parent-infant Bonding*. St. Louis, MO: Mosby.
- 10) Scarr, S. & Weinberg, R.A. (1976). IQ test performance of black children adopted by white families. *American Psychologist*, 31, 726-739.
- 11) Bell, S.M., & Ainsworth, M.D. (1972). Infant crying and maternal responsiveness. *Child Development*, 43, 1171-1190.
- 12) Baillageon, R. (1987). Object permanence in 3.5- and 4.5-month-old infants. *Developmental Psychology*, 23, 655-664.
- 13) Stevenson, H.W., Chen, C., & Lee, S.Y. (1993). Mathematics achievement of Chinese, Japanese, & American children: Ten years later. *Science*, 259, 53-58.

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2003 BIENNIAL MEETING PRECONFERENCE EVENTS

Sign Language Acquisition: Typical and Atypical Development

This SRCD pre-conference opens with a keynote address by Dr. Rachel Mayberry (McGill University), followed by six short research reports from leading researchers studying sign language acquisition with typical and atypical learners. Dr. Dan Slobin will provide a short wrap-up commentary. Contact person for registration: Dr. Jenny Singleton, singletn@uiuc.edu. Dr. Esther Dromi is also a coordinator of the pre-conference event. See website for details <http://www.ed.uiuc.edu/signlanguageconference/>.

SRCD Public Policy and Policy Fellows Reception

SRCD's Office for Policy and Communications invites all current and former SRCD Policy Fellows to a reception celebrating the continued success of our fellowship program. Please join SRCD staff in congratulating our many fellows on their active involvement in the policy arena. Contact: Rebecca Goodman rgoodman@apa.org.

Using Others' Data for Developmental Research

The Murray Research Center is a data archive with special emphases on longitudinal and open-ended, qualitative data. This workshop will introduce participants to the use of existing data and the resources the Murray Center provides. Contact: Erin Phelps erin@radcliffe.edu and Jacquelyn James, Murray Research Center, Radcliffe Institute of Advanced Study, Harvard University (617-495-8140).

Division 7 – APA Executive Committee Meeting

This meeting constitutes the winter meeting of the Executive Committee of Division 7, APA. Contact: Arlene Walker-Andrews arlenewa@rci.rutgers.edu

Junior Investigator's Breakfast

The junior investigator's breakfast is an opportunity for early career researchers to find out about opportunities for funding at the National Institute of Mental Health (NIMH). After a presentation on the research mechanisms most appropriate for early career development, there will be time available for discussions with NIMH program staff on current research priorities and initiatives in children's mental health. Contact: Cheryl Boyce cboyce@mail.nih.gov.

Continuing Education Training Workshops

Continuing Education Unit (CEU) Training Workshops will be provided by the University of South Florida Department of Psychology. Please see our website for more information (www.cas.usf.edu/psychology). Contact: Vicky Phares phares@luna.cas.usf.edu.

SRCD Conversation Hour on the Nature and Meaning of Middle Childhood

Co-chairs: Libby Balter Blume and Mary Jo Zembar. This session is designed to encourage an open discussion among all interested SRCD conference participants with **Gerald Adams, Vincent Anfara Jr., Mary Eberly, Ray Montemayor, and Anne Petersen** on current conceptualizations of middle childhood.

8th Biennial Preconference of the Black Caucus of SRCD: "Where We've Been and Where We're Going: A History of Research on Black Children."

The Black Caucus of SRCD will host its 8th biennial Pre-conference on April 23-24, 2003. Contact Aline M. Garrett at aline@louisiana.edu for additional information

2003 Adult Development Symposium

The 18th Annual Adult Development Symposium of the Society for Research in Adult Development. This year's themes include the status of adult developmental stages, possibilities of different stages for different domains and other positive adult and life-span developmental topics from an interdisciplinary perspective. For details, Contact: admin@adultdevelopment.org or visit <http://www.adultdevelopment.org/>.

Peer Relations Preconference

This full-day event is scheduled for Wednesday, April 23, 2003, with morning and afternoon sessions. Researchers, postdoctoral fellows, and advanced graduate students who have already begun a program of research in peer relations are invited to attend. Registration is required. For

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POSTDOC OPPORTUNITY

Developmental Research Postdoc University of California, Santa Cruz

Two-year postdoctoral traineeship (post-PhD) in NIH-funded developmental research training program, to begin Summer or Fall 2003. The trainee will develop research of mutual interest with program faculty, focusing on cultural, interpersonal, and individual processes involved in human development in diverse communities and in institutions such as families, schools, and museums. Faculty: Akhtar, Azmitia, Callanan, Cooper, Gibson, Gjerde, Harrington, Leaper, Rogoff, Tharp, Thorne. Send vita, statement of research interests and career goals, and reprints, and request at least three recommendations to be sent to: Barbara Rogoff, Postdoc Search, 277 Social Sciences 2, University of California, Santa Cruz, CA 95064. Applications will be considered March 1 and until filled. Applicants from underserved minority groups are especially encouraged to apply.

PROGRAM COMMITTEE REPORT (CONT.)

(cont. from p. 3)



Brett Laursen
Program Co-chair

SRCD Sponsors: *History Committee, Policy & Communications Committee, Committee on Ethnic & Racial*

Issues, SRCD Black Caucus

Presenters: **Vonnie McLoyd, Teresa LaFromboise, Cynthia Garcia Coll, and Ruby Takanishi**
Discussant: **Richard M Lerner**

Convention Center 18-19, Saturday,
12:00 PM - 1:50 PM

SRCD 70th Anniversary Event: "Does Character Count? Theories of Male Adolescence From the Field" by Jay Mechling, Sponsored by *SRCD History Committee*

Convention Center Ballroom D, Saturday
4:00 PM - 5:50 PM

SRCD 70th Anniversary Event: "Science and Policy in the Study of Child Development: Reflections on the History of SRCD" chaired by Joan Grusec, Sponsored by *SRCD History Committee*
Presenters: **John Hagen, Glen H Elder, Robert N Emde, Willard Hartup, Mavis Hetherington, Frances Degen Horowitz,**

Eleanor Maccoby, Sandra Scarr, Julius Richmond, and Michael Rutter

Symposia Organized by SRCD Committees

Convention Center 18-19, Saturday,
8:00 AM - 9:50 AM

"Developmental Perspectives on Educational Success" chaired by Vivian Gadsden, *Sponsored by SRCD Policy & Communications Committee*

Presenters: **Oscar Barbarin, Susan Fuhrman, Diane Scott-Jones, Robert Slavin**

Discussants: **Martha Zaslow and William Darity**

Convention Center Ballroom D, Sunday,
8:00 AM - 9:50 AM

"Explaining Dynamic Systems and Functionalist Approaches to Emotion" chaired by Joseph J. Campos

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FELLOWSHIP OPPORTUNITY

Neuroscience, Behavior, Genetics, Emotion, or Education

John F. Kennedy Center for Research on Human Development, Vanderbilt University

The John F. Kennedy Center for Research on Human Development at Vanderbilt University announces the availability of full-time, non-faculty, Research Fellow positions. The purpose is to encourage young researchers to join a laboratory whose efforts are focused on the advancement of understanding disorders that affect human development and to conduct empirical research on mental retardation, developmental disabilities, and related basic science mechanisms. The Kennedy Center's research programs focus on basic and clinical studies of disorders of Communication and Learning, Mood and Emotion, and Developmental Neurobiology and Plasticity. Candidates with strong academic records are encouraged to apply.

Applicants may identify a Vanderbilt University faculty sponsor who is a member of the Kennedy Center and who can serve as their mentor. Applicants may also apply directly, specifying the program in which they are interested. Applicants must submit a statement of research goals (1-2 pages), current vitae, three letters of recommendation, and a statement from the proposed research mentor indicating support for the appoint. The 12-month appointment is renewable for a second year upon satisfactory review. Application materials should be sent to: Kennedy Center Research Fellow Search, Vanderbilt University, ATTN: Dr. Stephen Camarata, Peabody Box 74, 230 Appleton Place, Nashville, TN 37203-5701. Review of applications will begin January 15, 2003.

Potential candidates are urged to examine the Kennedy Center's web site <http://www.vanderbilt.edu/kennedy> to learn more about the types of research activities taking place. Inquiries: please contact Stephen Camarata at stephen.m.camarata@vanderbilt.edu.

Vanderbilt University is committed to principles of equal opportunity and affirmative action.

MEMBERS IN THE MEDIA

The SRCD *Office for Policy and Communications* is interested in highlighting our members who are featured in the news media for their work on various research-related topics. The following are submissions by our members and are presented according to affiliation, name and date of the media coverage, and title or brief description of the topic:

- **Kim Burgess, University of Maryland at College Park and Children's National Medical Center:** *Fox 5 (WTTG) of Washington, DC*, September 10, 2002: "Children's Back to School Fears and 9/11 Anxieties."
- **Lorinda Camparo, Whittier College:** *The Orange County Register*, July 21, 2002: "The Slaying of Samantha Runnion: A Haunting Verdict."
- **Lorinda Camparo, Whittier College:** *ABC World News Tonight*, July 22, 2002: Children as witnesses.
- **Lorinda Camparo, Whittier College:** *ABC Good Morning America*, July 23, 2002: Children as witnesses.
- **Stephen Juan, University of Sydney:** *The Daily Telegraph (Sydney)*, September 4, 2002: The impact on children of TV war footage.
- **Stephen Juan, University of Sydney:** *Sunrise, Channel 7 TV Network (Sydney)*, September 12, 2002: "What can parents do to protect children from the trauma of September 11th TV footage?"
- **Stephen Juan, University of Sydney:** *Today Tonight, Channel 7 TV Network (Sydney)*, September 26, 2002: Safety with children in cars.
- **Stephen Juan, University of Sydney:** *The Daily Telegraph (Sydney)*, October 4, 2002: Children coping with Australia's big drought.
- **Stephen Juan, University of Sydney:** *The Sunday Telegraph*

(*Sydney*), *Body+Soul*, October 20, 2002: Are children now forced to mature earlier?

- **Melanie Killen, University of Maryland:** *Teaching Tolerance Magazine*, Fall No. 22, 2002: A developmental psychologist investigates children's reasoning about fairness and exclusion.
- **Melanie Killen, University of Maryland:** *American School Board Magazine*, October 2002: Defining diversity.
- **Tovah Kliem, Barnard College:** *Sacramento Bee*, September 4, 2002: How we've changed – Kids Show Ability to Heal, but most haven't forgotten the attacks, experts say.
- **Tovah Kliem, Barnard College:** *New York Times*, September 10, 2002: "How Brain and Spirit Adapt to a 9/11 World."
- **Michael Lewis, UMDNJ –Robert Wood Johnson Medical School:** *Midday with Kim Jeffreys, WCCO Radio*, October 15, 2002: "Lying."
- **Suniya Luthar, Columbia University:** *Boston Globe*, October 7, 2002: "Early pressures tied to drug abuse."

- **Suniya Luthar, Columbia University:** *Journal Sentinel*, October 14, 2002: "Study finds rich teens use drugs more."
- **Suniya Luthar, Columbia University:** *Corpus Christi Caller-Times*, October 9, 2002: "Drug abuse among rich kids grows."
- **Irwin Sandler, Arizona State University:** *USA Today*, October 16, adjustment problems."

We strongly encourage all members to report recent noteworthy mentions in local, state, or national magazines, newspapers, news broadcasts, radio spots, interviews, or articles published based on their research. Information may be mailed, e-mailed, or faxed to the Office for Policy and Communications at:

Rebecca Goodman
SRCD Office for Policy and Communications
750 First Street, NE
Washington, DC 20002-4242
(202) 336-5953 fax
srcd@apa.org

RESEARCH FUNDING OPPORTUNITIES

W. T. Grant Scholars Awards

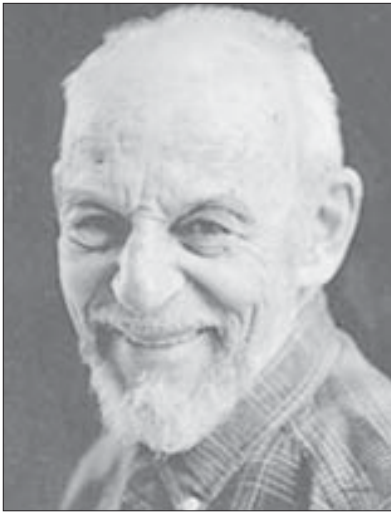
Each year the William T. Grant Foundation awards up to \$300,000 (\$60,000 per year for five years) to each of five post-doctoral scholars from diverse disciplines. The awards fund research that increases the knowledge base contributing to creating a society that values young people (ages 8–25) and helps them reach their potential. Now in its 23rd year, the W. T. Grant Scholars Program promotes positive youth development by supporting: (1) Original research on youth development, (2) Evaluations and analyses of programs, policies, laws, and systems affecting young people, and (3) Original research on adult attitudes about and perceptions of young people, and on the consequences of those attitudes and perceptions.

Deadline for applications for the 2004 Awards is **July 1, 2003**. For application guidelines, including new, expanded eligibility requirements, visit www.wtgrantfoundation.org or contact the Foundation.

W. T. Grant Scholars Program, William T. Grant Foundation, 570 Lexington Avenue, 18th Floor, New York, New York 10022-6837. Phone: 212-752-0071,

Email: wtgs@wtgrantfdn.org

MEMOIRS



Martin Deutsch
1917-2002

Martin (Marty) Deutsch died on June 26, 2002 of renal failure in Norwalk, Connecticut. Born in New York City, he received both his undergraduate and graduate degrees at Columbia University. He served in the Navy from 1943 to 1945. Some of his professional positions were at Brooklyn College, Columbia University, Fordham University, and Hebrew University. He retired as professor of early childhood education and applied psychology at the Steinhardt School of Education at New York University.

It would not be hyperbolic to state that an entire generation of American children of all races, ethnic groups, and social classes were the beneficiaries of Marty Deutsch's groundbreaking scholarship and tireless advocacy. During the early 1960s, Marty's demonstration program at the Institute for Developmental Studies in preschool education predated and was one of the antecedent projects upon which the nationwide Head Start effort was launched. When Washington policy makers convened blue ribbon panels of national experts to plan future directions for the far-reaching federal programs for poor children and families, Marty was always at the table.

Yes, middle and even upper income children and families benefited from

Marty Deutsch's work in early education. How so? The rapid expansion and broad popularity of Head Start during the 1960s and 1970s captured the attention of middle and upper class parents to the importance of this period in a child's life. Some preschools for the well-to-do children were even probably modeled somewhat after Head Start. Soon afterwards, preschool became accepted as a standard for all American children regardless of social class.

Marty Deutsch was also at or near the center of the polemics that followed the publication of the article in the *Harvard Educational Review* by Berkeley psychology professor Arthur Jensen, "How Much Can We Boost IQ and Academic Achievement?" To say that Jensen's controversial article caused a flurry of anger and protest well both beyond the academic community in general and among behavioral scientists in particular would be an understatement. Marty's response was made in a later issue of the *Harvard Educational Review*, in his own article, "Happenings on the Way Back to the Forum: Social Science, IQ, and Race Differences Revisited," which he wrote as President of the Society for Psychological Study of Social Issues (SPSSI). However, the real motivation for Marty's article was his conviction that Jensen gave a misleading account of Marty's (and others') work dealing with the role of environment in stimulating intellectual development and Marty's research that demonstrated, unequivocally, the positive effects of creating compensatory and intervention programs for culturally disadvantaged children.

I was privileged to work closely with Marty Deutsch in preparing his rebuttal to Jensen. It was a dream assignment for any graduate student interested, as I was, not only in the literature on racial differences and cognitive functioning, the nature/nurture issues, but also the work required my attending many seminars and meetings with top scholars in a broad variety of disciplines; working with the *Harvard Educational Review* editors (also graduate students); or just immersing my body and

soul for long, long hours into what was possibly one of the most important behavioral science issues in the 20th century.

Many of Marty Deutsch's writings were seminal in the sense that he was one of the pioneering behavioral scientists to describe the environmental realities of what was then called the disadvantaged child; not in pejorative or nosological terms but uniquely from an ethnographic perspective in concepts that almost took you into these children's (and their families') environments, especially in terms of the challenges they faced while entering school.

Marty's writing belonged with that special cadre of behavioral scholars, such as Urie Bronfenbrenner, Jerome Bruner, and J. McVicker Hunt, and others whose theoretical models of child development were nonlinear in describing child behavior as a confluence of multiple and diverse layers of environmental influences and factors. Said differently, Marty presented what many advocates of minority children such as Kenneth Clark have said all along "...don't portray children of poverty as victims" and "don't assume that all these children are the same!"

I will be eternally grateful for the indelible imprint that Marty Deutsch left on me. He was not only my boss at the Institute for Developmental Studies and my dissertation chairman, but also my very dear friend. Of the many things I learned from him, three of his most salient gifts to me were: 1.) Become a behavioral scientist who can associate proudly with schools and the field of education. 2.) Become a behavioral scientist who is also a social activist and advocate working closely with policy makers. 3.) Become a behavioral scientist who rejects academic parochialism and is well-versed in disciplines other than his/her own.

John R. Dill,
Deputy Chancellor,
Department of Defense

MEMOIRS



Rodney R. Cocking
1943 - 2002

Years ago at a conference, we stood in a crowded hotel lobby awaiting a meeting with Rod Cocking. Amidst the sea of frazzled faces, he appeared, with his omnipresent wonderful smile, warm and sincere greeting, funny joke, fabulous attire, and of course, the latest Coach attache. What is virtually always a dreaded aspect of our job—the endless slew of conference meetings—was transformed into a valuable and enjoyable exchange of ideas with a man willing and able to take risks, get things done, and always retain his humanity, decency, and compassion in the process.

Our friend Rodney R. Cocking died horrifically on February 22, 2002, the victim of violent crime. After being missing for two months, his skeletal remains were found in a wooded area of rural Virginia, and an arrest was made. Apparently Rod was killed by someone who owed him and others a large sum of money. As a result of these unfathomable and unbearable events, the field of developmental psychology has lost one of its staunchest and most effective supporters. Rod's friends, who truly number in the many hundreds, have lost a dear friend, an individual of extraordinary generosity and kindness.

To readers who knew only the name Rodney Cocking, it was no doubt in the context of one of the many federal agencies at which he worked. Throughout his career, Rod worked at National Institutes of Mental Health, the National Academy of Sciences, and the National Science Foundation. From the start, it was clear to those of us who knew Rod that he was destined to do great things. Choosing to focus on science policy and administration, he became one of the strongest and most influential voices for developmental science in the nation.

Rod received his PhD in developmental psychology in 1972 from Cornell University, our own department of Human Development. His first position was at Educational Testing Service, where he eventually was promoted to Director of Research and Evaluation. During his 12 years at ETS, Rod earned a reputation as someone who had a sense of where the field was headed. Along with Irving Sigel, he co-founded and edited the *Journal of Applied Developmental Psychology*, and was appointed to several prestigious advisory boards (e.g., A.A.A.S., U.S. Dept. of Education, the Piaget Society). During his final four years at ETS, Rod took a leave to be a visiting scholar at the National Institute of Education, a post he held until 1985 when he left for a post at the University of Delaware for two years. He left Delaware to assume the post of Chief of the Cognition, Learning & Memory Program at NIMH's Behavioral Science Research Branch.

It was during these years that Rod began slowly to place his signature on the field. He did this by convening workshops, special issues, and Calls for Proposals to jump-start new areas of developmental inquiry. While at NIMH, Rod became Acting Chief of the Basic Behavioral & Cognitive Sciences Research Branch, a post he held until 1994 when he left NIMH to become a Senior Program Officer at the National Academy of Sciences. While at NAS, Rod put together the Board on Behavioral, Cognitive, and Sensory Sciences, and was its first director. Then,

in 1999, Rod took an intergovernmental leave from NAS to assume the post of Program Director of the Human Cognition and Perception program at the National Science Foundation.

What the above chronology lacks is a sense of what Rod was about, professionally and personally. During his years at the various federal agencies, Rod had an impact on developmental science that is unparalleled. He launched boards and initiatives that took the field in new directions (e.g., under his aegis, NSF launched the Children's Research Initiative, the National Academy of Science assembled its prestigious Board on Behavioral, Cognitive, and Sensory Sciences, currently directed by Anne Peterson). Rod saw connections between developmental psychology and other fields—not just the usual suspects such as neuroscience and genetics, but also anthropology, physics, and life-course sociology, to name a few. One of the countless sadnesses associated with Rod's murder was a workshop on transfer of learning he was in the midst of organizing, which was eventually held several weeks after his death at NSF. Attending this workshop were researchers from developmental psychology, cognitive science, neuroscience, physics, and education. This was precisely the sort of initiative he was known for; one that is both creative and innovative and that makes connections across disciplinary boundaries.

Often those who work at the frontiers of a field are alone, take risks, come back with a chest full of arrows. Happily, this was not a problem for Rod. He was so well liked by everyone that he never seemed to run afoul of special interests. He forged new directions for our field—some of which may be unknown to SRCD members because they slowly emerged from seeds that Rod planted years ago, without stepping on toes or provoking extreme reactions. He was singularly effective in moving our field

(cont. on p. 15)

NOTES FROM THE EXECUTIVE OFFICER (CONT.)

(cont. from p. 1)

the membership of SRCD. Paul Brathwaite, Policy Director of the Congressional Black Caucus (CBC), discussed the special concerns of the CBC, which currently has 38 members. A lawyer by training and well experienced in the political arena in D.C., he discussed the challenges faced by the changes in leadership in congress for the next two years. His portfolio includes both domestic and foreign policy initiatives. He presented a generally optimistic view in that the numbers and activities of the CBC have increased over the past several years. Matters of importance to the Caucus overlap with many of our concerns, including economic disparities, health coverage, and of course improving the educational system for all children, especially those who historically have not achieved at acceptable levels.

Other topics of this year's meeting included the role of behavioral science in the national efforts to counter terrorism, the new directives in the National Institute on Aging (presented by the newly appointed director, Dr. Richard Hodes), and the establishment of priorities relevant to the Social and Economic Sciences, including behavioral and cognitive sciences, within NSF (National Science Foundation). There is real optimism that the commitments to these areas that have been made will continue to receive increased attention and funding. Developmental research has been especially well represented in the portfolios of the SBE directorate of NSF and all indications are that this trend will continue.

I came away from these meetings of COSSA with renewed optimism that the behavioral sciences continue to make inroads and are treated with increasing respect in the Washington environment. It is clear that we benefit from our affiliation with COSSA and with the organizations that are a part of it. They also benefit from our involvement, as



we are one of the two or three member organizations that are committed to issues concerning children, developmental perspectives, and improving the lives of children and families.

The Human Development and Public Policy Consortium held its first meeting at Georgetown University, hosted by Deborah Phillips and Lawrence Aber, in May, 2002. It had representatives from 16 academic institutions, as well as from SRCD and the Foundation for Child Development. The guiding principal was: how would a consortium create a sum that is greater than the parts, provide added value for individual programs, and be sufficiently rewarding and practical to sustain itself? The second meeting, held in very nice surrounds on the campus of Case-Western Reserve University Nov. 3-4, 2002, was hosted by Jill Korbin and Rick Settersten. Over 30 representatives were there from various programs and institutions. The agenda focused on three issues.

The first was research, and the discussion groups considered the diversity in research, in locales or settings where research is conducted, and the needs for translating research to policy in responsible ways. The second was dissemination and informing policy. Here the concerns were the many different ways that findings are currently disseminated, used and misused, and ways of improving dissemination in the future. The third issue was teaching and mentoring. Issues explored included the fact that many faculty do not get involved directly in dissemination or policy, yet their students want and are expected to do so. The lack of any generally agreed up on standards in these areas was also considered. The conveners of the meeting of this Consortium will prepare summaries and recommendations that will go back to the participants and the organizations they represent. The general plan is to have feedback, editing, and revisions via email or conference calls and then the areas of consensus will be affirmed and distributed. If participants decide sufficient progress has been made, a third conference will be convened in the Spring of 2003.

I was pleased to be a part of this newly emerging group and believe that there is considerable interest and need for a consortium such as this to exist. The challenge will be to build upon the short-term activities that have occurred thus far and to move towards a longer-term vision. The quality, diversity, and commitment of the leadership and the participants bode well for the future of this new endeavor.

John Hagen

SRCD Book Authors/Editors

SRCD Members are invited to notify the **Developments Office** or editor about your new publications. These will be listed in the newsletter.

PSYCHOLOGICAL STUDIES (CONT.)

20 Studies (cont. from p. 6)

- 14) Kohlberg, L. (1969). Stage and sequence: The cognitive-developmental approach to socialization. In D.A. Goslin (Ed.), *Handbook of socialization theory and research*. Chicago: Rand McNally.
- 15) NICHD Early Child Care Research Network. (1997). The effects of infant child care on infant-mother attachment security: Results of the NICHD Study of Early Child Care. *Child Development*, 68, 860-879.
- 16) Bandura, A., Ross, D., & Ross, S. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 375-382.
- 17) Inhelder, B., & Piaget, J. (1958). *The growth of logical thinking from childhood to adolescence*. New York: Basic Books.
- 18) Straus, M.A., Sugarman, D.B., & Giles-Sims, J. (1997). Spanking by parents and subsequent antisocial behavior in children. *Archives of Pediatrics and Adolescent Medicine*, 151, 761-767.
- 19) Piatelli-Palmerini, M. (1980). *Language and learning: The debate between Jean Piaget and Noam Chomsky*. Cambridge, MA: Harvard University Press.
- 20) Bowlby, J. (1969). *Attachment and loss, Vol. 1*. New York: Basic Books.

Based on a quick scan of the content of these studies, it appears race, gender, and parenting issues generate the lion's share of controversy within the field, having been addressed by 13 of the 20 studies. But I suppose that's only fitting; since race, gender, and parenting issues occupy the lion's share of contemporary domestic and societal problems as well.

Developments' Submission Guidelines

Text: Provide your material in unformatted text blocks only, preferably using "Times New Roman" 10-pt font in Word or WordPerfect. A photo of the author or topic or both to accompany the article would be greatly appreciated.

Photographs: 300 DPI, grayscale, "tif" files only. If you do not have a scanner to produce the photo quality we need, loan us your photo; we will scan it for our use, and then return it to you.

Ads: Contact Thelma Tucker tetucker@umich.edu; 734-998-6578 for information and an order form.

JOB OPENINGS

Family Studies Purdue University

Tenure-track positions are available at Assistant or Associate rank at Purdue University. We seek these specialties: a) unpaid work; b) links between the economy and family life; and/or c) processes of daily life in families. Successful candidate(s) will conduct and publish research, seek external funding, teach undergraduate and graduate courses, and contribute to engagement activities. Applicants should hold a Ph.D. in family studies, sociology, psychology, gerontology, or a closely related field. Strong research and teaching skills are required. Purdue University is home to an interdisciplinary program in Gerontology, and gerontologists who focus on the above topics are welcome to apply. Send vita, three letters of reference, and representative publications (hard copies only, please) to: Dr. Shelley M. MacDermid, Purdue University, Child Development and Family Studies Building, 101 Gates Road, West Lafayette, IN 47907-2020 (Phone: 765-494-6026; email: shelley@purdue.edu).

Screening begins on December 2, 2002 and continues until positions are filled. The Department of Child Development & Family Studies offers B.S., M.S., and Ph.D. degrees. Its 18 faculty members represent graduate programs in developmental studies, family studies, and marriage and family therapy. See www.cfs.purdue.edu/CDFS. We encourage minority applicants.

Purdue University is an equal opportunity/affirmative action employer.

2003 BIENNIAL MEETING PRECONFERENCE EVENTS (CONT.)

(cont. from p. 7)

more information contact: Marion K. Underwood, School of Human Development, University of Texas at Dallas, PO Box 830688, GR41.or visit www.humsci.auburn.edu/peerpreconference2003/.

DOTDEP – Preconference for Directors of Training in Developmental Psychology

The primary focus of the meeting is on opportunities to participate in different workshops. Topics include: recruiting graduate students, applied developmental science, breadth and depth in graduate education, use of technology in teaching and mentoring. Contact: Nancy Budwig at nbudwig@clarku.edu or Judith Smetana at smetana@psych.rochester.edu.

Adult Attachment and Parenting sponsored by the Adult Attachment Interview Trainers

This informal conference will focus on adult attachment and parenting in

adoption or foster care families. Mary Dozier, Miriam Steele, and Kristin Caspers have been invited to provide overviews of their recent research relating Adult Attachment Interview classifications to the developing parent-foster child relationship and to the experience of being raised in an adoptive family. For further information and registration procedures contact David Pederson at Pederson@uwo.ca or fax 519-661-2961. Registration is required, and is limited to 60 attendees.

Continuing Education Unit (CEU) Training Workshops

Three workshops are offered through the University of South Florida Department of Psychology, two Wednesday April 23, 2003 and one on Thursday April 24, 2003. The topics covered are Behavioral and Cognitive-Behavioral Techniques with School-Aged Children, Teaching Abnormal Child Psychology to the Clinicians of Tomorrow, and Treating Challenging Childhood Disorders. For

more information on these workshops please visit www.cas.usf.edu/psychology.

APA Academic Career Workshop

In conjunction with Division 7 and SRCD, APA will host this workshop designed to introduce graduate students and post-doctorates to the academic career. Topics range from how the academic culture varies across institutions to the pragmatics of the hiring process. The workshop is free, but an e-mail indicating your intent to attend must be sent to Deborah McCall at dmccall@apa.org.

The Penn State Alumni and Friends Reception

The event is jointly sponsored by the Department of Psychology and the Department of Human Development and Family Studies, and offers the opportunity for our former alumni and friends to gather, reunite with each other as well as with current faculty and students. Contact Keith Crnic at kac8@psu.edu.

JOB OPENING

Department of Psychology University of California, Davis

The Department of Psychology at the University of California, Davis, invites applications for a tenure-track appointment in developmental psychology to begin in July 2003. The level of the appointment is open, and so could be at the assistant, associate, or full professor level. Applicants must have a Ph.D. and a strong, active program of research in the area of *social or emotional development*. Candidates with research programs involving human infants and/or children are preferred, but those with interests in adolescence will be considered. Candidates must also have a demonstrated record or evident potential to teach undergraduate and graduate courses in developmental psychology, supervise dissertation research, and obtain external funding. Interested applicants should submit a curriculum vitae, statement of research and teaching interests, representative reprints and/or preprints, and at least three letters of recommendation. Review of applications has been extended to begin on January 6, 2003 and continue until the position is filled. Send materials to: Developmental Psychology Search Committee, Department of Psychology, One Shields Avenue, University of California, Davis, CA 95616-8686. For information contact the Search Committee Chair, Dr. Gail S. Goodman, at the above address or via the internet: ggoodman@ucdavis.edu. To learn more about the rapidly expanding program in Developmental Psychology at the University of California, Davis, please visit our web page at: <http://psychology.ucdavis.edu/PsychAreas/Developmental.html>.

The University of California, Davis, and the Department of Psychology are interested in candidates who are committed to the highest standards of scholarship and professional activities, and to the development of a campus climate that supports equality and diversity. The University of California is an affirmative action/equal opportunity employer.

MORE OPPORTUNITIES

Rodney R. Cocking (cont. from p. 11)

toward his vision of “integrative developmental science”. By this, Rod meant that various branches of research often needed to be integrated to address complex problems and “jump-start” new areas of developmental inquiry. Rod believed that opportunities exist for basic research on animal and human models to be melded with research from cognitive and social development, resulting in frameworks to catalize future basic research while simultaneously contributing to societal needs. Our own center at Cornell is an example; it was funded by Rod to undertake integrative developmental science in the public interest.

Rod has left a striking legacy in our field that will endure. He has also left a cadre of friends, associates, and colleagues who have been forced to accept the vast unfairness and sheer pointlessness of his early death. We will remember him always with warmth, gratitude, and sadness.

Stephen J. Ceci and Wendy M. Williams
Cornell University

Postdoc Opportunity

Research Postdoc in Informal Learning University of California, Santa Cruz

Research Postdoc in Informal Learning, University of California, Santa Cruz. Begins Summer or Fall 2003. This is a two-year postdoctoral research traineeship (post-PhD) in the NSF funded Center for Informal Learning and Schools. CILS is a collaboration with UC Santa Cruz, the Exploratorium science center and King’s College London. The trainee will develop research of mutual interest with program faculty associated with UCSC’s developmental psychology and education programs. Research focuses on informal learning processes in settings that are historically little involved in schooling, such as interactive museums, after-school clubs, and families and community organizations with the goal of improving K-12 science and mathematics education. Issues of diversity are a strong interest. Faculty include: Doris Ash, Maureen Callanan, Sally Duensing, Laura Martin, Judit Moschkovich, Barbara Rogoff. Post docs will teach one course per year and will participate in seminars in theory and research methodologies appropriate to different learning contexts. Send vita, statement of research interests and career goals, and reprints and at least three letters of recommendations to: Sally Duensing, CILS Postdoc, University of California Santa Cruz, 296 McHenry, Santa Cruz, California 95064. Applications will be considered March 1 and until filled. Applicants from underserved minority groups are especially encouraged to apply.

Conferences

New York Academy of Sciences Conferences

Roots of Mental Illness in Children, March 15-17, 2003 New York, New York

Organizers: Jean King, Craig Ferris and Israel Lederhendler

Co-sponsored with the National Institute of Mental Health, this two and a half day meeting’s main focus is to build bridges between animal research and clinical approaches for studying mental health and disorders in children and adolescents. The long-term goal is to foster interdisciplinary research collaborations and policy initiatives to enhance our understanding, diagnosis and treatment of mental illness in children.

Adolescent Brain Development: Vulnerabilities and Opportunities, September 18-20, 2003 New York, New York

Organizers: Ronald Dahl, Linda Spear and Ann Kelley

This two and a half day meeting will bring together basic and clinical investigators performing research relevant to neurobehavioral changes during adolescent development. The long-term goal is to stimulate further investigations and advance understanding that will have clinical and social policy relevance to a wide range of behavioral and emotional health problems emerging in adolescence.

Both conferences will include contributed poster sessions. To receive program and registration details contact: Science and Technology Meetings, New York Academy of Sciences T: 212.838.0230 ext. 324; F: 212.838.5640 E: conference@nyas.org; W: <http://www.nyas.org>

PROGRAM COMMITTEE REPORT (CONT.)

(cont. from p. 8)

Sponsored by SRCD International Affairs Committee

Presenters: **Paul van Geert, David Witherington, and Marc Lewis**

Convention Center 18-19, Sunday
8:00 AM - 9:50 AM

“Family and Social Environments of Children and Adolescents” chaired by **Oscar A. Barbarin**

Sponsored by SRCD Committee on Policy & Communication, Ethnic & Racial Issues Committee, SRCD Black Caucus

Presenters: **Robert H Bradley, Robert F Corwyn, Terry McCandies, Cheri Coleman, and Martha J Garcia-Sellers**
Discussant: **Martha Zaslou**

Convention Center Ballroom D, Sunday,
10:00 AM - 11:50 AM

“Issues of Measurement in Research With Diverse Ethnic and Racial Groups in the United States” chaired by **Cynthia Garcia Coll**, *Sponsored by*

SRCD Ethnic & Racial Issues Committee

Presenters: **Linda M. Burton, Felton Earls, and Nancy Gonzales**
Discussant: **Jacquelynne S. Eccles**

Discussion Hours

Convention Center 18-19, Friday,
8:30 AM - 10:20 AM

“What Do Editors Want? (and Hints on How to Give It to Them)” chaired by **Susan B. Campbell**, *Sponsored by SRCD Publications Committee*
Participants: **Lynn S. Liben, Willis F. Overton, Lonnie Sherrod, and Pamela Trotman Reid**

Convention Center Ballroom D, Friday,
12:30 PM – 1:20 PM

“To Honor Ann Brown” chaired by **Judy DeLoache and Rochel Gelman**, *Sponsored by Governing Council*
Participants: **Susan Carey, Joseph Campione, Michael Cole, and John H Flavel**

Convention Center 11, Saturday,
4:00 PM - 5:50 PM

“Influencing Policy at the Federal Level: SRCD Policy Fellowships” chaired by **Rebecca Goodman**, *Sponsored by SRCD Office of Policy & Communications*

Participants: **Michael Lopez, Vincent Smeriglio, Ann Marie White, Heather Kersey, Laurie Cutting, Tamara Haegerich, Elizabeth Albro, Anthony Salandy, Jonathan Miles, Stephanie Curenton, Cassandra Simmel, Ivelisse Martinez-Beck, Helen Raikes**

A special thank you to the Foundation for Child Development for their support of the 70th Anniversary Celebration Events

JOB OPENING

Department of Family Studies University of New Hampshire

University of New Hampshire Cooperative Extension announces an opening for an Extension Specialist in Family Life with expertise in one or more of the following areas: parenting education, family and youth development, intergenerational relationships, adult and elderly development. The Family Life Specialist will be eligible for an Extension Faculty appointment with the Department of Family Studies, School of Health and Human Services. Twelve-month position, 80% Cooperative Extension and 20% Department of Family Studies. Non-tenure track, renewable appointment.

Doctorate required. At least one degree in human development, family studies, or a related field. Experience in program development and evaluation preferred. Candidates should have a strong background in applied research and in teaching or outreach education. Candidates should have excellent communication skills and the ability to work effectively with faculty, students, staff, administrators, and external constituencies. Experience in planning, implementing, evaluating, and managing grant funded programs preferred. Experience with Cooperative Extension, distance education techniques and web-based education desired.

Salary will be commensurate with education and experience. Application review begins January 20, 2003 and continues until position is filled. Send cover letter, resume, application form (UNH Cooperative Extension employment application form can be accessed on-line at http://cecfl.unh.edu/jobapps/EE_apps/jobapp_home_ee.cfm), official transcripts and direct three letters of reference to: to: Jim Grady, Assistant Director, Finance and Human Resources, UNH Cooperative Extension, 59 College Road, Taylor Hall, Durham, NH 03824-3587 Phone: (603) 862-1520. UNH, as an affirmative action, equal opportunity employer, is committed to excellence through diversity among its faculty and staff and shall not discriminate in recruitment, selection and employment on the basis of color, religion, sex, age, national origin, sexual orientation, disability, veteran's status or marital status.

MORE OPPORTUNITIES

JOB OPENING

Department of Psychology Fordham University

The Department of Psychology at Fordham University announces two open positions. One Tenure-Track Assistant Professor position and one Half-Time Assistant Professor position.

The **Tenure-Track Assistant Professor** would teach at the undergraduate and graduate levels. Undergraduate teaching will include an experimental course in a basic psychological process such as sensation/perception, language, or memory; Introductory Psychology; and electives. Graduate teaching will be in the license eligible Developmental Psychology doctoral program with Applied Specialization, a strong lifespan research program.

QUALIFICATIONS: The program is seeking a person who can successfully combine developmental and applied knowledge and skills. Areas of specialization may include developmental delays and disabilities; diversity and multicultural issues; developmental issues in relation to psychopathology; and the development and assessment of infants/children in typical and atypical populations. The person will be expected to develop a graduate course related to his/her area of research in infant or childhood normative and/or atypical development. The successful candidate will show evidence of excellent teaching, programmatic research, and the ability to secure research funding.



The **Half-time Assistant Professor** (non-tenure track, two year renewable appointment) will be expected to coordinate and enhance the internship component of the doctoral program in Developmental Psychology. Teaching responsibilities include one undergraduate and one graduate course per year, with a one-course reduction during the first year to allow greater concentration on the internships.

QUALIFICATIONS: The position requires a Ph.D., field-work experience and good contacts with institutions and agencies in the New York City area. The Program requires an internship focused on research, program development/evaluation, developmental assessment, and/or service delivery. Responsibilities include developing new placements, placing 6-10 students per year, evaluations, and regular meetings with students. The person will be expected to develop a graduate course with an applied focus such as child/adolescence risk and prevention, juvenile justice, health and aging, etc.. The position offers a competitive salary and benefits and can begin as early as January 2003.

TO APPLY: Please send vita, evidence of teaching credentials, and three letters of reference to:

Frederick J. Wertz, Chair
Psychology Department
Fordham University
Bronx, NY 10458-5198
or
send email to:
wertz@fordham.edu.

Fordham is an independent, Catholic university in the Jesuit tradition that welcomes applications from men and women of all backgrounds. Fordham University is an equal opportunity employer and we strongly encourage minorities and women to apply.

MEMBER NEWS



New Books by SRCD Members

Mortimer, Jeylan T., and Reed W. Larson (Eds.) (2002). *The Changing Adolescent Experience: Societal Trends and the Transition to Adulthood*. Cambridge, UK: Cambridge University Press.

Kopp, Claire. (2003). *Baby Steps: A Guide to Your Child's Social, Physical, and Emotional Development in the First Two Years*. New York, NY: Henry Holt and Company.

New for the 2003 Biennial Meeting

Continuing Education Units (CEUs) will be available for the SRCD Biennial Meeting free of charge. Three preconference training workshops will be offered on Wednesday, April 23rd and Thursday morning, April 24th through the University of South Florida Department of Psychology. For more information on these workshops, please visit www.cas.usf.edu/psychology.

Decision Notifications

Decision notifications were sent by email to the corresponding author of each submission on December 7th. If you did not receive notification about your submission and you were the corresponding author, please contact Thelma Tucker (tetucker@umich.edu).

Thank you, Victoria Roth!

Serving as the managing editor for much of this issue was Victoria Roth. Her service, hard work, and pleasant working style have been greatly appreciated.

Help Us Help You!

2003 Exhibits—We would like to expand academic exhibit participation for the upcoming biennial meeting and ask for your help. If you have a book being published in 2002 or 2003, please contact the SRCD Executive Office (srcd@umich.edu; 734-998-6578) with the details and its publisher.

SRCD Biennial Meeting April 24-27, 2003



Warm Wishes for a Peaceful 2003 from the Staff at SRCD!

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OBITUARIES

James B. Grossman died on June 14, 2002 and an emerging star in developmental psychopathology was lost. A graduate student in Clinical Psychology at Yale University, he received his BA from Princeton University in 1992, and then worked with John Flavell and Eve Clark at Stanford University. At Yale, advised by Alice Carter and in collaboration with Fred Volkmar and Ami Klin, he continued to integrate his interests in psychology and linguistics, developing a creative program of research in autism, most recently studying the development of sarcasm in individuals with autism and typically developing preschoolers. He also wrote on evolutionary psychology. Jim was an outstanding teacher and child clinician. His deep intellect and humor will be greatly missed. Jim became a member of SRCD in 1998.

Hugh Lytton, born September 26, 1921, died April 16, 2002. Hugh earned his Ph.D. in Psychology from the University of London in 1953. After working as a schoolteacher for several years, Hugh joined the Department of Educational Psychology at the University of Calgary in 1969 as Associate Professor. A Fellow of the British Psychological Society and the Canadian Psychological Association, Hugh published 70 peer-reviewed papers and chapters plus many other publications. His research included publications dealing with developmental psychology, school counseling, creativity, psychological assessment, special education, and academic achievement. In 1980 he received international recognition for his work *Parent-Child Interaction: The Socialization Process Observed in Twin and Singleton Families*. He became a member of SRCD in 1970.

ANNOUNCEMENTS

Call for Papers—Special Issue: *Early Childhood Research Quarterly* *Early Learning In Math And Science*.

Susan Golbeck and Herbert Ginsburg, Guest Editors. *Early Childhood Research Quarterly* invites submission of manuscripts for a special issue on young children's development of math and science concepts. Papers should report original research findings or provide a critical analysis of research and should include a discussion of implications for educational policy. Studies employing a range of methodologies and theoretical perspectives are welcome. Manuscripts will follow the standard review process, and as such should be submitted to: Karen E. Diamond, Editor. *Early Childhood Research Quarterly*, Purdue University, 1267 CDFS Building, W. Lafayette, IN 47907-1267. Authors should explicitly state in a cover letter that the manuscript is being submitted for the Special Issue. Questions may be addressed to Karen Diamond: diamondk@cfs.purdue.edu or either of the two Guest Editors: Susan Golbeck: golbeck@rci.rutgers.edu Herb Ginsburg: hpg4@columbia.edu. The deadline for submission of manuscripts is December 31, 2002.

The Fourth Annual "Bridging the Gap" conference sponsored by "The Children's Center" and the Department of Pediatrics, Primary Children's Medical Center, University of Utah will take place on February 3-4, 2003 in Salt Lake City, Utah. The conference will focus on **Clinical Applications of Attachment Theory and Research** and presenters will include **Dr. Mary Target** from University College London and **Bert Powell** from Marycliff Institute in Spokane. For more information please contact The Children's Center by phone (801) 582-5534 or email: dfgold@msn.com

The Section on Child Maltreatment (Section 1 of Division 37, APA) announces its fourth annual dissertation award. A \$400 prize will be awarded to

one successful graduate student applicant to assist with expenses in conducting dissertation research on the topic of child maltreatment. Applicants are requested to submit: (1) a letter of interest, indicating how the applicant would use the award funds toward the completion of the dissertation research; (2) a 100 word abstract; and (3) a five page proposal summarizing the research to be conducted. Please submit applications by April 1, 2003, to: Mark Chaffin, Ph.D., Director of Research, Developmental and Behavioral Pediatrics, University of Oklahoma Health Sciences Center, P.O. Box 26901, Oklahoma City, OK 73190; Tel: (405) 271-8858; Fax (405) 271-2931; markchaffin@ouhsc.edu. Applicants will be notified of the decision in mid June. The award will be presented at the annual APA meeting in Toronto, Ontario, Canada, August 7-10, 2003.

Classified Ads

UNIVERSITY OF WISCONSIN-MADISON. Human Development & Family Studies, invites applications for a tenure-track assistant professor position beginning August 2003 (contingent on final funding approval). Candidates should have a doctoral degree and active research agendas in child development (*ages birth to 10*) with a focus on intervention, prevention, assessment and/or early childhood programs. Responsibilities include conducting quality research, competing for extramural funding and teaching undergraduate and graduate courses. Send letter of application, vita, and three letters of reference to Stephen Small, Search Committee, Human Development & Family Studies, 1430 Linden Dr., University of Wisconsin, Madison, WI 53706. Deadline to ensure consideration is **Friday, February 7, 2003**. Unless confidentiality is requested in

writing, information regarding applicants and nominees must be released upon request. Finalists cannot be guaranteed confidentiality. The University of Wisconsin-Madison is an Equal Opportunity-Affirmative Action Employer.

CORNELL UNIVERSITY. Chair, Department of Human Development in the College of Human Ecology invites nominations and applications for the position of Chair of the Department of Human Development and Helen G. Canoyer Professorship. The Chair provides leadership with the faculty and staff in the planning, development and implementation of the multidisciplinary teaching, research and outreach/extension programs of the department. The Department of Human Development is a multidisciplinary faculty who study human development over the life course and in the contexts in which it occurs. Areas of research include psychological, biological and sociological aspects of development from conception throughout the life course. Qualifications for the position include: outstanding scholarship and an established reputation of leadership in the areas of development and/or the life course; achievements commensurate with a named professorship; demonstrated ability for administration; and a commitment to multi-disciplinary programs. Application reviews will begin December 7, 2002 and continue until the position is filled. Please send nominations or a letter or e-mail indicating interest and a CV to: Chair of the Search Committee, 142 MVR Hall, Cornell University, Ithaca, NY 14853, Email address: blh5@cornell.edu. Cornell University is an Affirmative Action/Equal Opportunity Employer and Educator. <http://www.cornell.edu> <http://chronicle.com/jobs/profiles/2377.htm>

