

MEASUREMENT FORUM

Volume 2 Number 1
Winter/Spring 1997

A Newsletter for the Promotion of Excellence
in Measurement Instruction

Prepared for use with *Psychological Testing and Assessment*, Third Edition,
by Ronald Jay Cohen, Mark E. Swerdlik, and Suzanne M. Phillips.

Welcome to Issue Number 1 of Volume Number 2 of the Measurement Forum. We hope your fall semester has begun smoothly and your students are in the process of discovering the exciting field of psychological testing and assessment. We have been very gratified with the response to our first-year efforts to develop a continuing forum to discuss issues related to the teaching of psychological measurement. A reading of the Connections column in this issue will demonstrate how instructors of psychological measurement are communicating with us and with you, our readers. Please note, in particular, the request by Professor Jack Flynn from Connecticut State University to develop a set of slides/overhead transparen-

cies for use in the teaching of psychological measurement. Please consider contributing to this effort that could benefit all instructors.

We would like to hear from more of our readers. Send us a short note (by snail mail or e-mail) or brief article about a classroom demonstration or particular instructional materials that you use in your psychological measurement course. Perhaps you have recently discovered an article in the popular press that you use to stimulate discussion in your class? What types/formats of exam questions do you use? Please consider sharing your ideas and strategies with your colleagues from around the country.

Our readership has grown dramatically over the past year. We look forward to hearing from you as you work with us in fulfilling the mission of this newsletter: the promotion of excellence in measurement instruction. Please take a few minutes to share an idea or two with us for our next issue.

Best wishes,

Mark E. Swerdlik
Ronald Jay Cohen
Editors

WORLD WIDE WEB SITES ON ASSESSMENT

Compiled by Suzanne M. Phillips, University of Pittsburgh at Johnstown

Access current and past issues of *Measurement Forum* at <http://www.cas.ilstu.edu/psychology/measurement-newsletter.html>

Buros Home Page

Integration with Text: Ch. 1
<http://www.unl.edu/buros/home.html>

This site describes the history of the Buros institute, information about how to use Buros Mental

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For additional copies of the *Measurement Forum* or for more information about the new third edition of *Psychological Testing and Assessment*, call Mayfield Publishing Company, (800) 433-1279 or 74111.670@compuserve.com.

Measurements Yearbook, etc. It contains links to the ERIC/AE Test Locator and the Buros Test Review Locator.

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Kiersey Temperament Sorter

<http://sunsite.unc.edu/jembin/b.pl>

*Integration with
Text: Ch. 17, 19*

The Keirsey Temperament Sorter is similar to the Myers-Briggs Type Indicator, in that it assesses the three Jungian personality dimensions (introversion-extraversion, sensing-intuition, and thinking-feeling), as well as the perceiving-judging dimension added by Myers and Briggs. The Keirsey Temperament Sorter contains 70 forced-choice items. The site administers and scores the test, displays results, and provides links for interpretation of personality type and for normative data.

Thanks to Kristin Compton, University of Pittsburgh at Johnstown student, for bringing this site to our attention.

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Drake & Rudner's annotated list of links

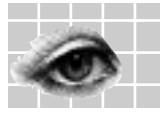
http://www.cua.edu/www/eric_ae/intass.html

*Integration with
Text: all chapters*

This site contains links to many, many other sites, and it is well-organized and fully annotated. Topic areas cover testing and assessment very broadly, and include math and science assessment, personnel evaluation, alternative assessment, test construction, disabilities, and goals and standards.

Thanks to Ephraim Schechter, University of Colorado at Boulder, for suggesting this site.

If you are aware of a site that is particularly helpful in teaching students about psychological assessment, let us know, at phillips@vms.cis.pitt.edu.



MEASUREMENT IN THE NEWS

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*Integration with
Text: Ch. 8*

THE NEED FOR A TEST OF ACADEMIC ORIENTATION

Predicting Student Achievement: Why We Need a Test of Academic Orientation

Gloria C. Maccow, Guilford County Schools

Recently I read an article (Leslie, 1996) that confirmed what parents and teachers have long believed: our children are influenced by the company they keep. More specifically, the grades children receive depend on the grades of their peers. According to Leslie (1996), this was the finding of a study published in a recent book, *Beyond the Classroom*, by psychologists Laurence Steinberg and Bradford Brown, and sociologist Stanford Dornbusch.

The researchers found that high school students in California and Wisconsin achieved higher grades when their friends were academically oriented. Students whose friends engaged in delinquent type activities were more likely to manifest similar behaviors. On the basis of their data, the authors concluded that friends influence school performance more than parents, at least by high school. These data serve to explain why the achievement of Asian-American students is higher than achievement of African-American students. Asian-American students tend to associate with academically oriented peers. They often study together and encourage each other to get good grades. African-American students associate with students who dismiss academic accomplishment because they equate good grades with being white.

When I read this article I experienced several emotions. First, I felt sad to realize that teenagers are influenced more by friends than by parents. Then, I felt tremendous excitement when I recognized the opportunities provided by the findings of Steinberg, Brown, and Dornbusch. If we could identify students who are academically oriented before they get to middle school, we could increase student achievement . . . graduation rates . . . productivity in the workplace. Indeed, we could make the world a better place.

The more I thought about this, the more excited I became. The possibilities seemed endless. "What would it take to identify students' orientation toward academics?" I wondered. "Oh, yes, I know, a test." A test measuring one construct, and one construct only. A test that would be easy to administer to groups of students. A test whose items would be appropriate for fourth grade students.

And so I have embarked on the construction of the Test of Academic Orientation (TAO). You may believe that my test will be limited to identifying students high or low in Academic Orientation; I know the TAO will effect substantive societal changes. Students' scores on my test will not be filed away in their cumulative records. I intend to identify students' orientation toward academic achievement. Then, I will have all students participate in the eight-week curriculum I will develop to teach positive academic orientation. Students who score high on the construct will be peer helpers; students with low scores will see that academically oriented students can be "cool" too.

I propose the following working definition of the construct Academic Orientation: "A person with an academic orientation is interested in learning, has a strong desire to increase knowledge, is able to study independently, and works on a task until it is completed." I have already written the first items for the TAO: (a) I love to do homework. (b) I get good grades. (c) While other children are playing outside, I am reading. (d) I use my parents' computer to get information for my homework. (e) I study for five hours on Saturday and Sunday. (f) I spend six weeks of my summer vacation taking advanced courses.

I think I will score the items dichotomously. "Yes if the item is true for you;" "No if the item is not true for you." I will word the items positively. A "Yes" response will count toward the construct, and receive a score of "1." A "No" response will not count toward the construct, receiving a score of "0."

I can't think of anymore items right now, so I'm letting my thoughts wander to how, where, when I will pilot my TAO. I think I will ask administrators in my school district to allow me to administer my test to fourth graders. I will analyze the data to identify items to retain, modify, and eliminate. Ultimately, I would like students to take my test when they take the standardized tests we use to assess school ability and achievement. Think about it! If the TAO is included routinely with tests of school ability and achievement, we could determine if students high in academic orientation also have high achievement test scores.

As much as I hate to interrupt my train of thought, I realize I am no where close to pilot testing the TAO. In fact, I'm not even sure I have a good definition of the construct Academic Orientation. I certainly have not identified the types of behavior that manifest Academic Orientation. And what of the items that would measure the behaviors? Even more basic, I'm not even sure there is a need for my TAO. What if someone has already developed a test to measure academic orientation? I think I should stop here and go to the library. It would

be nice to find a TAO now to help parents guide their children in the direction of academically oriented peers.

References

Leslie, C. (1996, July 8). Will Johnny get As? It may depend on how well his friends are doing. *Newsweek*, 72.



CLASSROOM DEMONSTRATIONS

Integration with Text:
Ch. 7

A TEST CONSTRUCTION PROJECT FOR UNDERGRADUATE TEACHER EDUCATION MAJORS

Raymond Witte, Ph.D., Miami University
Oxford, OH

Five application projects or "clinicals" are required in the tests and measurement course designed for teaching education majors at Miami University. One clinical in particular, test construction, requires each student to make their own test and a table of specifications based on a self-generated lesson plan which must specify topic area and grade level (e.g., planets and the solar system as a 4th grade science lesson). This activity provides the opportunity for the students to integrate their developing knowledge of test construction, test item development, as well as cognitive processing and evaluation of academic progress.

Students are placed in small groups (four students or less) according to their major. Groups are matched by major in order to take advantage of their collective knowledge base and training, and to maximize the effectiveness of the collaborative feedback when generating their tests. Discussion time is specifically allocated in class for this activity. During the first meeting the students introduce themselves and generate a tentative timetable for meeting outside of class, which is also a requirement of the clinical.

Each student has the responsibility of generating their own test, yet they are strongly encouraged to use and depend on their small group peers for constructive feedback, collaboration, and mutual support. Issues involving instructional objective development, test item generation, item difficulty, and overall test continuity are addressed as the students collectively go through the test generating process. In addition to reading and discussing test issues, the students directly experience the test creation process; complete with ongoing successes, failures, and uncertainties.

(Continued on page 5)



THE LITTLE MONOGRAPH THAT COULD

Ronald Jay Cohen

A testing-related experiment conducted with 45 subjects was published as a monograph in Europe in June of 1921. The monograph contained standard scientific labeling of sections, such as a section labeled "Apparatus" (a description of the test employed), and a section labeled "Procedure." For contemporary readers, the monograph might be described as "a densely written piece couched in dry, scientific terminology" with an English translation that "reads in a wooden, perhaps overly literal rendering" (Acklin & Oliveira-Berry, 1996, p. 428) - this from reviewers who nonetheless seemed enamored with the work. Among those persons who definitely not were enamored with the was its publisher; there was a little academic interest in the monograph when it was first published, and the publisher voiced aloud regrets about publishing it. The sole author of the monograph died suddenly at the age of 38, less than a year after its publication, and thus was unable to fully develop or further explore the ideas presented it. And yet, with the passage of time, that monograph would take on historic significance in the annals of psychological testing and assessment.

The monograph was entitled *Psychodiagnostics* and its author was a Swiss psychiatrist, Hermann Rorschach. The monograph was the product of research work that had begun as early as 1911, and proceeded more intensively between 1917 and 1920. Rorschach (1942) referred to the inkblot test he introduced in the monograph as a "form interpretation test" that was designed to measure one's "capacity for experiencing" (Acklin & Oliveira-Berry, 1996). The monograph might well have faded into obscurity had it not been for the efforts of three of Rorschach's friends, who continued to teach, research, and/or otherwise promote Rorschach's ideas: Walter Morgenthaler, Emil Oberholzer, and George Roemer. David Levy, a student of Oberholzer's, would begin

teaching a Rorschach seminar in Chicago in 1925, thus making him one of the first to popularize Rorschach's ideas in the United States. However, as Erdberg and Exner (1984) observed, neither Levy nor any other single individual would emerge as Rorschach's clear successor in the United States.

Five psychologists, with varied backgrounds and orientations, became the popularizers of Rorschach's work in this country. One was Samuel Beck, who as a research fellow in Zurich had studied with Oberholzer. In 1932, Beck completed the first dissertation on the Rorschach in the United States. Numerous journal articles and books would follow. Marguerite Hertz had interacted with Beck and with Levy, and was an active Rorschach researcher in her own right in the 1930s. The 3,000 Rorschach cases she had amassed as well as a book manuscript describing her own approach to scoring and interpretation, were accidentally destroyed when the fountain she had been working at in Cleveland was closed (Erdberg & Exner, 1984). Although Hertz did not write another book the system she proposed can be gleaned from several published journal articles.

Another early popularizer of Rorschach's test was Bruno Klopfer, who first proposed a scoring system for the test in the inaugural issue of a journal called *Rorschach Research Exchange* (Klopfer & Sender, 1936). Zygmunt Piotrowski, who had attended a Rorschach seminar given by Klopfer, would publish his own scoring and interpretive system for the test. David Rapaport first became interested in the Rorschach in the late 1930s, and would later describe his approach to it in *Diagnostic Psychological Testing* (Rapaport, Gill, & Schafer, 1945). The most widely used scoring and interpretive system for the Rorschach today is Exner's Comprehensive System, the first version of which was published in 1974. Exner's system, with its many determinants, ratios, and constellations for scoring and interpretation, is

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quite a departure from Rorschach's original monograph. Rorschach had discussed only the use of movement, color, and form as determinants.

Despite great odds against it from the beginning, as well as a long and continuing trail of controversy regarding various psychometric considerations, the Rorschach is today one of the mostly widely used and most widely taught of all psychological tests. Interpretations made from the test are widely accepted in courts of law (Weiner, Exner, & Sciara, 1996). In the public eye, the inkblot has become a virtual icon for psychology in general. As Woody Allen wrote in *Take the Money and Run*, "Go, know."

References

- Acklin, M.W., & Oliveira-Berry, J. (1996). Return to the source: Rorschach's Psychodiagnostics. *Journal of Personality Assessment, 67*, 427-433.
- Erdberg, P., & Exner, Jr., J.E. (1984). Rorschach assessment. In G. Goldstein & M. Herson, (Eds.), *Handbook of psychological Assessment*. New York: Pergamon. pp. 332-347.
- Exner, J.E. (1974). *The Rorschach: A comprehensive system*, Vol. 1, New York: Wiley.
- Klopfer, B., & Sender, S. (1936). A system of refined scoring symbols. *Rorschach Research Exchange, 1*, 19-22.
- Rorschach, H. (1942). *Psychodiagnostics: A diagnostic test based on perception* (P. Lemkau & B. Kronenberg, Trans.). Berne, Switzerland: Hans Huber.
- Weiner, I.B., Exner, Jr., J.E., & Sciara, A. (1996). Is the Rorschach welcome in the courtroom? *Journal of Personality Assessment, 67*, 422-424.

CLASSROOM DEMONSTRATIONS (Continued from page 3)

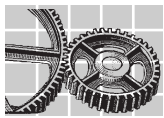
Students within their appointed groups are asked to generate their own specific instructional objectives (limited to eight), relative to the chosen content area/topic, at the appropriate levels of understanding and processing according to Bloom's taxonomy (limited to knowledge, comprehension, application, and analysis) resulting in appropriate test item generation (limited to 24 items). A table of specifications or test blueprint is completed in order to help the students visualize item coverage of the stated objectives and the level of understanding the test is tapping.

In addition to knowledge and comprehension-based questions, students are encouraged to produce test items that utilize higher processing capacities such as application and analysis. The processing skill range is determined by each student within the lesson plan. For example, if an introductory subject is going to be taught to a group of children with a limited background or experience factor, a predominance of knowledge and comprehension questions may exist. Conversely, with an advanced group higher skill processing is expected within the majority of test items. Moreover, various question item formats are attempted as well as alternative assessment procedures (e.g., holistic scoring guides for essay questions, performance-based items requiring manipulatives).

Previously constructed tests from former students are provided as examples. In addition, a mock test complete with instructional objectives, lesson plan, and test blueprint designed for critical analysis is presented in class. Three in-class periods are reserved for actual construction purposes, and approximately a 4-5 week period is used in the overall completion of the clinical. A complete test, ready to be administered and scored (scoring key included) is expected from each student.

After the tests have been completed, our students are impressed with the fact that generating a comprehensive, well-prepared test is not easy and requires hard work and planning. One of the intended instructional outcomes is to have each student recognize the importance of content validity and how testing must reflect what has been taught; a vital responsibility for all teachers.

Having taught the tests and measurements course for the last three years, I continue to be disappointed with the lack of attention that test construction receives within the teacher education program. Test construction is a practical skill that only improves with experience. Therefore, every opportunity becomes essential and we as educators need to seize upon all undergraduate opportunities to maximize those skills.



CONNECTIONS

In response to our last issue of *Measurement Forum*, we received the following communications:

Dear Editors:

In the article, Making Sense of Standard Deviations (Volume 1, Number 2, Winter/Spring 1996, pp. 2-3), there are aspects that may not make it all that clear. For example, the statement: "The concept of standard deviation is usually taught after other measures of central tendency . . ." This implies that standard deviation is a measure of central tendency. Secondly, the statement "Once you've found that average distance away from the mean, all you need to do is find the square root of that number and you've found the standard deviation." Should it not read, "Once you've found that average SQUARED distance . . ."? Even the suggestion to say, "We're going to find the total deviation away from the mean and then find the average of this amount" appears problematic to me. The total deviation is ZERO.

It is difficult for me to accept that this article would really help in student understanding.

Curt McKee

Integrate with Text: Chapter 3

Dear Editors:

I have used your text for several semesters and I like it very much. It is an excellent comprehensive treatment of testing and measurement.

I'm wondering if Forum readers might suggest available teaching materials for measurement courses. Transparencies, for instance, might be professionally done and sold commercially.

Perhaps you might include this notion in the next Forum?

Jack Flynn

Connecticut State University

We heartily encourage our readers to write in and share their ideas regarding available instructional aids. As for your fine idea regarding transparencies, we know of no such commercially available materials . . . and so we are interested in creating one! Please see the box elsewhere in this newsletter headlined, "Call for Art."

The Editors

Dear Editors:

You kindly passed onto me a copy of Sherwood Khon's article "The Numbers Game; How the Testing Industry Operates". I would like to express my warmest thanks for the copy. I had been pursuing this for nearly a year here in the UK, so you could well imagine how pleased I was to receive it. Persistence pays! Could I also say a big thanks for copies of "Measurement Forum". I was surprised and delighted by them. I really like what you are doing and I hope it thrives. Please keep me posted, and I will endeavour to be involved and keep in touch through the net.

Please send my regards to Mr Cohen for his help. Tell him when I rang him that morning that his home sounded just like a typical American breakfast! Best wishes to you both,

Yours Sincerely,

Martyn Pauling
56 St. James Road,
Sevenoaks,
Kent TN13 3NG
U.K.

P.S. Please tell Mr Cohen
I ordered a copy of your
book!

Dear Editors:

Because of your interest in psychological measurement, I thought you might be interested in obtaining a preprint of an upcoming chapter on emotional intelligence. The enclosed chapter, "What is Emotional Intelligence?" is intended as an analysis of the concept of emotional intelligence — including how it might or might not be measured, and what it might or might not predict. I hope you will find it of interest.

Sincerely,

John D. (Jack) Mayer
Associate Professor

*Integrate with Text:
Chapters 8, 10, 16 or 17*

Copies of article can be obtained by writing Dr. John D. Mayer, Department of Psychology, Conant Hall, 10 Library Way, University of New Hampshire, Durham, NH 03824-3567

CALL FOR ART

Do you have slides that you routinely use in teaching measurement? Do you have other artwork used in the classroom that can be converted to slides? Do you have an idea for a slide that would be particularly useful in teaching measurement?

Inspired by the letter to the *Forum* from Professor Jack Flynn (this issue), Mark Swerdlik and Ronald Jay Cohen will be editing a set of slides/overhead transparencies for use in the teaching of measurement. Slides, transparencies, or other art should be submitted along with a brief description of how the art is used in your course. The contribution of all contributors will be credited in the published guide to this instructional resource. Additionally, all contributors will receive a complementary copy of the complete set of materials. We hope to make this instructional resource available to other instructors at cost.

Please send your artwork and accompanying text to: Mark E. Swerdlik, Ph.D., Department of Psychology, Campus Box 4620, Illinois State University, Normal, IL 61790-4620.

Questions? Please call Mark Swerdlik at (309) 438-5720 or e-mail him at meswerd@rs6000.cmp.ilstu.edu



RESEARCH SAMPLER

DEFINING (AND REDEFINING) MENTAL RETARDATION

Jayne Bucy
Illinois State University

The recent APA convention in Toronto provided the forum for a number of presentations of potential interest to those of us who teach psychological measurement. A brief summary of several of these papers and contacts for requests for copies are provided below.

A number of applied measurement issues, including the changing nature of validity, are addressed in the Revised Program Evaluation Standards published by the Joint Committee on Standards for Educational Evaluation. They are available from Dr. James R. Sanders, Associate Director, The Evaluation Center, Ellsworth Hall, Western Michigan University, Kalamazoo, MI 49008-5178.

Integration with Text: Chapter 6

The technique of using interviews with child victims of alleged sexual abuse and for court testimony from child witnesses, including factors affecting the reliability and validity of those interviews, are discussed in several recent papers by Dr. Michael E. Lamb and his colleagues and Dr. Karen Saywitz of her colleagues. These papers are available from Dr. Michael E. Lamb, Section on Social and Emotional Development, 9190 Rockville Pike, Bethesda, MD 20814 and from Dr. Karen J. Saywitz, Department of Psychiatry, Harbor/UCLA Medical Center, 1000 West Carson Street, Torrance, CA 90509.

Integration with Text: Chapter 14

A paper addressing the interpretation of intelligence tests using contemporary Gf-Gc theory was presented by Drs. Dawn Flanagan and Kevin S. McGrew. Copies are available from Dr. Dawn P. Flanagan, St. John's University, Department of Psychology, 8000 Utopia Parkway, Jamaica, NY 11439.

Integration: Chapter Chapter 8

The construct validity of the AAMR Adaptive-Behavior Scales-School is addressed in a paper authored by Dr. Terry A. Stinnett and his colleagues from Oklahoma State University. Copies are available from Dr. Terry A. Stinnett, Department of Applied Behavioral Sciences in Education, Oklahoma State University, Stillwater, OK 74078-3063.

Integration with Text: Chapter 16

The topics of face validity and fakability in the assessment process are discussed in a recent paper by Dr. Robert F. Bornstein of Gettysburg College. Copies of the paper can be obtained by writing to Dr. Bornstein at Department of Psychology, Gettysburg College, Gettysburg, PA 17325.

Integration with Text: Chapters 6 and 12

The critical issue of test user qualifications was addressed in an APA presentation and a recent American Psychologist article (January, 1995) by Kevin Moreland of National Computer Systems and his colleagues. Their paper described a research-based measurement procedure which identified 86 test user competencies and 7 factors accounting for test misuses, a classification system based on critical incidents of test misuse, and empirically based test purchaser qualification forms. Copies of his paper are available from Dr. Kevin Moreland, Fordham University, Rose Hill Campus, 441 East Fordham Road, Bronx, NY 10458-5198.

Integration with Text: Chapter 2 (pp. 68-70)

To expand your lectures on assessing individuals from minority groups, who are non-English speaking or are from a different culture, and/or are students with disabilities, you would be interested in three papers presented at APA. Non-verbal intellectual assessment, using the Leiter-R, of Hispanic and speech impaired adolescents was the topic of a presentation by D. D. Flemmer and Gale Roid. Copies of their paper are available from D. D. Flemmer, 7 Hendricks Court, Parkton, MD 21120. Dr. Ronald Hambleton spoke on practical guidelines for adapting and translating tests. His paper is available by writing to him at 152 Hills House South, Box 34140, Amherst, MA 1003-4140. and Eduardo C. Armenteros presented a paper on the topic of nonverbal abilities and Hispanic and speech-impaired preschoolers. Copies of his paper can be obtained by writing to him at Dade County Public Schools, 1450 Northeast Second Avenue, Miami, FL 33132.

Integration with Text: Chapters 2, 8, 9, and 16

Other items of interest include the following:

Dr. Doug Smith of the University of Wisconsin-River Falls has compiled a listing of teaching resources produced by the Joint Committee on Testing Practices. These resources include: The Code of Fair Testing Practices in Education (single copies are free and are available by writing to NCME; 1230 17th Street NW, Washington, DC 20036), Test User Qualifications: A Data-Based Approach to Promoting Good Test Use (\$7

RESEARCH SAMPLER (Continued)

and available from APA Science Directorate; 750 First Street NE, Washington, DC 20002), Responsible Test Use: Case Studies of Assessing Human Behavior (\$24.95 available from APA Book Sales, APA Order Department, P.O. Box 2710, Hyattsville, MD 20784), and The ABC's of School Testing Video (\$20 available from NCME; 1230 17th Street NW, Washington, DC 20036). This original listing of resources appeared in the Trainers' Forum, Fall, 1996. *Integration with Text: Chapter 2*

Do you have a teaching assistant working with your psychological measurement course? Although not related to only teaching psychological measurement, Steven A. Meyers from Michigan State University has addressed the important topic of enhancing relationships between instructors and teaching assistants. Copies of his papers can be obtained by writing to him at Michigan State University, Department of Psychology, 129 Psychology Building, East Lansing, MI 48824-1117.

ETHICS OF TEACHING CASEBOOK

Available from APA

The Ethics of Teaching Casebook will be available through the Office of Teaching Resources in Psychology for \$12, which includes shipping and handling, for only a short time. Ball State University will take over all sales, at which time the casebook will cost \$15.95 plus \$3.50 postage and handling.

Contact Patricia Keith-Spiegel, Executive Director of OTRP, for information. Phone: 317-285-8197; email: 00spiegel@bsuvc.bsu.edu.



MEASUREMENT MEETINGS

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Southwest Conference, Forth Worth TX,
Nov. 9–10, 1996. John Hall, 817-531-4956;
jhall94642@aol.com

**The Nineteen Annual National Institute on the
Teaching of Psychology**, St. Petersburg FL,
Jan 2–5, 1997. Joanne Fetzner, 217-398-6969;
jfetzn@s.psych.uiuc.edu

Southeastern Conference, Marietta GA,
Feb. 28–Mar. 1, 1997; Bill Hill, 770-423-6257;
bhil@kscmail.kennesaw.edu

Midwest Institute, Glen Ellyn IL, Spring 1997.
David Shavalia, 708-942-2187.

SUNY Conference, Mar. 19–21, 1997. Gene
Indenbaum, 516-420-2725;
indenbea@snyfarva.cc.farmingdale.edu



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