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President's Message

This summer found many of our members attending the International Congress of Applied Psychology in Ljubljana, Yugoslavia. The majority of them presented a paper or contributed to a symposium. The popularity of these meetings suggests either an interest in the activities of colleagues in other countries or a need for an excursion to strange lands (or both). At our own APA meetings in Los Angeles, so many friends inquired about the state of psychology in Yugoslavia, I am motivated to risk presenting one man's impressions. My comments are subject to more than the normal errors of reporting, for I was more in the role of a tourist on vacation than a trained observer. But, for what these impressions are worth, here they are.

I was impressed with how well the meetings were organized and administered, comparing favorably to the APA meetings. Held in campus buildings, the sessions were run for the most part on schedule, with comfortable room arrangements. A special hand should go to the translators who performed admirably with three languages, English, French and Russian (is American a fourth language?). We found in our hosts a great willingness to be cordial and helpful. And, if some visitors had problems with train and air facilities, this was beyond the scope of the local Committee.

Rather than comment on the limited sample of papers I heard, let me free-associate about industrial psychology in Yugoslavia. In so many ways it is passing through the same early stages we observed in this country, except at a greater rate. I received the strong impression that applied psychology is under a kind of forced draft, bursting at the seams, running faster than it is really able to run. It is emerging from the university and struggling to find its place in industry. Many enterprises are beginning to employ psychologists but are not yet sure in what ways this new specialist may serve them. The subject matter emphasis seems to be on selection-placement-orientation of the new employee with some talk of appraisal methods and training. One reaction was surprise at finding such strong interest of Yugoslav psychologists in new techniques for rating procedures, testing, and aspects of the forced-choice approach. The influence of nonindividual factors (e.g., working conditions, organization) frequently is studied. Industry is especially concerned with the problems of adapting an agricultural work force to a different way of life. Many workers are not only learning new skills but are seeking to adjust to scheduled hours of work,

less mobility at the workplace, and, more broadly, to apartment living, new foods, perhaps a different language, and strange leisure-hour activities. Off-the-job adjustment seems to dominate the vision of the Yugoslav industrial psychologist much more than it does our orientation.

The topic of human relations is not overlooked. Dr. B. Petz, Professor at the University of Zagreb, insists that their "problems of human relations are of a different character" because in an economy of a country having no private factory owners there can be no rooted antagonisms between employer and employee. Nevertheless, motivation of the worker still has high priority with considerable interest as to how supervision can evoke the desired level of production. One graduate student in an expansive burst claimed his doctoral thesis was going to evaluate the basic assumption of Marxism. Other in-plant psychologists were wondering how you get foremen to show more "democratic" leadership when both the foremen and the worker had "conditioned role expectancies" based on experiences with autocratic parents and army drill sergeants.

Within a company the psychologist is more often called upon to solve problems than to do research. He is faced with the question of whom to recommend for a specific vacancy (e.g., head of the metallurgical department) rather than with a request for validation studies. He must design a training course but rarely test alternative methods of doing it. He must make recommendations for improving safety conditions but without collecting extensive data to analyze the conditions. The psychologist associated with a university is more likely to be the one to conduct industrial research studies. But in doing so he is more moved by a problem with which he is concerned than one with which the plant is troubled. As a result the in-plant psychologist then feels the "scientist" is rather impractical, without adequate sensitivity for the real life of the workers, and too eager to administer questionnaires that have no meaning to the workers. He will tell you that the professor returns to the campus with these ersatz data and produces a quantity of impressive chi squares and correlations that have no meaning in the real world. If you let the in-plant psychologist talk on like this, he will finally admit his feelings are partly sour grapes because he is not able to conduct research studies more often and publish his results. He really respects the professors for their methods and the advances made through their work.

Are some of these Yugoslav conditions so different from ours?

BRENT BAXTER

Editorial Note

In order to assure comprehensive coverage of the interests and activities of all members of Division 14, no matter their location or employment, the country has been divided into seven regions, each of which corresponds to one of the APA regional associations. In this way, through the leadership of a regional editor, we hope that we will be enabled systematically and efficiently to solicit and report the professional and research activities of industrial psychologists in all 50 states and the District of Columbia. While the names and addresses of the regional editors appear on the back cover of this issue, we know that you will be interested in learning what states are covered within the seven regions. This breakdown appears below.

<u>Eastern</u>	Delaware, Maryland, New Jersey, New York, Pennsylvania, and the District of Columbia
<u>Midwestern</u>	Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Ohio, Nebraska, North Dakota, South Dakota, Wisconsin, and West Virginia
<u>New England</u>	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont
<u>Rocky Mountain</u>	Colorado, Idaho, Montana, New Mexico, Utah, and Wyoming
<u>Southeastern</u>	Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia
<u>Southwestern</u>	Arizona, Arkansas, Louisiana, Oklahoma, and Texas
<u>Western</u>	Alaska, California, Oregon, Hawaii, Nevada, and Washington

Procedures are now being established, in concert with the regional editors and with TIP's managing editor, John Boulger, for gathering material from industrial psychologists in all seven regions. These procedures will be disseminated to you directly by the regional editors or through these pages, but in the meantime we should like to invite any member of Division 14 with suitable material for TIP to continue to send such material directly to us here at Purdue, unless arrangements will have been made by your respective regional editors to have this

sent to them. That is, we promised the regional editors that we would do our best to prevent this activity from encroaching too much upon their time and, clearly, it would be prodigal if they were to merely serve as a channel between you and us. So, if you have something of interest that you feel we could use, or if we invite you to submit a piece on a particular topic, just send it here to us. Otherwise, if you and a regional editor have been in touch with each other about some material, then of course this material should be sent directly to the regional editor and he will then collate and feed these items to us.

R.P.

Official Divisional Business

Selected Minutes of Annual Business Meeting

September 5, 1964

Los Angeles, California

1. Secretary-Treasurer Report. Copies of the Annual Report and the Budget were distributed to the membership.

A. The membership approved by voice vote the changes recommended in Article VII of the Bylaws. (These changes, which appeared in TIP, Volume 1, October, 1964, (1) add to the list of standing committees the "Education and Training Committee," (2) specify the number of people belonging to certain committees, the constitution of the election, membership, and fellowship committees, and the president's authority to appoint, with the advice and consent of the Executive Committee, the chairmen of certain committees, and (3) outline the responsibilities and mission of the Education and Training Committee.)

B. The membership approved by voice vote continuation of the \$2.00 assessment on Fellows and Members, as recommended by the Executive Committee.

2. Election Report. Dr. Baxter reported the results of the election:

Ross Stagner	President Elect
Walter R. Mahler	Member at Large of the Executive Committee
William A. Owens and Stanley E. Seashore	Representatives to the APA Council

Dr. Baxter also reported the appointment by the Executive Committee of Bernard M. Bass to serve for 1964-65 as Member at Large of the Executive Committee, in the vacancy created by Dr. Stagner's election as President Elect.

3. Past Presidents. President Wallace introduced for recognition the past presidents of the Association present at the meetings.

4. New Members. The membership unanimously voted to approve the recommendations of the Executive Committee to vote into membership 27 new Associates, 39 new Members, and 12 new Fellows, yielding a total of 908 members, as follows, which is

66 more than the 1964 membership:

265 Fellows
616 Members
<u>27 Associates</u>
908

The 12 new Fellows are Lionel Richard Hoffman, University of Michigan; John Leo Hughes, International Business Machines Corporation; Wayne Kermit Kirchner, Minnesota Mining and Manufacturing Company; Harry Laurent, Standard Oil Company (New Jersey); William Abbott Owens, Purdue University; Lyman William Porter, University of California, Berkeley; Carl Harrison Rush, Jr., Ted Bates Company, Inc.; Paul William Thayer, Life Insurance Agency Management Association; Albert Stoler Thompson, Teachers College, Columbia University; Harry Charalambos Triandis, University of Illinois; Victor Harold Vroom, Carnegie Institute of Technology; and Edward Clark Webster, McGill University.

President Wallace reported on the action of the APA Council in eliminating self-application as a method for nomination of Fellowship applicants.

5. Professional Affairs. Dr. Kirkpatrick reported to the membership on the activities of the Professional Affairs Committee. The Committee has attempted over the past year to extend its activities beyond problems of ethics to a range of other professional matters. Dr. Kirkpatrick reported that a survey plan had been designed to study the salaries paid industrial psychologists. Liaison has been established between Division 14 and ABEPP. He also mentioned that ABEPP exam has been revised to make it deal with practical problems, preparation by restudy of the literature is no longer necessary. As a result of the Motorola Fair Employment Practice Case in Illinois, a Committee of the Executive Committee was appointed to study the use of tests in industry. Dr. Kirkpatrick reported that this ad hoc committee has prepared a draft of a position paper for possible submission to APA. It is still being worked on, however.

Dr. Kirkpatrick also reported that the Professional Affairs Committee considered over the year four cases of alleged identical violations.

6. Workshop Committee. Dr. Albright reported that there were 58 participants in the 1964 Workshop. After all expenses are paid there will be a slight positive balance. Participant reaction to the Workshop was uniformly favorable.

7. Special Interest Activities Committee. Dr. Kirchner distributed a summary report of the 1963-1964 activities of the Committee. In distributing its responsibility to identify the special interests of Division 14 members, the Committee undertook a number of projects including: a survey of new members; a content analysis of psychological journals in the industrial and personnel fields; an analysis of recent state certification statutes; an analysis of Division 14 programs over the last ten years; a survey of graduates in Industrial Psychology; and an effort to identify informal psychologists groups. Most of these studies are currently in process.

8. Program. Dr. Levy announced that forty papers were received, of which twenty-four were accepted; six symposia were received, of which four were accepted. Of a total program of thirty hours, the Committee developed fifteen hours.

9. Newsletter. Dr. Perloff announced that the proposed publication schedule of the Newsletter calls for three issues a year; in November, February, and July. John Boulger, who is coming to Purdue University from the Peace Corps, will serve as Managing Editor. Dr. Perloff reported that he is recruiting individuals from each of the seven regional associations to serve as regional editors on matters of interest to industrial psychologists in each region.

The membership voted unanimously to accept all of the Committee reports.

Dr. Wallace introduced to the membership Dr. Baxter, who assumed the gavel as President. Dr. Baxter then introduced Dr. Wallace, who gave the Presidential Address, "Criteria for What."

WINNERS OF THE 1964 JAMES McKEEN CATTELL AWARD

Entries in the 1964 Cattell Award competition were reviewed by an anonymous, conscientious and hard-working sub-committee of Division 14 Members and Fellows. The following awards were recommended, and were announced at the Divisional Business meeting on September 5 in Los Angeles:

The 1964 Award goes to Professor Ernest J. McCormick, Purdue University, for his design titled "A Proposed Study of Job Dimensions." Dr. McCormick receives a cash award and a certificate as well as the aid of the Division in implementing his research plan.

The review committee recommended three entries for Honorable Mention, and commends the authors for their work:

1. Mr. Robert B. Ewen and Dr. Harry C. Triandis, University of Illinois, for their design titled "Weighting Components of Job Satisfaction."
2. Dr. Stanislav C. Kasl and Dr. John R. P. French, Jr., of The University of Michigan, for their design titled "Occupational Status, Self-Esteem, and Illness Behavior."
3. Dr. William A. Owens, Purdue University, for his proposal titled, "A Follow-up Study of the Validity of Certain Measures of Creativity in Machine Design."

The Committee on Scientific Affairs has asked that its chairman, Stanley E. Seashore, express to all participants in the 1964 James McKeen Cattell Award Competition their appreciation both for the participants' part in the 1964 competition and for their continuing concern for achieving high standards of scientific quality in research dealing with problems in industrial psychology.

At the Annual Business Meeting of Division 14, on September 5, 1964, in Los Angeles, California, the membership unanimously approved a resolution expressing the appreciation of the division to the officers of the Cattell Fund for support of this program.

Announcement by the Division of Industrial Psychology of the American Psychological Association of the JAMES McKEEN CATTELL AWARD for 1965

The Cattell Award

The Division of Industrial Psychology of the American Psychological Association is pleased to announce the second annual award to be given for the best research design in which basic scientific methods are applied to problems in business and industry. The award is known as the James McKeen Cattell Award, in honor of that pioneer in applied psychology.

The award is symbolized by an appropriate certificate and \$250.00. However, the major reward to the recipient is the support of Division 14, through its Committee on Scientific Affairs, in obtaining the necessary funding and cooperation for the completion of the project. The trustees of the James McKeen Cattell Fund have given a grant to the Division in support of the award for its first five years.

Research designs may be submitted by any member of the American Psychological Association.

The award is given for a research design rather than a completed project because the Division wishes to encourage psychologists to make creative and rigorous approaches to industrial problems, uninhibited by considerations of the availability of resources for their implementation. Thus, completed projects will not be considered. However, the fact that some preliminary or pilot work has been accomplished will not be disqualifying nor will previous requests for or reception of funds to assist in the project.

The author of the winning design will determine the extent of his personal participation in the project's implementation. Inability to participate will not be disqualifying.

The Criteria

- a. The design must involve a study in a bona fide industrial, business or government setting, i.e., it should be conducted with employees performing normal activities. Thus, while studies made in the laboratories of industrial organizations or in especially created work situations are desirable, they should involve subjects who are representative of the employee population and situations which can be generalized to normal work environments.
- b. The project must be designed with full scientific rigor, in the sense of an explicit statement of hypotheses and consequences and a full description of the conclusions to be drawn from each of the possible experimental results.
- c. The project must be feasible. In other words, there should be a reasonable chance that industry, business or government support can be enlisted both in terms of funds and of the experimental manipulations required.
- d. Projects should be directed to facilitating interaction between scientific knowledge and practice. Wherever possible, they should have relevance to previous research findings in and out of the industrial fields and as wide theoretical implications as possible. This is not, however, to preclude studies designed to increase knowledge of methodology in industrial research.
- e. Studies of a longitudinal nature are regarded as desirable.
- f. Studies should be directed toward problems of concern

to some substantial segment of industrial psychologists. Preference shall be given to areas which have impact on the current practices of psychologists in industry.

Practical Matters

1. The entries will be judged by the Division 14 Committee on Scientific Affairs. In the absence of any deserving entries, the award may be withheld in any given year.
2. There is no prescribed form for entries. Project descriptions must be in sufficient detail to allow evaluation of purpose, method and significance.
3. Entries are to be submitted in four copies, with a transmittal letter identifying the author(s). It is desirable that the entries be judged anonymously. To the extent possible, entries should omit identifying references to the name of the author or his institution or firm.
4. Multiple authorship is acceptable.
5. Entries may be submitted by any member of the American Psychological Association, whether or not a member of Division 14.
6. Entries, and inquiries about the award competition, are to be sent to the Secretary of Division 14. To be considered, entries must be in his hands by March 1, 1965.

CHANGE OF ADDRESS PROCEDURE

Members should not send address changes to The Industrial Psychologist, since we use the APA furnished addressed tapes for mailing and distribution of TIP. Send your address changes directly to the APA, as you would normally do, and your new address will be reflected in the address tapes we receive from the Central Office in advance of the distribution of each issue of TIP.

Convention Notes

Summaries of Division 14 Programs -- 1964, Los Angeles

(Chairmen of symposia and of invited addresses were asked to submit synopses of their programs for publication in TIP. The following six summaries were received in time for inclusion in the current issue of TIP.)

APPLICATIONS OF PSYCHOLOGY IN THE PEACE CORPS

E. R. Henry
Standard Oil Company (New Jersey)

This was an informal forum in which several pre-selected individuals and participants from the audience exchanged information, questions and suggestions about psychology, psychologists and the Peace Corps. Most of the discussion centered around three issues; 1) the criterion of success of a Peace Corps Volunteer overseas and the provision of "feedback" to the Peace Corps Staff, 2) the validity of psychological aspects in the selection of Volunteers (particularly the assessment process during training), and 3) opportunities for psychologists to become participants in the selection process either as PC Staff or in assessment during training.

A major opportunity for psychologists which did not get discussed is in training per se. Psychologists in universities where Peace Corps training is conducted can make really significant contributions but they will have to take the initiative in offering to participate.

An area which did get considerable discussion was the opportunity for significant research on selection, training, performance evaluation, problems of culture shock, and adjustment.

But perhaps the most important contributions will come when psychologists secure appointments to the Peace Corps Staff in a host country working with the Volunteers to maximize their effectiveness and impact.

Psychologists interested in further exploration of opportunities to contribute to the total Peace Corps effort may write to Peace Corps, Washington 20025, addressing their inquiries to the Directors of Selection or Training or Research, as appropriate. Those interested in overseas staff positions should address inquiries to the Office of the Director.

SYMPOSIUM: THE PSYCHOLOGIST'S STUDY OF HUMAN WORK

James J. Keenan
Dunlap and Associates, Inc.

The following greeting from the Secretary of Health, Education and Welfare, Anthony Celebrezzi, opened the Division 14/17 Labor Day Symposium on The Psychologist's Study of Human Work:

"The solution of many social and economic problems associated with advancing technology and further expansion of our already vast urban complexes will depend upon a deeper understanding of the psychological motivations and needs of individuals and groups with respect both to their work and their use of leisure time ..."

Dr. James J. Keenan of Dunlap and Associates, Inc., Darien, Conn., chaired the discussion and, in his opening remarks, dwelt upon the three foci of the discussions: work and its meaning, the augmentation of man, the worker, and the organization of workers. His introduction called for psychologists to involve themselves in the study of thematic, national issues, and presented three basic viewpoints: (1) human work is complex human behavior particularly appropriate to systematic study of psychologists; (2) work is human-centered and its study must be human-centered; (3) a psychology of work is needed--one that includes a psychology of non-work and which attempts, also, the understanding of man's extension of his capacities for work through non-human means.

Dr. Albert S. Thompson, Professor of Psychology and Education at Columbia University and member of the Panel on Counseling and Selection of the National Manpower Advisory Committee, discussed Homo Laborans and the meaning of work. The meaning of work, he pointed out, has differed not only among individuals but also from one historical period to another depending upon the structure and mores of the society. The basic element of work is its emphasis upon the attainment of future goals. Work is the means by which man plays his role in society. Work activities *per se*, however, are coming to have less intrinsic value and interest and the rewards tend to be the rewards for work rather than the rewards of work. In the broad sense, there is a greater realization that a man's job is more than a collection of tasks to be worked at but, rather, a vehicle for carrying out man's role in life.

And, with increasing industrialization, man has augmented himself through the machine. The history and major develop-

ments in the work of man and machines was traced by Dr. Harold P. Van Cott, formerly with the IBM Corporation and currently with the American Institute for Research. Technological change has always affected human work, impacted life, he stressed, but automation is, on the whole, greatly beneficial in augmenting human capacities for work. There are, however, temporary disadvantages which tend to be intensified by the increased acceleration of technological change. Careful understanding, prediction and planning are needed to control technological advance and impact and to reduce problems. The challenge for the behavioral scientist is to work with the automation specialist and to study new aspects of behavior.

What has happened to the study of human work within the cultures called "companies"? The self-effacing remarks by Dr. Jack A. Parrish of Litton Industries concluded that the industrial psychologist may be losing his identity at a time when his contributions to all levels of organizational work and to major national problems need to be recognized and exercised. This results from an over-specialization in which the industrial psychologist, enamoured of his correlations and tests, risks becoming a technician rather than a people-oriented professional. Such specialization has made him responsive to management and to his own interests rather than to the needs of workers, the goals of organizations and the pressing national issues, for example, equal opportunities in employment, war on poverty, automation, the older worker, the non-worker, effective use of human resources.

CREATIVITY: SOME ASPECTS OF A CURRENT PROBLEM

Sidney J. Parnes

State University of New York at Buffalo

This symposium was designed to provide for optimum audience questioning of the participants. Hence, the speakers did not read papers formally. Instead, the following procedure was followed: The chairman and speakers gave brief introductions of themselves with relation to their experience in the study of creativity. Then each speaker gave a five minute summary of his paper. Following this, each one returned to the podium to present informally some of the details of his paper, interspersed with questions and comments from the audience.

The Chairman of the session was Sidney J. Parnes, Director of Creative Education, State University of New York at Buffalo.

Speakers and their topics were: Calvin W. Taylor, Department of Psychology, University of Utah, "Complexity of the criteria and predictor problems in the area of creativity;" Frank Andrews, Study Director, Survey Research Center, University of Michigan, "The relationship between performance on the Remote Associations Test and scientific productivity;" Larry C. Repucci, Assistant Staff Psychologist, Psychology Department, Dow Chemical Company, Midland, Michigan, "Issues involved in the increase of the creative performance of scientific personnel;" Joseph H. McPherson, Manager of Psychology Department, Dow Chemical Company, Midland, Michigan, "The creative manager." Dr. McPherson was unable to be present but sent copies of his paper for distribution.

THE ORGANIZATIONAL TRAINING LABORATORY: ITS RATIONALE, METHODOLOGY, AND ITS EFFECTS ON PERSONNEL AND ORGANIZATION

George Lehner

University of California, Los Angeles

The symposium presented a brief statement of the rationale, the methodology, and the results of the Organization Training Laboratory. This laboratory is in methodology an instrumented laboratory. The theoretical guidance comes from Rotter's Social Learning Theory and Clinical Psychology and Kelly's Psychology of Personal Constructs. Robert Morton presented the rationale and methodology of the laboratory.

The three laboratories reported upon were conducted within the design of pre- and post-testing evaluation of the individual in the training with control groups for comparison purposes. James Vaughn discussed changes that occurred in the test results.

Participants were polled by mail to submit critical incidents which had occurred following the training. Critical incidents, defined as anything which had happened following the training which would not have happened if they had not had the training, were given by Al Wight.

George Lehner chaired the symposium, while Robert Perloff served as the discussant, addressing himself to the rationale of the laboratory and to several methodological issues.

SOME PERSPECTIVES IN INDUSTRIAL PSYCHOLOGY

Edwin E. Ghiselli
University of California

The history of psychology teaches that theories are not disproved, but rather they become unpopular because the issues with which they are concerned become less interesting and new problems must be faced and dealt with. Nevertheless, the notions of the past hang on, influence thinking, and to a considerable extent hamper new developments and approaches.

As is the case with other areas of psychology, this is also true with industrial psychology. Many of the industrial problems with which psychologists dealt with two or more decades ago are no longer vital issues. Consequently, currently there is concern with matters for which old points of view are neither wholly appropriate nor accurate. Industrial psychology, therefore, needs new theories and new models to deal with the problems which now confront it.

THE 1965 - PROGRAM - CHICAGO

Jack A. Parrish, 1965 Program Committee Chairman
Litton Systems, Inc.

I wish time permitted me to develop a carefully-worded and tantalizing appeal to Division 14 members to answer the call for symposia, invited addresses and papers for the 1965 Convention in Chicago. Forsaking polished phrases, there are three areas I would like to discuss: deadlines; anticipated changes in the 1965 meetings; and some content areas which I would like to see develop for the Division 14 program.

Deadlines

There are no anticipated changes to deadlines for submitting ideas, abstracts, papers or organized symposia. We have been assured that deadlines will not be waived. Check the December 1963 American Psychologist for rules. Rules and revisions will be presented also in the December 1964 issue.

Paper: 100-word abstract plus 300-word summary to Division Program Committee before 1 March 1965.

Symposia: 200-word statement (5 copies) on nature and importance of topic, plus names, institutions and topic of each participant to Program Committee before 1 March 1965.

Audio-visual Aids: request must accompany abstract of paper or statement of symposium.

Changes in 1965 Convention

The primary change is that the 1965 (and future) convention reportedly will be reduced to five days, Friday through Tuesday, September 3-7. It is anticipated that Division 14 will have approximately the same number of program hours in 1965 as we had in 1964.

Content Areas for Division 14

Comments may be premature, as the Committee has not been sounded out yet. In view of the excellent reception to the 1964 program arranged by Sy Levy, it is anticipated that a similar balance of invited addresses, symposia, and paper reading sessions will be forthcoming.

I would like to encourage Division members to consider organizing symposia in some relatively untapped content areas, such as: problems encountered in relocation of industries, e.g., selection, recruitment, morale, etc.; contributions of industrial psychology to small businesses; vehicular safety (e.g., driver performance, identification of significant personal or adjustment characteristics, design of vehicles, highway design, law enforcement studies); follow-up studies on management trainee assessment programs; automation and technological training; trends in graduate programs in industrial psychology.

In addition to the above new areas, another symposium is planned on the industrial psychologist and equal employment opportunities, and possibly another in a series of the psychologist's study of work. The "War on Poverty" also might be a candidate for an invited address, followed by a related symposium.

Suggestions for invited addresses, symposia and symposium participants are encouraged. As the program takes shape, we will try to keep the membership informed via The Industrial Psychologist.

Announcements of Interest

Grants, Fellowships, and Awards

Fulbright lectureships in industrial psychology in South America.

The School of Philosophy and Letters of the National University of Cordoba, Argentina, has requested a specialist in industrial psychology to offer a course in Spanish for 25 graduate students. This will be for March-July or July-November, 1965.

The National University of Asuncion in Paraguay has one award for "Lectures in psychology at the introductory level for students attending the newly established School of General Studies." This award, to take place March-November, 1965, has as a prerequisite competence in Spanish.

The University of San Marcos and Catholic University, Lima, has an award for lectures in any one of several fields, including industrial psychology, for the period April-December, 1965. Students attending the lectures will be in the third, fourth, or fifth year. Lectures must be in Spanish.

Application for the above listed awards will be accepted until the openings are filled. Persons interested in making application should write for application forms to the Committee on International Exchange of Persons, 2101 Constitution Avenue, N.W., Washington, D.C., 20418. The terms of award are:

- 1) A maintenance allowance in the currency of the host country which covers normal living costs of the grantee and his family while in residence abroad.
- 2) Round-trip transportation for the grantee, but not for his family.
- 3) A supplemental grant in the amount of \$1000 for a single grantee, \$2000 for a grantee with one dependent, and \$2500 for a grantee with two or more dependents. The dollar grant is figured on the basis of an award for a full academic year and is adjusted for a shorter period.

McCormick in Italy

Ernest J. McCormick, Professor of Psychology at Purdue University, has been granted a Fulbright award as Lecturer in Industrial Psychology at the Catholic University of Milan, Italy, for the 1964-65 academic year. He will be associated with the Psychological Institute of the University.

Barres to MIT

Samuel L. Barres, Personnel Director of the Boston Lying-in Hospital and Lecturer in Industrial Psychology at Boston and Northeastern Universities, has been awarded the Alfred P. Sloan Doctoral Fellowship by the Massachusetts Institute of Technology. The Sloan Fellowships, which provide full tuition and financial aid for two years, are designed to permit a small number of outstanding young men having Master's degrees and several years of significant experience in business or government to earn a Ph.D. in Industrial Management at M.I.T.

OTHER ANNOUNCEMENTS

Ethical Practices in Industrial Psychology

The Secretary-Treasurer has advised that copies of "Ethical Practices in Industrial Psychology," reprinted from American Psychologist, Vol. 19, No. 3, March, 1964, are available. Members wishing copies should address their requests to:

Dr. Philip Ash
Inland Steel Company
30 West Monroe Street
Chicago 3, Illinois

Bibliography available

A "complete" bibliography dealing with criterion development and measurement in personnel and industrial psychology is available on request to either: Erich P. Prien, Greensboro College, Greensboro, N.C. or William W. Ronan, Mesta Machine Co., P.O. Box 1466, Pittsburgh 30, Pa. The compilers would appreciate reprints, mimeographs, etc. of articles dealing with the topic for eventual updating and expansion of the bibliography. Of greatest importance are unpublished studies, past and future. A supplement will be prepared as soon as feasible and distributed to recipients of the original bibliography.

News from Academia

(One of the unsolicited comments received concerning the first issue of TIP suggested it "might be interesting and helpful to give other short reviews of the PhD and MA programs in industrial psychology at other universities, as you did for Iowa State." In following up on this sensible suggestion we are presenting the curriculum in industrial psychology at Wayne State, a note about the University of Maryland program, and some thoughts concerning training of future employees by a practicing industrial psychologist employed by a large company, Donald L. Grant of AT&T.)

REVISION OF THE PH.D. PROGRAM IN INDUSTRIAL PSYCHOLOGY AT WAYNE STATE UNIVERSITY

Ross Stagner, Chairman

Department of Psychology - Wayne State University

During the academic year 1962-1963, the faculty in industrial psychology at Wayne State discussed extensively the needs of our students, the faculty and regional resources, and ways of reorganizing our curriculum in this area for best results. During 1963-64, course outlines were approved and some courses were offered for the first time. As of September 1964, the program is in full effect. Details are given in the following summary curriculum:

Required Course Work in Psychology (for all doctoral candidates):

0700 - Theoretical and philosophical backgrounds of psychology

0708 - Perception and its issues

0709 - Theories of learning

0725 - Theories of personality

0762 - Theories of social psychology

Statistics-Measurement Sequence (also required of all doctoral candidates):

0715 - Statistical methods

0716 - Analysis of variance

0717 - Measurement techniques

Industrial Area Courses (required of industrial candidates):

0751 - Research methods in industrial criterion development

0752 - Industrial selection and placement

Optional Industrial Courses (four required of industrial doctoral candidates):

0655 - Union-management relations

0753 - Advertising and consumer research

0754 - Industrial training

0756 - Executive development

0757 - Industrial motivation and morale

0758 - Organization theory

0759 - Communication theory and practice

0760 - Methods of attitude research

0855 - Practicum in industrial testing

Required Research Credits:

Predoctoral research (usually M.A. thesis) 12 hours

Doctoral dissertation 45 hours

Minor area (outside the department) 12 hours

Electives 10 hours

Since Wayne is on the quarter system, the total for the Ph.D. is 135 credit hours. These are divided as follows: basic theory course, 20; measurement-statistics, 12; industrial, 24; research, 57; minor, 12; electives, 10. Each course carries four credits (with occasional exceptions). The usual graduate program is 12 hours of course work; up to 16 hours are permitted.

A typical student's program in successive quarters looks like this:

<u>Fall, 1964</u>	<u>Winter, 1965</u>	<u>Spring, 1965</u>
0700	0708	0725
0715	0716	0717
0751	0756	0752

<u>Fall, 1965</u>	<u>Winter, 1966</u>	<u>Spring, 1966</u>
0762	0709	0758
0757	0655	minor
minor	research	research
<u>Fall, 1966</u>	<u>Winter, 1967</u>	<u>Spring, 1967</u>
elective	elective	research
minor	research	
research		

Students are required to pass reading examinations in two foreign languages, or an intensive examination in one (which must be French, German, or Russian.) The Qualifying (preliminary) Examination is set up as follows: Specialty examination in industrial psychology, 6 hours; statistics-measurement examination, 2 hours; minor area examination, 2 hours.

There is some feeling that the curriculum is too prescriptive, but we are going to try for awhile and see how it works in practice. Comments are welcomed; and we shall be pleased to see copies of curricula at other universities for the doctorate in industrial psychology.

DEPARTMENT OF PSYCHOLOGY UNIVERSITY OF MARYLAND

DOCTORAL PROGRAM IN INDUSTRIAL PSYCHOLOGY

C. J. Bartlett
University of Maryland

The doctoral program in industrial psychology at the University of Maryland has recently been expanded. The greatest emphasis in the program is placed on a strong foundation in general psychology. Intensive training in all research methodologies is included, based on the philosophy that an industrial psychologist should have a strong research orientation. In addition to a general survey of psychology, seminars are offered in selected topics in the areas of engineering, personnel, and industrial-social psychology. A variety of specialties can be developed within the more general industrial psychology program by taking a second specialty in the quantitative, experimental, social, or clinical-counseling areas of psychology. Another primary feature of the program is the inclusion of broad experience in research and application outside the classroom. A wide variety of opportunities is available in government, industry, and private firms in the Washington - Baltimore area.

PREPARING PSYCHOLOGISTS FOR PERSONNEL MANAGEMENT

Donald L. Grant
American Telephone and Telegraph Company

In a recent article by Dunnette and Bass (Dunnette, M.D. and Bass, B.M. Behavioral scientists and personnel management. Industrial Relations, 1963, vol. 2, pgs. 115-130) emphasis is placed on the increasing role of the behavioral sciences in personnel management. The authors deal with the subject generally but do not specifically discuss preparation of behavioral scientists for roles in personnel management.

For many years graduate departments of psychology have prepared people for positions in industrial and other kinds of organizations. Furthermore, many psychologists not specifically trained in "industrial psychology" have accepted employment in such organizations. As a result many contributions have been made by psychologists to the development of personnel management. In light of increasing interest in applications of psychology to personnel management, however, it is relevant to ask how graduate departments of psychology should prepare their students for careers in this area.

In my opinion, there is a major need today for generalists having a broad training in psychology and a primary interest in the problems of effectively utilizing people. Such generalists should be equipped not only to carry out necessary research but also to advise management on personnel policies and practices. Such people should be knowledgeable in many areas, e.g., selection and placement, training, assessment of potential, evaluation of performance, organization, motivation of employees, and manpower planning. There is probably no one best way for developing such generalists. In addition to obtaining a general background in psychology persons seeking careers in personnel management might supplement their psychological training with courses in personnel management, industrial engineering, economics, etc., that have relevance to this area. Experience in industrial, governmental, and other kinds of organizations also could be helpful. Such experience might be obtained during summers while in school or through part-time employment while working on a graduate degree. Such experience would give the student a feel for the "world of work," help develop his social skills and build self-confidence.

The degree obtained, whether Master's or Ph.D., is not crucial. The Ph.D. is and will be preferred for many positions because of the greater depth and breadth of training. There is also

some reason to believe that the man who has gone "all the way" in his formal training is the more able. There is no reason, however, why many persons who complete their training with a Master's Degree can't find, as many have, suitable employment. Once employed it is up to the individual to demonstrate his worth.

Graduate departments could help by assisting students in defining their goals and equipping themselves appropriately. Emphasis on pure science is appropriate for scientists but not necessarily as appropriate for practitioners. Training in experimental method has general value, but the practitioner has quite a different role than the scientist devoted to developing new knowledge. In the past many psychologists have functioned in a dual role. They have contributed to the discovery of as well as the application of knowledge. Some will continue to do so. Many who accept positions in personnel management, however, are likely to find that they are expected to focus on the application of knowledge.

The "world of work" is concerned with solving current problems. The professional psychologist employed by an organization for a position in personnel management is a member of the management of that organization. As such he deals with non-professionals as well as other professionals in developing solutions to problems of concern to his organization. He also is responsible for informing his superiors and others in management of any new developments in his field and for suggesting areas where effort should be devoted.

Graduate departments of psychology continue to be strongly influenced by the academic tradition with its emphasis on research and publication. Because psychology is a developing science, much knowledge remains to be uncovered and, therefore, this emphasis is appropriate. If psychologists are to make the contributions to personnel management indicated by Dunnette and Bass, however, graduate departments should also undertake to develop skilled practitioners who can work within organizations, or as outside consultants, to apply the available knowledge.

Research Notes

PLEASE DON'T PRESS SO HARD WHEN YOU WRITE:
YOUR HOSTILITY IS SHOWING THROUGH

Neil Miller
Management Psychologists, Inc.

"You are very sincere in your actions and work so hard in your chosen field that you leave yourself very irritable and nervous." (Absolutely true. It fits my martyrlike self-image). "Your first impressions on other people are not good, but when they get to know you, they like you." (Nonsense! Everyone loves me instantly). "You possess a wonderful mind, but the mind is not a machine; therefore, give it rest once in a while by taking a trip and getting away from it all."

All this from a sample of my handwriting (which my secretary absolutely cannot read) covering nineteen words! In all fairness to the graphologist, he attempts to control his data by asking for the same nineteen words from each case. The sample (to be written in six seconds) requires that one write "This is my writing and I want you to analyze my writing. I want you to tell me everything," and one's signature.

While graphology is practiced with significantly greater zeal in Europe than in the United States, there are small but persistent groups who ballyhoo handwriting analysis for employee selection, spotting easily influenced customers, allocating extensions of credit, and recommending vocational analysis for "pin-pointing talents, aptitudes and attitudes" and as a study of compatibility for business or marriage partnerships.

In their review of the literature from 1933 to 1960, Fluckiger, Tripp and Weinberg*, summarize some 105 studies. They feel that most of the research on handwriting and personality leaves much to be desired from an experimental point of view. There is evidence that some personality traits can be predicted from handwriting. These are "some personal interests (especially aesthetic interests) intelligence, neuroticism, feelings of ascendancy or dominance, anxiety level, and some complex of impulsiveness, energy and expressiveness."

Most of the experimental studies concerned themselves with

* Fluckiger, Fritz, A., Tripp, Clarence A. and Weinberg, George H. A Review of Experimental Graphology, 1933-1960. Perceptual and Motor Skills, 1961, 67-90.

"individual signs" (which graphologists consider least stable but are easiest to measure); and hardly at all with those features of most interest to graphologists and hardest to measure.

Fluckiger, Tipp and Weinberg conclude that "where graphological theory makes its most sweeping commitments, it is least discretely atomistic, dealing with variables which are combined, inter-dependent, or qualitatively described. These are the variables and hypotheses of handwriting theory which still await sophisticated research."

This lack of critical, well controlled, significant research leaves some nagging doubt as to the efficacy (or lack of it) of the graphologists that a number of individuals and some commercial establishments have taken seriously. It seems that we are overlooking a fruitful research area which could profit us with some significant information and perhaps a worthwhile tool.

Meanwhile, I am continuing to imitate the handwriting of some of our more successful contemporaries in the event that this research produces significant, positive relationships (thereby producing instant changes in my personality structure) with whatever criteria of success might be used.

Should TIP Publish Summaries of Ongoing Research?

It has been suggested that TIP publish short abstracts or summaries of ongoing research. Knowing who is studying motivation, job satisfaction, criterion development and what models and approaches are being used would enable interested persons to correspond directly with others working in the same area.

In some cases, this would perhaps alleviate the publication lag, and might in other cases mean publication of research that would have to await the birth of the Journal of Negative Results.

We would like to hear from you on this so that we can either thank our adviser for his brilliant suggestion or tell the lazy graduate student to go out and do his own survey of current research at the Regional Conventions and the APA Convention.

John B.

Professional Notes

Letter from Great Britain - No. 1, October, 1964

Larry S. Skurnik

ABC Television Limited and

Gerald Randell

Birkbeck College, London University

To broaden the horizons of Division 14 members and perhaps improve transatlantic communication this column will feature regularly information on the nature and practice of industrial psychologists (and industrial psychology) in the United Kingdom. This first article includes a list of journals and publications which should be "picked over" as they represent the worthwhile choices of the publication holocaust that surrounds us all. Subsequent articles will report on the history, contemporary practice, geography and economics of psychology applied to British commerce.

The authors:

Gerald Randell holds a masters degree from Birkbeck College, London University, where he has been lecturing in Occupational Psychology since 1959. He also does some consulting. His prior activities include work in operations research in a computer firm, and affiliation with the Royal Air Force on the selection of air-crew and apprentice personnel. He is deputy chairman of the occupational psychology section of the British Psychological Society.

Larry Skurnik embarked from Purdue University in 1962 with U.S. passport clutched in one hand and Ph.D. in the other to establish himself in the United Kingdom. He has been supplying both the University of Maryland and the U.S. Air Force (in England) with a variety of lectures and presently is engaged in writing-producing a series of T.V. programs of Psychology for adult education audiences in Great Britain.

JOURNALS

OCCUPATIONAL PSYCHOLOGY

Edited by Alec Rodger -- vol. 38, no. 1, 1964 (quarterly)

This journal is similar in scope and content to Personnel Psychology.

Subscriptions: \$8.00

National Institute of Industrial
Psychology
14 Welbeck Street
London W 1, England

HUMAN RELATIONS

vol. 17, no. 1, 1964 (quarterly)

This is a journal of "studies toward the integration of the social sciences" which is jointly published by the Tavistock Institute (England) and The Research Center for Group Dynamics at the University of Michigan.

Subscriptions: \$9.00

Fred B. Rothman and Co.
57 Leuning Street
South Hackensack, N.J.

COMMENTARY

Spring, 1964 issue no. 13

This is the British equivalent of the Journal of Advertising Research, and is similar in scope and content.

Subscriptions: \$5.60

Market Research Society
39 Hertford Street
London W 1, England

BRITISH JOURNAL OF INDUSTRIAL RELATIONS

Edited by B. C. Roberts vol. 1, no. 1, 1963 (three issues a year)
This journal is intended to cover a rather broad field including historical studies as well as contemporary research reports.

Subscriptions: \$6.50

London School of Economics and
Political Science
Houghton Street
London WC2, England

ERGONOMICS

Edited by H. G. Maule vol. 7, no. 2, April, 1964 (quarterly)

This journal which is the official publication of the International Ergonomics Association reports studies of human performance and human factors in work, machine control and equipment design.

Subscriptions: \$18.00

Taylor and Francis Ltd.
Red Lion Court
Fleet Street
London E C 4, England

THE BRITISH JOURNAL OF STATISTICAL PSYCHOLOGY

Edited by R. J. Audley with the assistance of Cyril Burt vol. 17, part 1, 1964 (twice a year)

Issued by the British Psychological Society, this very well edited publication contains a wealth of thought and thought-provoking reports on the use of numbers to describe the qualities of human nature.

Subscriptions: \$4.50

Messers. Taylor and Francis Ltd.
18 Red Lion Court
Fleet Street
London E C 4, England

BULLETIN OF THE BRITISH PSYCHOLOGICAL SOCIETY

Edited by Thelma Veness vol. 17, no. 56, 1964 (quarterly)

This journal is the British equivalent of the American Psychologist, but it includes valuable abstracts of talks and reports delivered at section and division meetings.

Subscriptions to members and associates of the society or institutions and libraries only: \$2.00

British Psychological Society
Tavistock House South
Tavistock Square
London W C 1, England

PROGRAMMED LEARNING

Edited by J. Annett with the assistance of B. M. Foss and F. H. Wills vol. 1, no. 1, May, 1964

This journal of the Association For Programmed Learning intends to provide articles on both substantive findings and methodology.

Subscriptions: \$3.00

Sweet and Maxwell Ltd.
11 New Fetter Lane
London E C 4, England

The following assortment are "one off" publications. They are all obtainable at the bargain prices listed from the:

British Psychological Society
Tavistock House South
Tavistock Square
London W C 1, England

TECHNICAL RECOMMENDATIONS FOR PSYCHOLOGICAL AND EDUCATIONAL TESTS

15 cents

CAREERS IN PSYCHOLOGY

20 cents

THE BRITISH PSYCHOLOGICAL SOCIETY 1901-1961

35 cents

THE STUDY OF ACCIDENTS

(A presidential address by Prof. G. C. Drew)

15 cents

LONG DISTANCE INTERVIEWING

William C. Byham
Kenyon and Eckhardt Inc.

A New York personnel man presses a few buttons on the console before him and says good morning to a job applicant in Chicago. He can see on the phone's viewing screen that the applicant is a nice-looking, presentably dressed young man. During their screening interview, the applicant's voice, facial expressions and gestures are observed while he answers questions.

1984? No, 1964. With the use of AT&T's new picture phones, a conversation like the one above can now take place. In fact, it has taken place. James H. Pearson, Director of Recruiting at Personnel Laboratories, Inc. of New York; and Stamford, Connecticut, has used the picture phone for a screening interview and judges it to be most successful.

Picture phone booths which can comfortably seat five people are now located in the midtown area of New York, Chicago, and Washington. A person using the instrument merely sits in a specially positioned chair and talks naturally to the party he can see on the small screen before him. Because voices are picked up by microphones in the booth, hands are free to consult notes or hold up pictures or other objects for examination.

Picture phone calls of three minutes duration may now be made for \$16 between New York and Washington D.C., \$21 between Chicago and Washington, and \$27 between Chicago and New York. Additional minutes cost between \$5 and \$9, depending on the cities involved.

From Mr. Pearson's one experience conducting a picture phone interview, he feels that the technique has real possibilities in cutting the costs of preliminary screening interviews. He says that a significant amount of evaluation information is added by the ability of the interviewer to see as well as speak to an applicant in a distant city. He mentions that stress reactions to questions are easier to detect and thus follow up, and that poise and sense of humor are better assessed via the picture phone.

On the negative side Mr. Pearson mentions the small size of the viewing screen, the fact that only the head and shoulders are normally shown, and of course the high cost of using the facility.

AT&T hopes to lower its rates and extend the number of installations in the near future. In the meantime, the use of a pic-

ture phone interview can be justified only in relation to the expense of flying in an applicant for interviewing or on the basis of saving time in an especially critical job search.

HOW TO GET THE MOST OUT OF PSYCHOLOGICAL TESTING IN EMPLOYEE SELECTION WITHOUT WORKING AT IT VERY HARD

Clay Gerken, The University of Nebraska

1. Buy a "package deal" from some eager organization that promises to solve your personnel problems.
2. Never ask for credentials of members of the organization furnishing you with "psychological" testing services. No use hurting peoples' feelings -- after all, they have to make a living, too. Besides, their fees can be charged to EXPENSES, so they don't really cost that much.
3. Never insult the organization by asking for research data about their tests. Above all, avoid asking about reliability and validity of tests you use -- these are scare words and might frighten the organization. Then they might -- just might -- refuse to help you. Where'd you be, then?
4. If you can't find a consulting firm eager to sell you tests or testing, try advertising agencies, lawyers, engineering consultants, purveyors of part-time office help, efficiency experts, or business management consultants. After all, psychology is really just good common sense. Besides, almost any college graduate has had a course in psychology; that should be ample, as long as he talks smoothly enough. (If he can sell you, he has to be a good psychologist!!)
5. Never trust a member of the American Psychological Association -- those fellows are all egg-heads who never answer your questions. All they want to do is ask questions, themselves. Besides, it's a good bet they don't know the answers, anyway.
6. Never admit that you quite know what you're looking for in employees. The tests take care of that problem -- besides, what you really need is a group of congenial people and a good Staff Bowling Team.
7. When a job applicant comes in, point out belligerently, "We've got some tests for you to take." This helps you find good reasons for not hiring people you don't like, anyway, with-

out taking responsibility. Some of the more anxious types will leave without taking the tests -- sparing you trouble, later.

8. You're not making the most of your tests unless you explain the results to the applicants. It's especially helpful to tell people their IQ's. After all, it costs no more.
9. Never do any personnel research or development in your own organization -- after all, if the tests are any good, you don't have to be concerned about people once they're hired.
10. Train someone in your own outfit -- some cute blonde whose assets are obvious -- to give tests. If she can read directions, this helps. If she can follow them, even better. And if she can use a stop watch, you're in! (This is one way to utilize somebody on the payroll who can't do anything else -- maybe the daughter of one of your staff members.)
11. Finally, when employees you hire after testing turn out to be sad sacks, you have a deep responsibility to raise hell with Psychology. After all, it's "them psychologists" who started all this mess.

ARE NONPSYCHOLOGICAL TESTERS UNPSYCHOLOGICAL?

A. H. Fisher
Nationwide Insurance

How does the psychologist in industry appraise the credentials of a "testing firm" when its principals are not APA members?

One can prejudice them as being beyond the pale and condemn them sight unseen. However, we came up with one other alternative--since our firm enjoys membership in Dun and Bradstreet. We wrote Dun and Bradstreet for a quick appraisal of one such "testing" outfit. For \$3.00 we learned (1) the current estimate of the number of companies served by the firm, (2) the past solvency condition of its leader, (3) his approximate income, and (4) the billing basis of the company's operation. In some cases the discrepancy between these facts and the firm's cover letter was enormous. But it would be pleasant if some other means of identifying these "salesmen" existed.

I throw this open for comment and the experiences of my Division 14 colleagues. More details are available if needed. I have a cute file on this, and it's growing practically daily.

DIVISION 14

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