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Taking it to the streets: How to give psychology away and become a local media hero

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Guidelines for Effective Media Relationships

1) Get to Know the Media and Media Staff

A) Sources that will help you identify local media outlets

- Your college's news service, media bureau, or development office.
- *The Broadcast Yearbook* (a reference found in most libraries).
- Local phone books.
- Your local Chamber of Commerce website. (You may be able to find this on the U.S. Chamber of Commerce website: <http://www.uschamber.com/chambers/directory/default>)
Chamber of commerce website.
- City or county government websites (You may be able to find these through the federal home page: <http://www.usa.gov/>). Local newsstands and kiosks (find free media such as pennysavers, newsletters).
- Check websites of relevant local organizations to learn about their publications.

B) Get to know their staffs

- Read, watch, and listen attentively. Who are their reporters, sources?
- Check their websites: organizational hierarchy, range of services and products.
- Understand their audiences (*Broadcast Yearbook* for demographics).
- Attend events they sponsor. Be seen; hand out business cards.
- Don't overlook small markets (pennysavers, public-access cable).
- Meet one local reporter (science writer or person who covers college news).

C) What challenges do journalists and producers face?

- Reporters have far less time to produce stories (sometimes only a few hours).
- Many must also cover broader beats.
- Very few media outlets now have science writers.
- Many science writers are generalists & need background and help translating information.

D) Your first meeting with a reporter

- Explain your background and expertise (stick to 3-4 main points).
- Ask questions: learn about reporter's beat and interests.
- Take the lead, but let the reporter talk, too.
- Explain how you can be helpful.
- Talk in understandable language; prove your ability to translate for the public.
- If reporter is a specialist in your field, ask how much detail to offer.

2) Match your Stories to Their Needs

A) Only pitch newsworthy ideas. Reporters look for:

- Breaking stories and anything that relates directly to breaking news.
- New discoveries.
- Conflict and controversy; anything that challenges scientific consensus.
- Bad news.
- Celebrity connection (to someone, something, or some place that has high profile).
- Stories that intrigue: unusual, shocking, funny, curious angle.
- Issues that affect children.
- Superlatives: the first, the biggest, the best.

- Stories with emotional impact.
 - Links to anniversaries, holidays.
 - Practical applications of science, relevancy to people's lives (especially health news).
- B) Reporters ask themselves these questions about every idea:
- Will it interest my audience?
 - How much work will this story take?
 - Can I make deadline?
- C) General tips for assessing the newsworthiness of a story
- Do you have compelling answers to: *Who cares? Why? So what?*
 - Can you communicate the *value* of the (finding/technique), not the details?
 - Can you show why scientists ask certain questions, not methodology?
 - Can you make your story come alive with a fun demonstration or a compelling analogy?
- D) Choose appropriate niches for each story
- Target the correct media segment (newspaper *section*, radio *show*, not station)
 - Pitch directly to the writer or editor who covers your subject.
 - Offer the right “voice” and level of detail for each media (NPR doesn't sound like talk radio. Be yourself, but adapt to the style of your media outlet.)
- E) Methods for communicating with the media
- Email.
 - Phone call.
 - Personal meeting or editorial meeting (with editorial writer or editorial board).
 - News release.
 - Op-ed.
 - Letter to the editor.
- F) Your story will translate to the public through:
- Feature story.
 - Column.
 - On-air interview (with or without questions from the audience).
 - Letter to the editor.
 - Op-ed.
- G) Methods that reach the public directly
- Web sites.
 - Blogs.
 - Podcasting.
 - Wikis.
- 3) **How to Prepare for an Interview or Pitch**
- A) Be clear, concise, interesting, and natural
- Establish rapport with the reporter.
 - Focus on your main point. Repeat it in different ways.
 - Mention only 2-3 secondary points.
 - Use analogies to help people understand.
 - Avoid jargon.
 - Don't prattle. Let the reporter talk.

- Be sure the reporter won't have to edit much; that way they're less likely to accidentally distort the story.
 - Be yourself, but not chummy. Remain professional.
 - Act as if you're always "on the record".
 - Don't guess. You can call back with answers or bridge back to what you know.
 - Ask if you're offering right level of detail.
- B) Learn about the reporter and the type of interview
- If possible, read some of the reporter's work.
 - What's the reporter's usual beat?
 - Ask:
 - ◊ How can I be helpful?
 - ◊ What's the topic and your angle?
 - ◊ What's the deadline?
 - ◊ Who are the other sources?
 - ◊ Will this be a live, live-on-tape, or edited interview?
 - ◊ Is this "one-on-one" or will you be representing one side of a debate?
 - ◊ Will you take call-in questions?
- C) Take care of logistics
- Have all of the information you need handy.
 - Get reporter's contact information (direct phone, email, cell).
 - Share your contact information.
 - Let the reporter know your availability for the rest of the day.
 - Contact your supervisor and the college's news service.
 - Be ready to send additional information to reporter immediately.
- D) Don't panic
- Even a reporter on deadline can often give you 10 minutes to prepare.
 - If the reporter asks something you can't answer, don't. Bridge back to your main point with such phrases as "but what's really important here is" or "what I do know is that."
 - If you goof during an edited interview, ask to re-do that segment.
 - When it's done, ask a few questions to check the reporter's understanding.
- E) Radio interviews (podcasting)
- Use your voice expressively.
 - Speak in a natural, conversational manner.
 - Mention a website for more information.
- F) TV interviews (streaming video on websites)
- Look at the reporter, not the camera.
 - Sit up straight, and sit on the tail of your jacket to keep your clothing smooth.
 - Choose a good background.
 - Expect no more than 30 seconds. Keep it simple.
- G) The interview is the first contact. Offer the interviewer supportive details:
- Articles.
 - Op-eds.
 - Websites (you can create one on topic).
 - Books and other references.

4) **How to Pitch a Story**

A) Before you pitch, prepare

- Develop a hook for this audience.
- Hone your main message and sub-messages.
- Identify the most likely questions and prepare answers.
- Pull together background information and sources for additional detail.

B) B. Timing matters

- Always respect the reporter's deadlines
- Ask people for the best times to pitch to them.
- Don't bug TV staff within 2 hours of air time UNLESS it's breaking news.
- Try to reach newspaper reporters soon after their daily planning mtg. (mid-morning, around 10:30, is usually a good time).
- Send news releases as early in the day as possible.
- Send releases Tuesdays – Thursdays (never weekend) unless it's breaking news.
- If possible, pitch for slow news day (Saturdays and Sundays for electronic media).
- Avoid busy periods (beginning of school year, holidays) if possible.
- Aim for the drive-time audience (the biggest) for radio.
- Aim for your story to air on day when the radio station offers give-aways, it will have larger audience.

5) **Become the Perfect Source:**

A) General attributes

- Be timely—meet deadlines; give appropriate lead times; jump on hot issues.
- Be prepared.
- Be reliable—available for comment, easy to reach through multiple means (cell, e-mail, fax).
- Be honest, trustworthy, and known—present facts fairly, have evidence ready to support claims.
- Be lively and personable (quotable).
- Be professional and polite—follow guidelines; don't bug them. Maintain relationships.
- Be memorable.

B) Know the different roles available to you:

- Fact-checkers may not be quoted but reporters prize them. Become the person a reporter trusts, and you can influence coverage.
- On-call experts offer background information and quotes on stories in their areas of expertise.

C) C. Feed reporter good information and stay in touch

- Alert them to interesting developments in your field, including important upcoming events.
- Suggest topics they should cover.
- Stay in touch, 4-5 contacts/year (even short email to congratulate on good story).
- Send a polite correction if it's needed. Reporters care about accuracy.

6) **If You Would Rather Write**

A) News releases

- Send releases only about real news!
- Write in the active voice in a journalistic style.
- Limit releases to no more than one page.

- Make the hook the headline and lead (2-3 short sentences).
- Present the most important information first. Put names and institutions in the last paragraph.
- Include great quotes (usually in 2nd, 4th, and last paragraph).
- Put your media contact's information on top of page.
- Mention available photographs or sound.
- E-mail release embedded in message, not as an attachment.
- Abbreviate headline for subject line; try for 5 word hook.

B) Letters to the editor

- Can have high readership.
- Typically amplify a point made in a RECENT article or suggest different opinion.
- Can rebut opinion or correct an important mistake.
- Generally are limited to 150 words.
- Must include your real name, address, phone number (will not be printed).
- Can mention your academic credentials and expertise (could list title with signature).

C) Op-eds

- Test your idea on different people. Do they care?
- Limit your piece to 500-700 words.
- Focus on one aspect of one issue.
- Find a local connection.
- Support your argument with a mix of facts, quotes, and examples.
- Write in a lively style; your opinion should be strong.
- Use the following structure:
 - ◊ Title.
 - ◊ Intro (3 short sentences).
 - ◊ Body (develop each main point; generally 1 point per paragraph).
 - ◊ Conclusion (restate main points; last line should be memorable).

7) **Make it Easy for Media Professionals to Work with You**

A) Follow their guidelines

- Don't exceed word limits.
- Provide broadcast quality materials (photos and video) in the correct resolution and correct format.
- Offer a choice of photographs.
- Identify photographers.
- Secure permissions from people shown in photos (release forms).
- Include one-line description of photos and video action.
- Deliver materials by requested method.

B) Respect their deadlines

C) Be accessible when they're working on your story

D) Dress appropriately for on-air appearances

- Arrive early and well-groomed (don't wear anything shiny or distracting)

How to adapt a story for different media

| True for all | Print/Web | Radio/Podcasting | Television |
|--|---|--|--|
| Focus on why the story matters to audience | Hook = headline | Hook = sound bite: Write for the ear | Hook = image (movement, locale, action, color) |
| Immediately answer who, what, where, when, why, how | First paragraph must contain hook and crucial information. | Think "hip-hop haiku": Lively rhythm, attitude. Use short sentences and a conversational style that's easy to remember. Be real, be yourself. | Words and images should complement each other, not repeat the same idea. |
| Keep it simple, but give sources for detail | "For more information" in last paragraph or sidebar | Repeat phone numbers and website | Phone number and website should appear on-screen |
| Provide high quality supporting materials | <ul style="list-style-type: none"> • Photographs • Web: Audio, video | <ul style="list-style-type: none"> • Spokesperson who's willing to be quoted on-air • Live or taped interview • Relevant music, sound effects | <ul style="list-style-type: none"> • Person who will appear on TV • Live or taped interview • Music, sound effects, video |
| <ul style="list-style-type: none"> • Pitch idea to editor, writer, or producer (target the right person and get the best time to call) • Or send copy (news release or script) | Single-spaced release with double-space between paragraphs | <ul style="list-style-type: none"> • Read copy aloud. Ask someone else to read it aloud to identify tongue-twisters and phrases that are hard to understand. • Avoid unusual turns of phrase and inverted syntax. Your listener only has one chance to get the message. • Homonyms can also befuddle listeners: Is it "the 30-second sale" or the "32nd sale"? "Which" or "witch"? • Use alliteration and rhyme sparingly; either can sound cutesy. • Avoid stringing together single words that are, in combination, compound words. This can be confusing. For example, "dump out standing water" could be heard as "dump outstanding water." • If you're producing the segment: Double-space the script and use 18-point type. Provide the word count, title of spot, pronunciation of names or any tricky words, and cues for video, music, and sound effects. Test your timing. | |
| Offer a media contact | <ul style="list-style-type: none"> • Person who can be easily reached and will respond in timely fashion (provide email, phone, cell phone) • Media contact should be able to provide additional info, so give that person background, such as statistics, highlights, quotes | | |
| Proof carefully! | Make sure that names, phone numbers, dates, times, locales, and URLs are correct | | |

8) **Links to More Information about Working with the Media**

A) How to work with the media: Interview preparation for the psychologist

(<http://www.apa.org/journals/media/homepage.html>)

- The American Psychological Association provides excellent advice on how to prepare for an interview.

B) W.K. Kellogg Foundation Communications Toolkit:

(<http://www.wkkf.org/Default.aspx?tabid=90&CID=385&ItemID=5000058&NID=5010058&LanguageID=0>)

- This is an in-depth guide with specific information on creating good working relationships with the media, and how you can maximize your impact.

C) Center for Anthropology and Science Communication

(<http://www.sciencesitescom.com/CASC/medrela.html>)

- Our cousins in Anthropology have provided a good, concise tool kit for working with reporters and interviewers.

D) Guides and media resources (<http://www.idealists.org/if/idealists/en/CAC/Sections/Bd/default>)

- This guide to helping you learn to take action by collaborating with the media is provided by Action Without Borders (at idealists.org).

E) Standing up for Science: A guide to the media for early career scientists

(http://www.senseaboutscience.org.uk/pdf/Standing_up_for_Science.pdf)

- This 14-page guide is designed to help young scientists understand the importance of standing up for science in the public sphere so that everyone can understand what we do and how it helps them.

F) National Association. of Social Workers:

(<http://www.socialworkers.org/pressroom/mediaToolkit/toolkit/MediaToolkit.pdf>)

- This is a 17-page booklet which provides tips and techniques for writing with specific media in mind.

G) Union of Concerned Scientists: A scientist's guide to talking with the media

(<http://www.ucsusa.org/publications/scientist-media-guide.html>)

- This excellent, readable book deals with each of the topics covered by this website.

9) About Electronic Media (Blogs, Wikis, and Podcasts)

A) Blogs

- Tech Tips from Geeks.com (<http://www.geeks.com/techtips/default.asp>)

- ◇ Tech Tip 61 - Blogging Basics I (How to read up on the latest)

(http://www.geeks.com/techtips/ttpdfs/Geeks.com_Tech-Tip 61 - Blogging Basics How to Get the Latest.pdf)

- ◇ Tech Tip 62 - Starting Your Own Blog (You Can Do It!)

(http://www.geeks.com/techtips/ttpdfs/Geeks.com_Tech-Tip 62 - Starting Your own Blog.pdf)

- ◇ Tech Tip 63 - Spice Up Your Blog With Simple Formatting

(http://www.geeks.com/techtips/ttpdfs/Geeks.com_Tech-Tip 63 - SpiceUpYourBlog.pdf)

- ◇ Tech Tip 64 - Customize Your Blog With Some Easy HTML

(http://www.geeks.com/techtips/ttpdfs/Geeks.com_Tech-Tip 64 - CustomizeYourBlog.pdf)

- ◇ Tech Tip 130 - Blogging Software: Which Blogging Software is Right For You?

(<http://www.geeks.com/techtips/2007/techtips-08JUL07.htm>)

- ◇ Tech Tip 131 - Software for the Serious Blogger – Part 1 (<http://www.geeks.com/techtips/2007/techtips-22JUL07.htm>)
- ◇ Tech Tip 132 - Software for the Serious Blogger – Part 2 (<http://www.geeks.com/techtips/2007/techtips-29JUL07.htm>)
- Tips from Tech Soup (<http://techsoup.com/learningcenter>)
 - ◇ Nine Lessons for Would-Be Bloggers (<http://techsoup.com/learningcenter/internet/page6724.cfm>)
 - ◇ Nine More Lessons for Would-Be Bloggers (<http://techsoup.com/learningcenter/internet/page6726.cfm>)
 - ◇ Ready to Start Blogging? (<http://techsoup.com/learningcenter/internet/page4780.cfm>)
 - ◇ An Introduction to Weblogs (<http://techsoup.com/learningcenter/internet/page5041.cfm>)

B) Wikis

- From Wikipedia (<http://www.wikipedia.org>)
 - ◇ Information from Wikipedia (<http://en.wikipedia.org/wiki/Wiki>)
- From the O'Reilly Network (<http://www.oreillynet.com>)
 - ◇ What Is a Wiki (and How to Use One for Your Projects) (<http://www.oreillynet.com/pub/a/network/2006/07/07/what-is-a-wiki.html>)
- PsychWiki (http://www.psychwiki.com/wiki/Main_Page)
 - ◇ How you can contribute to PsychWiki (http://www.psychwiki.com/wiki/How_you_can_contribute_to_Psychwiki)
- From writingwiki.org (<http://writingwiki.org/>)
 - ◇ For Teachers New To Wikis (http://writingwiki.org/default.aspx/WritingWiki/For_Teachers_New_to_Wikis.html)

C) Podcasts

- Tech Tips from Geeks.com (<http://www.geeks.com/techtips/default.asp>)
 - ◇ Tech Tip 108 - Recording a Podcast with Audacity (<http://www.geeks.com/techtips/2007/techtips-07Jan07.htm>)
 - ◇ Tech Tip 111 - A Quick Look at Audio Formats (<http://www.geeks.com/techtips/2007/techtips-28Jan07.htm>)
- Tips from About.com (<http://about.com>)
 - ◇ How to Create Your Own Podcast - A Step-by-Step Tutorial (<http://radio.about.com/od/podcastin1/a/aa030805a.htm>)
- Tips from Voices.com (<http://www.voices.com>)
 - ◇ How to Create a Podcast (<http://www.voices.com/podcasting/how-to-create-a-podcast.htm>)
- Tips from Tech Soup (<http://techsoup.com/learningcenter>)
 - ◇ Using Podcasts (<http://techsoup.com/learningcenter/internet/page7085.cfm>)
 - ◇ Understanding Video-Sharing Sites' Terms of Service (<http://techsoup.com/learningcenter/internet/page6106.cfm>)
 - ◇ How to Record, Edit, and Promote Your Nonprofit's Podcast (<http://techsoup.com/learningcenter/internet/page5510.cfm>)
- Examples of Podcasts in Psychology
 - ◇ THIS WEEK IN THE HISTORY OF PSYCHOLOGY—A podcast series by Christopher D. Green York University, Toronto, Canada (<http://www.yorku.ca/christo/podcasts/>)

D) General Information

- Tips from Tech Soup (<http://techsoup.com/learningcenter>)
 - ◊ Digital Storytelling (<http://techsoup.com/learningcenter/training/page6738.cfm>)
 - ◊ The Digital Storytelling Cookbook (<http://techsoup.com/learningcenter/training/page6705.cfm>)
 - ◊ The Power of Digital Video (<http://techsoup.com/learningcenter/training/page5110.cfm>)
 - ◊ Easy Ways to Publish Your Own RSS Feeds (<http://techsoup.com/learningcenter/internet/page5820.cfm>)
 - ◊ RSS For Nonprofits (<http://techsoup.com/learningcenter/internet/page4781.cfm>)
 - ◊ Ask TechSoup: How Do I Write for My Web Site? (<http://techsoup.com/learningcenter/internet/page5668.cfm>)

10) Clips of Psychology Stories from Various Media

A) American Psychological Association:

- APA Media Information Page (<http://www.apa.org/releases/>)
- APA Psychology Matters Page(<http://psychologymatters.apa.org/>)
- Division 46: Media Psychology (<http://www.apa.org/divisions/div46/articles.html>)

B) The Association for Psychological Science:

- Media Information Page (<http://psychologicalscience.org/media/>)

C) The American Association for the Advancement of Science:

- EurekAlert! (<http://www.eurekalert.org/bysubject/social.php>)

D) The American Educational Research Association (Information on all aspects of educational research):

- Research Points Page (http://www.aera.net/publications/Default.aspx?menu_id=30&id=314)
- News Release Page (http://aera.net/newsmedia/Default.aspx?menu_id=60&id=478)

E) National Institute of Mental Health:

- Home Page(<http://www.nimh.nih.gov/>)

And be sure to keep on the alert for interesting articles in the journals you read regularly!

About Us

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William S. Altman is an associate professor in Psychology at Broome Community College. He holds Ph.D. and M.S. degrees in Educational Psychology and Measurement (the M.S. actually earned by accident), and an M.P.S. in Communication Arts from Cornell University, and a B.A. in History from the University of Pennsylvania. He is driven by a wide and unpredictable curiosity, an almost pathological and sometimes annoying need to solve problems of nearly any sort, and a sense that it all ought to be fun. Dr. Altman conducts research across many aspects of evidence-based teaching methods, learning, and testing. In addition to scholarly publications and presentations, he has written for several nonscholarly publications, spent over a decade sharing information about education and the science of psychology on local radio, worked as a professional photographer, and performed as a standup comic (ostensibly to work on classroom presentation skills, but mostly because it's fun). He consulted with the New York State Department of Environmental Conservation to develop the curriculum for a training manual for nuisance wildlife control operators and to create and validate their statewide licensing test. He teaches Educational Psychology and General Psychology, and is co-developing a new course in psychological science and critical thinking for undergraduates going into law, and consults on the development of effective teaching materials. Concerned with the widening digital divide among schoolchildren, he is developing KidBuild Binghamton, an organization that will refurbish and give away old computers to children, based on a successful program he initiated in Ithaca, NY in the 1990s.

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Jill Shultz is a freelance science writer and editor. Her nonfiction publications include a wildlife biology textbook, a statewide certification test bank, and a variety of print, radio, and online works for the public. Many were created for Cornell University, where she served as a science writer and editor for four years. She's published for such clients as Houghton Mifflin, The Nature Conservancy, and the N.Y.S. Department of Environmental Conservation. She's also managed wildlife sanctuaries, taught environmental science, served as program director for a statewide literary organization, and worked as a zookeeper. Ms. Shultz has won awards from The Wildlife Society, the Association of Natural Resources Extension Professionals, and the U.S. Environmental Protection Agency, among others. She received an M.S. in Environmental Science from Antioch University and a B.S. in Biology from Cornell University, where she had the pleasure of studying psychology with Dr. James Maas.

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Kenneth Bordens received his Bachelor of Arts degree in Psychology from Fairleigh Dickinson University (Teaneck, NJ campus) in 1975. He earned a Master of Arts and Doctor of Philosophy degree in Social Psychology from the University of Toledo in 1979. After receiving his Ph.D., he accepted a position at Indiana University-Purdue University Fort Wayne. Dr. Bordens has taught there for the past 28 years and currently holds the rank of Professor of Psychology. Dr. Bordens's research interests are in the areas of Psychology and Law, Attitudes, and Psychology and the Arts. He has co-authored four textbooks: *Research Design and Methods: A Process Approach* (7th Edition), *Social Psychology* (3rd Edition), *General Psychology With Spotlights on Diversity*, and *Psychology of Law: Integrations and Applications* (2nd Edition). Dr. Bordens teaches courses in Social Psychology, Research Methods, History of Psychology, and Introductory Psychology. He has taught online sections of Social Psychology, Introductory Psychology, and History of Psychology.

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