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2. In a comment on the McCloskey, Wible, and Cohen (1988) study, Schmidt and Bohannon (1988) have argued that McCloskey's conclusions concerning evidence of the nonexistence of a flashbulb mechanism sufficient to reject the existence of a special flashbulb mechanism was premature. In reply, Cohen, McCloskey, and Wible (1988) question the logic of such a comment: "While apparently conceding that there is no clear evidence for a special mechanism, they (Schmidt & Bohannon) argued that 'conclusions concerning the existence of a flashbulb memory mechanism are premature'" (p. 336). Cohen et al. see things differently—that is, they claim that the burden of proof rests with those arguing for a special mechanism, and that in the absence of clear evidence that flashbulb memories cannot be explained in terms of ordinary memory mechanisms, the view that there is no special flashbulb mechanism should be preferred.
3. In addition to the ANOVAs, correlations were also made between the memory data and ratings of emotionality, surprise, and consequentiality. The results from these correlation analyses were, however, less informative than were the median splits, because of the skewed distribution of the subjects' ratings on these three variables.

#### NOTES

1. The term *flashbulb memories* is used in a functional sense in this paper, without referring to a special category of memories or a specific flashbulb memory mechanism.

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## Announcement

### 14th Annual Boston University Conference on Language Development October 13, 14, and 15, 1989

The 14th Annual Boston University Conference on Language Development is scheduled for October 13, 14, and 15, 1989. The keynote speaker will be William Labov of the University of Pennsylvania.

Sessions will focus on the following central themes: American Sign Language; Literacy in Theory and in Practice (literacy and ideology, literacy at school, in the humanities, in the workplace, minorities' interpretation, sociocultural approaches); Language Acquisition (theories of evidence, neural maturation); First Language Acquisition (including principles and parameters, acquisition of LF, irregular phenomena, phonology); and Second Language Acquisition (including age factors, parameter setting, and sociocultural factors).

For further information and a preliminary program, please contact Conference Committee, Conference on Language Development, Boston University, 605 Commonwealth Ave., Boston, MA 02215 (telephone: 617-353-3085).