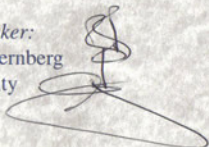


Saturday, April 4, 1998

Franklin College
Franklin, Indiana

Keynote Speaker:

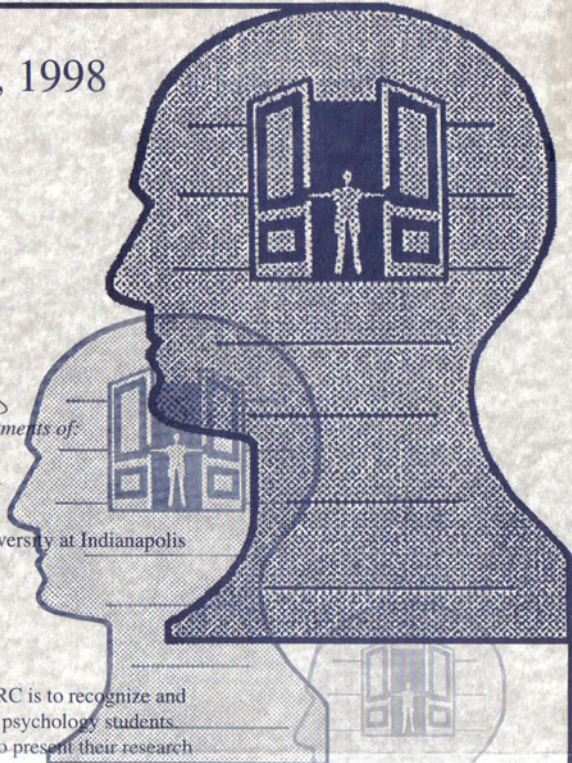
Dr. Robert Sternberg
Yale University



Sponsored by the Psychology Departments of:

Butler University
Eastern Illinois University
Franklin College
Indiana University-Purdue University at Indianapolis
Marian College
University of Indianapolis
University of Southern Indiana

The purpose of the Mid-America UPRC is to recognize and encourage research by undergraduate psychology students. The program allows undergraduates to present their research and ideas in a convention format.



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Types of presentations must be empirical, theoretical, or review. Each paper or poster must be sponsored by a faculty member.

Abstracts submitted for review must be typed according to the printed instruction and must be accompanied by a completed pre-registration form and registration fee. Copies of these forms have been sent to department chairpersons. Additional forms may be obtained by writing to the address at right, sending E-mail to uprc@butler.edu, or calling (317) 940-9266. You may also visit our website at <http://www.butler.edu/~woodruff/uprc/uprc.html>. Completed forms for presenters must be received on or before **March 6, 1998**. *Include a stamped, self-addressed envelope with each submission.*

Mail submissions to:

Mid-America UPRC
Psychology Department
Butler University
4600 Sunset Avenue
Indianapolis, Indiana 46208

17th Annual Mid-America Undergraduate Psychology Research Conference

Call for Papers

Saturday, April 4, 1998

Franklin College
Franklin, Indiana

Keynote Speaker:
Dr. Robert Sternberg
Yale University

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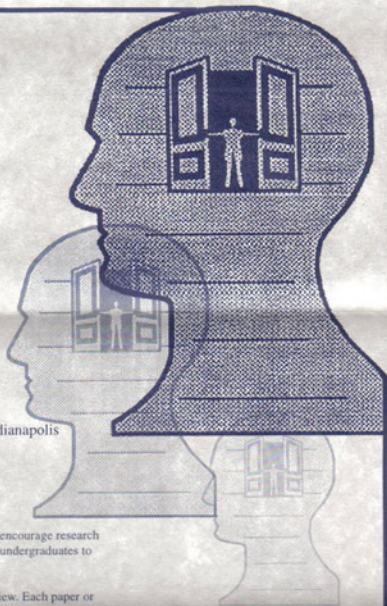
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**17th Annual Mid-America
Undergraduate Psychology
Research Conference**

Call for Papers



INFORMATION

Purpose

The Mid-America UPRC exists to recognize and encourage research by undergraduate psychology students.

Program

Undergraduates will present their research and ideas in a convention format. Only empirical, theoretical, and review presentations are eligible for selection. Each paper or poster must be sponsored by a faculty member.

Submission

Abstracts submitted for review must be typed according to instructions located on page three of this announcement. *Abstracts must be received on or before March 6, 1998 (Feb. 27 for posters), and must be accompanied by a completed pre-registration form and registration fee.* Submissions received after this date will be returned.

When

Saturday, April 4, 1998. Registration begins at 8 a.m. and student presentations begin at 8:30 a.m. Coffee and donuts will be served during registration.

Reception

A reception will be held for conference participants who arrive in Franklin on Friday. The reception will take place in the Eli Lilly Campus Center of Franklin College. During the reception, there will be a Psi Chi/Psychology Club information exchange. *Registration can also be completed at the reception.*

Location

The conference is in the Eli Lilly Campus Center of Franklin College, 501 E. Main Street, Franklin, IN 46131.

Speaker

Dr. Robert Sternberg, Yale University

Luncheon

Lunch will be provided to all registrants and will be in the Franklin Room of Eli Lilly Campus Center.

Accommodations

Carlton Lodge 2122 Holiday Lane, (317) 736-0480. **Day's Inn** 2180 E. King, (317) 736-8000. **Quality Inn** 150 Lover's Lane, (317) 346-6444. **Super 8 Motel** 188 Lover's Lane, (317) 738-0888. (Please mention the conference when making reservations. Special rates are available until March 1, 1998.)

Directions

Franklin College is located a short distance from Interstate 65. From the north or south, take I-65 to Franklin exit (SR 44). Motels are at this exit. Go west on SR 44 exactly 1.5 miles to the red blinker light (Forsythe Street). Turn south (left) on Forsythe Street. Go .3 mile to the second 4-way stop sign. Turn right and the main parking lot will be on your right.

Registration

The \$15 pre-registration fee and abstract *must be received by March 6, 1998 (Feb. 27 for posters).* *Non-presenters may pre-register until March 27, 1998,* and are strongly urged to do so. Registration for non-presenters can be completed at the door the morning of the conference; *however, the fee will be \$17.*

Local Information

Dr. Roger Thomas, Psychology Department, Franklin College, 501 E. Monroe Street, Franklin, IN 46131. Phone (317) 738-8281. E-mail: thomasr@franklin.coll.edu.

General Information

Dr. Roger Thomas, Psychology Department, Franklin College, 501 E. Monroe Street, Franklin, IN 46131. Phone (317) 738-8281. E-mail: thomasr@franklin.coll.edu. Also, E-mail for information to Registration Chairman at UPRC@Butler.edu or visit our website at <http://www.butler.edu/~woodruff/uprc/uprc.html>.

PRE-REGISTRATION FORM

Please use this form if you intend to attend the 17th Annual Mid-America Undergraduate Psychology Research Conference. A separate registration form and fee is needed for each presenter and attendee, including faculty sponsors (*please copy this form as needed*). The pre-registration fee is \$15. If you wish to register at the door, however, your fee will be \$17. Please mail your registration form and a stamped, self-addressed envelope to: Mid-America UPRC, Psychology Department, Butler University, 4600 Sunset Avenue, Indianapolis, Indiana 46208. Enclose your check or money order with this form. Checks should be made payable to UPRC, Butler University. Pre-registration forms from non-presenters must be received by Wednesday, **March 27, 1998**.

For All Registrants

Name _____
Address _____
City _____ State _____ Zip _____
School _____
Telephone _____ E-mail _____
Circle one: Paper Poster Attending only Faculty sponsor

PAPER PRESENTERS should furnish this additional information:

Mark the audio/visual equipment you will use: ☐ Overhead ☐ Projector ☐ VCR/TV

Mark the topic best describing the subdiscipline of your submission:

☐ General Experimental ☐ Social/Personality ☐ Applied

Faculty sponsor: Name _____
 Signature _____
 Telephone _____
 E-mail _____

MAUPRC HISTORY

From a modest beginning on March 20, 1982, the Mid-America Undergraduate Psychology Research Conference (MAUPRC) is now one of the largest conferences of its kind in the United States. Under the leadership and direction of its founder, Dr. Joseph Palladino, the first meeting was held at Indiana State University at Evansville (now the University of Southern Indiana). Originally named the Tri-state UPRC, it was intended to attract participants from Indiana, Illinois, and Kentucky. But in fact the conference idea was so in tune with the Zeitgeist that participants came from a much wider area. In 1985, the 4th annual conference was renamed the Mid-America UPRC to reflect its growth. The location of the 9th conference, in 1990, was changed from Evansville to Franklin College in Franklin, Indiana. Since then, the conference has traveled between Franklin College, Eastern Illinois University, and the University of Southern Indiana, attracting participants from an eight state area.

With the continued growth of MAUPRC, the purpose and philosophy has remained unchanged, "... to recognize and encourage research by undergraduates psychology students." Providing students with a forum for presenting their original research remains the main focus of MAUPRC. Equally important is the opportunity provided for the professional development of students who are to become the professional psychologists of the future. These goals are always pursued in the spirit of camaraderie and support for students by peers and faculty alike. Therein lies the success of MAUPRC.

— Raymond M. Bragiel
Director Emeritus

INSTRUCTIONS

Instructions

- Read all the instructions and see the sample abstract below.
- Your abstract must be received on or before **March 6, 1998**. (Deadline for poster abstracts is **Feb. 27, 1998**.)
- Type your abstract on clean, white 8 1/2 x 11 paper.
- Use a carbon ribbon or a new black ribbon to type your abstract.
- Begin abstract with author name(s) underlined. First author must be an undergraduate.
- Follow author name(s) with the name of the faculty sponsor, underlined. Place an (*) after the name of the faculty sponsor.
- Follow author and sponsor names with the name of the institution.
- Start the description of the research with a three-space indentation; subsequent paragraphs should also be indented three spaces.
- The entire abstract should be typed single-spaced. Do not double space between paragraphs.
- The abstract should include the following: (a) a brief introduction, (b) description of the subjects and methods, (c) summary of results (or expected results if analysis is not yet completed), and (d) statement indicating significance of findings.
- Maximum length for the body of the abstract is 250 words.

Sample Abstract

EFFECTS OF EXTRANEAL STIMULI ON RECALL AND RECOGNITION: AN APPLICATION TO EYEWITNESS TESTIMONY.

David L. Cohen, Dr. John Weston*

Indiana University Northeast

Thirty-six male college freshmen, divided into four groups, viewed a film of a pedestrian-automobile accident. Subjects were then questioned under situations which varied in quantity and intensity of external stimuli, in order to determine the effects of extraneous stimuli upon recall and recognition tasks. A combination of increased intensity and increased quantities of extraneous stimuli significantly reduced the subjects' ability to retrieve information during recognition. Yet, recall was adversely affected by increases in the quantity of extraneous stimuli only, and not by the intensity levels. These findings indicate that more information may be obtained from eyewitness testimony taken in a relaxed setting.

Presentation Information

(1) There is no limitation in the number of papers submitted from a particular institution, nor is there any limitation on the number of papers sponsored by a faculty member. (2) No student will be allowed to present more than one paper, although the student may be part of other multiple authored papers. (3) Submission of an abstract constitutes an understanding that the student or a substitute will submit the paper. All presenters must be prepaid registrants for the conference. (4) Presenters are expected to be undergraduate students, although they need not be psychology majors. Psi Chi membership is not required for participation. (5) Submissions must arrive on or before **March 6, 1998**. Include a stamped, self-addressed envelope with each submission. Presenters must also fill out the registration form on the back. We cannot honor requests to present at particular times.

Poster Session

A poster session will be held. Presenters will be responsible for constructing a free-standing poster (attached to tri-fold foamcore or cardboard) no larger than 38 inches wide and 28 inches deep. Students wishing to present a poster should indicate their preference on the pre-registration form. Acceptance is limited and will be made on a first come, first serve basis. After the poster session is filled, all submissions will be assigned to be presented as a paper. (Note: Submission deadline for posters is **Feb. 27, 1998**.)

Checklist

(1) Did your faculty sponsor sign the pre-registration form? (2) Did you include a stamped, self-addressed envelope? (3) Did you include area codes for the telephone numbers presented? (4) Did you include E-mail addresses, if available? (5) Remember, the deadline to receive your abstract, completed registration form, and registration fee payment is **March 6, 1998**.

Mail to

Mid-America UPRC, Psychology Department, Butler University, 4600 Sunset Avenue, Indianapolis, Indiana 46208

Psi Chi/Psychology Club Information Exchange

If your student organization would like to participate in the session to be held at the Friday evening reception, contact Dr. Drew Appleby, Psychology Department, Marian College, 3200 Cold Spring Road, Indianapolis, IN 46222, (317) 929-0254, by **Feb. 1, 1998**.

Dear Colleagues and Friends,

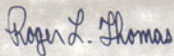
We hope you are looking forward to attending the 17th annual Mid-America Undergraduate Psychology Research Conference to be held at Franklin College on April 4, 1998. Over the years, the MAUPRC has established a national-recognized tradition of excellence in providing valuable learning opportunities for undergraduate students. We cordially and sincerely invite all of you to join us for what we anticipate will be the best conference yet.

Registration entitles you to attend all presentations, a reception, continental breakfast and luncheon. Please note that attendance is not limited to students who will make presentations. All students and faculty can benefit from seeing the kinds of activities in which undergraduates across Mid-America are involved. Further, the MAUPRC introduces students to the professional aspects of psychology in a supportive, encouraging environment. In addition, Robert Sternberg from Yale University will deliver the keynote address, which should be of special interest to all in attendance.

There will be an informal reception on Friday, April 3, from 6:30 to 8:30 p.m. in the Eli Lilly Campus Center on the Franklin College campus. The reception provides a relaxed forum for casual conversation, making new acquaintances and renewing old friendships. It also provides the chance to register and get a copy of the program so you can plan in advance the sessions you will attend on Saturday. Like last year, we are inviting Psi Chi/Psychology Club members to share their ideas for promoting these important student organizations. (By the way, Psi Chi members who make presentations at the conference are eligible to receive the Psi Chi Certificate of Recognition for Scholarly Contributions. I will have application forms with me at the conference.)

If you need further information, please contact me by phone, mail or email. I look forward to seeing you at the conference!

Sincerely,



Roger L. Thomas, PhD.
Psychology Department
Franklin College
Franklin, IN 46131
(317) 738-8281
thomasr@franklincoll.edu

Visit our website at <http://www.butler.edu/~woodruff/uprc/uprc.html>

Sponsors

Welcome to the
**17th Annual Mid-America
Undergraduate Psychology
Research Conference**
April 4, 1998

Franklin College
All activities occur in the Eli Lilly Campus Center

**Sponsored by the Psychology Departments of
Butler University - Eastern Illinois University - Franklin College
Indiana University-Purdue University at Indianapolis
Marian College - University of Indianapolis
University of Southern Indiana**

Purpose:

"The Mid-America UPRC exists to recognize and encourage research by undergraduate Psychology students."

Conference Schedule

8:00	-	8:45	Registration Continental Breakfast
8:45	-	9:45	Session 1
9:45	-	9:55	Break
9:55	-	10:55	Session 2
10:55	-	11:05	Break
11:05	-	12:05	Session 3
12:05	-	12:45	Lunch
12:45	-	1:30	Welcome, Keynote Speaker: Dr. Robert Sternberg Yale University
1:30	-	1:45	Break
1:45	-	2:45	Session 4
2:00	-	3:15	Poster Session

Each Paper is identified in the program with a 3 character code
"4G3" is the 3rd paper in room G during the 4th Session.

Session Room-Code	Room
A	Faculty/Staff Lounge
B	Alumni Lounge
C	Student Lounge
D	The Key
E	Basement Conference Room
Posters	Franklin Room

Session 1A**Moderator**

8:45 AM - 8:57 AM

Prof. Raymon Bragiel

PERCEPTUAL STRUCTURE OF DISTRESS AND ITS RELATION TO BABY CRIES. Kate E. Murray, Dr. Terri L. Bonebright* DePauw University, Dr. Daniel W. Leger* University of Nebraska-Lincoln. See abstract [1A1]

8:57 AM - 9:09 AM

RELATIONS BETWEEN SEXUAL EDUCATION AND ADOLESCENTS SEXUAL BEHAVIOR. Mathew W. Eaves, Dr. Cheryl L. Somers* Eastern Illinois University. See abstract [1A2]

9:09 AM - 9:21 AM

RISK-TAKING AS A FORM OF ESCAPE FROM SELF-AWARENESS. Kerry Smith, Joseph T. J. Stewart II, Monika Piazza, Dr. Jennifer Butler* Wittenberg University. See abstract [1A3]

9:21 AM - 9:33 AM

THE EFFECTS OF INSTRUCTIONAL STRATEGIES ON LONG-TERM RETENTION IN UNDERGRADUATE PSYCHOLOGY STUDENTS. Adrienne M. Bickel, Dr. Rolf Daniel* Saint Francis College. See abstract [1A4]

9:33 AM - 9:45 AM

NICOTINE CIGARETTES AND NICOTINE PATCHES POSITIVELY INFLUENCE MOOD STATE. Jonathan J. Hammersley, Mark V. Gentry, Dr. Charles J. Meliska* University of Southern Indiana. See abstract [1A5]

Session 1B**Moderator**

8:45 AM - 8:57 AM

Dr. John Halpin

THE EFFECTS OF COGNITIVE RESTRUCTURING, RELAXATION TRAINING, AND STUDY SKILLS ON TEST PERFORMANCE AND TEST ANXIETY. Deborah Finke, Shannon Hall, Mara Steinhour, Dr. Christine Bruun* Rockford College. See abstract [1B1]

8:57 AM - 9:09 AM

PERCEIVED SIZE OF COMMON OBJECTS ARRANGED IN A MACH PATTERN. Jill Cress, Dr. Ted Jaeger* Westminster College. See abstract [1B2]

9:09 AM - 9:21 AM

THE EFFECTS OF PRIOR EXPECTATIONS ON THEATRICAL INTERPRETATION. Kellie E. Buchta, Dr. Roger Thomas* Franklin College. See abstract [1B3]

9:21 AM - 9:33 AM

THE MENTOR-STUDENT RELATIONSHIP AND ADOLESCENT ADJUSTMENT TO COLLEGE. Heather J. Meggers, Dr. Cathryn Pridal* Westminster College. See abstract [1B4]

9:33 AM - 9:45 AM

EFFECTS OF MUSIC VIDEOS AND GENDER ON PERCEPTION OF EMOTION IN FACES. Stefani Hathaway, Abryana Dwyer, Marisa Parkins, Dr. Ted Jaeger* Westminster College. See abstract [1B5]

Faculty/Staff Lounge**Franklin College****Alumni Lounge****Eureka College**

Session 1C

Moderator

Student Lounge
Wabash College

8:45 AM - 8:57 AM

Dr. Charles Blaich

THE EFFECT OF INFLUENCE TACTICS UPON GROUP PSYCHOLOGICAL ABUSE IN
JEHOVAH'S WITNESSES. Tiffany Zimmerman, Dr. J. Michael Lopez* Cedarville College. See abstract
[1C1]

8:57 AM - 9:09 AM

THE EFFECT OF CEATEGORIZATION SALIENCE AND GROUP STATUS ON SOCIAL IDENTITY.
Aaron M. Schmidt, Dr. Julia A. Haseleu*, Dr. Richard A. Page* Wright State University. See abstract
[1C2]

9:09 AM - 9:21 AM

RELIGIOUS ORIENTATION AND THE COPING PROCESS. Maranda A. Herbert, Dr. William
Addison* Eastern Illinois University. See abstract [1C3]

9:21 AM - 9:33 AM

EFFECTS OF GOAL ORIENTATION ON CLASSROOM PERFORMANCE. Angela McLarty, Kristin
Kaercher, Dr. Jennifer Butler* Wittenberg University. See abstract [1C4]

9:33 AM - 9:45 AM

THE EFFECT OF CONTRADICTORY STIMULI ON EMOTIONAL STATE AND REACTION TO
EMOTIONALLY CHARGED MATERIAL. Jeana R. Sorg, Dr. Roger L. Thomas* Franklin College.
See abstract [1C5]

Session 1D

Moderator

The Key
Bellarmine College

8:45 AM - 8:57 AM

Dr. Tom Wilson

CONNECTIONS BETWEEN ATTACHMENT STYLE AND PARENTAL RELATIONSHIPS. Jennifer
Arner, Theoden Procyson, Liz Watmough, Sarah Wood, Dr. Diana Punzo* Earlham College. See abstract
[1D1]

8:57 AM - 9:09 AM

RISK-TAKING AS AN ESCAPE FROM SELF-AWARENESS: SELF-ESTEEM AND RISK-TAKING.
Monika Piazza, Kerry Smith, Joseph T. J. Stewart II, Dr. Jennifer L. Butler* Wittenberg University. See
abstract [1D2]

9:09 AM - 9:21 AM

NICOTINE PATCHES IMPROVE REACTION TIMES, BUT NOT ACCURACY, IN A LEXICAL
DECISION TASK. Mark V. Gentry, Jonathan J. Hammersley, Christina R. Hale, Dr. Penny K. Nuwer,
Dr. Charles Meliska* University of Southern Indiana. See abstract [1D3]

9:21 AM - 9:33 AM

THE EFFECTS OF AN EXPERIMENTER'S DRESS AND ATTITUDE ON MAGICAL THINKING IN
PRESCHOOL CHILDREN. Christine M. Maitland, Dr. Belinda M. Wholeben* Rockford College. See
abstract [1D4]

9:33 AM - 9:45 AM

HIGH SCHOOL PEER IDENTITY, FAMILY BACKGROUND, SELF-APPRAISAL & DEPRESSION
Tammy Rawdon, Rosana Sotr, Samuel Jackson, Dr. Vytenis B. Damusis* Purdue University Calumet.
See abstract [1D5]

Session 1E**Moderator**

8:45 AM - 8:57 AM

Dr. Larry Boehm

CHILDREN'S PSYCHOLOGICAL ADJUSTMENT TO BLENDED FAMILIES. Valerie L. DeVillez, Dr. William Addison* Eastern Illinois University. See abstract [1E1]

8:57 AM - 9:09 AM

AUDIENCE PRESSURE AND PERFORMANCE: DO MEN FEEL LESS ANXIETY THAN WOMEN? Gwenneth Smith, Erica Salinas, Tonya Harrison, Dr. Jennifer Butler* Wittenberg University. See abstract [1E2]

9:09 AM - 9:21 AM

THE INFLUENCE OF OBSESSIVE-COMPULSIVE PERSONALITY TRAITS AND MOTIVATION ON PERSISTENCE. John Paulson, Andy Crawford, Dr. Robert Schuette* University of Evansville. See abstract [1E3]

9:21 AM - 9:33 AM

CASUAL UNCERTAINTY AND DEPRESSIVE SYMPTOMATOLOGY: APPRAISAL AND COPING AS MEDIATING VARIABLES. Kevin L. Rand, Cruz Moran, Dr. Edward C. Chang* Northern Kentucky University. See abstract [1E4]

9:33 AM - 9:45 AM

CREATIVITY AND MOOD LABILITY IN A NONCLINICAL SAMPLE. Cathy D. Schoonover, Dr. William Addison* Eastern Illinois University. See abstract [1E5]

Session 2A**Moderator**

9:55 AM - 10:07 AM

Dr. Maria McClean

EFFECTS OF SPEAKER ACCENT ON LISTENER PERSONALITY ATTRIBUTIONS AND COMPREHENSION LEVELS. Misty A. Robinson, Dr. Terri Bonebright* DePauw University. See abstract [2A1]

10:07 AM - 10:19 AM

DIFFERENCES IN THE DEPRESSION LEVELS OF SMOKERS AND NON-SMOKERS. Barbara Smith, Dr. Thomas Wilson* Bellarmine College. See abstract [2A2]

10:19 AM - 10:31 AM

THE RELATIONSHIP BETWEEN THE TYPE OF SECONDARY SCHOOL ATTENDED AND OVERALL COLLEGE SUCCESS. Kevin L. Boblitt, Elizabeth E. Smith, Dr. Chi-en Hwang* Cedarville College. See abstract [2A3]

10:31 AM - 10:43 AM

EXPLORING GENDER DIFFERENCES IN THE EXPRESSION OF ANGER. Rhiannon L. Brecher, Dr. John A. Halpin* Eureka College. See abstract [2A4]

10:43 AM - 10:55 AM

EFFECT OF CUED IMAGE FORMATION ON THE BIZARRENESSE EFFECT. Libby Bargo, Dr. Lawrence Boehm* Thomas More College. See abstract [2A5]

Basement Conference Room**Thomas More College****Faculty/Staff Lounge****Thomas More College**

Session 2B
Moderator
Alumni Lounge
Rockford College

9:55 AM - 10:07 AM

Dr. Christine Bruun

BODY IMAGE AND FOOD: A STUDY OF MOTHERS AND DAUGHTERS Kri Noel Anderson, Dr. Patricia L. Linn* Antioch College. See abstract [2B1]

10:07 AM - 10:19 AM

SOCIAL EFFECTS ON ANOINTING BEHAVIOR IN CAPUCHINS (CEBUS APELLA). Tina M. Giblet, David A. Brown, Dr. Sarah T. Boysen* The Ohio State University. See abstract [2B2]

10:19 AM - 10:31 AM

A COMPARISON OF GENDER AND SEXUAL PREFERENCE IN A MATE SELECTION EXPERIMENT WITH INTERNET PERSONAL ADS. Stephanie N. Desmond, Jeff Kessen, Dr. Lawrence Boehm* Thomas More College. See abstract [2B3]

10:31 AM - 10:43 AM

AUTHORITARIAN LABELING, PERCEPTIONS, AND AGE. John D. Allen, Joy G. Kerr, Paulette Hill, Dr. Thomas Wilson* Bellarmine College. See abstract [2B4]

10:43 AM - 10:55 AM

LEADERSHIP ABILITY, CAREER CRYSTALLIZATION, AND SELF-ESTEEM AMONG WOMEN AT SINGLE-SEX AND COEDUCATIONAL COLLEGES. F. Joseph Bader, Jeffrey E. Stines, Dr. Charles Blaich* Wabash College. See abstract [2B5]

Session 2C
Moderator
Student Lounge
University of Southern Indiana

9:55 AM - 10:07 AM

Dr. Charles Melisak

GENDER VARIATIONS IN PERCEIVED ATTRACTIVENESS BASED ON CLOTHING STYLE. Leslie Green, Dr. Richard Shuntich* Eastern Kentucky University. See abstract [2C1]

10:07 AM - 10:19 AM

ESCAPING THE SELF THROUGH RISK: THE EFFECTS OF GENDER. Joseph T. J. Stewart II, Monika Piazza, Kerry Smith, Dr. Jennifer Butler* Wittenberg University. See abstract [2C2]

10:19 AM - 10:31 AM

THE PERCEPTION OF ATTRACTIVE WOMEN BY YOUNG MEN. David J. Bisbee, Nathaniel M. Quinn, Dr. Charles Blaich* Wabash College. See abstract [2C3]

10:31 AM - 10:43 AM

EARLY LITERACY EFFECTS ON COLLEGE STUDENTS. Monica D. Coons, Dr. Roger L. Thomas* Franklin College. See abstract [2C4]

10:43 AM - 10:55 AM

ROMANTIC JEALOUSY AND LEVELS OF SELF-ESTEEM IN MALE AND FEMALE COLLEGE STUDENTS. Sarah Landwehr, Raechell Hawkins, Abryana Dwyer, Dr. David Jones* Westminster College. See abstract [2C5]

Session 2D
Moderator
The Key
Eastern Illinois University

9:55 AM - 10:07 AM

Dr. Geni Lenihan

THE EFFECTS OF ROTATION OF PRIMED OBJECTS ON AN EXPLICIT LEARNING GROUP AND AN INCIDENTAL LEARNING GROUP. Daniel J. Castillo, Dr. Kathleen Stetter* University of Wisconsin Oshkosh. See abstract [2D1]

10:07 AM - 10:19 AM

THE EFFECTS OF MOOD ON PROBLEM SOLVING. Allison J. Blyeth, Dr. Roger Thomas* Franklin College. See abstract [2D2]

10:19 AM - 10:31 AM

THE EFFECTS OF CHANGING GENDER ROLES ON SELF-DISCLOSURE. Erin Bush, Mary Brueggemann, Sarah Kennish, Dr. David Jones* Westminster College. See abstract [2D3]

10:31 AM - 10:43 AM

THE MENTAL REPRESENTATION OF SOCIAL CATEGORY SUBTYPES. Lisa Lu, Dr. Jeffrey Sherman* Northwestern University. See abstract [2D4]

10:43 AM - 10:55 AM

EFFECT OF LEARNING STYLE AND PRESENTATION RICHNESS ON WORD RECALL. Vince Palermo, Carla M. Gibson, Steve McMullin, Dr. Ted Jaeger* Westminster College. See abstract [2D5]

Session 2E**Moderator**

9:55 AM - 10:07 AM

Dr. Ronan Bernas

EFFECT OF PHYSICAL SELF-CONCEPT ON MEMORY. Serenedy Smith, Dr. Roger L. Thomas* Franklin College. See abstract [2E1]

10:07 AM - 10:19 AM

EXPERIENCED GUILT, CLOSE FRIENDS, SIBLINGS AND THE BLACKJACK PLAYER. Nick Hawkins, Gary Gonzalez, Dave Dickens, Vytenis B. Damusis* Purdue University Calumet. See abstract [2E2]

10:19 AM - 10:31 AM

EFFECTS OF A STRESS MANAGEMENT PROGRAM. Jennifer L. Phillips, Dr. Darin Ahlm* DePauw University. See abstract [2E3]

10:31 AM - 10:43 AM

DIFFERENCE IN DEGREES OF PREJUDICE AGAINST LESBIANS AND GAY MEN. John L. Welsh, Dr. Richard Shuntich* Eastern Kentucky University. See abstract [2E4]

10:43 AM - 10:55 AM

GENDER DIFFERENCES IN TIME ALLOCATION OF DIRECTED AND NON-DIRECTED ACTIVITIES AMONG EARLY ADOLESCENTS. Melissa Noel Young, Dr. Belinda Wholeben* Rockford College. See abstract [2E5]

Session 3A**Moderator**

11:05 AM - 11:17 AM

Dr. Marie Roman

ACADEMIC CHOICES, ATTITUDES, PERSONALITY AND ACHIEVEMENT OF UNDERGRADUATE PSYCHOLOGY MAJORS. Dorie Adams, Carrie Brasser, Amy Davis, Dr. Vytenis B. Damusis* Purdue University Calumet. See abstract [3A1]

11:17 AM - 11:29 AM

EXPRESSED RACIAL PREFERENCES AND SELF-IDENTIFICATION IN KINDERGARTNERS: A LOOK AT THE FUNCTION OF GENDER AND SOCIAL CLIMATE. Sunlee L. Rothblatt, Dr. Patricia Linn* Antioch College. See abstract [3A2]

11:29 AM - 11:41 AM

EXAMINING THE RELATIONSHIP BETWEEN RELIGIOUS FUNDAMENTALISM AND PREJUDICE AT A SMALL SOUTHERN COLLEGE. William Presswood, Randy Joiner, Amanda Ball, Ellen Vaughn, Dr. Cynthia Golledge*, Dr. Christy Price* Dalton College. See abstract [3A3]

11:41 AM - 11:53 AM

EFFECTS OF SELF-ESTEEM AND GENDER ON ACADEMIC AND NON-ACADEMIC ACHIEVEMENT. Erin C. Arnold, Heather E. Dane, Dr. Pamela Popsom* DePauw University. See abstract [3A4]

11:53 AM - 12:05 PM

PROCRASTINATION: A COMPARISON OF ACADEMIC PROCRASTINATION AMONG DIFFERENT FIELD OF STUDY. Joann M. Lau, Dr. Thomas Wilson* Bellarmine College. See abstract [3A5]

Basement Conference Room**Eastern Illinois University****Faculty/Staff Lounge****Rockford College**

Session 3B**Moderator****Dr. Gary Canivez****Alumni Lounge
Eastern Illinois University**

11:05 AM - 11:17 AM

THE EFFECT OF PERCEIVED AGE ON ATTRACTIVENESS RATINGS. Benjamin R. Bookie, Chrissy Rising, Dr. Chi-en Hwang* Cedarville College. See abstract [3B1]

11:17 AM - 11:29 AM

THE RELATIONSHIP BETWEEN HOMOPHOBIA AND SEX ROLE STEREOTYPING ON RATINGS OF ATTRACTIVENESS OF SAME SEX INDIVIDUALS. Tonya R. Faulkner, Dr. Catherine A. Clement* Eastern Kentucky University. See abstract [3B2]

11:29 AM - 11:41 AM

A COMPARISON OF THE EFFECTS OF RELAXING AUDITORY AND OLFACTORY STIMULATION ON TEST PERFORMANCE. Erica Baughman, Chad Bixler, Dr. Roger L. Thomas* Franklin College. See abstract [3B3]

11:41 AM - 11:53 AM

THE STUDENT WELL-BEING PROJECT. Laura Amos, Nathan Larson, Alyssa Weddle, Dayna Zmiky, Dr. Victoria Hilkevitch Bedford* University of Indianapolis. See abstract [3B4]

11:53 AM - 12:05 PM

THE EFFECTS OF HANDEDNESS AND GENDER ON MENTAL ROTATION PERFORMANCE. Vickie R. Buse, Dr. Charles Meliska* University of Southern Indiana. See abstract [3B5]

Session 3C**Moderator****Dr. Bonnie Bowers****Student Lounge
University of Southern Indiana**

11:05 AM - 11:17 AM

MEDIATING EFFECTS OF GENDER ON JUDGMENTS OF THE USE OF FORCE BY AUTHORITY FIGURES. Andrea L. Buuck, Dr. Roger L. Terry* Hanover College. See abstract [3C1]

11:17 AM - 11:29 AM

THE EFFECTS OF THREE TYPES OF MUSIC ON RISK-TAKING, SOCIAL AFFILIATION, AND ACTIVITY LEVEL IN RATS (RATTUS NORVEGICUS) Andrew J. O'Brien, Dr. Kathleen R. Stetter* University of Wisconsin Oshkosh. See abstract [3C2]

11:29 AM - 11:41 AM

GENDER STEREOTYPING AND AGE. Maria Hennessey, Dr. Thomas Wilson* Bellarmine College. See abstract [3C3]

11:41 AM - 11:53 AM

SENSATION SEEKING AND MALE SEXUAL FANTASY. Corey D. Barnard, Jacob K. Heffernan, Dr. Charles Blaich* Wabash College. See abstract [3C4]

11:53 AM - 12:05 PM

THE INTERRACIAL ATTRACTION OF CAUCASION-AMERICANS TO AFRICAN-AMERICANS OF OPPOSITE GENDER AS COMPARED TO ATTRACTION BETWEEN THOSE OF IDENTICAL ETHNIC BACKGROUN. Rachael E. Ayres, Jared L. Skillings, Dr. Chi-en Hwang* Cedarville College. See abstract [3C5]

Session 3D**Moderator**

11:05 AM - 11:17 AM

Dr. Cheryl Sommers**The Key
Eastern Illinois University**

BRAIN HEMISPHERE DOMINANCE AND VISUAL/AUDITORY LEARNING STYLES. MATHEMATICAL AND ART/MUSIC ABILITY, HANDEDNESS, FOREIGN LANGUAGE STUDY, AND GENDER. Sara Martin, Cathy Mosley, Kelli Reidford, Ginger Talsma, Dr. Charles Meliska* University of Southern Indiana. See abstract [3D1]

11:17 AM - 11:29 AM

EFFECTS OF PHYSICAL ATTRACTIVENESS AND ECONOMIC LEVEL ON JUROR PERCEPTION. Kristin L. Herrmann, Dr. Roger L. Thomas* Franklin College. See abstract [3D2]

11:29 AM - 11:41 AM

A STUDY ON THE PERCEPTIONS OF CEDARVILLE COLLEGE STUDENTS CONCERNING SEXUAL ABUSE. Saranne E. Emery, Dr. Chi-en Hwang* Cedarville College. See abstract [3D3]

11:41 AM - 11:53 AM

SOCCER PLAYERS HOSTILITY LEVELS AS A RESULT OF GENDER, GAME OUTCOME, AND GAME PREPARATION. Garrett Andrews, Emily Boling, Kerrie Burns, Dr. David Jones* Westminster College. See abstract [3D4]

11:53 AM - 12:05 PM

THE GENESIS OF RELIGIOUS DISSONANCE: CONFLICTING RELIGIOUS COGNITIONS AS BASES FOR ATTITUDINAL AND BEHAVIORAL CHANGE. David B. Feldman, Dr. Terri Bonebright* DePauw University. See abstract [3D5]

Session 3E**Moderator**

11:05 AM - 11:17 AM

Dr. Mark Jackson**Basement Conference Room
University of Southern Indiana**

TEMPERATURE PERCEPTION AS A FUNCTION OF COGNITIVE DEMAND. Brendan M. Baird, Dr. Thomas Wilson* Bellarmine College. See abstract [3E1]

11:17 AM - 11:29 AM

EFFECTS OF FEEDBACK ON RADIOLOGIC DISCREPANCY. Christopher Bull, Dr. Charles Blaich* Wabash College. See abstract [3E2]

11:29 AM - 11:41 AM

PUTTING THE ID IN THE AD: EFFECTS OF EMBEDDED SEXUAL STIMULI ON ADVERTISEMENT RATINGS. E. Casey Tischner, Dr. Maria McLean* Thomas More College. See abstract [3E3]

11:41 AM - 11:53 AM

EFFECT OF CONTEXTUAL ELEMENTS AND LIGHTNESS ON ESTIMATION OF LETTER SIZES. Nicholas A. Guenzel, Dr. Ted Jaeger* Westminster College*. See abstract [3E4]

11:53 AM - 12:05 PM

FACTORS AIDING THE RESILIENCE OF ADULT CHILDREN OF ALCOHOLICS. Shauna E. Summers, Dr. Chi-en Hwang* Cedarville College. See abstract [3E5]

Session 4A**Moderator**

1:45 PM - 1:57 PM

Dr. Chi-en Hwang**Faculty/Staff Lounge
Cedarville College**

THE INCONSISTENCY OF MORAL DEVELOPMENT MEASURES. Bruce McGhee, Dr. Thomas Wilson* Bellarmine College. See abstract [4A1]

1:57 PM - 2:09 PM

THE RELATIONSHIP BETWEEN ACADEMIC BURNOUT AND PERFECTIONISM IN COLLEGE STUDENTS. Brandy L. Stoops, Dr. William Addison* Eastern Illinois University. See abstract [4A2]

2:09 PM - 2:21 PM

ACADEMIC TASK PREFERENCE AND PERFORMANCE BASED ON LEARNING TYPES. James E. Johnson, Dr. Roger L. Thomas* Franklin College. See abstract [4A3]

2:21 PM - 2:33 PM

AUDIENCE PRESSURE AND PERFORMANCE: DOES GENDER MATTER? Erica Salinas, Tonya Harrison, Gwenneth Smith, Dr. Jennifer Butler* Wittenberg University. See abstract [4A4]

2:33 PM - 2:45 PM

HORN-HONKING BEHAVIOR AS RESULT OF DRIVER IDENTIFICATION. Andrew Krempp, Dr. Charles Blaich* Wabash College. See abstract [4A5]

Session 4B**Moderator**

1:45 PM - 1:57 PM

Dr. Angie Becker**Alumni Lounge
Indiana University--Kokomo**

GENERAL DEPRESSION AND PERSONALITY: EXPLORATION WITH A COLLEGE SAMPLE. Jaime Hardesty, Janet Peterson, Patrick Feeney, Dr. Vytenis B. Damusis* Purdue University Calumet. See abstract [4B1]

1:57 PM - 2:09 PM

THE EFFECTS OF A GAY/LESBIAN PANEL DISCUSSION ON STUDENT ATTITUDES. Mary B. Tur, Dr. Laurel Camp* Marian College. See abstract [4B2]

2:09 PM - 2:21 PM

THE EFFECTS OF PLAYER AGGRESSION IN SPORTS ON SPECTATOR ENJOYMENT. Robert Iliff, Dr. Thomas Wilson* Bellarmine College. See abstract [4B3]

2:21 PM - 2:33 PM

EFFECT OF AGE AND ANGLE ON THE MENTAL ROTATION OF LETTERS. Robert D. Mather, Jon M. freiger, Carey L. Wilson, Dr. Theodore Jaeger* Westminster College. See abstract [4B4]

2:33 PM - 2:45 PM

IDENTIFICATION OF HIGH-SCHOOL BASED RESOURCES FOR BEREAVED ADOLESCENTS. Christine Simpson, Dr. Angela Becker* Indiana University Kokomo. See abstract [4B5]

Session 4C**Moderator**

1:45 PM - 1:57 PM

Dr. Pam Propsom**Student Lounge
DePauw University**

PROGRESS TOWARDS OBJECTIVE DIAGNOSTIC CRITERIA FOR FIBROYALGIA Heather Lugar, Heidi Harriman* Eastern Illinois University. See abstract [4C1]

1:57 PM - 2:09 PM

PHONOLOGICAL AFFECTS ON SKILLED VERSES UNSKILLED READERS. Melissa A. Lueken, Paul Laudeman, Anne Price, Lee Ann Eakins, Dr. Penny Nuwer* University of Southern Indiana. See abstract [4C2]

2:09 PM - 2:21 PM

RELATIONSHIP BETWEEN LEARNING STYLES AND ALCOHOL CONSUMPTION AMONG COLLEGE STUDENTS. Paul Whitbeck, Eric Richards, Dr. Roger Thomas* Franklin College. See abstract [4C3]

2:21 PM - 2:33 PM

PHYSICAL ATTRACTIVENESS AND THE "CLOSING TIME" EFFECT. Chad Tabor, Dr. Charles Blaich* Wabash College. See abstract [4C4]

2:33 PM - 2:45 PM

THE EFFECTS OF PROSPECT FRAME AND PHOBLEM ARENA ON RISKY DECISION MAKING. Lisa M. Miller, Aaron Schmidt, Dr. Herbert Colle* Wright State University. See abstract [4C5]

**Session 4D
Moderator****Dr. Susan Jackson-Walker****The Key
University of Indianapolis**

1:45 PM - 1:57 PM

RELATIONSHIPS BETWEEN RELIGIOSITY, SEXUAL ATTITUDES, AND MACHIAVELLIANISM. Murray Skees, Dr. Heidi Jensen* Thomas More College. See abstract [4D1]

1:57 PM - 2:09 PM

CHARACTERISTICS OF RESERACH VOLUNTEERS. Michael Biberstine, Cary Richey, Dr. Charles Blaich* Wabash College. See abstract [4D2]

2:09 PM - 2:21 PM

CULTURAL IDENTITY AND ACCULTURATIVE STRESS AMONG ASIAN STUDENTS IN AN AMERICAN UNIVERSITY. Christoffer Andreas Mansby, Dr. Ronan S. Bernas* Eastern Illinois University. See abstract [4D3]

2:21 PM - 2:33 PM

THE INFLUENCE AND IMPACT OF A MORAL THEOLOGY COURSE ON THE MORAL DEVELOPMENT AND REASONING SKILLS OF ROMAN CATHOLIC SEMINARIANS IN A SCHOOL OF THEOLOGY. Mark T. Spratt, Dr. Thomas E Holsworth*, Dr. David Denz* Saint Meinrad College. See abstract [4D4]

2:33 PM - 2:45 PM

AUDIENCE PRESSURE AND PERFORMANCE: DO WOMEN SUFFER FROM STEREOTYPES? Tonya Harrison, Gwenneth Smith, Erica Salinas, Dr. Jennifer Butler* Wittenberg University. See abstract [4D5]

**Session 4E
Moderator****Dr. Roger Terry****Basement Conference Room
Hanover College**

1:45 PM - 1:57 PM

CAREER OPPORTUNITIES AND SKILLS FOR THE PSYCHOLOGY MAJOR. Kimberly A. Hall, Andrea D. Nolcox, Dr. John G. Fetterman* Indiana University-Purdue University of Indianapolis. See abstract [4E1]

1:57 PM - 2:09 PM

EFFECTS OF INTROVERSION/EXTROVERSION AND STYLE OF INTRODUCTION ON RECALL OF NAMES. Sarah Kennish, Jill Cress, Erin Bush, Dr. Ted Jaeger* Westminster College. See abstract [4E2]

2:09 PM - 2:21 PM

A STUDY OF SOCIAL CONFORMITY AS RELATED TO FRATERNITY MEMBERSHIP. Charles A. Roy, S. Joshua Wagner, Dr. Charles Blaich* Wabash College. See abstract [4E3]

2:21 PM - 2:33 PM

PSYCHOLOGICAL EFFECTS OF SEVERE INJURY: DISSOCIATION IN THE TRAUMA PATIENT. Natalie C. Blevins, Dr. Christopher Peterson* University of Michigan, Ann Arbor. See abstract [4E4]

2:33 PM - 2:45 PM

PREDICTED MISBEHAVIOR AS A FUNCTION OF APPEARANCE AND FAMILY PROFILE. Shelly Anders, Wendy Greengoss, Dr. Roger L. Thomas* Franklin College. See abstract [4E5]

Session 5P

Poster Session

Franklin Room

DISTINGUISHING COGNITIVE AND EMOTIONAL FACETS UNDERLYING COLLEGE STUDENTS' LEARNING PROPENSITY. Mark C. Lutterbeck, Stephanie A. Varney, Kristopher M. Rekers, Kevin L. Rand, Cruz Moran, Daniel R. Strunk, Dr. Edward C. Chang* Northern Kentucky University. See abstract [5P11]

THE EFFECTS OF PARENTAL ALCOHOLISM ON CHILDREN Christy West, Dr. Richard Shuntich* Eastern Kentucky University. See abstract [5P12]

RELATIONS BETWEEN TEASING IN CHILDHOOD AND SELF-ESTEEM LATER IN LIFE Amy M. Alexander, Dr. Cheryl Sputa-Somers*. Eastern Illinois University. See abstract [5P13]

CULTURAL DIFFERENCES IN MOOD AND LIFE SATISFACTION BETWEEN SPANISH AND AMERICAN COLLEGE STUDENTS: A PRELIMINARY INVESTIGATION. Cruz Moran, Kevin L. Rand, Michael R. Wagner, Dr. Edward C. Chang* Northern Kentucky University. See abstract [5P14]

SELF-ESTEEM AS A MEDIATOR OF PSYCHOLOGICAL ADJUSTMENT: RELATIONS TO HOPELESSNESS AND DEPRESSIVE SYMPTOMS IN AN ADOLESCENT POPULATION. Kristopher M. Rekers, Dana M. Bohart, Stephanie A. Varney, Cruz Moran, Kevin L. Rand, Dr. Edward C. Chang* Northern Kentucky University. See abstract [5P15]

INDIVIDUAL DIFFERENCES IN DYSPHORIA: RELATIONS TO APPRAISALS, COPING, AND ADJUSTMENT. Daniel R. Strunk, Kevin L. Rand, Cruz Moran, Dr. Edward C. Chang* Northern Kentucky University. See abstract [5P16]

PSYCHOLOGICAL ADJUSTMENT IN HIGH SCHOOL STUDENTS: DISTINGUISHING BETWEEN PREDICTORS OF SUICIDE IDEATION AND LIFE SATISFACTION. Stephanie A. Varney, Kristopher M. Rekers, Cruz Moran, Kevin L. Rand, Dana M. Bohart, Dr. Edward C. Chang* Northern Kentucky University. See abstract [5P17]

HOPE, PROBLEM-SOLVING ABILITY, AND COPING IN A COLLEGE POPULATION. Michael R. Wagner, Cruz Moran, Kevin L. Rand, Dr. Edward C. Chang* Northern Kentucky University. See abstract [5P18]

THE RELATIONSHIPS BETWEEN AFFECT AND RISK. Kris Schnur, Nick Rutan, Dr. Charles Blaich* Wabash College. See abstract [5P19]

PREDICTIVE AND CONSTRUCT VALIDITY OF THE DEVELOPING COGNITIVE ABILITIES TEST: RELATIONSHIPS WITH THE IOWA TEST OF BASIC SKILLS. Lindsay A. Barton, Dr. Gary Canivez* Eastern Illinois University. See abstract [5P20]

THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND OFFICE PERSONALIZATION. Stacy Fischer, Dr. Meredith Wells* Eastern Kentucky University. See abstract [5P21]

SPREADING THE WORD: HOW PROSPECTIVE STUDENTS FIND OUT ABOUT ANTIOCH COLLEGE. Kari Riskedahl, Ann Theis, Imani Wormum, Dr. Pat Linn* Antioch College. See abstract [5P22]

NEED & ILLUSORY CONTROL: AVOIDANCE RESPONSES TO AN AVERSIVE STIMULUS. Melissa A. Curran, Nancy L. Johll, Dr. Paul Biner* Ball State University. See abstract [5P23]

GAY BY ASSOCIATION: THE EFFECTS OF LABELING ON COURTESY STIGMA Cheryl E. Henson, Dr. Robert W. Mitchell* Eastern Kentucky University. See abstract [5P24]

AN EXPLORATION OF PERSONALITY TYPES, PARENTING STYLES, AND THE POTENTIAL FOR PHYSICAL CHILD ABUSE. April J. Havener, Dr. Roger Ware*. Indiana University-Purdue University at Indianapolis. See abstract [5P25]

THE ROLE OF PARENTS' EATING ATTITUDES IN COLLEGE STUDENTS' EATING PROBLEMS: COMPARING PARENTS' AND STUDENTS' PERCEPTIONS. Tara Dillon, Nathan Larson, Dr. Susan Jackson-Walker* University of Indianapolis. See abstract [5P26]

AN INVESTIGATION OF THE AUTOKINETIC EFFECT INVOLVING SUGGESTION, REFERENCE POINT, AND COLOR
Ellie L. Feldmann, Dr. Kathleen Stetter*. University of Wisconsin-Oshkosh. See abstract [5P27]

DIFFERENTIAL EFFECTS OF IMMEDIATE AND DELAYED REINFORCEMENT ON RUNNING SPEED OF
SPONTANEOUSLY HYPERTENSIVE AND WISTAR RATS. Delores Gunderson, Patrisha Drehfal, Dr. Kathleen Stetter*.
University of Wisconsin-Oshkosh. See abstract [5P28]

Abstracts

[1A1] PERCEPTUAL STRUCTURE OF DISTRESS AND ITS RELATION TO BABY CRIES Kate E. Murray, Dr. Terri L. Bonebright* DePauw University, Dr. Daniel W. Leger* University of Nebraska-Lincoln.

Sixty-four undergraduate psychology students listened to forty baby cry pulses and sorted or rated them according to perceived levels of distress. The cry pulses were analyzed using acoustic variables which include measures of duration, fundamental frequency and amplitude. A multidimensional scaling analysis of the sorting data regressed in the solution space suggesting a systematic underlying perceptual structure for the perception of the baby cries. The scaling solution illustrated that the long duration, high frequency change, high average intensity and high values of high frequency all related to the stimuli which were perceived to be in high distress, while the opposite values were related to low distress stimuli. These findings indicate that a sorting task can be used successfully for the investigation of such auditory events and for furthering knowledge about the perceptual structure.

[1A2] RELATIONS BETWEEN SEXUAL EDUCATION AND ADOLESCENTS SEXUAL BEHAVIOR. Mathew W. Eaves, Dr. Cheryl L. Somers* Eastern Illinois University.

The purpose of this study was to explore the relations between timing of sex education and adolescents' sexual behaviors. The specific research questions were: 1) Is timing of sex education related to frequency of sexual behavior?; and 2) Is timing of sex education related to onset of experimentation with sexual intercourse? Subjects in this study were 157 boys (n=63) and girls (n=95) in the ninth through twelfth grades. Questionnaires included a demographics section, questions about sex education history, sexual behaviors, and age of first sexual intercourse. Results showed that there were two main findings in this study: 1) Earlier learning about the consequences of teen pregnancy and earlier learning about love and/or marriage was correlated with later onset of sexual intercourse. This indicates that school sex education can be beneficial; 2) However, earlier learning about some individual topics was correlated with more frequent occurrences of certain sexual behaviors. This suggests that schools should not only concentrate on the timing of sexual education but also on what is taught in those classes. Implications for interpretation of existing research and for consideration of future research are discussed.

[1A3] RISK-TAKING AS A FORM OF ESCAPE FROM SELF-AWARENESS. Kerry Smith, Joseph T. J. Stewart II, Monika Piazza, Dr. Jennifer Butler* Wittenberg University.

Research has shown that negative self-awareness leads to escaping the self. People will take the first option available that seems to be stimulating enough, such as risks, to distract them from negative thoughts about the self. The current study attempts to show that negative self-awareness leads to risk-taking. More specifically, people who are painfully self-aware should be more likely to take risks as a means to escape negative self-awareness.

First, college students completed self-esteem and self-consciousness measures. Next, they wrote an autobiographical narrative. Participants in the high self-awareness condition wrote a story in which they were either accepted or rejected by a group. Those in the low self-awareness condition wrote a story either about their favorite teacher or their least favorite teacher. To check self-awareness, narratives were coded for the frequency of personal pronouns. Next, they were given the choice to either write another story, thus remaining in a state of self-awareness, or take a risk of a second, potentially painful task, thus escaping self-awareness.

We hypothesized that when participants experienced high, negative self-awareness, they would choose to escape by taking a risk. Conversely, when they experienced either positive or low self-awareness, they would not feel the need to escape. Results are expected to confirm these hypotheses.

This study may help explain why certain people may take risks by using drugs, joining gangs or engaging in violent behavior. They may be simply looking for a quick and effective way to avoid thinking negative thoughts about the self.

[1A4] THE EFFECTS OF INSTRUCTIONAL STRATEGIES ON LONG-TERM RETENTION IN UNDERGRADUATE PSYCHOLOGY STUDENTS. Adrienne M. Bickel, Dr. Rolf Daniel* Saint Francis College.

Fifty-one general psychology students, divided into two groups, attended a lecture on Anorexia Nervosa. Each group was given a different instructional method. In order to determine the level of retention, one class was informed that the lecture material was beneficial to them, yet they would not be graded on it. The second class was instructed to take notes and prepare for a test to be given at a later specified time. All students were tested over the material during the next class meeting, and approximately one month later. By conducting a two-way ANOVA with repeated measures it is expected that the students who prepared for testing would, on the first test, outperform the students who did not study. On the second test, it is expected that the students who did not prepare would outperform the students who originally prepared. Results could indicate that instructional methods could effect and even lower levels of retention.

[1A5] NICOTINE CIGARETTES AND NICOTINE PATCHES POSITIVELY INFLUENCE MOOD STATE. Jonathan J. Hammersley, Mark V. Gentry, Dr. Charles J. Meliska* University of Southern Indiana.

The present study examined the effects of both nicotine cigarette and nicotine patch on the mood state of college students. Participants were 8 students attending the University of Southern Indiana who reported habitually smoking at least 12 cigarettes per day. Participants were randomly assigned to one of four treatments for each session: nicotine cigarette, placebo cigarette, nicotine patch, or placebo patch. All participants were asked to abstain from smoking at least 2 hours before each of 4 sessions, and compliance was tested by measuring the carbon monoxide level at the beginning of each session. After each treatment, participants were measured on seven different mood states (tension-anxiety, depression-dejection, anger-hostility, fatigue, confusion, vigor, and friendliness) and total mood disturbance using the Profile of Mood States (Educational and Industrial Testing Service, 1992). In a within-subjects design, participants scored significantly higher in friendliness after smoking a nicotine cigarette compared to a placebo cigarette, and scored significantly lower in confusion after smoking a nicotine cigarette compared to a placebo patch. Participants wearing a nicotine patch scored significantly lower in tension-anxiety, confusion, depression-dejection, and global mood disturbance, and significantly higher in friendliness and vigor compared to a placebo patch. Participants wearing a nicotine patch also scored significantly lower in anxiety and fatigue than those smoking a nicotine cigarette. No significant differences were found in mood state between placebo cigarette and placebo patch. Results suggest that the absorption of nicotine, inhaled or transdermal, can improve mood state, especially in habitual smokers.

[1B1] THE EFFECTS OF COGNITIVE RESTRUCTURING, RELAXATION TRAINING, AND STUDY SKILLS ON TEST PERFORMANCE AND TEST ANXIETY. Deborah Finke, Shannon Hall, Mara Steinhour, Dr. Christine Bruun* Rockford College.

Twenty-four undergraduate students were randomly assigned to three experimental groups and one control group. One group participated in cognitive restructuring, a second were training in relaxation techniques, a third learned study skills, and the control group received no intervention. All groups took the State-Trait Anxiety Inventory (were given only the State Anxiety section), Test Anxiety Inventory, and practice GRE test questions as pre- and post-tests. It was predicted that subjects in both the cognitive restructuring and relaxation groups would decrease in both state and test anxiety with no improvement in GRE scores. Also, it was predicted that subjects in the study skills group would decrease in both state and test anxiety with an increase in GRE scores. Finally, it was predicted that subjects in the control group would remain constant on all measures. This study was designed as a pilot project to learn which aspects of test anxiety provide the most beneficial means of overcoming test anxiety. The results will be used to implement a test anxiety management program at Rockford College.

[1B2] PERCEIVED SIZE OF COMMON OBJECTS ARRANGED IN A MACH PATTERN. Jill Cress, Dr. Ted Jaeger* Westminster College.

The study examined to what extent lateral inhibition affected the perception of size of common objects when they are arranged in a Mach pattern. The particular pattern used had three small and three large objects at the left and right ends respectively, and a gradient of sizes was in between. Each of the 24 participants was presented twelve different patterns of common objects (e.g. mailboxes, raindrops, hands, airplanes) and was asked to identify the perceived smallest and largest object in the pattern. It was found that the twelve patterns produced equivalent judgments and that the third object from the left was identified as smallest more often than could be explained by chance and that the third object from the right was identified as largest more often than could be explained by chance. The results extend older findings with line patterns by indicating that outline drawings of common objects also produce lateral inhibition when arranged in a Mach pattern.

[1B3] THE EFFECTS OF PRIOR EXPECTATIONS ON THEATRICAL INTERPRETATION. Kellie E. Buchta, Dr. Roger Thomas* Franklin College.

Elaad, Ginton, and Shakhar (1994) found that when polygraph examiners based their decisions only on subjective evidence, they assigned guilt in accord with the personal information they received about the individual prior to administering the test. The present study examined the effect prior expectations have on the interpretation of theatrical productions, a subjective art form.

Undergraduate students read a positive review of a play, a negative review, or nothing prior to watching a recorded scene. Then they answered a series of questions regarding their interpretations of performance and design elements in the production. Results are expected to show that subjects' interpretations will be related to their prior expectations. These findings would demonstrate the importance of careful public relations work by theater companies and the influence drama critics may have on the public.

[1B4] THE MENTOR-STUDENT RELATIONSHIP AND ADOLESCENT ADJUSTMENT TO COLLEGE. Heather J. Meggers, Dr. Cathryn Pridal* Westminster College.

Adjustment to college is an important step in the development of adolescent identity through social and cognitive growth. Mentoring has been introduced as a possible intervention method to help adolescents adjust to college. Eighty-three college freshmen and eleven upper-class mentors from Westminster College participated in this study concerning the perceived impact of mentors on college adjustment. Participants were given a questionnaire that rated adjustment to college in four domains: academic, social, personal-emotional, and goal development/institutional attachment. They also completed a questionnaire that rated the perceived impact of their mentor on each domain of adjustment. A significant positive correlation was found between social adjustment and perceived social impact, goal/institutional adjustment and perceived goal/institutional impact, and total adjustment (over all four domains) and total perceived impact. These findings suggest that mentoring programs can be effective in facilitating adolescent adjustment to college.

[1B5] EFFECTS OF MUSIC VIDEOS AND GENDER ON PERCEPTION OF EMOTION IN FACES. Stefani Hathaway, Abryana Dwyer, Marisa Parkins, Dr. Ted Jaeger* Westminster College.

The researchers performed an experiment to determine whether emotional content of music videos would affect college students' perception of emotion in faces. Twenty-four male and female undergraduates rated the level of happiness and anger in eight pictures of faces. These participants were randomly assigned to three groups: a control group which rated the faces only; a group which first watched two videos with an angry tone; and a group which first saw two videos with a happy tone. A two-way ANOVA of preliminary data does not show any significant differences between the video presentation conditions or genders. Examination of means, however, suggests that any kind of video may elevate the level of emotion that is perceived in faces.

[1C1] THE EFFECT OF INFLUENCE TACTICS UPON GROUP PSYCHOLOGICAL ABUSE IN JEHOVAH'S WITNESSES. Tiffany Zimmerman, Dr. J. Michael Lopez* Cedarville College.

Research in the past has focused on influence in organizational cultures (Hinkin & Shriesheim, 1990, 1993; Littlepage, Van Hein, & Cohen, 1993; Yukl & Tracey, 1992; and Kipnis & Schmidt, 1980), however, the study of cultic influence is a relatively new study field. The current study examined the relationship between influence and psychological abuse in the Jehovah's Witnesses. A general demographic survey, the Influence Behavior Questionnaire (Yukl & Tracey, 1992), and the Group Psychological Abuse Scale (Chambers, Langone, Dole, & Grice, 1994) were sent to one hundred former Jehovah's Witnesses across the United States and Canada. Five surveys were also given to a support group for former Jehovah's Witnesses. Thirty-five responses were obtained and analyzed for their perceptions of influence and abuse within the Jehovah's Witnesses. The results were compared using an independent t-test, a linear regression test, and the Pearson correlation, and showed moderate significance between the two scales. The results from the Group Psychological Abuse Scale revealed high levels of abuse in the areas of Mind Control, Compliance, and Anxious Dependency.

[1C2] THE EFFECT OF CATEGORIZATION SALIENCE AND GROUP STATUS ON SOCIAL IDENTITY. Aaron M. Schmidt, Dr. Julia A. Haseleu*, Dr. Richard A. Page* Wright State University.

One hundred thirty-one undergraduates from Wright State University were divided into high and low status groups, purportedly based upon responses to an emotional intelligence measure (in actuality, subjects were randomly assigned to the high or low status groups). Subjects then participated in a decision making/jury task either independently (low status conditions) or with the other members of their status group (high salience conditions). After completing this task, subjects completed measures of in-group identification, intergroup comparisons, and the value placed on the elements differentiating high status groups from low status groups. It was hypothesized, based upon the Social Identity Theory (SIT), that subjects in the high status groups would show stronger identification with the in-group and that this effect would be moderated by salience. Similar effects were predicted for intergroup comparison measure. Finally, members of the high status group were expected to evaluate the distinguishing dimensions as more desirable than were the members of the low status group. A significant interaction was found between status and salience on in-group identification, as well as on intergroup comparisons. However, no significant effects were found for the subjective value of the distinguishing dimensions. These results give partial support for SIT but raise questions concerning what situations are best explained by SIT.

[1C3] RELIGIOUS ORIENTATION AND THE COPING PROCESS. Maranda A. Herbert, Dr. William Addison* Eastern Illinois University.

In order to examine the consistency between religious orientation and coping strategies, undergraduate psychology participants will complete a Religious Orientation Scale to identify the type of religious approach each individual takes (i.e., intrinsic, extrinsic, nonreligious), and an inventory designed to assess the strategies people use in responding to stress. A one-factor analysis of variance will be used to compare intrinsic, extrinsic, and nonreligious individuals' tendency to use certain types of coping strategies. I predict that participants with an extrinsic orientation will tend to use nonreligious coping activities significantly more frequently than intrinsically oriented participants. The findings will demonstrate the importance of religious orientation in the coping process, suggesting a need for more research on the role of religion in the coping process. The implications of the study are that counselors and clinicians need to discern clients' religious orientation in order to help them use their coping strategies more effectively.

[IC4] EFFECTS OF GOAL ORIENTATION ON CLASSROOM PERFORMANCE. Angela McLarty, Kristin Kaercher, Dr. Jennifer Butler* Wittenberg University.

The purpose of the investigation is to explore the effect of goal orientation on classroom performance. We propose that people who use success-approach strategies will be more prepared, confident in their abilities, and earn better grades than people who use failure-avoidant strategies.

In the beginning of the semester, participants completed questions about their goals for the course, expected grades, and goal orientation. Participants also completed a checklist of emotions experienced while considering class goals and academic performance. Prior to each exam, participants completed a series of questions about study habits and strategies. These responses were compared to final grades for the course.

Success-approach goals should be associated with greater motivation and more specific study strategies. These strategies should result in lower anxiety before exams and better grades. Failure-avoidant goals should be associated with self-handicapping strategies or procrastination to avoid negative thoughts about poor grades.

Goal orientation is an important factor in academic success. People who view their goals in terms of successes to be achieved are likely to take appropriate steps to reach their goals; they are motivated to learn and study earlier for exams. People who view their goals as standards they cannot fall below spend more time avoiding potential unpleasant failures; they feel anxious about studying, study less effectively and fail the exam. The key to success in academics is understanding that it is not just the outcome, but the way the outcome is framed that is important.

[IC5] THE EFFECT OF CONTRADICTORY STIMULI ON EMOTIONAL STATE AND REACTION TO EMOTIONALLY CHARGED MATERIAL. Jeana R. Sorg, Dr. Roger L. Thomas* Franklin College.

Visual capture is a perceptual and cognitive phenomenon in which vision is dominant over other senses when contradictory or ambiguous stimuli are presented (Rock & Harris, 1967; Posner, Nissen & Klein, 1976). To attempt to demonstrate visual capture in the context of emotion, introductory psychology students participated in one of four conditions. The four conditions consisted of positively valenced video images paired with negatively valenced music; negatively valenced video images paired with positively valenced music; positively valenced video images paired with positively valenced music, and negatively valenced video images paired with negatively valenced music.

The predicted result is that positively valenced video images paired with positively valenced music will have a more positive effect on emotional state than negatively valenced video images paired with negatively valenced music. When contradictory stimuli are presented, the predicted result is that visual images will have a more positive effect than auditory stimuli on emotional state. These results would lend support to the extension of visual capture to emotion.

[ID1] CONNECTIONS BETWEEN ATTACHMENT STYLE AND PARENTAL RELATIONSHIPS. Jennifer Arner, Theoden Procyson, Liz Watmough, Sarah Wood, Dr. Diana Punzo* Earlham College.

The difference in adult attachment style and attitudes about marriage between students who experienced positive and those who experienced negative parental relationships (relationships between primary caregivers) was investigated. Twenty-six female and 14 male Earlham College students completed a two-phase questionnaire aimed at determining an attachment style (secure, anxious or avoidant), views on marriage, and quality of parental relationship. Analysis of the questionnaires included placing participants in one of the three attachment style categories. No significant relationship was found for the quality of parental relationship and adult views on relationships and marriage. Approximately the same percentage of those in each attachment style described the parental relationship as negative. Secure participants, as opposed to anxious or avoidant participants, had a tendency to draw on a wider variety of experiences (personal relationships, observed relationships of parents and friends) when developing views on relationships and marriage. The majority of participants were secure and expected to marry. It was concluded from the results that many factors contribute to attachment style and marital views. In light of these findings, it may be important for researchers in the area of attachment to consider a wide range of factors, such as personal adaptability and resiliency, that may play a part in the development of a person's attachment style and views on relationships.

[ID2] RISK-TAKING AS AN ESCAPE FROM SELF-AWARENESS: SELF-ESTEEM AND RISK-TAKING. Monika Piazza, Kerry Smith, Joseph T. J. Stewart II, Dr. Jennifer L. Butler* Wittenberg University.

Why do people take such big risks? Research suggests there may be a link between self-esteem and risk-taking behaviors such as suicide, drug abuse, or aggressive behaviors. Self-esteem might predict risk-taking as a way to escape negative self-awareness. People with low-self-esteem should be more motivated to avoid negative thoughts of the self, thus becoming more willing to take risks. People with high self-esteem, by contrast, should be less threatened by negative thoughts of the self and thus less willing to take risks.

Eight participants completed a self-esteem measure, then wrote an autobiographical narrative. Half of the story instructions elicited self-awareness; half did not. In the positive thoughts condition, participants either wrote a story about being accepted into a group or about a favorite professor. In the negative thoughts condition, participants either wrote a story about being rejected by a group or about a least favorite professor. Participants then chose between writing another story similar to the first one, or taking a risk by completing a pain tolerance test. Results should show that participants choose the risk when thinking negative thoughts about the self. Self-awareness should interact with self-esteem; participants with low self-esteem should be more likely to choose risks in the negative self-awareness condition than any

[1D3] NICOTINE PATCHES IMPROVE REACTION TIMES, BUT NOT ACCURACY, IN A LEXICAL DECISION TASK. Mark V. Gentry, Jonathan J. Hammersley, Christina R. Hale, Dr. Penny K. Nuwer, Dr. Charles Meliska* University of Southern Indiana.

In the present study, two modes of nicotine administration were used to analyze the effects of nicotine on lexical decision tasks. Eight participants (4 male, 4 female) were recruited from the University of Southern Indiana student population. Participants were tested under each of four conditions (placebo cigarette, nicotine cigarette, placebo patch and nicotine patch (Nicoderm(R)) according to a balanced, Latin Square design. All participants were deprived of smoking or use of nicotine products for at least four hours prior to the beginning of each session. Baseline carbon monoxide levels were measured to ensure smoking abstinence and smoking compliance. Participants were asked to determine whether pairs of letterstrings were both words, or not. Two dependent measures in the present study were reaction time and accuracy for five types of lexical word-nonword decisions using the MEL Laboratory Experiments in Perception, Cognition, Social Psychology and Human Factors (Psychology Software Tools, Inc.). A multivariate analysis of variance revealed an overall drug effect on reaction time. In particular, nicotine administration via the nicotine patch reduced reaction times, relative to placebo, in the word-nonword and the nonword-word categories. Marginally significant reductions in reaction times also occurred in the word-related word and word-unrelated word categories. In one lexical trial type -- word-nonword -- smoking a nicotine cigarette decreased accuracy relative to placebo. In addition to these findings, the present study reaffirms the general assumptions of spreading activation theories. The word-related word categories produced significantly faster reaction times across all drug and mode conditions.

[1D4] THE EFFECTS OF AN EXPERIMENTER'S DRESS AND ATTITUDE ON MAGICAL THINKING IN PRESCHOOL CHILDREN. Christine M. Maitland, Dr. Belinda M. Wholeben* Rockford College.

Previous researchers have questioned how much influence experimenter characteristics have in magical thinking tasks. Previous studies of older children have shown differences in magical thinking when the task is administered by a magician, but studies testing this effect in younger children have used self-report. Studies have also hinted that children may use magical thinking because they perceive the experimenter as expecting magical thinking, although no studies have explicitly tested this hypothesis. This study is designed to examine these variables. It will use a modified box task, in which the children and an experimenter will be asked to imagine objects. The first experimenter will be dressed as a magician or in ordinary clothing. A second experimenter will ask either expectantly or skeptically for the imagined object. It is hypothesized that children will be more likely to behave as if they believe the object is real if the first experimenter is dressed as a magician than if the first experimenter is dressed in ordinary clothing. It is also hypothesized that children will use more magical thinking when the experimenter seems to expect magical thinking.

[1D5] HIGH SCHOOL PEER IDENTITY, FAMILY BACKGROUND, SELF-APPRAISAL & DEPRESSION Tammy Rawdon, Rosana Sotr, Samuel Jackson, Dr. Vytienis B. Damusis* Purdue University Calumet.

Over 500 male and female high school students participated in a survey of their personal background, school-related social behavior, friendship patterns and self-regard. Students who perceived themselves as social isolates - did not identify with generally non-isolated high school peers such as preppies, jocks and brains - rated themselves higher on depression than the non-isolates. Peer group identity interacted with sibling sex characteristics. Isolates growing up surrounded by brothers or sisters only were more depressed than those with mixed sex siblings. Generally, isolates appraised themselves less favorably than non-isolates. Isolated only children produced the least favorable self-ratings, while non-isolated only children recorded the most favorable ratings. The interactions were statistically significant and suggested differences in approach to counseling adolescents who are self-admitted loners and burnouts.

[1E1] CHILDREN'S PSYCHOLOGICAL ADJUSTMENT TO BLENDED FAMILIES. Valerie L. DeVillez, Dr. William Addison* Eastern Illinois University.

My study was designed to examine children's psychological adjustment to blended families (i.e., a family structure that includes a biological parent and child, a stepparent, and in some cases, step and/or half siblings), and the factors that make the transition into blended families more successful, as well as those that may create tension, resulting in a relatively difficult transition. Participants completed the Children's Coping Strategies Checklist (CCSC; Program for Prevention Research, 1992) and the Divorce Events Schedule Checklist (DESC; Sandler, Wolchik, Braver, & Fogas, 1986). In addition, participants were asked to recall their first 6 months as a member of a blended family and to reflect on their emotions during that time.

I conducted an independent groups t test to examine the differences in scores between the participants whose parents were divorced and those who experienced the death of a parent. I expect that participants who enter blended families after the death of a biological parent will be more willing to accept a stepparent than will children whose parents have divorced. I also conducted a one factor analysis of variance to examine the differences in responses on the DESC among participants from divorced, blended, and intact families. I predict that of the four possible stepparent/stepchild relationships, the one between stepfathers and stepdaughters will be the most problematic.

[1E2] AUDIENCE PRESSURE AND PERFORMANCE: DO MEN FEEL LESS ANXIETY THAN WOMEN? Gwenneth Smith, Erica Salinas, Tonya Harrison, Dr. Jennifer Butler* Wittenberg University.

Self-presenting concerns in an individual vary depending upon the audience that is evaluating that individual. The hypothesis is that male participants will have less self-presentational concerns than female participants while performing in front of an audience. Male participants will perform better than women in the presence of a cross-sex evaluator.

Thirty male and thirty female college students participated in a study designed to assess self-presentational concerns. In front of an audience of either the same-sex or the opposite-sex, the participants were asked to perform a mental arithmetic task. Performance on the task was the main dependent variable. Participants were then asked about self-awareness during the task, perceptions of the audience, and the stressful nature of the situation.

ANOVAs are expected to show that male participants performed significantly better than women in the presence of a cross-sex audience. Post-hoc tests should reveal that male participants showed less anxiety in front of female audiences than in front of male audiences.

Anxiety, self-awareness, and poor performance result from self-inflicted pressure to perform well in front of cross-sex audiences. Men may believe that women are better at relationships, therefore, they are seen as less judgmental and more friendly. Men also may believe the stereotype that men are better at mathematics than women, therefore, the men would expect success and not feel that they have anything to prove in front of the men and consequently increase pressure, reducing accurate performances.

[1E3] THE INFLUENCE OF OBSSIVE-COMPULSIVE PERSONALITY TRAITS AND MOTIVATION ON PERSISTENCE. John Paulson, Andy Crawford, Dr. Robert Schuette* University of Evansville.

Students at the University of Evansville will complete a measure of obsessive-compulsive personality traits. Once divided into high and low groups, they will be tested under varying motivational conditions on a behavioral measure of persistence. The researchers expect to find that both motivation and the degree of obsessive-compulsive personality trait will affect the level of persistence. An interaction between motivation and level of obsessive-compulsiveness is also expected, such that the greatest persistence will be found in high obsessive-compulsive - high motivation subjects.

[1E4] CASUAL UNCERTAINTY AND DEPRESSIVE SYMPTOMATOLOGY: APPRAISAL AND COPING AS MEDIATING VARIABLES. Kevin L. Rand, Cruz Moran, Dr. Edward C. Chang* Northern Kentucky University.

The present study examined the influence of causal uncertainty on appraisals, coping, and depressive symptomatology in 365 college students. Results of hierarchical regression analyses indicated that causal uncertainty continued to add significant incremental validity in predicting disengaged coping strategies, beyond what was accounted for by appraisals and coping. These results suggest that causal uncertainty might have both a direct and an indirect (through appraisals and coping) influence on depressive symptomatology.

[1E5] CREATIVITY AND MOOD LABILITY IN A NONCLINICAL SAMPLE. Cathy D. Schoonover, Dr. William Addison* Eastern Illinois University.

Findings from previous studies (Andreasson, 1987; Jamison, 1993; Ludwig, 1995) suggest a link between creativity and certain mental illnesses of the affective type, with some studies (e.g., Gelade, 1997; Ludwig, 1992) delineating degrees of affective disorders among different professions. The purpose of my study is to find a similar link between creativity and mood instability in a nonclinical sample of college students by 1) confirming that students majoring in fields considered to be artistic (e.g., art, music, drama, and English) score higher on tests of creativity than those in other majors, and 2) examining the relationship between chosen fields of study and degree of mood fluctuations. Undergraduate students enrolled in upper division general education classes completed two tests measuring creativity and two tests measuring mood lability. The resulting data were divided into two groups ("artistic" and "others") based upon the students' majors. Independent groups t tests were conducted to compare the two groups on both creativity and mood lability. Additionally, Pearson correlation coefficients were used to examine the relationships between the scores for both groups. It is expected that the artistic group will show higher levels of creativity, and that a statistically significant positive correlation will be found, indicating that individuals with high creativity are more likely to show signs of mood instability.

[2A1] EFFECTS OF SPEAKER ACCENT ON LISTENER PERSONALITY ATTRIBUTIONS AND COMPREHENSION LEVELS. Misty A. Robinson, Dr. Terri Bonebright* DePauw University.

In an effort to assess the effects of speaker accent on listener language comprehension and perceptions of the speaker, introductory psychology students listened to 18 one minute recordings of 6 randomly ordered speakers with accents from England, Minnesota, Oregon, Pennsylvania, Mississippi, and Japan. Subjects answered questions relating to their perceptions of the speaker, estimated speaker intelligence, estimated comprehension levels and paragraph content. It is expected that high rates of accent will lead to slightly decreased rates of listener comprehension, and highly decreased estimations of comprehension. Listener perceptions of speaker intelligence are expected to be lowest among speakers with high perceived accent levels, with foreign accents receiving the lowest accents.

[2A2] DIFFERENCES IN THE DEPRESSION LEVELS OF SMOKERS AND NON-SMOKERS. Barbara Smith, Dr. Thomas Wilson* Bellarmine College.

The depression level of 39 adolescent smokers and 50 adolescent non-smokers was compared in a quasi-experiment. The participants were recruited from an introductory psychology class at a public high school. Each participant received a consent form, the Beck Depression Inventory (Beck, Ward, Mendelson, Mock, & Erbaugh, 1961), and an ambiguous survey. The survey was intended to determine if participants were smokers or non-smokers. The expected findings are a significant difference between the groups on the dependent measure depression. Results are discussed in terms of a need for better control over relevant variables before valid conclusions can be drawn.

[2A3] THE RELATIONSHIP BETWEEN THE TYPE OF SECONDARY SCHOOL ATTENDED AND OVERALL COLLEGE SUCCESS. Kevin L. Boblitt, Elizabeth E. Smith, Dr. Chi-en Hwang* Cedarville College.

A survey was designed in order to determine a possible relationship between the type of secondary school attended (public, private, or home-school) and overall college success. College success was measured by students' current grade point averages (GPA) and time spent in community involvement and extracurricular activities per week. A letter of request was mailed to approximately 2,500 students for 300 volunteers to participate in this study. Those responding (300) were then sent a copy of our questionnaire.

We hypothesized that there would be no significant difference among the types of secondary schools attended in the areas of academic achievement (GPA) and extracurricular activity involvement in college. However, we hypothesized that those from private schools would have a higher amount of community involvement in college than those from public or home-school environments. Data collection is still in process. We expect to finish the data analysis by March 9. Results will be presented and discussed at the conference.

[2A4] EXPLORING GENDER DIFFERENCES IN THE EXPRESSION OF ANGER. Rhannon L. Brecher, Dr. John A. Halpin* Eureka College.

Research has shown that there are gender differences in the way individuals express the emotion of anger. The purpose of the present study was to explore the reasons for this gender difference. The subjects were 64 undergraduate students, 37 males and 27 females, recruited from general psychology classes. Each was presented with 24 written scenarios that had been selected and rated by pilot subjects as being anger producing, 12 of which described events in public settings and 12 of which described events in private settings. Although the subjects reported that they would experience more anger in the public scenarios than in the private scenarios, the effect was much stronger for the female subjects. Self-reported personality (i.e., introvert versus extravert) was unrelated to anger ratings. These results suggest that females are more likely than males to use anger as a means of communicating information about one's needs in a particular situation. Gender differences in the expression of emotion may therefore reflect differences in the perceived function of emotion.

[2A5] EFFECT OF CUED IMAGE FORMATION ON THE BIZARRENESSE EFFECT. Libby Bargo, Dr. Lawrence Boehm* Thomas More College.

Two groups of volunteers ages 18-45 were individually shown, on computer, 30 word pairs that were preselected based on their likeliness to invoke bizarre or plausible images. Subjects were then asked to create a mental image, provide a brief description of the image, and then rate it as to how likely the image is to occur in real life. Group A was instructed to create a "bizarre" or "plausible" image based on the word pair, while Group B was instructed to create any image based on the word pair. The participants were then asked to recall as many word pairs as possible. My hypothesis is that Group A will recall the word pairs associated with bizarre images more often than Group B. However, I believe that both groups will recall the bizarre image word pairs more often than the plausible image word pairs. Such information can be used to enhance current study methods in regard to recall tasks.

[2B1] BODY IMAGE AND FOOD: A STUDY OF MOTHERS AND DAUGHTERS Kri Noel Anderson, Dr. Patricia L. Linn* Antioch College.

This study is an attempt to find a relationship between mothers' ideas about food and body image, and daughters views on the same. Due to the role as primary socializer for her daughter, a mother's attitudes concerning these issues will influence that of her daughter(s). A sample of 15-18 year old girls and their mothers, from a small southwestern Ohio town, were asked to complete the Eating Attitudes Test (EAT) - (Garner, D.M. and Garfinkel, P.E. 1979), as well as questionnaires concerning their height, weight, and age. Body Mass Index (BMI) will be calculated, and mother-daughter correlations will be analyzed. Research is still in progress, but results will be presented and discussed at the conference.

[2B2] SOCIAL EFFECTS ON ANOINTING BEHAVIOR IN CAPUCHINS (CEBUS APELLA). Tina M. Gibling, David A. Brown, Dr. Sarah T. Boysen* The Ohio State University.

Capuchin monkeys have been observed to rub plant products on their hair in both the wild and in captivity, including anise, citrus, and other pungent substances. The present study examines the effect of different social situations on anointing behavior, using lemons, anise leaves, garlic, tobacco, onion, and jalapeno. Four animals were tested individually, in separate dyads, or as two dyads with visual access. Each session was fifteen minutes during which the duration of self-anointing, proximity of individuals, and a measure of "vigor" (of anointing, on a scale of 0 to 5), were recorded from videotapes. Results indicated that Dyad 1, consisting of a male and female with a long-term (>6 yr.) relationship, exhibited more anointing behavior, and a significant increase when tested socially, compared to individual testing. Dyad 2, comprised of a newly introduced male and female, exhibited no anointing behavior when tested individually, and significantly less anointing overall, compared to Dyad 1. These results suggest that self-anointing in capuchins may be affected by the social context and stress. Further studies of self-anointing in capuchins may provide insights into contributions of social learning to its emergence.

[2B3] A COMPARISON OF GENDER AND SEXUAL PREFERENCE IN A MATE SELECTION EXPERIMENT WITH INTERNET PERSONAL ADS. Stephanie N. Desmond, Jeff Kessen, Dr. Lawrence Boehm* Thomas More College.

Previous research on mate selection has shown that males seek out mates for shorter periods of time and on the basis of more physical qualities, which females seek out more long-term and involved relationships. We examined the differences in mate selection among males and females, as well as among homosexuals and heterosexuals. It was hypothesized that the sexual orientation of the participant will not make a difference; males will still tend to seek short-term relationships while women will tend to seek long-term relationships. Internet personal ads were placed and the responses to these ads over a three-week period were obtained as frequency data for a 2x2x2 contingency table.

[2B4] AUTHORITARIAN LABELING, PERCEPTIONS, AND AGE. John D. Allen, Joy G. Kerr, Paulette Hill, Dr. Thomas Wilson* Bellarmine College.

The relationship between the influence of authoritarian labeling on one's perception and age was examined in 3 different age groups. Subjects ranged in age from 11-13, 16-18, and 21-32 years. Each group of subjects viewed a prerecorded video presentation in which an authoritarian figure labeled a responsive student as "stupid." Afterwards, subjects were given a survey to measure the influence of labeling on his or her perception of the labeled student. Analysis of variance revealed that younger subjects were more influenced by the authority figure and older subjects were less influenced. These findings are congruent with labeling theory and the effect of labeling on shaping the perceptions of others. However, further investigation is needed in order to understand the full impact of the effect.

[2B5] LEADERSHIP ABILITY, CAREER CRYSTALLIZATION, AND SELF-ESTEEM AMONG WOMEN AT SINGLE-SEX AND COEDUCATIONAL COLLEGES. F. Joseph Bader, Jeffrey E. Stines, Dr. Charles Blaich* Wabash College.

Monaco and Gaier (1992) hypothesized that women at all-female colleges will display greater leadership ability, higher self-esteem, and earlier career crystallization due to increased opportunity without the male presence. The purpose of our study is to test this hypothesis. We developed a survey which included the Texas Behavioral Inventory and a number of questions designed to assess leadership and degree of career focus. We surveyed women at two women's colleges (St. Mary's College in Notre Dame, IN and St. Mary's of the Woods in Terre Haute, IN) and two coeducational colleges (St. Joseph's College in Rensselaer, IN, and DePauw University in Greencastle, IN). The women's colleges and coeducational colleges were approximately matched for size. If Monaco and Gaier's theory is correct, we should find that the women at the women's colleges have (on average) higher self-esteem, greater leadership ability, and a higher degree of career focus than women at the coeducational colleges.

[2C1] GENDER VARIATIONS IN PERCEIVED ATTRACTIVENESS BASED ON CLOTHING STYLE. Leslie Green, Dr. Richard Shuntich* Eastern Kentucky University.

Studies have shown that the standards of attractiveness differ from individual to individual, as well as from culture to culture. Even at that, there are specific dimensions that contribute to attractiveness, regardless of the individual or culture, for example the clothing of the individual. A study using photographs of female models found that provocative attire affects perceived attractiveness differently for the two sexes (Williamson and Hewitt, 1986). Men found female models more attractive when wearing sexually alluring attire, while females found these models less attractive in the same attire. However, previous research has failed to examine how provocativeness will affect females' ratings of the opposite sex. In the present study, 50 undergraduates from Eastern Kentucky University will rate the attractiveness of 2 females and 2 males by observing 2 pictures of each person that differ only in style of dress. One picture will portray casual attire (e.g. long loose skirts; sweaters for females), while the other will portray provocative attire (e.g. short skirts; tight cropped shirts for females). These pictures, along with 16 filler pictures, will be presented to each subject. The subjects will be asked to rate each picture on physical attractiveness using a Likert type scale. Subjects will also rate these pictures on the dimensions of likability, intelligence, and suitability as a mate. It is hypothesized that males will find females with provocative attire more attractive, while females will find males dressed in casual attire more attractive.

[2C2] ESCAPING THE SELF THROUGH RISK: THE EFFECTS OF GENDER. Joseph T. J. Stewart II, Monika Piazza, Kerry Smith, Dr. Jennifer Butler* Wittenberg University.

A current problem in today's society is an increased frequency of risk-taking. People take risks by thrill-seeking, dangerous sports, drug use, or reckless behaviors. These risks may be motivated by desires to escape negative thoughts about the self. We hypothesize that self-esteem will predict risk-taking. We also expect an interaction with gender. Males will normally prefer risks; females will only take risks to avoid negative self-awareness.

Eighty participants (40 males, 40 females) participated in the study. Half the participants wrote stories to prime positive or negative self-awareness. Participants also completed a measure of self-esteem. Participants then had a choice between writing another similar story or taking a risk by completing a pain tolerance test.

Chi-square tests are expected to show that participants with low self-esteem will take risks by choosing the pain tolerance test, particularly in the negative high self-awareness condition. When self-awareness is low, males will choose the risk more than females. Females will only choose the risk when negative self-awareness is high. These results should help explain why people take risks and what situations will elicit risk-taking behaviors.

[2C3] THE PERCEPTION OF ATTRACTIVE WOMEN BY YOUNG MEN. David J. Bisbee, Nathaniel M. Quinn, Dr. Charles Blaich* Wabash College.

The results of previous studies (e.g., Singh, 1993; Harris, Witters, & Waschall, 1991; Harris, 1991) indicate that there is a subtle difference in the physical qualities of women that Black and White men typically find to be attractive. Specifically, Black men are more likely to date or make positive attributions about normal to overweight women.

Other research indicates that self-perception plays an important role in how individuals assess the attractiveness (Plomin, DeFries, & Robert, 1977; Schafer & Keith, 1989). Further, there is also evidence that, on average, Black men are more likely than White men to be overweight (Beall, C.M., M.D. Goldstein, 1992; Bray, 1987). Hence, our hypothesis is that the race difference in the perception of attractiveness by Black and White men is actually driven by a race difference in their body shape.

In the present study, participants judged attractiveness, various personal qualities, and desirability for long-term relationships of 12 line drawings of female figures. The figures represented three body weight categories (normal, underweight, and overweight) and four levels of waist-to-hip ratio (WHR) (0.7, 0.8, 0.9, 1.0). We predict that men with higher WHRs will prefer the line drawings with higher WHRs.

[2C4] EARLY LITERACY EFFECTS ON COLLEGE STUDENTS. Monica D. Coons, Dr. Roger L. Thomas* Franklin College.

Introductory Psychology Class students completed questionnaires regarding their current cumulative grade point standing, and their major. The students' parents were then called and interviewed about whether or not they read to their child when they were young, what kind of books the parents shared with their child, etc. From this, the students were placed in low, medium, and high early literacy groups. Next, a practice version of the SAT was given to the students in which both verbal and math skills were measured. Data analysis is expected to show improved performance with increasing early literacy. These results would extend previous research which demonstrated that children who develop early literacy skills before they enter school have higher educational achievement.

[2C5] ROMANTIC JEALOUSY AND LEVELS OF SELF-ESTEEM IN MALE AND FEMALE COLLEGE STUDENTS. Sarah Landwehr, Raechell Hawkins, Abryana Dwyer, Dr. David Jones* Westminster College.

Twenty-four randomly selected male and female Westminster College students, all between the ages of 18 and 23 were asked to complete two surveys. The surveys were completed in the Quadrangle, Triangle, Reeve's Library, and the Fraternity houses along Westminster Avenue at Westminster College. The two surveys, one on jealousy and the other on self-esteem were devised by my colleagues and me. It is important to study romantic jealousy and self-esteem to determine if there is a correlation between the two. Jealousy is important because it is a behavior that occurs when one acts over-protective or envious of another. Self-esteem is also important because it is an evaluation of oneself and it is often affected by outside feelings or events that a person must deal with, such as jealousy. By studying the correlation between jealousy and self-esteem my colleagues and I felt we could get a better understanding of relationships. It was hypothesized that males and females with low self-esteem would be more likely to display jealous behavior than males and females with a higher self-esteem. It was found that there was a significant positive correlation between jealousy and low self-esteem. These results indicate that our hypothesis was correct, meaning that the higher an individual's low self-esteem score was, the more jealous they tend to get. This knowledge is important to study because it can be helpful in determining the sorts of behaviors people with low self-esteem are prone to and in turn used in areas such as counseling programs.

[2D1] THE EFFECTS OF ROTATION OF PRIMED OBJECTS ON AN EXPLICIT LEARNING GROUP AND AN INCIDENTAL LEARNING GROUP. Daniel J. Castillo, Dr. Kathleen Stetter* University of Wisconsin Oshkosh.

Explicit and incidental memory have not been directly compared in relation to memory for rotated and nonrotated objects. In Experiment 1, 30 undergraduate students were divided into two groups. Both groups were primed with 60 objects and were asked to rate object familiarity. The explicit learning group was informed of a memory test later in the experiment; however, the incidental learning group was not. The groups were then given 10 math problems as a filler task. The memory test, consisting of 30 new objects and 30 of the objects that had been primed, was then given to both groups. Also, 15 of the new and 15 of the primed objects were rotated 90 degrees from the regular orientation. The participants were asked if they had seen the objects before. The number of correct decisions and false positives were measured along with the reaction times. Both memory groups showed significance by having more correct responses, less false positives, and quicker reaction times for the upright objects rather than the rotated objects. However, there was a confound in the study. All 30 of the primed objects were presented together, followed by all of the new objects. Experiment 2 was then conducted to account for the confound. The procedure was identical to Experiment 1 except the primed and the new objects were mixed randomly. Experiment 2 results were the same as Experiment 1. This shows that the two memory systems possess similarities in the way information is processed for rotated and nonrotated objects.

[2D2] THE EFFECTS OF MOOD ON PROBLEM SOLVING. Allison J. Blyeth, Dr. Roger Thomas* Franklin College.

Undergraduate psychology students were randomly assigned to either a positive-mood or negative-mood induction procedure. Then the students completed a battery of verbal, math, and spatial problems. It is expected that the positive mood group will attempt and correctly solve significantly more problems than the negative mood group.

[2D3] THE EFFECTS OF CHANGING GENDER ROLES ON SELF-DISCLOSURE. Erin Bush, Mary Brueggemann, Sarah Kennish, Dr. David Jones* Westminster College.

It has been found through research that females disclose more to other females than males disclose to other males. One explanation for this difference has been attributed to traditional gender expectations, in which women are encouraged to be more expressive and men are encouraged to be less expressive. A study involving undergraduate college students was conducted to test whether today's society still follows this pattern. The participants consisted of 58 randomly selected students, 29 females and 29 males, between the ages of 18 and 22 from Westminster College. The participants completed a survey consisting of 10 statements that involve self-disclosure issues. The results supported the hypotheses, demonstrating that women are marginally more likely to self-disclose, and that people in general are not more likely to disclose to females or males. Additionally, it was found that women disclose more to women and men disclose more to men. These results suggest that men and women in today's society are seen as equals, as people begin to understand the importance of disclosure in building and maintaining.

[2D4] THE MENTAL REPRESENTATION OF SOCIAL CATEGORY SUBTYPES.

Lisa Lu, Dr. Jeffrey Sherman* Northwestern University.

Two experiments examined the extent to which knowledge about social category subtypes is based on individual subtype members versus abstract stereotypes of the subtypes. In Experiment 1, forty Northwestern University students filled out questionnaires rating either male or female elementary school teachers in general and a specific male or female elementary school teacher. The results demonstrated that, whereas judgments about male elementary school teachers in general were closely related to judgments about particular male teachers, judgments about female elementary school teachers were relatively unrelated to judgments about particular female teachers. In Experiment 2, 78 Northwestern University students participated in a priming experiment that examined the extent to which information about particular subtype members spontaneously comes to mind when making judgments about the subtype as a whole. The results showed that, whereas specific male elementary school teachers were spontaneously activated during judgments about male teachers in general, specific female elementary school teachers were not activated during judgments about female teachers. These results demonstrate that subtypes are represented differently, depending on their stereotypicality. Whereas stereotypical subtypes (female elementary school teachers) are based on abstract stereotypes, non-stereotypical subtypes (male elementary school teachers) are based on knowledge of particular group members. These results have important implications for our understanding of how stereotypes develop, function, and may be changed.

[2D5] EFFECT OF LEARNING STYLE AND PRESENTATION RICHNESS ON WORD RECALL. Vince Palermo, Carla M. Gibson, Steve McMullin, Dr. Ted Jaeger* Westminster College.

Forty college students were tested for learning style and classified as visual or auditory. They then heard a list of twenty words with or without a multimedia embellishment and were instructed to free recall the words writing them on an answer sheet. The data showed that the multimedia embellishment significantly enhanced recall and that the visual learners were marginally better at recall than the auditory learners. Apparently the images and sounds in the multimedia condition produced a more distinct, elaborate, and deeper memory trace.

[2E1] EFFECT OF PHYSICAL SELF-CONCEPT ON MEMORY. Serenedy Smith, Dr. Roger L. Thomas* Franklin College.

College freshmen were administered the Physical Appearance subcategory of the Tennessee Self-Concept Scale (TSCS). Participants were divided into groups of low, medium, or high physical self-concept. The participants then viewed a randomized word list consisting of words representing negative, neutral, or positive physical appearance and performed a free-recall task. The data will be analyzed to determine the effect of physical self-concept on memory of physical appearance-type words. It is predicted that memory bias for physical appearance words will occur in participants with low or high physical self-concepts. Results could indicate that memory bias plays a role in the maintenance of physical self-concepts.

[2E2] EXPERIENCED GUILT, CLOSE FRIENDS, SIBLINGS AND THE BLACKJACK PLAYER. Nick Hawkins, Gary Gonzalez, Dave Dickens, Vytenis B. Damusis* Purdue University Calumet.

Survey and test data available on approximately 200 self-admitted gamblers were analyzed to test whether the casino table game of twenty-one draws gamblers with socially gregarious personalities. When compared to other gamblers, the 63 blackjack players in the sample claimed more close friends and expressed less guilt when violating common social norms than other gamblers. Type of siblings and preference for the game of twenty-one interacted with claimed number of close friendships, expressed guilt and measured need for affiliation. Blackjack players with mixed sex sibling backgrounds estimated more than twice as many close friends as other gamblers. Blackjack players surrounded by sisters only were lowest in need for affiliation while all other gamblers with sisters only exhibited the highest need. The current national increase in access to gambling and attendant growth in gambling addiction requires further study of those interpersonal and family background factors influencing attraction to different gaming forms.

[2E3] EFFECTS OF A STRESS MANAGEMENT PROGRAM. Jennifer L. Phillips, Dr. Darin Ahlm* DePauw University.

The effectiveness of a university-based, 5-week stress management course will be evaluated based on students' ratings of anxiety and stress. This course will consist of interactive discussions, instruction and practice of progressive muscle relaxation and cognitive restructuring. Results on the State-Trait Anxiety Inventory will be compared for freshman and seniors and control and treatment group participants. Compared with controls, treatment group participants will score significantly lower on state anxiety at post-test. There will be no differences for trait anxiety. Senior treatment group participants will experience greater reduction of anxiety than their freshmen counterparts. Optimists in the treatment group should score significantly lower on state anxiety than pessimists, while there will be no difference between optimists and pessimists in the control group.

[2E4] DIFFERENCE IN DEGREES OF PREJUDICE AGAINST LESBIANS AND GAY MEN. John L. Welsh, Dr. Richard Shuntich* Eastern Kentucky University.

Homosexuals have long been discriminated against and continue to be so. However, homosexuality may be more of a stigma for gay men than for lesbians. The reason for this may be the emphasis in western culture on strength and independence, traditionally masculine traits. A man who possesses a trait or inclination characteristic of women, such as sexual attraction to men, may be assumed to possess other traditionally feminine attributes. As femininity is not usually equated with strength or power, the gay man be perceived as weak.

Subjects read a description of a sexually active couple which consisted of either gay men, lesbians, or a heterosexual man and woman. Afterwards, subjects levels of prejudice were assessed using the Homophobia Scale which was slightly altered to reduce demand characteristics. The hypothesis that gay men experience greater degrees of prejudice than other couples, including lesbians, was not supported. Results indicated a difference in the perception of heterosexual, gay male, and lesbian couples but not a statistically significant one.

I have begun work on a follow up study with certain modifications. More subjects in general will be included, especially male subjects who were under-represented in the first study and a demographics sheet will also be included to insure equal numbers of men and women.

[2E5] GENDER DIFFERENCES IN TIME ALLOCATION OF DIRECTED AND NON-DIRECTED ACTIVITIES AMONG EARLY ADOLESCENTS. Melissa Noel Young, Dr. Belinda Wholeben* Rockford College.

The purpose of this study is to gain insight into how adolescents spend their free time and with whom they choose to be during this time. Special attention is directed toward gender differences of those who are in early adolescence (12 to 15 years of age). Prior research has indicated that early adolescents "experiment" with a wider variety of leisure activities than their older counterparts. In addition, early adolescent girls are thought to participate in more "directed" activities, while boys are thought to participate in more "unstructured," or non-directed" activities. In the present study, a questionnaire was administered to junior high school students. It is hypothesized that the females will spend more time participating in directed activities than in non-directed activities. During these times, they will also tend to be with close friends, or a larger group of people. Their male counterparts will tend to spend more time in non-directed activities, and they will tend to be alone during these times.

[3A1] ACADEMIC CHOICES, ATTITUDES, PERSONALITY AND ACHIEVEMENT OF UNDERGRADUATE PSYCHOLOGY MAJORS. Dorie Adams, Carrie Brasser, Amy Davis, Dr. Vytenis B. Damusis* Purdue University Calumet.

Over 120 unstructured personal essays for four classes of graduating college seniors majoring in psychology were coded according to their reasons for choosing their academic discipline, their evaluation of their course of study and their future aspirations. Their achievement in psychology as measured on a standardized test administered to graduating seniors and their scores on the Edwards Personal Preference Schedule - a standardized personality test, were compared for students choosing psychology as a major based on initial, abiding interest in the topic to those who entered psychology after sampling other majors. Preliminary results suggest reliable differences in personality profiles and academic achievement between the criterion groups defined by reasons for choosing psychology as a major, favoring those with an enduring commitment to the discipline.

[3A2] EXPRESSED RACIAL PREFERENCES AND SELF-IDENTIFICATION IN KINDERGARTNERS: A LOOK AT THE FUNCTION OF GENDER AND SOCIAL CLIMATE. Sunlee L. Rothblatt, Dr. Patricia Linn* Antioch College.

Kindergarten children from a public elementary school will be tested for their racial and ethnic preferences and identification. A similar methodology will be used to the doll test that Kenneth and Mamie Clark pioneered in 1947. They asked children a series of eight questions and then asked the children to hand them a doll in response. All of the dolls were the same except for their color. Two were white with blond hair and the other two were brown with black hair. Clark and Clark found that a majority of the children, regardless of their actual racial and ethnic identity, showed clear preference toward the white dolls. The present study will examine how gender interacts with race in the children's expressed preferences. A total of four dolls will be used, two male, two female. It is expected that due to the current sociopolitical and economic climate that a white preference will be shown by the majority of the children, regardless of race. If confirmed, the findings will demonstrate that children in this society are still socialized to believe that being white is preferable to any other racial or ethnic group and that the civil rights movement as well as the "Black is Beautiful" movement have failed to convince people of these truths.

[3A3] EXAMINING THE RELATIONSHIP BETWEEN RELIGIOUS FUNDAMENTALISM AND PREJUDICE AT A SMALL SOUTHERN COLLEGE. William Presswood, Randy Joiner, Amanda Ball, Ellen Vaughn, Dr. Cynthia Gollodge*, Dr. Christy Price* Dalton College.

Approximately 300 students, staff and faculty at a two-year public institution completed a survey in which religious fundamentalism (RF) and prejudice were assessed. Scales were derived from Altemeyer's and Hunsberger's 1992 study of authoritarianism, religious fundamentalism, quest, and prejudice. Prejudice scales measured attitudes regarding race, immigration, gender, and sexual orientation. RF, demographic variables and educational level are discussed in terms of their relationships to degree and type of prejudice demonstrated. Results are related to current news which indicates that 'hate' groups and hate crimes are on the increase and that the majority of these claim a religious foundation (CNN, March 4).

[3A4] EFFECTS OF SELF-ESTEEM AND GENDER ON ACADEMIC AND NON-ACADEMIC ACHIEVEMENT. Erin C. Arnold, Heather E. Dane, Dr. Pamela Popsom* DePauw University.

Past literature indicates a positive correlation between self-esteem and achievement as well as gender differences in each of the aforementioned concepts. Most of this research has been correlational in nature, however. This study attempted to locate a causal relationship between self-esteem and achievement as well as determine what role gender may play in this relationship.

College students were given a personality inventory followed by feedback meant to raise self-esteem, lower self-esteem, or no feedback about their scores on the inventory. Following the manipulation, participants completed two achievement measures: a modified GRE test and a non-academic crossword puzzle. Ss were debriefed immediately.

Although data collection is incomplete, it is predicted that participants in the manipulated high self-esteem group will have significantly higher academic and non-academic achievement scores than the control group, who in turn will have significantly higher scores than the low self-esteem group.

[3A5] PROCRASTINATION: A COMPARISON OF ACADEMIC PROCRASTINATION AMONG DIFFERENT FIELD OF STUDY. Joann M. Lau, Dr. Thomas Wilson* Bellarmine College.

The differences in levels of procrastination was investigated among 3 different fields of study: biology, chemistry, and psychology. In addition, a comparison in the levels of procrastination between students and faculty members within the same academic discipline was examined. Subjects were upperclass student majors in the three disciplines and their faculty. Each group was given a survey to measure his or her level of self reported procrastination. Differences in procrastination levels are suggestive of different modes of achievement.

[3B1] THE EFFECT OF PERCEIVED AGE ON ATTRACTIVENESS RATINGS. Benjamin R. Bookie, Chrissy Rising, Dr. Chien Hwang* Cedarville College.

This study examined the relationship between age and attractiveness. Our hypothesis is that attractiveness ratings for pictures presented with an age above the baseline given by the control group would be higher than the baseline determined by the control group. The subjects were 40 male and 40 female college students. Subjects were presented with a picture of a member of the opposite gender. The pictured person was presented as being either 25, 35, or 45 years of age. The control group was asked to judge the age and attractiveness of the person. The ratings were made on a 6 point Likert scale with 1 being highly attractive. Preliminary statistical analysis showed a higher mean rating given by male subjects to the 45 year old condition. However, it was not shown to be statistically significant. Complete statistical analysis is expected by March 6, 1998.

[3B2] THE RELATIONSHIP BETWEEN HOMOPHOBIA AND SEX ROLE STEREOTYPING ON RATINGS OF ATTRACTIVENESS OF SAME SEX INDIVIDUALS. Tonya R. Faulkner, Dr. Catherine A. Clement* Eastern Kentucky University.

The present research explored sex differences in ratings of the attractiveness of same sex individuals portrayed in photographs. This research also explored the relationship between measures of homophobia and sex role stereotyping and the attractiveness ratings of same sex individuals. Fifty college student volunteers were asked to examine photographs of same sex and opposite sex individuals and were asked to rate each photograph's level of attractiveness. The participants were then asked to complete the Bem Sex Role Inventory and the Index of Attitudes Towards Homosexuals. It was expected that ratings of same sex photographs would be relatively low for males. It was also expected that for males, attractiveness ratings would be related to levels of masculinity and levels of homophobia. The results supported the hypothesis that male participants would give relatively low ratings to male photographs. The main effect of sex of participant was significant ($F(1,48)=4.483, p<.05$), and the main effect of photographs was significant ($F(1,48)=79.9, p<.01$). Overall, male photographs were rated relatively low. However, most important, the interaction was significant ($F(1,48)=21.66, p<.01$). Consistent with predictions, the ratings of males by males was relatively low. Tests of simple effects show that (a) male participants gave significantly lower ratings to male photographs than female photographs ($F(1,24)=60.75, p<.01$) and (b) for male photographs, males gave significantly lower ratings than females ($F(1,48)=14.45, p<.01$). Correlations followed the expected pattern, though they were relatively low and not statistically significant. There was a positive correlation between the BSRI and ratings of males. Lower scores on the BSRI represent higher levels of masculinity, and as males were more masculine, ratings of male photographs were lower. Further, there was a negative correlation between the IATH and ratings of male photographs. As male participants were more homophobic, ratings of male photographs were lower. However, these differences were not statistically significant.

[3B3] A COMPARISON OF THE EFFECTS OF RELAXING AUDITORY AND OLFACTORY STIMULATION ON TEST PERFORMANCE. Erica Baughman, Chad Bixler, Dr. Roger L. Thomas* Franklin College.

Previous research has shown relaxing music has a positive effect on test performance. However, research is limited on the effects of scent on test performance.

Male and female college psychology students were randomly divided into three groups. Each participant took a written test after reading a short excerpt while experiencing one of three conditions: auditory stimulus of Mozart's music, olfactory stimulus of essential oil, or a neutral condition.

The presence of auditory stimulation will increase test performance significantly greater than the presence of olfactory stimulation will.

[3B4] THE STUDENT WELL-BEING PROJECT. Laura Amos, Nathan Larson, Alyssa Weddle, Dayna Zmiky, Dr. Victoria Hilkevitch Bedford* University of Indianapolis.

The question posed in this study was whether autonomy support, based on Ryan's self determination theory (Ryan & Solky, 1996), or personality factors, based on Blatt's model of personality development (Blatt, 1990) determine how students adjust socially and academically to college. Seventy-eight undergraduate students at the University of Indianapolis completed a questionnaire which assessed their level of autonomy support, personality factors, and social and academic adjustment to college. After controlling for level of social support, the results showed that autonomy support does predict social and academic adjustment in college, whereas personality does not. These results suggest that colleges should attend to students' needs for autonomy support in their attempts to help students adjust successfully to college.

[3B5] THE EFFECTS OF HANDEDNESS AND GENDER ON MENTAL ROTATION PERFORMANCE. Vickie R. Buse, Dr. Charles Meliska* University of Southern Indiana.

Spatial abilities were compared in 20 right-handed and left-handed male and female undergraduates using the MEL Laboratory (Psychology Software Tools, Inc.) version of the Shepard and Metzler (1971) mental rotation device. The task used 2-dimensional computer generated images, randomly rotated at 0, 60, 120, and 180 degrees. Participants decided whether the images were the same or mirror images of each other. Participants completed Coren's (1992) handedness questionnaire to determine handedness. They were administered the Wagner Preference Inventory Form (Wagner and Wells, 1985) to determine hemispherical dominance. Spatial ability was not found to be systematically related to handedness, hemispherical dominance, or gender. However, the degrees of rotation of the images had a significant effect on reaction time and accuracy.

[3C1] MEDIATING EFFECTS OF GENDER ON JUDGMENTS OF THE USE OF FORCE BY AUTHORITY FIGURES. Andrea L. Buuck, Dr. Roger L. Terry* Hanover College.

This study examined how a perceiver's gender is related to judgments of appropriate use of force exercised by a male or female authority figure against a male or female target. Ninety-six men and 48 women rated the appropriateness of videotaped portrayals of force by a hospital guard against a visitor. The alterations varied in terms of the guard's and the target's gender. A factor analysis of the rating scale indicated that 17 of the 20 loaded on one factor. Scores on those items were summed into a total appropriateness rating. Ratings were related to the perceiver's gender as well as the gender of the authority figure and the target. Women were more approving of the female authority figure's use of force against a man and least approving of the female authority figure's use of force against another female. Men tended to rate the use of force as more appropriate than did the women. Various reasons and implications of the results are considered.

[3C2] THE EFFECTS OF THREE TYPES OF MUSIC ON RISK-TAKING, SOCIAL AFFILIATION, AND ACTIVITY LEVEL IN RATS (*RATTUS NORVEGICUS*) Andrew J. O'Brien, Dr. Kathleen R. Stetter* University of Wisconsin Oshkosh.

The effects of music on behavior, long intuitively held, is difficult to study in humans. Therefore, one must turn to animals. Using Classical and Jazz/Blues, Peretti & Kippschull (1991) found that mice social behaviors were influenced by different musical types. This study attempted to generalize these findings to rats, to use more concrete measures of social behaviors, and to expand musical type to Heavy Metal.

Twenty-four male Long Evans rats were divided into 4 randomly assigned groups based on no, Classical, Blues, and Heavy Metal music conditions. After pre-testing for risk-taking, social affiliation, and activity level in an open field and Benzschawel Alley the rats were exposed to music between 8 p.m. and 8 a.m. for 14 days. Then the rats were blindly tested for behavioral changes. All tests were analyzed by a 4 (music) X 2 (Test Time) ANOVA followed by planned comparisons within music types.

Significance was reached for activity level in the Benzschawel Alley, $p < .05$, and social affiliation (time) in the open field, $p < .05$. Trends within these two behavioral measures differed from the hypothesis. The Blues rats behaviors increased, and Heavy Metal rats decreased. Classical rats increased for activity level but decreased for social affiliation (time).

The above significance may imply that music has behavioral effects, but not until a reliable and valid scale for objective behavioral measures is developed will one be able to reach a definite conclusion about music's effect on behavior. This study suggests possible measures and apparatus for future studies.

[3C3] GENDER STEREOTYPING AND AGE. Maria Hennessey, Dr. Thomas Wilson* Bellarmine College.

The possible correlation between gender stereotyping and age was evaluated. Subjects of various ages answered a pencil-paper survey of 40 questions, 30 of which determined the subject's level of gender discrimination. Subjects rated on a 9-point scale their agreement or disagreement with gender-biased statements. For example, some statements dealt with the ability or intelligence of either gender. Results showed a positive correlation between age and gender stereotyping in which the older the subject, the more gender-biased their ratings.

[3C4] SENSATION SEEKING AND MALE SEXUAL FANTASY. Corey D. Barnard, Jacob K. Heffernan, Dr. Charles Blaich* Wabash College.

The results of previous studies suggest that men are more likely to take active, initiative roles during sexual fantasy. Women, on the other hand, are more likely to assume passive sexual roles and become the recipient of another's passion during sexual fantasies (Mednick, 1977, Zimmer et al., 1983, Iwakaki & Wilson, 1983). The purpose of our study is to determine whether there is a positive relationship between sensation seeking and men's fantasy roles. High sensation seekers are people who choose to seek and explore stimulating situations or external stimuli that maximize their internal sensations (Zuckerman, 1979). We measured sensation using Zuckerman's Sensation Seeking Scale -Form V. This scale measures sensation seeking, thrill and adventure seeking, experience seeking, disinhibition, and boredom susceptibility (Zuckerman, 1979). We assessed the quality of male sexual fantasies using a scale designed by Ellis & Symons (1990) to measure sex differences in sexual fantasy. We predict that high sensation seekers will be more likely to take active roles during sexual fantasy.

[3C5] THE INTERRACIAL ATTRACTION OF CAUCASIAN-AMERICANS TO AFRICAN-AMERICANS OF OPPOSITE GENDER AS COMPARED TO ATTRACTION BETWEEN THOSE OF IDENTICAL ETHNIC BACKGROUN. Rachael E. Ayres, Jared L. Skillings, Dr. Chi-en Hwang* Cedarville College.

The most popular hypothesis today in the area of attraction proposes that beauty is linked to body symmetry. If this is true, the color of one's skin should not matter and people should rate those of their own race and other races to be equally attractive. In this study the choice of races was narrowed to Caucasian and African-Americans. It is hypothesized that Caucasian-Americans will have equal levels of attraction for the opposite genders of both races. It is further hypothesized that past this initial attraction the Caucasians will choose their own race over African-Americans. Two photographs were chosen from each race and gender for a total of 8 photographs. These photographs were then displayed through projection to 3 separate survey groups consisting of approximately 500 total Caucasian-American participants. Group one rated Caucasian photographs of the opposite gender, group two rated African photographs of the opposite gender. Group three rated both Caucasian and African photographs of the opposite gender. These photographs were rated by the groups on a 7 point Likert-type scale. Finally, the groups were asked two further questions to evaluate the second hypothesis. The research should be completed and results compiled by the middle of March.

[3D1] BRAIN HEMISPHERE DOMINANCE AND VISUAL/AUDITORY LEARNING STYLES, MATHEMATICAL AND ART/MUSIC ABILITY, HANDEDNESS, FOREIGN LANGUAGE STUDY, AND GENDER. Sara Martin, Cathy Mosley, Kelli Reidford, Ginger Talsma, Dr. Charles Meliska* University of Southern Indiana.

Twenty-one undergraduate psychology majors at the University of Southern Indiana took a computerized brain hemisphere test (Synergistic Learning Inc.). They also completed a self-report questionnaire, and a test of simple arithmetic, to investigate the relationships between the inferred hemispheric learning style, visual or auditory learning preference, arithmetic ability and mathematics course accomplishment, art/music classes, handedness, foreign language study, and gender. Results indicate that there is a low positive correlation between the right hemisphere index and the number of art classes that students had taken. There was a high correlation between arithmetic test scores, mathematics course accomplishment, and number of foreign language classes that students had taken. Interestingly, arithmetic ability and math course accomplishment were moderately correlated with the right hemisphere index but not with gender. Arithmetic ability and number of music courses taken were found to be negatively correlated. Males had a predominantly auditory learning preference while females had a visual style.

[3D2] EFFECTS OF PHYSICAL ATTRACTIVENESS AND ECONOMIC LEVEL ON JUROR PERCEPTION. Kristin L. Herrmann, Dr. Roger L. Thomas* Franklin College.

Previous research has found that lower economic level criminals are judged guilty more often than higher economic level criminals, and that attractive criminals are given lesser sentence lengths than unattractive criminals. To determine the interaction of physical attractiveness and economic level on juror perceptions, introductory psychology students were given one of four randomly ordered criminal profiles. Each profile contained a single photograph (attractive or unattractive white male) paired with an economic level (high or low). Each profile contained the same description of the crime. Participants were asked to pass judgment on the guilt of the criminal and give an appropriate sentence length if the criminal was found guilty by a jury. When dealing with the interaction between economic level and attractiveness, I predict that physical attractiveness will be considered more important than economic level. I predict that the attractive, low economic level criminal will receive a lesser sentence length than the unattractive, high economic level criminal.

[3D3] A STUDY ON THE PERCEPTIONS OF CEDARVILLE COLLEGE STUDENTS CONCERNING SEXUAL ABUSE. Saranne E. Emery, Dr. Chi-en Hwang* Cedarville College.

Sexual abuse and its varied definitions have become increasingly familiar in our society. This study attempted to measure the accuracy with which Cedarville College (a Christian liberal arts institution) students' perception of what constitutes sexual abuse actually aligned with definitions commonly accepted by most abuse therapists and researchers. The method employed was an anonymous, mail-in survey. The survey sample was randomly selected from students currently attending Cedarville College. It was predicted that the students' perception would follow closely to the definitions accepted by most abuse therapists and researchers. If their perceptions did not follow these definitions, it was predicted that they would judge specific acts of sexual abuse to be less severe than the clinical definition. Out of 200 surveys mailed out, 69 were returned and the responses were then analyzed. Overall, the prediction were disproved as most students rated specific acts of sexual abuse to be more severe than the clinical definition. The responses may indicate a higher emotional sensitivity to the topic of sexual abuse among Christian college students.

[3D4] SOCCER PLAYERS HOSTILITY LEVELS AS A RESULT OF GENDER, GAME OUTCOME, AND GAME PREPARATION. Garrett Andrews, Emily Boling, Kerrie Burns, Dr. David Jones* Westminster College.

This study examines the hostility in 19 male and 23 female soccer players before and after a soccer game. Based on the theory of catharsis this study hypothesized that hostility levels would decrease from pre- to post-game, players and winners would have lower hostility levels than non-players and losers respectively, and female hostility levels would be lower than males. Participants from Westminster College (Fulton, Missouri) and Greenville College (Greenville, Illinois) were given a hostility scale from the Multiple Affect Adjective Check List Revised (MAACL-R). The MAACL-R consists of 132 adjectives and participants were asked to mark the adjectives they felt before and after the game. Results found that hostility levels increased significantly from pre- to post-game, hostility levels rose whether the game was won or lost, and male hostility levels were significantly higher than females. There was no significance in hostility between players and non-players. Regarding implications, further research needs to be conducted where confounding variables are better controlled.

[3D5] THE GENESIS OF RELIGIOUS DISSONANCE: CONFLICTING RELIGIOUS COGNITIONS AS BASES FOR ATTITUDINAL AND BEHAVIORAL CHANGE. David B. Feldman, Dr. Terri Bonebright* DePauw University.

Past research shows that religious cognitions in conflict with worldly/socially-based cognitions can arouse dissonance, but the question of whether a purely religious cognition vs. a purely religious cognition can arouse dissonance remains unanswered. In the current study, participants will be 80 undergraduate psychology students. Half of the participants will publicly advocate their religion. Then, some will be deceived into believing that an objective test determined that their beliefs are inconsistent with the beliefs of their religion as a whole, and that they are actually Catholic. The resulting dissonance will be tested using a labeling task comparing how similarly participants rate the Catholic label to the label of their own religion. Significant differences between the pattern of scores observed in past research utilizing the labeling task (Rothbart, Davis-Stitt, & Hill, 1997) and the pattern exhibited by participants in the current study will indicate the presence of cognitive dissonance between two religious cognitions.

[3E1] TEMPERATURE PERCEPTION AS A FUNCTION OF COGNITIVE DEMAND. Brendan M. Baird, Dr. Thomas Wilson* Bellarmine College.

A between-subjects design was used to assess the possible relationship between cognitive task demand and subjective temperature perception across three conditions. Subjects submerged a hand in "cool" water for 2 min. Then subjects immediately placed the same hand in water of room temperature and were asked to estimate the temperature of the water in the second container by indicating how painful it felt, on a 7-point scale. One group simply experienced the temperatures in the two containers. In a second condition, another group of subjects received instructions about a cognitive mapping task while exposed to the "cool" temperature. Subjects in a third condition were given instructions to perform a math problem. Subjects in both the mapping and math conditions performed their tasks while exposed to the second, or room temperature water prior to subjective report. Comparison of reports revealed differences in perception as a function of cognitive demand.

[3E2] EFFECTS OF FEEDBACK ON RADIOLOGIC DISCREPANCY. Christopher Bull, Dr. Charles Blaich* Wabash College.

Noell et al. (1997) found that continuous feedback on performance increased the amount of treatment steps teachers typically performed each day. Teachers who received less feedback on their performance tend to not follow the treatment steps as closely as those who received continuous treatment. Greller & Jackson (1997) found that feedback sessions were more effective if the people who were receiving feedback participated in those sessions.

The purpose of the present study is to examine the effects of peer review or feedback sessions on the accuracy with which radiologists read x-rays, CTs, MRI, and Nuclear Medicine scans, ultrasounds, and mammograms. The six radiologists in this study receive peer based feedback each month on the accuracy of their readings. Each radiologist in this group typically performs about 1000 readings per month. I reviewed their weekly accuracy rate for a period of three months. If the monthly feedback sessions are effective, I hypothesize that discrepancy rates will decrease immediately following a peer review session and gradually increase until the next review session where it will decrease again.

[3E3] PUTTING THE ID IN THE AD: EFFECTS OF EMBEDDED SEXUAL STIMULI ON ADVERTISEMENT RATINGS. E. Casey Tischner, Dr. Maria McLean* Thomas More College.

Previous research examining the effects of sexually embedded material in advertisements has yielded mixed results (Gable, Wilkens, Harris, & Geinberg, 1987; Saegert, 1987). It is difficult, however, to ignore the many examples of advertisements with embedded words or images of a sexual nature. This study examined the effects of the embedded word "sex" in advertisements from three different product categories: alcohol, tobacco and perfume. College students were asked to rate the advertisement based on the degree to which the ads appealed to them. It was hypothesized that the presence of the embedded material would impact the participants rating of that advertisement.

[3E4] EFFECT OF CONTEXTUAL ELEMENTS AND LIGHTNESS ON ESTIMATION OF LETTER SIZES Nicholas A. Guenzel, Dr. Ted Jaeger* Westminster College*.

Twenty-four students examined variants of the Ebbinghaus illusion figure in which the central circle was replaced by an "S"s, "5"s, or "H"s. Also, the lightness (either black or gray) of the letters varied. The type of contextual element significantly affected the illusion with "S"s and "5"s, typically producing underestimation. Lightness manipulations only marginally affected the illusion. This study appears to show that it is the geometric similarity, rather than the conceptual similarity, between the contextual and central figures which accounts for the largest portion of the illusion.

[3E5] FACTORS AIDING THE RESILIENCE OF ADULT CHILDREN OF ALCOHOLICS. Shauna E. Summers, Dr. Chi-en Hwang* Cedarville College.

Thirty students from a small, rural, private college in southwest Ohio will be reviewed as part of this study. The students will be chosen based upon a score of three or more "yes" answers on the questions from the Alcoholics Anonymous screening test according to their perceptions of their parents. Subjects will then anonymously complete the Children of Alcoholics Questionnaire and the Factors Aiding Resilience Inventory, which includes questions pertaining to subjects' past and current alcohol use. It is hypothesized that the adult children of alcoholics who have a high resilience level will have one of the following variables present in their lives: supportive sibling(s); supportive non-alcoholic parent; supportive role model/mentor; involvement in special activities, groups, clubs, church, etc. The data collection and analysis will be completed in mid-March.

[4A1] THE INCONSISTENCY OF MORAL DEVELOPMENT MEASURES. Bruce McGhee, Dr. Thomas Wilson* Bellarmine College.

Differences in moral decisions between ages, genders, and education levels were observed under varying conditions of administration of a test modeled after the Defining Issues Test (Rest, 1979), given in a repeated measures design. The test presented dilemmas under which the subject was required to make a moral choice. A week after the first administration, subjects were asked to complete the test again and admonished to answer questions honestly. Prior to a third administration a week later, subjects witnessed a confederate "lose standing" and be "excused from the study." The results indicate that while there may be significant differences in moral development based on education, age, and gender, there are also significant differences in measured moral development as a function of presentation context. The reliability of measures like the DIT is questioned and discussed.

[4A2] THE RELATIONSHIP BETWEEN ACADEMIC BURNOUT AND PERFECTIONISM IN COLLEGE STUDENTS. Brandy L. Stoops, Dr. William Addison* Eastern Illinois University.

My study examined the relationship between academic burnout (characterized by a reduction in memory, loss of interest in courses, and low self-esteem) and perfectionism in college students. Students from upper-division general education courses at Eastern Illinois University participated in the study on a voluntary basis. The Multidimensional Perfectionism Scale (MPS) developed by Hewitt & Flett (1991) was administered to participants to identify perfectionists. Participants also completed the Meier Burnout Assessment (MBA), developed in 1985 specifically to measure academic burnout in college students. A series of Pearson product-moment correlation coefficients were used to examine the correlations between the MBA score and each of the three scores on the MPS. I expect to find that all correlation coefficients are statistically significant and positive, indicating that those who hold perfectionistic standards also tend to show signs of being academically burned out. The results of my study have practical implications in that they could be used to help professors and university counselors identify students in need of counseling for potential burnout.

[4A3] ACADEMIC TASK PREFERENCE AND PERFORMANCE BASED ON LEARNING TYPES. James E. Johnson, Dr. Roger L. Thomas* Franklin College.

Prior research has revealed that matching teaching styles to particular learning styles enhances the effectiveness of encoding information being learned. The research also suggests that particular occupations and academic disciplines are generally comprised of one of four kinds of learner whose learning style corresponds with the way that information is usually learned in that field. The present study examined the preference and performance of different academic tasks according to the subject's learning type. Introductory psychology students from a Midwestern liberal arts college completed Kolb's Learning Styles Inventory (1985) and were classified as one of four types of learners. Each subject then completed verbal, mathematical, and spatial tasks. Upon completion of the academic tasks, the subjects filled out a questionnaire on the preference of the academic tasks. It is hypothesized that the preference and successfulness of particular academic tasks will positively correlate with the four types of learning styles.

[4A4] AUDIENCE PRESSURE AND PERFORMANCE: DOES GENDER MATTER? Erica Salinas, Tonya Harrison, Gwenneth Smith, Dr. Jennifer Butler* Wittenberg University.

Self-presentational concerns in an individual vary depending on the audience that is evaluating that individual. The hypothesis is that self-presentational concerns will be greater and participants will perform worse in the presence of a same-sex audience than in front of an opposite-sex audience. Participants will perform more poorly in the presence of a cross-sex friend than in any other condition.

Thirty male and thirty female college students participated in a study designed to assess self-presentational concerns. In front of an audience of either the same-sex or the opposite-sex, the participants were asked to perform a mental arithmetic task. Performance on the task was the main dependent variable. Participants were then asked about self-awareness during the task, their perceptions of the audience, and the stressful nature of the situation.

ANOVAs are expected to show that participants performed significantly worse in the presence of a cross-sex audience than in front of a same-sex audience. Post-hoc tests should show that participants made fewer subtractions with an opposite gender audience than in any other condition.

Maintaining a good impression in the eyes of an audience increases pressure on an individual, causing mistakes while performing a difficult task, and the pressure is even greater when the audience is of the opposite sex. Anxiety, self-awareness, and poor performance result from such self-inflicted pressure to perform well in front of cross-sex audiences.

[4A5] HORN-HONKING BEHAVIOR AS RESULT OF DRIVER IDENTIFICATION. Andrew Krempf, Dr. Charles Blach* Wabash College.

Recently popular media has coined the phrase "Road Rage" as a term to define those extremely aggressive behaviors that some drivers display. However, there has been little research done on this phenomena. Turner, Layton, and Simons (1975) specifically tested one aspect of what is known as Road Rage behavior, horn-honking based upon attributions that a driver makes about the driver of another vehicle. In their study a confederate driver was to sit at a stop sign or light for a prolonged period until the driver of the next car honked. They found that people took longer to honk their horns when there was a gun displayed in the confederate's vehicle.

In this study I replicated of Turner et al.'s (1975) experiment with one variation. Instead of using a gun rack, I used a large poster with the label "Wabash College" displayed. The purpose of doing this is to determine if the characteristics of a driver, in this case someone affiliated with Wabash College, directly affects the likelihood that he or she will be honked at. Given the nature of the college/town relationship, I predict that people will be quicker to respond honk if they are stuck behind an individual who is affiliated with the college.

[4B1] GENERAL DEPRESSION AND PERSONALITY: EXPLORATION WITH A COLLEGE SAMPLE. Jaime Hardesty, Janet Peterson, Patrick Feeney, Dr. Vytenis B. Damusis* Purdue University Calumet.

An available sample of 200 college male and female psychology majors completed an experimental numerical rating scale of their generally felt depression, the Edwards Personal Preference Inventory and a brief survey of their personal and background characteristics. Sex interacted with self-rated depression level (high, moderate or low) in needs for affiliation, autonomy, exhibition, heterosexuality and nurturance. Highly depressed students were lower in needs for achievement, higher in endurance, less reflective, lower in nurturance and required more personal assistance. The results generally confirm previous observations in the relationship between depression and social needs. Implications for counseling students and furthering understanding of the psychology of depression are discussed.

[4B2] THE EFFECTS OF A GAY/LESBIAN PANEL DISCUSSION ON STUDENT ATTITUDES. Mary B. Tur, Dr. Laurel Camp* Marian College.

This study examined the effectiveness of a gay/lesbian panel discussion on undergraduate student attitudes. A modification of a study by Green, Dixon, and Gold-Neil (1993), it measured student attitudes on scales of homonegativism, homophobia, and tendency to discriminate. Attitudes and attitude changes were compared across three factors: sex, number of homosexual acquaintances, and panel discussion attendance. Overall, females students and students with a high number of homosexual acquaintances had more positive ratings on all scales. Female students who attended the panel discussion were less discriminatory, phobic, and negative than before attending the discussion as indicated by pretest-posttest differences. Males attitudes became more negative following the discussion. Future research and implications are discussed.

[4B3] THE EFFECTS OF PLAYER AGGRESSION IN SPORTS ON SPECTATOR ENJOYMENT. Robert Iliff, Dr. Thomas Wilson* Bellarmine College.

Twenty undergraduate college students participated in a study of the effects of violence in sports on spectator enjoyment. It was hypothesized that greater levels of enjoyment would be found for more aggressive aspects of the game. Participants viewed 15 minute videotaped segments of a NHL hockey game. Subjects were randomly assigned to the two viewing conditions: The experimental group viewed examples of player aggression during the game and the control group viewed segments of the same game that contained a much lower level of aggression. A questionnaire was given to all subjects after treatment to elicit their level of excitement, enjoyment, and perceived aggression. Subjects' ratings of the aggressive content of the two videos validated the manipulation. Results confirming the hypothesis demonstrate a difference in spectator enjoyment as a function of the amount of player aggression experienced.

[4B4] EFFECT OF AGE AND ANGLE ON THE MENTAL ROTATION OF LETTERS. Robert D. Mather, Jon M. freiger, Carey L. Wilson, Dr. Theodore Jaeger* Westminster College.

Nineteen participants divided into young and old age groups judged the orientation of either forwards or backwards rotated capital letters. The letters, turned either 0 degrees, 90 degrees, or 180 degrees, were presented on a computer monitor and the computer recorded the participant's time to judgement. A preliminary analysis of the data showed that (1) greater rotation of the letters produced longer judgement times: and (2) younger participants were faster with their judgements. Apparently aging slows the ability to make mental rotation of images.

[4B5] IDENTIFICATION OF HIGH-SCHOOL BASED RESOURCES FOR BEREAVED ADOLESCENTS. Christine Simpson, Dr. Angela Becker* Indiana University Kokomo.

This study explores the types of assistance provided by central Indiana high school counselors to bereaved students. Qualitative and quantitative data were collected from semistructured interviews with 15 high school guidance counselors from randomly selected public schools located within a 60 mile radius of Indiana University Kokomo. Results indicated that the counseling services available ranged from ongoing interaction and prolonged, in-depth dialogues with bereaved students to a compulsory return by students to routine activities within three days. Findings indicate that the most common bereavement situations experienced by students are loss of a parent through death or divorce, death of a peer, death of a sibling or grandparent, and death of the student's own child. Religion and anger were identified as the two most common themes among bereaved students. The data suggest that counselors lack training in adolescent bereavement issues and a comprehensive plan for the delivery of bereavement counseling.

[4C1] PROGRESS TOWARDS OBJECTIVE DIAGNOSTIC CRITERIA FOR FIBROYALGIA Heather Lugar, Heidi Harriman* Eastern Illinois University.

The goal of this study is to determine the relationship between abnormal urinary metabolites, physical symptomatology, and psychological co-morbidity in women who suffer from fibromyalgia (FMS). FMS is an illness characterized by chronic pain and fatigue. Currently, FMS is diagnosed by a set of subjective criteria, due to a lack of objective diagnostic markers. There are, however, physiological and psychological components to FMS. Our study examines both physiological and psychological symptoms of the disorder. Physiological measures consist of urinalysis via gas-chromatography mass spectrometry (GCMS) in order to evaluate urinary metabolites' presence and abundance. Psychological measures consist of responses to the SCL-90-R (Symptom Checklist). Our subjects are 25 women diagnosed with FMS and 25 healthy controls.

We hypothesize finding dimension scores for somatization, anxiety, depression, and obsessive-compulsive tendencies in the women with FMS. Additionally, we anticipate abnormal levels of urinary metabolites which correlate directly with the psychological symptoms' prevalence and severity.

[4C2] PHONOLOGICAL AFFECTS ON SKILLED VERSES UNSKILLED READERS. Melissa A. Lueken, Paul Laudeman, Anne Price, Lee Ann Eakins, Dr. Penny Nuwer* University of Southern Indiana.

If reading abilities are viewed as normally distributed and reading disorders such as dyslexia at the low end of the distribution with skilled readers at the upper end, less skilled readers should fall somewhere in the middle (Shaywitz, et al., 1992). Furthermore, when we read, we use certain phonological and visual information to allow us to process the letter strings that we see. Less skilled readers have more difficulty with phonological information and thus they read slower and make more errors than more skilled readers. The present experiment gives 14 skilled and unskilled readers a lexical decision task to determine if skilled readers respond faster and more accurately. The results supported this hypothesis; skilled readers were significantly faster and more accurate on the lexical decision task than the unskilled readers. Furthermore, skilled participants were significantly faster on all word pair types (phonological and visually similar (PV), only phonologically similar (PX), only visually similar (XV), or similar in neither way (XX)) used in the experiment. Thus, the results demonstrated that phonological and visual information helps one process word stimuli faster and more accurately.

[4C3] RELATIONSHIP BETWEEN LEARNING STYLES AND ALCOHOL CONSUMPTION AMONG COLLEGE STUDENTS. Paul Whitbeck, Eric Richards, Dr. Roger Thomas* Franklin College.

Previous research has demonstrated significant relationships between personality factors and alcohol consumption, and between personality factors and learning styles. The present study investigated possible relationships between learning styles and alcohol consumption. Introductory psychology students completed a learning styles inventory and an alcohol-use survey. Results are expected to show assimilating learning styles consume the least alcohol, while accommodating styles consume the most; divergent and convergent learning styles should be moderate. These findings would be useful in predicting and preventing alcohol abuse among college students.

[4C4] PHYSICAL ATTRACTIVENESS AND THE "CLOSING TIME" EFFECT. Chad Tabor, Dr. Charles Blaich* Wabash College.

A number of researchers have studied how people's ratings of the attractiveness of the opposite sex change as function of time in bar room settings. For example, Pennebaker et al. (1979) found that, in a bar room, ratings of the physical attractiveness of the opposite sex tended to increase as an evening progressed, while ratings of the physical attractiveness of the same sex remained more or less constant. However, in a similar study, Sprecher et al. (1984) found that the ratings of the opposite sex physical attractiveness decreased rather than increased. Finally, in yet another replication, Gladue and Delaney (1990) found that the physical attractiveness of the same sex and opposite sex both increased.

The purpose of my study is to examine whether the Closing Time Effect occurs in social environments in which alcohol is not served. The current study was performed at site near Purdue University which has pool tables, a snack bar, computers, and video games. Participants were approached at different times during the evening and asked to rate the attractiveness of same sex and opposite sex patrons. If the Closing Time Effect occurs in this environment, then the attractiveness ratings of the opposite sex should tend to increase later in the evening, while attractiveness ratings of the same sex should tend to remain the same.

[4C5] THE EFFECTS OF PROSPECT FRAME AND PROBLEM ARENA ON RISKY DECISION MAKING. Lisa M. Miller, Aaron Schmidt, Dr. Herbert Colle* Wright State University.

The effects of prospect frame and problem arena were investigated. Undergraduates (N=68) from a midwestern university responded to eight decision problems involving either human life, societal issues, money, or trivial events. Each subject received two problems from each arena with one framed as a loss and one framed as a gain. Decision making was determined by the amount of risky options chosen for decision problems. Results indicated that the group receiving loss framed prospects exhibited greater risk taking than the group receiving gain framed prospects. The effect of problem arena was also significant. An interaction occurred between prospect frame and problem arena. These findings are consistent with the prospect theory, including the greater framing effect for higher valued outcomes. This means problem arena is likely to have been a cause of variability in the magnitude of framing effects across previous studies.

[4D1] RELATIONSHIPS BETWEEN RELIGIOSITY, SEXUAL ATTITUDES, AND MACHIAVELLIANISM. Murray Skees, Dr. Heidi Jensen* Thomas More College.

This experiment was designed to measure the relationships between religiosity, sexual attitudes, and Machiavellianism. The sample was from Thomas More College. The age of the participants ranged from 17 to 22, with a mean age of 19.7 years. The sample consisted of seventeen males and eighteen females. A demographic questionnaire, a questionnaire measuring the person's religiosity (Rohrbaugh and Jessor, 1973), the Sexual Attitude Scale (Hudson, Murphy, and Nurius, 1983), and the Mach IV scale (Christie and Gies, 1970), measuring Machiavellianism, were administered. The questionnaires were counterbalanced and administered to groups with 6 to 7 participants. It hypothesized there would be a significant relationship between religiosity, sexual attitudes, and Machiavellianism. A significant relationship was found between sexual attitudes and religiosity, $r(35) = .358, p < .05$. That is, as a person's sexual attitudes become more conservative, so does their religiosity. A significant relationship between Machiavellianism and sexual attitudes or religiosity was not found. However, two subcategories of the Mach IV were related to these two variables. Cynicism was found to be significantly related to sexual attitudes, $r(35) = .313, p < .05$. That is, as a person's sexual attitudes become more conservative, their cynicism increases. A significant relationship was also found between religiosity and deceit, $r(35) = .470, p < .01$, as a person's religiosity becomes more conservative, their deceit decreases. Extending research to other college populations and non-college populations may add to existing findings.

[4D2] CHARACTERISTICS OF RESERACH VOLUNTEERS. Michael Biberstine, Cary Richey, Dr. Charles Blaich* Wabash College.

According to Rosenthal and Rosnow (1991) research volunteers subjects show a variety of characteristics that differentiate them from people who tend not to volunteer to participate. For example, volunteer participants tend to show stronger religious affiliation, be more likely to come from a small town, have above average intelligence, show social desirability, and have a greater need to seek arousal.

Participants from psychology classes at Wabash were given a survey to measure their response on these variables. They were then asked if they would participate in an experiment 1) without any reward, 2) for extra credit in the psychology department, 3) or for a monetary compensation. We will use the information from this study as a guide for recruiting participants for a research study on vitamin and mineral supplementation and intelligence that we plan to carry out next fall.

[4D3] CULTURAL IDENTITY AND ACCULTURATIVE STRESS AMONG ASIAN STUDENTS IN AN AMERICAN UNIVERSITY. Christoffer Andreas Mansby, Dr. Ronan S. Bernas* Eastern Illinois University.

The study examined how international students' identification with their own culture and their appreciation of Western culture predicted the extent to which they experienced stress in cultural adjustment. Forty international students from Asia enrolled at Eastern Illinois University completed the Suinn-Lew Asian Self-Identity Acculturation Scale and the Sandu-Asrabadi Acculturative Stress Scale.

Results of a series of correlational analyses indicated that: 1) the more years spent in the U.S., the more Western-identified the Asian student was; 2) the more years spent in the U.S., the more guilt was experienced from betraying the Asian student's native culture while adopting Western cultural values; 3) Asian students who held values that were Western-identified felt more discriminated against than those whose values were bicultural; 4) Asian students who perceived their own behaviors to be largely Asian tended to experience more acculturative stress in general than whose behaviors were more Western; 5) Asian students who perceived their own behaviors to be largely Asian experienced more fear about their living conditions in the U.S. than those who believed that their behaviors were more Western.

The study examines for the first time how both the international students' positive or negative perceptions and feelings about their own as well as their host country's culture play a critical role in cultural adjustment. Thus, the study opens up a new sub-area in acculturation research. The results also give insight into the specific experiences of Asian students in an American educational institution.

[4D4] THE INFLUENCE AND IMPACT OF A MORAL THEOLOGY COURSE ON THE MORAL DEVELOPMENT AND REASONING SKILLS OF ROMAN CATHOLIC SEMINARIANS IN A SCHOOL OF THEOLOGY. Mark T. Spratt, Dr. Thomas E. Holsworth*, Dr. David Denz* Saint Meinrad College.

The purpose of this research is to determine the effect formal academic training in moral theology has on the student's capacity to define moral issues. Two groups of Catholic Theological students will be administered the DIT (Defining Issues Test, University of Minnesota, 1993). The control group (n=32) will consist of students who have not enrolled in the required course of Fundamental Moral Theology. The experimental group (n=39) will complete the DIT as part of their semester work in that course. Statistical controls for sex, age, year of study and undergraduate philosophy hours will be regressed with the DIT score in a discriminant function analysis.

[4D5] AUDIENCE PRESSURE AND PERFORMANCE: DO WOMEN SUFFER FROM STEREOTYPES? Tonya Harrison, Gwenneth Smith, Erica Salinas, Dr. Jennifer Butler* Wittenberg University.

Self-presentation concerns in an individual vary depending upon the audience that is evaluating that individual. The hypothesis is that female participants will have higher self-presentational concerns while performing in front of evaluators composed of men rather women. Participants will perform more poorly in the presence of a cross-sex evaluator than in front of an evaluator of the same-sex.

Thirty female college students participated in a study designed to assess self-presentational concerns. In front of an audience of either the same-sex or the opposite-sex, the participants were asked to perform a mental arithmetic task. Performance on the task was the main dependent variable. Participants were then asked about self-awareness during the task, perceptions of the audience, and the stressful nature of the situation.

ANOVAs are expected to show female participants performed significantly worse in the presence of a cross-sex audience than in front of a same-sex audience. Post-hoc tests should show that participants made fewer subtractions with an opposite gender audience than in any other condition. Participants made the most correct subtractions when the audience was a same-sex stranger.

Anxiety, self-awareness, and poor performance result from such self-inflicted pressure to perform well in front of cross-sex audiences. Women also feel anxiety when performing in front of cross-sex audiences. Women also feel anxiety when performing in front of a male audience because of the stereotype threat that women are not as good at mathematical skills as men. They may feel the need to rid themselves of this stereotype, consequently increasing pressure and causing them to choke.

[4E1] CAREER OPPORTUNITIES AND SKILLS FOR THE PSYCHOLOGY MAJOR. Kimberly A. Hall, Andrea D. Nolcox, Dr. John G. Fetterman* Indiana University-Purdue University of Indianapolis.

Psychology is an increasingly popular major among college students. Many of these students may ask themselves, "What opportunities will be available to me, with a bachelor's degree in Psychology?" The purpose of the project is to assess the possibilities to this question by surveying local employers about the types of skills needed and the importance of these skills. The surveyed skills were divided into four categories: communication, work ethics, organizational, and psychology skills (listed in the order of importance). In the Indianapolis area, local employers were surveyed about their willingness to hire psychology majors. Sixty-seven local employers responded to the survey. The results showed that the most important skills that employers look for in their employees are communication skills. Even more specifically, the most important communication skills are speaks/communicates clearly, show initiative and persistence, can deal with a variety of people, and displays appropriate interpersonal skills. The major criticisms that were expressed in the open-ended question was that new college graduates expect high wages and are not willing to start in an entry-level positions. These findings indicate that developing communication skills and participating in internship programs can better prepare college students for the competitive job market.

[4E2] EFFECTS OF INTROVERSION/EXTROVERSION AND STYLE OF INTRODUCTION ON RECALL OF NAMES. Sarah Kennish, Jill Cress, Erin Bush, Dr. Ted Jaeger* Westminster College.

Twenty-four introductory psychology students, half introverts and half extroverts, viewed three sets of 12 photographs of unfamiliar faces. Along with the presentation of the photographs, the experimenter named the individual and presented descriptions varying in the quantity of information about the individual. Afterwards, the participants were shown the faces again and asked to recall the names. Surprisingly, it was found that the longer introductions that were designed to promote deeper processing produced poorer memory for names. Also it was found that extroverts remembered no more names than introverts. Apparently, the additional introductory information produced an interference effect that inhibited the subject's ability to remember the name.

[4E3] A STUDY OF SOCIAL CONFORMITY AS RELATED TO FRATERNITY MEMBERSHIP. Charles A. Roy, S. Joshua Wagner, Dr. Charles Blaich* Wabash College.

After W.W. II many alleged reports of mind control and brainwashing of American prisoners became prominent stories seen in newspapers and magazines of the era (Kelman, 1955). Asch looked into this by observing a strong need to conform to group opinions (Asch, 1951). When an Asch-like experiment was repeated in cultures valuing self-independence less than cohesiveness, participants conformed even more (Matsuda, 1985).

We believe that the differences between Greeks and independents mimic the differences between cultures that emphasize individuality and cultures that emphasize cohesiveness. People participating in activities together often come to a common consensus formed into a social norm which lasts in some cases up to a year (Rohrer et al., 1954). We hypothesize that fraternal living at Wabash College increases the likelihood of shared norms and values and thereby increases the likelihood of conformity.

We used a survey to locate students who held strong views on a variety of social, political, and campus-based issues. Students were then asked to express their views in the presence of confederates who voiced contrary opinions. We predict that students who are fraternity members will be more likely to change their views than independent students.

[4E4] PSYCHOLOGICAL EFFECTS OF SEVERE INJURY: DISSOCIATION IN THE TRAUMA PATIENT. Natalie C. Blevins, Dr. Christopher Peterson* University of Michigan, Ann Arbor.

The purpose of this study is to examine a population of trauma survivors and the consequences resulting from their distress. We predict that dissociation does occur among individuals when exposed to traumatic injury, and that this dissociation is a precursor for further distress such as Acute Stress Disorder (ASD) and Posttraumatic Stress Disorder (PTSD).

Thirty-five patients admitted to the University Hospital Trauma Burn Unit were interviewed and followed-up. Psychological assessments were made to determine pre- and post-injury status and distress, symptoms of dissociation, and diagnoses of ASD and PTSD.

Results show that those who experienced dissociation are more likely to experience increased psychosocial distress in the months following the traumatic event. They are also more likely to develop symptoms of PTSD than those who did not dissociate.

These findings indicate that increased psychological distress, which occurs more often when victims dissociate from the traumatic event, can deter a patient's return to normal function. This psychosocial morbidity of injury represents a significant cost to our society. Psychological distress is associated with compromised return to work, loss of income, and loss of social support.

These outcomes point to a need to identify and treat patients at risk for long-term psychological dysfunction, and with trauma being the leading cause of injury and death in the United States, the need for further investigation into all aspects of recovery is imperative.

[4E5] PREDICTED MISBEHAVIOR AS A FUNCTION OF APPEARANCE AND FAMILY PROFILE. Shelly Anders, Wendy Greengoss, Dr. Roger L. Thomas* Franklin College.

Research has shown that people are discriminated against based on their physical appearance and family background. The purpose of this study was to determine whether physical appearance and family background are related to how much trouble the child would be expected to participate in or initiate.

College students enrolled in General Psychology viewed photographs of school-aged children and read fictional profiles for each child. Further, the subjects made judgements about each child's expected specific behavior. This experiment was a two by two design. The four levels were a cute child with a good family profile, a cute child with a bad family profile, a homely or unattractive child with a good background, and a homely or unattractive child with a bad background.

We expect that the results will show that children who are judged as cute and have a good family background will be thought of as the least likely to get into trouble. While children who are judged as average or not cute with a family background that is less than ideal will be thought of as the most likely to get into trouble. The results could be used to sensitize teachers to the effects their judgements of physical appearance, and prejudices about certain backgrounds have on how often they discipline a child for misbehaving.

[5P11] DISTINGUISHING COGNITIVE AND EMOTIONAL FACETS UNDERLYING COLLEGE STUDENTS' LEARNING PROPENSITY. Mark C. Lutterbeck, Stephanie A. Varney, Kristopher M. Rekers, Kevin L. Rand, Cruz Moran, Daniel R. Strunk, Dr. Edward C. Chang* Northern Kentucky University.

The present study examined cognitive and emotional dimensions of learning propensity as measured by the Test of Reactions and Adaption in College (TRAC; Larose & Roy, 1995) scale in 106 college students. Results of conducting stepwise regression analyses indicated that there were significant differences in predictors of each of the TRAC scales. For example, feelings of serenity in academic situations were predictive scores on Examination Anxiety, Assistance for Peers, Giving Priority to College Studies, and Belief in Effective Working Methods. Similarly, pessimism for academic situations was predictive on scores on Fear of Failure, Examination Preparation, Quality of Attention, Seeking Help from Teachers, and Belief in Easiness. These results suggest that learning propensity as measured by the TRAC is comprised of cognitive and emotional components.

[5P12] THE EFFECTS OF PARENTAL ALCOHOLISM ON CHILDREN Christy West, Dr. Richard Shuntich* Eastern Kentucky University.

The purpose of this study is to examine and measure how college-age children of alcoholics are affected by their parent's drinking problems. This research hypothesizes that children of alcoholics (COA) are negatively affected in terms of their feelings of self-worth, intimacy with their parents, and risk of alcohol or substance abuse. The subjects will be Eastern Kentucky University psychology students who will receive course credit for their participation. The subjects will be given three questionnaires will ask the subjects to identify themselves as COA or children of non-alcoholics (CONA), rate their self-esteem, their intimacy with their parents, and rate questions which assess risk of alcohol or substance abuse. The expected results of this study are that the college-age (COA) will rate themselves as having lower self-esteem, less intimacy with their parents, and be at a higher risk of having an alcohol or substance abuse problem than CONA.

[5P13] RELATIONS BETWEEN TEASING IN CHILDHOOD AND SELF-ESTEEM LATER IN LIFE Amy M. Alexander, Dr. Cheryl Sputa-Somers*. Eastern Illinois University.

The purpose of this study is to explore the relations between being teased in childhood and self-esteem later in life. Few studies have considered the long-term impact of childhood teasing on adult outcomes. A person's perception of the teasing as upsetting versus not upsetting will also be evaluated in terms of self-esteem outcomes. Lastly, gender differences will be explored. It is expected that more frequent teasing will be related to lower self-esteem. It is also expected that if the individual was more upset by the teasing, it will have a greater impact on self-esteem, and that women will be more affected by the teasing than men. It is important to find out which factors have the most significant impact on the development of self-esteem, since studies have shown that self-esteem is linked to other areas of functioning. For example, self-esteem has been related to mental health and aspects of general health behaviors. The researcher is currently in the process of collecting the data, and expects to have at least 100 college age participants surveyed shortly. The data will be analyzed and the study completed and written up by the date of the conference.

[SP14] CULTURAL DIFFERENCES IN MOOD AND LIFE SATISFACTION BETWEEN SPANISH AND AMERICAN COLLEGE STUDENTS: A PRELIMINARY INVESTIGATION. Cruz Moran, Kevin L. Rand, Michael R. Wagner, Dr. Edward C. Chang* Northern Kentucky University.

The present study examined cultural differences in positive and negative mood related to the concept of love and in life satisfaction between Spanish (N=179) and American (N=177) college students. Results of comparative analyses indicated that Spanish students reported greater negative affect toward the concept of love and greater global life satisfaction than American students. American students reported greater positive affect toward the concept of love and greater academic life satisfaction than Spanish students. Correlational analyses indicated that positive mood was significantly associated with measures of life satisfaction for Spanish students. In contrast, negative mood was significantly associated with life satisfaction for American students. The present findings are discussed in understanding differences between Spanish and American culture.

[SP15] SELF-ESTEEM AS A MEDIATOR OF PSYCHOLOGICAL ADJUSTMENT: RELATIONS TO HOPELESSNESS AND DEPRESSIVE SYMPTOMS IN AN ADOLESCENT POPULATION. Kristopher M. Rekers, Dana M. Bohart, Stephanie A. Varney, Cruz Moran, Kevin L. Rand, Dr. Edward C. Chang* Northern Kentucky University.

The present study examined the role of self-esteem as a mediator of the influence of life stress on two measures of adjustment among 306 high school students. Results of conducting a path analysis indicated that self-esteem partially mediated the influence of negative life experience on expressions of hopelessness. In contrast, self-esteem was found to completely mediate the influence of life stress on expression of depressive symptoms. Implications of the present findings for future research and for promoting self-esteem among adolescents are discussed.

[SP16] INDIVIDUAL DIFFERENCES IN DYSPHORIA: RELATIONS TO APPRAISALS, COPING, AND ADJUSTMENT. Daniel R. Strunk, Kevin L. Rand, Cruz Moran, Dr. Edward C. Chang* Northern Kentucky University.

Previous research has shown that individual differences in dysphoria are significantly linked to adjustment, but has yet to consider the potential mediating roles of appraisals and coping activities (Lazarus & Folkman, 1984). The present study attempted to address this issue by examining the influence of dysphoria on (primary and secondary) appraisals, coping, and psychological and physical adjustment in 361 college students. Results from correlational analyses indicated that appraisals were associated with dysphoria, coping, and adjustment. Comparative analyses further indicated that non-dysphorics (n=62) and dysphorics (n=55) differed significantly in primary and secondary appraisals, coping, and adjustment. In addition, results of hierarchical regression analyses indicated that dysphoria continued to add significant incremental validity in predicting coping, beyond what was accounted for by appraisals. Moreover, dysphoria was found to add significant incremental validity in predicting psychological and physical adjustment, beyond what was accounted for by appraisals and coping. These results provide an important integration and extension of previous research and indicate that dysphoria is an important predictor of adjustment, independent of the influence of appraisals and coping. Implications for future research and development of appropriate interventions in working with dysphorics are discussed.

[SP17] PSYCHOLOGICAL ADJUSTMENT IN HIGH SCHOOL STUDENTS: DISTINGUISHING BETWEEN PREDICTORS OF SUICIDE IDEATION AND LIFE SATISFACTION. Stephanie A. Varney, Kristopher M. Rekers, Cruz Moran, Kevin L. Rand, Dana M. Bohart, Dr. Edward C. Chang* Northern Kentucky University.

Predictors of psychological adjustment in adolescents were assessed in 306 high school students. Results of conducting stepwise regression analyses indicated that vulnerability to suicidal risk was significantly predicted by self-esteem, followed by a history of attempted suicide in the past year. In contrast, life satisfaction was significantly predicted by negative problem orientation, optimism, pessimism, negative life experiences, and positive problem orientation, in that order. Implications of the present findings for research and counseling high school students are discussed.

[SP18] HOPE, PROBLEM-SOLVING ABILITY, AND COPING IN A COLLEGE POPULATION. Michael R. Wagner, Cruz Moran, Kevin L. Rand, Dr. Edward C. Chang* Northern Kentucky University.

The influence of high versus low hope and problem-solving ability and on coping with stressful academic and interpersonal situations were examined in 211 college students. Consistent with Snyder's (1995) model, high hope students were found to have greater problem-solving abilities than low hope students. High hope students were also found to employ less disengagements strategies than low hope students for coping with stressful academic, but not interpersonal situations. Hope was also found to be an important predictor of academic and interpersonal life satisfaction. Implications of the present finding for both theory and practice are discussed.

[SP19] THE RELATIONSHIPS BETWEEN AFFECT AND RISK. Kris Schnur, Nick Rutan, Dr. Charles Blaich* Wabash College

In previous research, Nygren, Isen, Taylor, and Dunn (1996) found that people with positive affect tend to overestimate their chance of winning in a low risk situations, and underestimate their chance of winning in situations in which real loss is possible. The purpose of our study is to extend Nygren et al.'s finding by testing it with a different type of potential loss. Students in Nygren et al.'s study gambled with experimental participation credits. In our study, students will gamble for junk food, specifically snacks and soda. Students were given a scale to measure their affect, and then given their choice of two snack food items. Students were then asked whether they wanted to simply keep the food and leave, or to gamble with their food to increase the amount of junk food they would receive. Students could double, triple, or quadruple the amount of food they received by winning a bet in which the probability of winning was 0.25, 0.125, 0.0625, respectively. Since these are low risk bets (losing some chips is not that important), we predict that students with positive affect will be more likely to engage in a bet, and more likely to engage in riskier bets, rather simply keeping their junk food.

[SP20] PREDICTIVE AND CONSTRUCT VALIDITY OF THE DEVELOPING COGNITIVE ABILITIES TEST: RELATIONSHIPS WITH THE IOWA TEST OF BASIC SKILLS. Lindsay A. Barton, Dr. Gary Canivez* Eastern Illinois University.

This study examined the predictive and construct validity of the Developing Cognitive Abilities Test (DCAT). One of the uses of the DCAT is to predict future academic achievement and the DCAT was examined to see how well it predicted future performance on the Iowa Test of Basic Skills (ITBS). The DCAT was administered to 873 second grade students in a southwest metropolitan school district. When the students were in the fourth grade they were administered the ITBS. All correlations between the DCAT (Total, Content Areas, Thinking Skills Areas) and ITBS (Vocabulary, Reading, Language Usage, Listening, Word Analysis, Capitalization, Reference Materials, Math Problem Solving) were significant, $p < .0001$ and ranged from .49 to .70. Specific content areas of the DCAT highly correlated with the subtest areas of the ITBS. These predictive validity coefficients are typical of group ability measures.

[SP21] THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND OFFICE PERSONALIZATION. Stacy Fischer, Dr. Meredith Wells* Eastern Kentucky University.

Research indicates that workspace personalization is associated with enhanced psychological well-being. However, the relationships between personality traits and personalization have not been examined. Three hundred thirty-eight office workers from twenty companies in Southern California completed questionnaires assessing their extent of workspace personalization and three personality traits: need for affiliation, need for privacy, and creativity. Results indicate that people high in need for affiliation, people low in need for privacy, and people high in creativity personalize their offices more than people low in need for affiliation, people high in need for privacy, and people low in creativity. This research is significant because it suggests empirically for the first time that an employee's personality traits can be revealed through their office personalization; information that can give management insight as to how their employees work best, their strengths, and their motivators.

[SP22] SPREADING THE WORD: HOW PROSPECTIVE STUDENTS FIND OUT ABOUT ANTIOCH COLLEGE. Kari Riskedahl, Ann Theis, Imani Wornum, Dr. Pat Linn* Antioch College.

This study used qualitative methods to research how first year non-transfer students initially heard about Antioch College, what they were told about the school, and how its admissions process compared to other schools. The Admissions office had little data regarding how students heard of the school, how it was first presented to them, and few studies have been published in this area. Twenty randomly selected subjects were chosen and interviewed. All responses were recorded by the interviewer and were analyzed for major themes. Results showed that many people heard of the school by word of mouth from a personal source, such as a parent or friend. Results varied as to what they heard about the school, although the co-op program was a strong selling point. Students who visited during a prospective weekend tended to be overall more pleased with the admissions process than did students who visited on their own. Students preferred the individual attention and low-pressure student phone calls they received from Antioch as opposed to the more standardized and high pressured phone calls they received from other schools. The data are important because they help the college know how students first hear about the school, as well as the content of those messages. Effects of these data on Admissions Department practices will be discussed.

[SP23] NEED & ILLUSORY CONTROL: AVOIDANCE RESPONSES TO AN AVERSIVE STIMULUS. Melissa A. Curran, Nancy L. Johl, Dr. Paul Biner* Ball State University.

Current evidence from laboratory studies indicates that the need for a randomly-determined outcome enhances perceptions of skill involved in attaining that outcome. Evidence has supported that the higher the need for the outcome, the more skill is perceived to be involved and once skill is enhanced confidence in winning the outcome increases. This previous research has focused on the effects of a chance-based approach outcome, whereas the current study focused on the same effects but with an avoidance outcome. Thirty male and female students from introductory psychology classes were randomly assigned to either a high (three-second shock) or low (half-second shock) condition. A description of the procedure informed students that they would be given a random chance to avoid receiving a shock in a card-drawing game. After receiving procedure descriptions, students rated their perceptions on four different measures. Upon completing the questionnaire, students were informed that no shock would actually be administered and were told of the actual nature of the experiment. The two groups differed with respect to perceptions regarding the unpleasantness of the shock. Those expecting the three-second shock perceived more unpleasantness than those expecting the half-second shock. No other effects were found. Results are discussed in terms of a weak experimental manipulation.

[SP24] GAY BY ASSOCIATION: THE EFFECTS OF LABELING ON COURTESY STIGMA Cheryl E. Henson, Dr. Robert W. Mitchell* Eastern Kentucky University.

People commonly assume that attributes of one person are present in those associated with that person. Labeling and stereotyping an individual because of who that person associates with has been termed courtesy stigma or guilt by association. This study examined what effect there is on a man's perceived masculinity when he interacts with a man labeled as "gay." Two types of men were used: one of average physical masculinity and one of above average physical masculinity. One hundred and thirty-two female and forty-two male undergraduate students viewed a videotaped interaction in which one of these men, self-labeled as gay or adopted (used as the neutral variable), as a result, the other man was in the presence of a man labeled as gay or adopted. Results showed that courtesy stigma was only found when females evaluated the man of above average masculinity. Specifically, females viewed a man of above average masculinity as being less masculine and more feminine when in the presence of a self-labeled gay man.

[SP25] AN EXPLORATION OF PERSONALITY TYPES, PARENTING STYLES, AND THE POTENTIAL FOR PHYSICAL CHILD ABUSE. April J. Havener, Dr. Roger Ware*. Indiana University-Purdue University at Indianapolis.

The objective of this research project is to determine which personality types and which parenting styles have a higher potential for child abuse. Participants will be administered the Myers-Briggs Type Indicator, Parental Authority Questionnaire, and the Child Abuse Potential Inventory. The independent variables are personality types (16 values) and parenting styles (3 values). The dependent variable is the potential for child abuse. It is expected that participants scoring high on the Authoritarian parenting style will score higher on the potential for physical child abuse than participants scoring high on other parenting styles. Secondary, participants preferring ISTJ personality type will show a higher potential for physical child abuse than participants preferring other personality types. Lastly, participants who prefer the ISTJ personality type and Authoritarian parenting style will score the highest on the potential for physical child abuse.

[SP26] THE ROLE OF PARENTS' EATING ATTITUDES IN COLLEGE STUDENTS' EATING PROBLEMS: COMPARING PARENTS' AND STUDENTS' PERCEPTIONS. Tara Dillon, Nathan Larson, Dr. Susan Jackson-Walker* University of Indianapolis.

Recent investigations have suggested that female undergraduates' perceptions of their parents' attitudes about weight, appearance, and eating are predictive of daughters' eating disorder symptomatology (Jackson-Walker, 1994). Furthermore, with increasing concerns about males' propensity toward eating problems, it is important to determine whether parents' attitudes have similar predictive power for males. Therefore, in this study, we attempt to determine whether daughters', as well as sons', perceptions are related to parents' own perceptions of these attitudes, and whether students' or parents' perceptions are more predictive of the students' eating-related problems. Participants for the study were 50 male and female undergraduate students (recruited from undergraduate classes and athletic teams) and their parents. Students completed 4 self-report questionnaires. These included: a demographics questionnaire; The Eating Attitudes Test (EAT; Garner & Garfinkel, 1979) in order to assess students' eating symptomatology; and a mother and father version of the Parent Health and Eating Attitudes Scale (PHEATTS; Jackson et al., 1994) in order to assess perceptions of parents' attitudes towards their own and their child's eating and weight. Letters were sent to the parents of the student participants and they also completed the PHEATTS. It was predicted that parents' and students' perceptions would be associated, but that students' perceptions would: 1) indicate more problematic attitudes on the part of their parents than parents' own perceptions; and 2) relate more strongly to their own eating disorder symptomatology. These findings will enable us to get a better understanding of the role of the family in developing problematic eating attitudes and behaviors.

[SP27] AN INVESTIGATION OF THE AUTOKINETIC EFFECT INVOLVING SUGGESTION, REFERENCE POINT, AND COLOR Ellie L. Feldmann, Dr. Kathleen Stetter*. University of Wisconsin-Oshkosh.

The purpose of this experiment was to use an advanced recording device to investigate the effect of suggestion, a reference point, and color on autokinesis. Surprisingly, reference point and suggestion have not been studied together and only a few studies have addressed color. Participants ($n=65$) were divided into 4 groups and were given either 1 or 2 lights and either the suggestion of "may move" or "always move." The lights were randomly colored red, white, or blue. Reaction time and perceived distance of movement were recorded on computers. In a $2 \times 2 \times 3$ (Reference \times Suggestion \times Color) analysis of variance, significance was reached for the effect of a reference point (viewing 2 lights) on reaction time, and for the effect of suggestion on perceived distance of movement. The most significant findings were that giving a reference point increased the time of onset for autokinesis and the suggestion of "always move" increased the amount of perceived movement. Large variability in responses may have prevented significance in other areas. The results of color did not show what was expected: red was the color that produced the greatest effect, not blue. Further studies to retest the effect of a reference point and suggestion should correct for response variability.

[5P28] DIFFERENTIAL EFFECTS OF IMMEDIATE AND DELAYED REINFORCEMENT ON RUNNING SPEED OF SPONTANEOUSLY HYPERTENSIVE AND WISTAR RATS. Delores Gunderson, Patrisha Drehfal, Dr. Kathleen Stetter*. University of Wisconsin-Oshkosh.

ADHD is a common behavior problem in children, and SHR rats have been used as a model of ADHD behaviors. Immediate reinforced rats run faster in a straight alleyway than delayed reinforced rats, and this effect has not been tested on SHR rats. We tested reinforcement conditions on SHR rats and Wistar rats as a control group. Ten SHR and 10 Wistar rats were given either immediate or delayed reinforcement. The trials consisted of rats being placed in the start box for 3 s before release to run the alleyway into the hold box. The immediate reinforced rats entered the goal box immediately for reinforcement. The delayed reinforcement rats were kept in the hold box for 30 s before release into the goal box. Run time was recorded for four trials per day for 13 days. The results of a $2 \times 2 \times 13$ (Strain \times Reinforcement \times Day) ANOVA indicate SHR rats ran significantly faster than Wistar rats in both reinforcement conditions. The immediate reinforced rats ran significantly faster than delayed reinforced rats in both strains. There was no significant difference between strain and reinforcement. There was, however, a significant 3-way interaction between strain, days, and reinforcement. Both SHR and Wistar rats learned the difference between reinforcement conditions, although Wistar rats learned the difference sooner. Implications of these results are that ADHD children have the ability to learn as well as "normal" children, although at a slower pace and with a lower tolerance for delayed reinforcement.

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9:09 AM	2	C. Somers/M. Eaves	T. Jaeger/J. Cress	J. Haselou/A. Schmidt	J. Butler/M. Piazza	J. Butler/G. Smith	
9:21 AM	3	R. Daniel/K. Smith	C. Fridal/H. Meggers	W. Addison/M. Herbert	C. Meliska/M. Gentry	R. Schuette/J. Paulson	
9:33 AM	4	R. Daniel/A. Bickel	C. Fridal/H. Meggers	J. Butler/A. McLarty	B. Wholeben/C. Matland	E. Chang/K. Rand	
	5	C. Meliska/J. Hamnersley	T. Jaeger/S. Hathaway	R. Thomas/J. Song	V. Damusis/T. Rawdon	W. Addison/C. Schoonover	
Session 2							
9:55 AM	1	T. Bonbright/M. Robinson	P. Linn/K. Anderson	R. Shuntich/L. Green	K. Stetter/D. Castillo	R. Thomas/S. Smith	
10:07 AM	2	T. Wilson/B. Smith	S. Boysen/T. Gilbert	J. Butler/J. Stewart	R. Thomas/A. Blyeth	V. Damusis/N. Hawkins	
10:19 AM	3	C. Hwang/K. Boblitt	L. Boehm/S. Desmond	C. Blach/D. Bisbee	D. Jones/E. Bush	K. Ahlm/J. Phillips	
10:31 AM	4	J. Halpin/R. Brecher	T. Wilson/J. Allen	R. Thomas/M. Coors	J. Sherman/L. Lu	R. Shuntich/J. Welsh	
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11:05 AM	1	V. Damusis/D. Adams	C. Hwang/B. Bookie	R. Terry/A. Buuck	C. Meliska/S. Martin	T. Wilson/B. Blair	
11:17 AM	2	P. Linn/S. Rothblatt	C. Clement/T. Faulkner	K. Stetter/A. O'Brien	R. Thomas/K. Herrmann	C. Blach/C. Bull	
11:29 AM	3	C. Gollidge/W. Presswood	R. Thomas/E. Baughman	T. Wilson/M. Hennessey	C. Hwang/S. Emery	M. McLain/C. Tischer	
11:41 AM	4	P. Propson/E. Arnold	V. Bedford/L. Amos	C. Blach/C. Barnard	D. Jones/G. Andrews	T. Jaeger/N. Guenzel	
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2:09 PM	3	R. Thomas/J. Johnson	T. Wilson/R. Iliff	R. Thomas/P. Whitbeck	R. Bernas/C. Mansby	C. Blach/C. Roy	
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2:33 PM	5	C. Blach/A. Krempf	A. Becker/C. Simpson	H. Colle/L. Miller	J. Butler/E. Salinas	R. Thomas/S. Anders	

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