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Indianapolis

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obtained by writing to
the address below or calling
(317) 283-9266.

Completed forms must
be received on or before
March 15. Include a
stamped self-addressed
envelope with each
submission.

Mail submissions to:
Mid-America UPRC
Psychology Department
Butler University
4600 Sunset Avenue
Indianapolis, IN 46208

9th Annual Mid-America Graduate Psychology Research Conference

CALL FOR PAPERS

**Saturday
April 7, 1990
Franklin College
Franklin, Indiana**

**Keynote Speaker
Dr. Joseph J. Palladino
University of Southern Indiana**

**Sponsored by the
Psychology Departments
of:**

Butler University

Franklin College

*Best wishes to
all
Joe Palladino*

The purpose of
America UPR
to recognize and
courage research
undergraduate
psychology stu

The program a
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in a convention

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Sponsored by the
Psychology Departments of:

Butler University

Franklin College

Indiana University -
Purdue University at
Indianapolis

Marian College

University of Indianapolis

The purpose of the Mid-American UPRC exists to recognize and encourage research by undergraduate psychology students.

The program allows undergraduates to present their research and ideas in a convention format.

Types of papers can be experimental, theoretical, and review. Each paper must be sponsored by a faculty member.

Abstracts submitted for review must be typed on an Abstract Form.

Copies of these forms have been sent to department chairpersons.

Additional forms may be obtained by writing to the address below, or calling (317) 283-9266. Completed forms must be received on or before March 15. Include a stamped self-addressed envelope with each submission.

Mail submissions to:
Mid-America UPRC
Psychology Department
Butler University
4600 Sunset Avenue
Indianapolis, IN 46208

9th Annual Mid-America Undergraduate Psychology Research Conference



Thomas More College

Dr. Raymond Bragiel
Franklin College
Psychology Department
Franklin, Indiana 46131

Dear Ray,

We are looking forward to attending the Undergraduate Research Conference at Franklin College in April. With respect to the conference, I have learned that Psi Chi sponsors a recognition program for Psi Chi members who present papers at any conference listed in the Psi Chi Newsletter. I've enclosed a copy of the recognition form, which contains further details of the program.

In looking through past editions of the Newsletter, I did not notice the Evansville conference listed, although I may have missed it. I am hoping that you will consider sending in a notice about your conference. I realize that you may be well aware of the program, but if not, I thought I would call it to your attention. I think that it could benefit many of the students who participate, and you and Franklin College deserve the recognition for undertaking to sponsor the event this year!

Again, we look forward to seeing you in the Spring. If we at Thomas More can be of any help with the conference, do get in touch.

Sincerely,

Maria S. McLean
Maria S. McLean, Ph.D.
Associate Professor and Chair
Thomas More College



THE NATIONAL HONOR SOCIETY IN PSYCHOLOGY
AN AFFILIATE OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION
AND THE ASSOCIATION OF COLLEGE HONOR SOCIETIES

Certificate Recognition Program for Paper Presentations

Psi Chi sponsors a recognition program for Psi Chi members who present papers at any of the psychology conventions and conferences listed in the "Convention Calendar" in the *Psi Chi Newsletter*. However, the national office must be informed of the presentation by July of the academic year in which the paper is accepted and presented.

Upon receipt of the information, the national office will check to verify the membership and if the student is not registered at the national office, the student and the chapter will be notified that the registration has not arrived.

Once the Psi Chi membership is cleared up, and the presentation of the paper is verified, the student will receive the Psi Chi Certificate of Recognition for Scholarly Contributions.

NOTICE OF PRESENTATION OF A RESEARCH PAPER AT A CONVENTION OR CONFERENCE LISTED IN THE *PSI CHI NEWSLETTER*

A. Criteria:

1. Membership in Psi Chi.
2. A current undergraduate or graduate student.
3. The convention or conference where the paper was presented must have been published in the *Psi Chi Newsletter* within the academic year.
4. The national office of Psi Chi must be informed of the presentation by July 1 of the academic year in which the paper was read.

B. Submit the following information to the Psi Chi National Office:

1. Name of student _____
2. Address for mailing the certificate _____
3. Title of paper _____
4. The name of the convention or conference where the paper was presented _____
5. The place _____ and date _____ of the convention or conference where the paper was presented.
6. Name of school where you were initiated into Psi Chi _____
7. The name under which you were inducted into Psi Chi _____
8. Date or approximate date of your Psi Chi initiation _____
9. The name of the university or college you now attend is _____

C. Deadline for notifying the Psi Chi National Office:

July 1 of the academic year in which the paper was accepted and presented.

D. Mail the required information to:

Psi Chi, The National Honor Society in
Psychology
P.O. Box 180500
Chattanooga, TN 37405-7500

FRANKLIN COLLEGE

FRANKLIN, INDIANA 46111-2596

(317) 736-8441

Dear Colleague

The 9th annual Mid-American Undergraduate Psychology Research Conference will be conducted at Franklin College this year. Included in this packet are all the details of the conference. We wish to remind you that this is still a continuation of the original conference as was held at the University of Southern Indiana. We also want to assure you that only a few procedural changes have been made which should not alter the purpose or format of the conferences you've experienced in the past.

We know that this conference has been an important feature in your training of undergraduate research students, and we certainly invite you to study the fact sheet. Our hope is that you will help to continue the tradition by planning to attend with your students. We as sponsors are committed to the encouragement of undergraduate research activity, as you are, and which has been demonstrated in the success of the conference for eight years.

We cordially invite all past participants, and hope that the change in location will encourage new participants who may find it more convenient to attend. For those who would like to come the day before, and spend Friday night, we will again have an informal reception at the campus student center. It is an opportunity for students to become acquainted, to relax, and to meet with our featured speaker and other faculty.

If there are any questions or additional information needed, please contact me at: (317) 736-8441, ext. 132.

Cordially,



Raymond M. Bragiel
Conference Director/Coordinator
Franklin College

RMB/jw

enclosure

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.
- Types of Papers** Experimental, theoretical, and review papers are invited. Each paper must be sponsored by a faculty member.
- Submission of Papers** Abstracts submitted for review must be typed on an Abstract Form. Copies of this form have been sent to department chairpersons and are attached. Additional forms may be obtained by writing Mid-America UPRC, Psychology Department, Butler University, 4600 Sunset Avenue, Indianapolis, Indiana 46208, or calling (317) 283-9266. Submissions must be received on or before March 15, 1990.
- When** Saturday, April 7, 1990. Registration begins at 8:15 a.m. and student presentations begin at 8:45 a.m. Coffee and donuts will be served during registration, courtesy of Franklin College.
- Reception** A reception will be held for conference participants who arrive in the Franklin area on Friday. The reception will take place in the Campus Student Center of Franklin College on Friday, April 6, 1990 at 7:00 p.m.
- Location** The conference is in the Eli Lilly Campus Center at Franklin College, 501 E. Monroe Street, Franklin, Indiana 46131.
- Speaker** The featured speaker is Dr. Joseph J. Palladino from the University of Southern Indiana.
- Luncheon** A buffet luncheon will be served.
- Accommodations** Days Inn (I-65 & S.R. 44) Exit 90, 2180 E. King Street (S.R.44), Franklin, Indiana. Telephone 1-800-325-2525 or Indiana Motor Lodge (I-65 at Exit 99), Greenwood, Indiana. Telephone 1-317-887-1515.
- Directions** From the north or south, take I-65 to Franklin exit 90 (S.R. 44). Days Inn is at this exit. From the south, take I-65 to Franklin exit 90 (S.R. 44). Days Inn is at this exit. From south at the red blinker light which is Forsythe Street. This is exactly 1.5 miles from I-65. Continue south for .3 miles to the little street which leads to the main parking lot.
- From Greenwood Indiana Motor Lodge, go south on I-65 to the Franklin exit (exit 90/S.R. 44). This is exactly 9.6 miles from Greenwood exit 99. From here follow directions above.
- Registration** The pre-registration fee is \$8.00 and must be received before March 15, 1990. Please use the form included in this booklet. Participants may also register at the door for a fee of \$10.00.
- Information Contact** Dr. Ray Bragiel, Department of Psychology, Franklin College, 501 East Monroe, Franklin, Indiana 46131. Telephone: (317) 736-8441 Extension 132.

TYPING INSTRUCTIONS

- Use a carbon ribbon or a new black ribbon to type your abstract. Abstracts will be reproduced, from the copy you provide, for distribution to all conference participants.
- Begin abstract with the title typed in capital letters; do not indent.
- Follow title 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 asterisk (*) 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 within the space provided. Do not double-space between paragraphs.
- The abstract should include the following: (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) statements indicating significance of findings.
- **DO NOT FOLD THIS SHEET.** Mail first-class with 2 photocopies to: Mid-America UPRC, Psychology Department, Butler University, 4600 Sunset Avenue, Indianapolis, IN 46208. This form must be received on or before March 15, 1996.

EFFECTS OF EXTRANEOUS STIMULI ON RECALL AND RECOGNITION: AN APPLICATION TO EYEWITNESS TESTIMONY. David L. Cohen, Dr. John Watson*, 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 levels 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.

Sample to
Show Style

REGISTRATION FORM

Please use this pre-registration form if you plan to attend the Ninth Annual Mid-American Undergraduate Psychology Research Conference. The pre-registration fee is \$8.00. If you wish to register at the door, however, your fee will be \$10.00. Please mail your registration form 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 payable to Butler University.

Name _____

Address _____

City _____ State _____ Zip _____

School _____

Telephone Number _____

Psychology conference at Franklin

The Indianapolis News

FRANKLIN, Ind. — Joseph Belladine, ~~murder~~ of the Mid-America Supergraduate Psychology Research Conference, will be the featured speaker at the ninth annual conference Saturday at Franklin College.

He will speak at 2:30 p.m. in the Franklin Room of the Eli Lilly Campus Center.

The conference, hosted by the Psychology Club of Franklin College, will center on new, innovative research topics designed by students.

"Students design the experiment, carry it out, write it up and then present it," said Raymond Bragel, associate professor and chairman of Franklin College's psychology department. "They must defend their research during the conference."

Students will have 15 minutes to present their research. Students representing Franklin College will be Juniors Marlin Back, Ted Mills, Alice Rademacher and Christie Watson and seniors Larry Jenkins and Len Dawson.

4-5-90



University of
Southern Indiana

8600 UNIVERSITY BOULEVARD - EVANSVILLE, INDIANA 47712

9 April 1990

Professor Ray Bragiel
Department of Psychology
Franklin College
Franklin, IN

Dear Ray:

Congratulations on a superbly organized Mid-America Undergraduate Psychology Research Conference. The facilities are outstanding, the organization of the program was smooth, and the entire effort was flawless. You, your colleagues at the other four institutions, and your students are to be commended for the diligent efforts that went into the planning of this successful conference. It is clear to me that the "tradition continues."

Thank you very much for inviting me as the speaker for the ninth Mid-America conference. It was quite a thrill to be invited and to see the success of the conference. No guest speaker has ever been treated with such graciousness. I appreciate your attentiveness to all aspects of my visit.

No matter where the Mid-America UPRC is held next year, it will be in excellent hands. The increased number of papers indicates that the conference is meeting its objective of recognizing and encouraging research by undergraduate psychology students. If I can be of any help to you and your colleagues as you plan future conferences, please do not hesitate to call me. Best wishes to you and the Mid-America UPRC.

Sincerely yours,



Joseph J. Palladino

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Welcome to the
**9th Annual Mid-America
 Undergraduate Psychology
 Research Conference**

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

Purpose:

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

All activities occur in the Eli Lilly Campus Center at Franklin College.

Conference Schedule		
8:15 - 8:45	Registration--Coffee & donuts	
8:45 - 9:45	Session 1	
	1A Applied/Social	Faculty Lounge (2nd Floor)
	1B Gen. Exp/Physio/Animal	Room "B" (3rd Floor)
	1C Alcoholism	Room "C" (3rd Floor)
	1D Applied/Social	Room "D" (3rd Floor)
	1E Applied/Social	Alumni Lounge (3rd Floor)
9:45 - 10:00	Break	
10:00 - 11:00	Session 2	
	2A Violence	Faculty Lounge (2nd Floor)
	2B Gen. Exp/Physio/Animal	Room "B" (3rd Floor)
	2C Gen. Exp/Physio/Animal	Room "C" (3rd Floor)
	2D Applied/Social	Room "D" (3rd Floor)
	2E Violence	Alumni Lounge (3rd Floor)
11:00 - 11:15	Break	
11:15 - 12:15	Session 3	
	3A Health Psychology	Faculty Lounge (2nd Floor)
	3B Gender	Room "B" (3rd Floor)
	3C Child/Developmental	Room "C" (3rd Floor)
	3D Clinical/Abnormal	Room "D" (3rd Floor)
	3E Personality	Alumni Lounge (3rd Floor)
12:30 - 1:30	Lunch	
1:30 - 2:30	Session 4	
	4A Applied/Social	Faculty Lounge (2nd Floor)
	4B Gen. Exp/Physio/Animal	Room "B" (3rd Floor)
	4C Gender	Room "C" (3rd Floor)
	4D Applied/Social	Room "D" (3rd Floor)
	4E Late Submitted Papers	Alumni Lounge (3rd Floor)
2:30 - 2:45	Break	
2:45 - 3:30	Keynote Speaker: Dr. Joe Palladino	Franklin Room (3rd Floor)
	<u>Houdini Could Teach Psychology</u>	

Session 1A	Applied/Social	Faculty Lounge (2nd Floor)
Moderator	Dr. John R. Lakey	University of Evansville

8:45 AM - 9:00 AM RACIAL ATTITUDES: A COMPARISON OF BLACK AND WHITE COLLEGE STUDENTS. Anna R. O'Brien, Dr. William E. Addison*. Eastern Illinois University. See abstract [1A1]

9:00 AM - 9:15 AM A COMPARISON OF RELIGIOUS ACTIVITY LEVELS OF HIGH SCHOOL SENIORS AND UNDERGRADUATE COLLEGE STUDENTS. Susan Hahn, Beth Brooks, Janie Marford, and Stephanie Strieter, Dr. John Lakey*. University of Evansville. See abstract [1A2]

9:15 AM - 9:30 AM AGEISM AMONG COLLEGE STUDENTS: NATURAL SCIENCE VERSUS SOCIAL SCIENCE MAJORS. Sam S. Lucido, Dr. William E. Addison*. Eastern Illinois University. See abstract [1A3]

Session 1B	Gen. Exp/ Physio/Animal	Room "B" (3rd Floor)
Moderator	Dr. Maria McLean	Thomas More College

8:45 AM - 9:00 AM THE EFFECT OF PEAK ACTIVATION TIMES ON PERFORMANCE: A STUDY OF MORNING AND EVENING TYPES. Pamela K. Albert, Krista S. Nelmer, Susan C. Ley, Dr. John W. Pomer*. Thomas More College. See abstract [1B1]

9:00 AM - 9:15 AM TEMPERATURE AS A FUNCTION OF TIME OF DAY AND SEX. Paola C. Volpi, Dr. Dennis Holding*. University of Louisville. See abstract [1B2]

9:15 AM - 9:30 AM PREDICTING VENTRICULAR ARRHYTHMIAS IN TELEMETRY UNIT PATIENTS. Prudence I. Twigg, Dr. Faye Plascak-Craig*. Marian College. See abstract [1B3]

9:30 AM - 9:45 AM INFLUENCE OF AN INSTRUCTOR ON CONTEXT DEPENDENT LEARNING. Susan M. Wikczynski, Susan Talevski, Samantha Jordan, Dan Doherty, Max Anderson, Dr. Mark Hoyer*. Indiana University Northwest. See abstract [1B4]

Session 1C	Alcoholism	Room "C" (3rd Floor)
Moderator	Dr. Marvin Rytting	IUPUI-Columbus

8:45 AM - 9:00 AM CURRENT VIEWS OF ALCOHOLISM. Susan E. Bris, Dr. Marvin Rytting*. Indiana University-Purdue University at Indianapolis, Columbus Campus. See abstract [1C1]

9:00 AM - 9:15 AM THE EFFECTS OF ALCOHOL-RELATED EXPECTANCIES ON AGGRESSION AND COORDINATION. Thomas P. McElrath, Dr. Terry Barrett*. Murray State University. See abstract [1C2]

9:15 AM - 9:30 AM LATERALITY AND FAMILIAL ALCOHOLISM IN NON-ABUSING COLLEGE STUDENTS. Ken White, Diana Cornett, Dwayne Johnson, David Koehler, Dr. John Lakey*, Dr. James Berry*. University of Evansville. See abstract [1C3]

9:30 AM - 9:45 AM ALCOHOL EXPECTANCY AND PERFORMANCE ON MOTOR AND PERCEPTUAL TASKS. Marlin D. Back, Dr. Marshall Waller*. Franklin College of Indiana. See abstract [1C4]

Session 1D	Applied/Social	Room "D" (3rd Floor)
<u>Moderator</u>	<u>Dr. K. Kleiner</u>	<u>IUPUI</u>
8:45 AM - 9:00 AM	IS THE PYGMALIAN EFFECT STILL OCCURRING? Michelle A. Poyner, Dr. Faye Plascak-Craig*. Marian College. See abstract [1D1]	
9:00 AM - 9:15 AM	DEATH-QUALIFICATION: ARE WE STILL BEING ARBITRARY? Francis J. Baker, Jr., Dr. A. J. Pavlov*. Eureka College. See abstract [1D2]	
9:15 AM - 9:30 AM	CRITICAL THINKING: A COMPARISON OF THREE GROUPS Sue C. Spaulding, Dr. K. Kleiner*. Indiana University - Purdue University at Indianapolis. See abstract [1D3]	
9:30 AM - 9:45 AM	LEARNING WITH LADY LUCK: ACADEMIC SUPERSTITIONS AMONGST COLLEGE STUDENTS Bernadette Anzolino, Julie L. Ruddy, Joyce A. Hemphill, Ph.D.* College of St. Francis. See abstract [1D4]	

Session 1E	Applied/Social	Alumni Lounge (3rd Floor)
<u>Moderator</u>	<u>Dr. William E. Addison</u>	<u>Eastern Illinois University</u>
8:45 AM - 9:00 AM	APPLICANT CHARACTERISTICS VALUED BY GRADUATE PROGRAMS IN PSYCHOLOGY. Julie Herbstich, Beth Mauer, Dr. Drew Appleby*. Marian College. See abstract [1E1]	
9:00 AM - 9:15 AM	A SURVEY TO ASSESS THE GRADUATE ADMISSIONS PROCEDURE AND THE VARIABLES CONSIDERED MOST IMPORTANT TO SUCCESS IN GRADUATE SCHOOL. Julie C. Herbstich, Dr. Faye Plascak-Craig*. Marian College. See abstract [1E2]	
9:15 AM - 9:30 AM	THE RELATIONSHIP BETWEEN PROFESSOR GENERATED STUDENT EVALUATIONS AND CONFORMITY MEASURES IN COLLEGE STUDENTS. Patrick L. Peck, Dr. William Addison*. Eastern Illinois University. See abstract [1E3]	
9:30 AM - 9:45 AM	AGE-RELATED DIFFERENCES IN SOURCES OF ADOLESCENT STRESS. Rebecca A. Connors, Dr. Ann M. Jirkovsky*. Bellarmine College. See abstract [1E4]	

Session 2A	Violence	Faculty Lounge (2nd Floor)
<u>Moderator</u>	<u>Dr. Walter F. Wagar</u>	<u>Indiana University-East</u>
10:00 AM - 10:15 AM	FACTORS RELATED TO RAPE BLAME COGNITIONS. Faith Norton, Dr. Faye Plascak-Craig*. Marian College. See abstract [2A1]	
10:15 AM - 10:30 AM	VIOLENCE AND PROSOCIAL BEHAVIOR IN CARTOONS: PAST AND PRESENT. Lisa R. Lower, Dr. Walter F. Wagar*. Indiana University-East. See abstract [2A2]	
10:30 AM - 10:45 AM	EFFECTS OF GENDER, SOCIAL SETTING, AND LOCUS OF CONTROL ON THE PERCEPTION OF VIOLENCE ON TELEVISION. Alice Rademacher, Raymond M. Ringel*. Franklin College of Indiana. See abstract [2A3]	
10:45 AM - 11:00 AM	FACTORS INVOLVED IN THE EXPRESSION OF VIOLENCE IN MALE-FEMALE FEMALE RELATIONSHIPS. Merrilee M. Morland, Dr. Charles F. Blalock*. Eastern Illinois University. See abstract [2A4]	

Session 2B Gen. Exp/ Physio/Animal Room "B" (3rd Floor)
Moderator Dr. Marshall Waller Franklin College

10:00 AM - 10:15 AM THE EFFECTS OF GROUP HOUSING VERSUS ISOLATION ON THE EXPLORATORY BEHAVIOR OF LABORATORY RATS. Sherri L. Bacher, Dr. John B. Bear*. Eastern Illinois University. See abstract [2B1]

10:15 AM - 10:30 AM VALIDATION OF A NEW ACTIVITY MEASURE USING AMPHETAMINE-INDUCED HYPERACTIVITY. Doeg G. Woosie, Martin J. Burnham, Dr. Maria S. McLean*, Dr. John W. Porter*. Thomas More College. See abstract [2B2]

10:30 AM - 10:45 AM THE MEMORY ENHANCING EFFECTS OF GLUCOSE USING THE CONDITIONED PLACE PREFERENCE TEST. Ted Mills, Dr. Marshall Waller*, Franklin College of Indiana. See abstract [2B3]

10:45 AM - 11:00 AM EFFECTS OF NOISE STRESS ON MAZE LEARNING IN RATS. Christie Watson, Dr. Marshall Waller*, Franklin College of Indiana. See abstract [2B4]

Session 2C Gen. Exp/ Physio/Animal Room "C" (3rd Floor)
Moderator Dr. David Hines Ball State University

10:00 AM - 10:15 AM THE ORDER OF PROCESSING OF FACES Bobbi J. Doyle, Dr. David Hines*, Ball State University. See abstract [2C1]

10:15 AM - 10:30 AM THE MANY FACES OF HUMAN EXPRESSION: HOW COLLEGE MAJOR, MYERS-BRIGGS TYPE, AND SEX RELATE TO INTERPRETATION OF FACIAL EXPRESSIONS. Lauren Baumann and Dolores Becken, Dr. Maria McLean*, Thomas More College. See abstract [2C2]

10:30 AM - 10:45 AM PREDICTIVE FACTORS OF COMMUNICATION INTIMACY. Raymond List, Dr. Faye Plascak-Craig*, Marian College. See abstract [2C3]

10:45 AM - 11:00 AM CHARACTERISTICS OF A BEST ROUTE: AN APPLICATION TO WAYFINDING SYSTEMS. April L. Aquino, Dr. Darrell Butler*, Ball State University. See abstract [2C4]

Session 2D Applied/Social Room "D" (3rd Floor)
Moderator Dr. Ann M. Jirkowsky Bellarmine College

10:00 AM - 10:15 AM EFFECTS OF LEADERSHIP, GROUP APPOINTED AND ASSIGNED, ON GROUP PARTICIPATION. Diana R. Stewart, Dr. Don Osborn*, Bellarmine College. See abstract [2D1]

10:15 AM - 10:30 AM A CAUSE FOR HALO? Bobbye M. Mills, Dr. Terry Barrett*. Murray State University. See abstract [2D2]

10:30 AM - 10:45 AM PROXIMITY AND SHARED ACTIVITIES AS FACTORS IN FRIENDSHIP FORMATION AT SUMMER CAMP. Nancy Hanna, Dr. Ann Jirkowsky*, Bellarmine College. See abstract [2D3]

10:45 AM - 11:00 AM THE INFLUENCE OF COMPETITION, AND THE BEHAVIOR OF OTHERS IN A SIMULATED COMMONS DILEMMA. Sue Magness, Kerry Neff, Tricia Yunk, Mike Ruedebusch, Dr. Jeffrey Smith*. Northern Kentucky University. See abstract [2D4]

Session 2E Violence Alumni Lounge (3rd Floor)
Moderator Dr. Burrton Woodruff Butler University

- 10:00 AM - 10:15 AM THE EFFECTS OF GENDER, DIRECTION OF AGGRESSION, & TYPE OF AGGRESSION ON THE NUMBER OF AGGRESSIVE ACTS EXHIBITED BY PRESCHOOL AGE CHILDREN IN FREE-PLAY BEHAVIOR. Cindy McGaha, Dr. Marilla Scudder-Davis*. Bona College. See abstract [2E1]
- 10:15 AM - 10:30 AM EFFECTS OF HEAVY METAL MUSIC ON AGGRESSIVE ATTITUDES OF YOUNG ADULTS. Daniel L. Jones, Dr. Terry Barrett*. Murray State University. See abstract [2E2]
- 10:30 AM - 10:45 AM THE EFFECTS OF VIOLENT MUSIC ON AGGRESSION. Wade Smith, Dr. Angela Lipina*. Northern Kentucky University. See abstract [2E3]
- 10:45 AM - 11:00 AM EFFECTS OF VIEWING VIOLENT SPORTS ON SPECTATOR AGGRESSION. Timothy E. Murray, William E. Addison*. Eastern Illinois University. See abstract [2E4]

Session 3A Health Psychology Faculty Lounge (2nd Floor)
Moderator Dr. Terry R. Barrett Murray State University

- 11:15 AM - 11:30 AM SMOKING BEHAVIOR AND THE SELECTIVE EXPOSURE HYPOTHESIS. Eric W. Cook, Dr. Terry Barrett*. Murray State University. See abstract [3A1]
- 11:30 AM - 11:45 AM BREAST SELF-EXAMINATION: BELIEFS AND PRACTICES OF COLLEGE WOMEN: MOTIVATION AND INFLUENCING FACTORS. Maureen E. Zelenitsky, Dr. Thomas Wroble*. University of Michigan-Flint. See abstract [3A2]
- 11:45 AM - 12:00 PM THE SIGNIFICANCE OF RESPONSIBILITY AS A VARIABLE IN WEIGHT LOSS AND ITS MAINTENANCE. Harjinder Kaar, Dr. Terry Barrett*. Murray State University. See abstract [3A3]
- 12:00 PM - 12:15 PM [Withdrawn] INTERPERSONAL DISTANCING AND THE SELF-MONITORING PERSONALITY. Laura Watson, Dr. Terry R. Barrett*. Murray State University. See abstract [3A4]

Session 3B Gender Room "B" (3rd Floor)
Moderator Dr. Faye Plascak-Craig Marian College

- 11:15 AM - 11:30 AM EFFECTS OF EXPERIMENTER GENDER AND FAMILIARITY ON INDUCED INTERFERENCE ON A COGNITIVE TASK. Larry D. Jenkins, Dr. Marshall Waller*. Franklin College of Indiana. See abstract [3B1]
- 11:30 AM - 11:45 AM THE EFFECTS OF STATUS ON MASCULINE AND FEMININE ATTRIBUTES IN THE MEDICAL PROFESSION. Rachel Hayes, Dr. Marv Ryszig*. Indiana University-Purdue University at Indianapolis-Columbus. See abstract [3B2]
- 11:45 AM - 12:00 PM GENDER DIFFERENCES IN TWO MEASURES OF LATERAL PREFERENCE: HANDEDNESS AND EYEDNESS. Beth A. Mauer, Dr. Faye D. Plascak-Craig*. Marian College. See abstract [3B3]
- 12:00 PM - 12:15 PM A STUDY OF SEX ROLE ORIENTATION AND CHOICE OF COLLEGE MAJOR. Len Dawson, Dr. Marshall Waller*. Franklin College of Indiana. See abstract [3B4]

Session 3C **Child/Developmental** **Room "C" (3rd Floor)**
Moderator **Dr. Mark F. Sohn** **Pikeville College**

- 11:15 AM - 11:30 AM CELEBRATING JONAH: A CASE STUDY OF AN AUTISTIC CHILD. Laura Smith, Dr. Jessie Namikar*. Madonna College. See abstract [3C1]
- 11:30 AM - 11:45 AM EFFECTS OF A DAY CARE PROGRAM ON PARENT-CHILD INTERACTION. Liseal M. Berry, Dr. Terry Barnett*. Murray State University. See abstract [3C2]
- 11:45 AM - 12:00 PM CHILD DEVELOPMENT CASE STUDY. Peggy S. Martin and Helen Grizzle, Dr. Mark F. Sohn*. Pikeville College. See abstract [3C3]
- 12:00 PM - 12:15 PM PERFORMANCE OF SUBJECTS OF DIVORCED VS NONDIVORCED PARENTS IN STRESS VS NONSTRESS CONDITIONS & EFFECT ON PERFORMANCE OF SUBJECT AGE AT TIME OF PARENTAL DIVORCE. Irene Napier, Dr. Marilla Scudder-Davis*. Berea College. See abstract [3C4]

Session 3D **Clinical/Abnormal** **Room "D" (3rd Floor)**
Moderator **Dr. Richard Wiehe** **University of Indianapolis**

- 11:15 AM - 11:30 AM NEUROLOGICAL AND SOCIAL IMPAIRMENT IN SCHIZOPHRENIC AND AFFECTIVE DISORDERS. Lisa Wanzelbacher, Melinda Jerner, and Dr. Maria McLean*. Thomas More College. See abstract [3D1]
- 11:30 AM - 11:45 AM A RESIDENTIAL TREATMENT PROGRAM'S EFFECT ON ANXIETY. Thomas L. Barnett, Dr. Harve E. Rawson*. Hanover College and Englishtown Park. See abstract [3D2]
- 11:45 AM - 12:00 PM THE EFFECTS OF GROUP THERAPY ON LOCUS OF CONTROL IN JUVENILE DELINQUENTS. Pamela S. Verburg, Richard Wiehe*. University of Indianapolis. See abstract [3D3]
- 12:00 PM - 12:15 PM A CULTURALLY RESPONSIVE PARENTING PROGRAM FOR PARENTS OF BEHAVIORALLY DISORDERED CHILDREN. Jeffrey L. Fossty, Dr. Rawson*. Hanover College. See abstract [3D4]

Session 3E **Personality** **Alumni Lounge (3rd Floor)**
Moderator **Dr. Harve E. Rawson** **Hanover College**

- 11:15 AM - 11:30 AM A THEORY OF PERSONALITY DEVELOPMENT. Angela L. Rowe, Dr. John B. Bear*. Eastern Illinois University. See abstract [3E1]
- 11:30 AM - 11:45 AM AN EVALUATION OF THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY. Elvia R. Hatfield, Amy Hamilton, Dr. Mark Sohn*. Pikeville College. See abstract [3E2]
- 11:45 AM - 12:00 PM RELATIONSHIP BETWEEN SELF-CONSCIOUSNESS AND SELF-ACTUALIZATION. Anna T. Sasin, Dr. Roger Ware*. Indiana University-Purdue University-Indianapolis. See abstract [3E3]
- 12:00 PM - 12:15 PM LOCUS OF CONTROL IN BAHRAINI AND AMERICAN STUDENTS. Michael Todd Boling, Dr. Harve E. Rawson*. Hanover College. See abstract [3E4]

Session 4A Applied Social Faculty Lounge (2nd Floor)**Moderator Dr. Drew Appleby Marian College**

1:30 PM - 1:45 PM ARE FREQUENT COMMERCIALS REALLY NECESSARY? Andrea Suding, Dr. Faye Plascak-Craig*. Marian College. See abstract [4A1]

1:45 PM - 2:00 PM PENCIL AND PAPER ASSESSMENTS OF LIGHTING LEVEL PREFERENCES, Theresa E. Lovegrove, Rachel L. Burns, Donald E. Winstead III, Dr. Darrell L. Butler*. Ball State University. See abstract [4A2]

2:00 PM - 2:15 PM FROM REAL TO REEL: THE EFFECTS OF LIVE OR TAPED TESTIMONY ON THE CREDIBILITY OF CHILD WITNESSES. A FOLLOW-UP STUDY. Jean Andrew, Dr. Maria McLean*. Thomas More College. (Presentation assisted by Robert Goebel.) See abstract [4A3]

2:15 PM - 2:30 PM IDENTIFYING VARIABLES THAT AFFECT PREFERENCES FOR INSIDE WINDOWS: DO PEOPLE WANT INSIDE WINDOWS THAT VIEW ANOTHER OFFICE? Donald E. Winstead III, Theresa Lovegrove, Rachel Burns, Brian Thomason, Dr. Darrell Butler*. Ball State University. See abstract [4A4]

Session 4B Gen. Exp/ Physio/Animal Room "B" (3rd Floor)**Moderator Dr. Lawrence Boehm Thomas More College**

1:30 PM - 1:45 PM EFFECTS OF PREVIOUS EXPOSURE TO WORDS ON THE ABILITY TO IDENTIFY WORDS PRESENTED BRIEFLY ON A SCREEN. Todd Kotyk, Dr. Lawrence Boehm*. Thomas More College. See abstract [4B1]

1:45 PM - 2:00 PM REHEARSAL AS A POSSIBLE EXPLANATION FOR THE VON RESTORFF EFFECT. Brian Crain, Terry R. Barren*. Murray State University. See abstract [4B2]

2:00 PM - 2:15 PM THE EFFECT OF KNOWLEDGE AND THE COST OF AN ERROR ON THE PERCEIVED VALIDITY OF STATEMENTS. Angela Schmidt, Stephanie Briggs, Dr. Lawrence Boehm*. Thomas More College. See abstract [4B3]

2:15 PM - 2:30 PM THE EFFECT OF AUDITORY LOCALIZATION ON TASK-EVOKED PUPILLARY RESPONSE. Fred R. J. Derwiler, Dr. William R. Clark*. Ball State University. See abstract [4B4]

Session 4C Gender Room "C" (3rd Floor)**Moderator Dr. Charles F. Blaich Eastern Illinois University**

1:30 PM - 1:45 PM SEX DIFFERENCES IN LANGUAGE USE AND POWER STRUCTURE. Patricia J. Visk, Dr. Charles Blaich*. Eastern Illinois University. See abstract [4C1]

1:45 PM - 2:00 PM DIFFERENCES IN MYERS-BRIGGS CREATIVITY INDICES IN HOMOSEXUAL AND HETEROSEXUAL MALES. Michael Kemp & Roger Wae*, IUPUI. See abstract [4C2]

2:00 PM - 2:15 PM CHILDREN'S ACQUISITION OF SEX ROLE STEREOTYPES. Kathleen Meadows, Tammy Broering, Veronica Glasmeier, Dr. James Thomas*. Northern Kentucky University. See abstract [4C3]

2:15 PM - 2:30 PM ATTITUDES TOWARD WOMEN AND WOMEN'S RIGHTS AND RULES. Elizabeth A. Paradis, Dr. William T. Bailey*. Eastern Illinois University. See abstract [4C4]

Session 4D	Applied/Social	Room "D" (3rd Floor)
Moderator	Dr. Richard Heslin	Purdue University
1:30 PM - 1:45 PM	THE PERCEPTION OF SOCIAL AND FINANCIAL RISKS ON BUYING GIFTS VS. BUYING FOR PERSONAL USE. Daniel A. Rowe, Dr. Richard Heslin,* Kimberly Ortmann. Purdue University. See abstract [4D1]	
1:45 PM - 2:00 PM	AN EVALUATION OF THE STANFORD DIAGNOSTIC READING TEST. LeAnn Little, Linda Prater, Charlene Hawkins, Dr. Mark Sohn*. Pikeville College. See abstract [4D2]	
2:00 PM - 2:15 PM	INTERACTIVE EFFECT OF POTENTIAL MOTIVATION AND INSTRUMENTAL TASK DIFFICULTY ON THE MAGNITUDE OF GOAL VALENCE. David Hua, Dr. Paul Biner*. Ball State University. See abstract [4D3]	
2:15 PM - 2:30 PM	IMPLICIT THEORIES OF INTELLIGENCE AMONG COLLEGE STUDENTS Kimberly A. Ohmer, Dr. James H. Thomas*. Northern Kentucky University. See abstract [4D4]	
Session 4E	Late Submitted Papers	Alumni Lounge (3rd Floor)
Moderator	Sr. Olga Wittekind	Marian College
1:30 PM - 1:45 PM	THE RELATIONSHIP BETWEEN PERSONALITY TYPE AND SELF-ACTUALIZATION. Patricia A. Hamman, Dr. Roger Ware*, Indiana University-Purdue University at Indianapolis. See abstract [4E1]	
1:45 PM - 2:00 PM	PERSONALITY-TYPES AND DESIRABILITY OF CONTROL. Pamela J. Jones, Dr. Roger Ware*. Indiana University-Purdue University at Indianapolis. See abstract [4E2]	
2:00 PM - 2:15 PM	THE EFFECTS OF ENGLISH, GERMAN, AND CHINESE MUSIC ON THE READING COMPREHENSION SCORES OF COLLEGE STUDENTS IN IMMEDIATE AND DELAYED TESTING. Beth A. Friedman, Dr. Kathy Milar*. Earlham College. See abstract [4E3]	

 * Faculty Sponsor.

Abstracts

[1A1]

RACIAL ATTITUDES: A COMPARISON OF BLACK AND WHITE COLLEGE STUDENTS. Anna R. O'Brien, Dr. William E. Addison*. Eastern Illinois University.

A survey of racial attitudes was administered to 102 students, 40 black and 62 white. Attitudes concerning the degree of racial discrimination on campus were assessed through the use of Chi-square tests of independence. The results indicate that black and white students differ in their views of the existence of discrimination on campus and for various institutional functionings. Social attitudes of black and white students were found to be very similar, indicating a comfortable personal social atmosphere on campus.

[1A2]

A COMPARISON OF RELIGIOUS ACTIVITY LEVELS OF HIGH SCHOOL SENIORS AND UNDERGRADUATE COLLEGE STUDENTS.

Susan Hahs, Beth Brooke, Janie Manford, and Stephanie Stricker, Dr. John Lakry*. University of Evansville.

College students living away from home are commonly assumed to change their attitudes and behaviors, including their religious beliefs and practices. To assess whether significant changes during this period do, in fact, occur, we surveyed the frequency of involvement in traditional Christian activities among 19 high school seniors and 49 college freshmen, sophomores, juniors, and seniors at a small midwestern university. A Likert scale examining 13 specific religious behaviors was constructed for this purpose. The results found no significant differences among the five student groups, either from high school senior to college student or from college freshman to college senior. Indeed, a slight uniform increase in religious activities was observed during these years, albeit statistically non-significant.

[1A3]

AGEISM AMONG COLLEGE STUDENTS: NATURAL SCIENCE VERSUS SOCIAL SCIENCE MAJORS. Sam S. Lucido, Dr. William E. Addison*. Eastern Illinois University.

The Aging Semantic Differential (ASD) and the Facts on Aging Quiz (FAQ) were administered to college students in order to examine differences in ageism between natural science and social science majors. Data analyses included t-tests and the Pearson correlation coefficient. The t-tests were conducted to assess differences between natural science and social science majors and the correlation coefficients were calculated to ascertain the relationship between knowledge scores and attitude scores. Results are expected to show that natural science majors score significantly lower than social science majors on both measures.

[1B1]

THE EFFECT OF PEAK ACTIVATION TIMES ON PERFORMANCE: A STUDY OF MORNING AND EVENING TYPES. Pamela K. Albert, Krista S. Neltner, Susan C. Ley, Dr. John W. Porter*. Thomas More College.

Seventy-seven undergraduate students from Thomas More College were asked to complete a self-report indicating their propensity for morning or evening peak activation time. Final exam grades were viewed as a function of time of exam and peak activation time (morning type or evening type). The data was analyzed using a two-way, independent measures ANOVA. A greater percentage of subjects were found to be morning types than evening types. No significant difference was found between grades received in the morning and grades received in the evening. Furthermore, no significant difference was found between grades received by morning type students and grades received by evening type students. The interaction among variables was not significant, and these results suggest that there is not benefit to either type to take tests during their peak activation times.

[1B2]

TEMPERATURE AS A FUNCTION OF TIME OF DAY AND SEX. Paola C. Volpi, Dr. Dennis Holding*. University of Louisville

For years circadian rhythms have been used as explanations and predictors of human performance. Given the different rhythms of men and women, it is necessary that past interpretations be reviewed in regard to their generalizations to females. Variations in human body temperature have been found to exist over the course of the day for both males and females; however, few consistent findings have surfaced. The lack of consistency in the literature is likely to be due to the scarcity of studies on the female temperature rhythm and the use of inadequate numbers of subjects. This study collected temperature data from 30 males and 40 females at each of the 5 times of day (0800, 1100, 1400, 1700, 2000). All temperatures were collected in one room by one experimenter within 45 minutes of each start time. All subjects were Introductory Psychology students serving as participants for course credit. The experiment was run over the course of one year. The findings of the study were female temperatures are higher than males during the morning and lower during the early afternoon and evening relative to their means. The female temperature curve is also smoother than the males indicating less variation over the hours of 0800-2000. These differences are likely to have implications relevant to the study of human performance.

[1B3]

PREDICTING VENTRICULAR ARRHYTHMIAS IN TELEMETRY UNIT PATIENTS. Prudence I. Twigg, Dr. Faye Plascak-Craig*, Marian College

Ventricular tachycardia (VT) and/or fibrillation (VF) in heart patients are associated with higher mortality rates. Other ventricular beats (VPBs) or runs of three or more (VTs) may signal serious VT/VF problems. The development of a model to predict potential VT/VF risk patients would be useful to hospital telemetry units. Fifty patients in a heart telemetry unit were monitored for one month after transfer from Critical Care (CCU). Based on 24-hour VPBs and VTs trends, these patients were divided into ventricular arrhythmia (VT) and non-VT groups. Chart audits on each patient were used to collect data on the following predictor variables: peak CK levels, location of the heart infarct, VT/VF or defibrillation before transfer, treatment rendered (PTCA, fibrinolytics), medical history (smoking, etc.), intraventricular conduction defect (IVCD), age, sex, test results (ejection fraction, etc.). Multiple regression analysis will be used to fit a model. It is hypothesized that: $VT = \text{sex} + CK + MI \text{ location} + \text{vessel disease} + \text{ejection fraction}$.

[1B4]

INFLUENCE OF AN INSTRUCTOR ON CONTEXT DEPENDENT LEARNING. Susan M. Wilczynski, Susan Talevski, Samantha Jordan, Dan Doherty, Man Anderson, Dr. Mark Hoyer*, Indiana University Northwest.

Twenty college students participated in a replication of Smith (1979), which finds that subjects remember more words on a list-learning task when tested in the original learning environment compared with subjects tested in a new environment.

Thirty college students, divided into three groups, were given a list of words to learn by a first instructor and asked to draw a picture of a second instructor. Subjects were then given a recall test by either the original instructor, the second instructor (to control for familiarity), or a third, unfamiliar instructor to determine if the original instructor acts as a cueing agent and is an important part of the original learning environment. In application, this would show that a test given by a substitute teacher would have a deleterious effect on the performance of a student. There was not, however, a significant difference in the means of the three groups and the findings suggest that the instructor is not an integral part of the original learning environment.

[1C1]

CURRENT VIEWS OF ALCOHOLISM. Susan E. Bris, Dr. Marvin Rytting*, Indiana University-Purdue University at Indianapolis, Columbus Campus.

This study was conducted to gather information concerning current views and myths with regard to drinking behavior and alcoholism. The Myers-Briggs Type Indicator will be used to determine interaction between type and beliefs about alcohol use. Eighty-two participants completed a questionnaire and the standard Myers-Briggs Type Indicator, form G. Expected results will be largely descriptive and offer an understanding of the ways in which society perceives alcohol use and abuse.

[1C2]

THE EFFECTS OF ALCOHOL-RELATED EXPECTANCIES ON AGGRESSION AND COORDINATION. Thomas P. McElrath, Dr. Terry Barrer*, Murray State University

Sixty college freshmen, divided into six groups, will complete two questionnaires before the administration of the independent variable. One questionnaire will be used to divide subjects into one of three drinking patterns groups: Heavy drinkers, Moderate drinkers, and Light drinkers. The other questionnaire will be used to identify subjects' locus-of-control.

Following the administration of the two questionnaires, subjects will complete a pretest which will measure aggression. The subjects will then receive either three placebo drinks or no drinks. The subjects will have their aggression levels increased with the help of a confederate and a posttest will be given to measure changes in aggression. A coordination task will be given following the posttest.

It is expected that all subjects in the three drink groups will exhibit more change in aggression than subjects in the no drink group. It is also expected that subjects who are heavy drinkers with an external locus-of-control in the three drink groups will exhibit the largest change.

[1C3]

LATERALITY AND FAMILIAL ALCOHOLISM IN NON-ABUSING COLLEGE STUDENTS. Ken White, Diana Comest, Dwayne Johnson, David Kochler, Dr. John Lakay*, Dr. James Berry*, University of Evansville.

Oldfield's Edinburgh Handedness Inventory (EHI), Dean's Lateral Preference Schedule (LPS), and monosinetic presentations of Cain's clinical olfactory test (CCOCOT) were administered to two groups of male and female college students without histories of alcohol abuse, one "high-risk" group with paternal alcoholism and one "low-risk" group without familial alcoholism.

No significant laterality differences were obtained with either the EHI or the CCCROT; however, a significant difference was found on Scale 7, Maternal lateral preference, of the LPS. Specifically, those at "high-risk" were found to have significantly less sinistrality among their mothers. Although not obtaining significance, greater left ear preference (LPS Scale 4) and greater left foot preference (LPS Scale 6) were suggested for men without a history of familial alcoholism.

These results may indicate possible laterality differences that distinguish "high-risk" males who are actually at lesser risk or who successfully cope with any increased tendencies toward alcohol abuse. Given the limited size of the "high-risk" samples, these preliminary findings encourage our continuing research in this area.

[104]

ALCOHOL EXPECTANCY AND PERFORMANCE ON MOTOR AND PERCEPTUAL TASKS. Marlin D. Back, Dr. Marshall Walter*, Franklin College of Indiana.

The belief that alcohol has been consumed, regardless of actual drink content, has been shown to influence social behavior. The purpose of this study was to determine the effects of alcohol expectancy on reaction time and performance of a perceptual illusion task.

Using a balanced placebo design, twenty male subjects were randomly assigned to one of four groups in a 2 x 2 factorial design. To control for expectancy effects, half of the subjects were told they would drink vodka and orange juice and half told they would drink tonic and orange juice. Within each of these groups, half of the subjects actually received vodka but half were given only tonic. Thirty minutes after consuming the drinks, each subject's reaction time was tested as was their performance on the Poggendorf Illusion. Subjects were retested 60 minutes later. The data were analyzed using two-way ANOVA and Tukey post-hoc procedures.

A preliminary analysis of the data indicates an alcohol expectancy effect on the Poggendorf Illusion but not reaction time. Compared to control subjects, the illusion task error was significantly increased for subjects told they drank vodka but received tonic. However, the greatest illusion error was found in subjects told they drank tonic but who received vodka.

These results suggest a differential influence of alcohol expectancy on behavior. At low doses of alcohol, expectancy, through a perceptual effect, may be as important a determinant of social behavior as the pharmacologic impact of alcohol. The results also indicate the potential danger of serving alcohol to un- or misinformed individuals.

[101]

IS THE PYGMALIAN EFFECT STILL OCCURRING? Michelle A. Poyner, Dr. Faye Plascak-Craig*, Marian College.

Twenty-five undergraduate education majors were asked to evaluate essays written by fourth grade students. The independent variables were previous English grade percentiles; gender of writer; and first name of writer (common vs. uncommon). The dependent measure is the grade assigned by the student reader. Independent variable information was factorially presented on the eight typewritten essays, all of which were pre-assessed as "C" papers by experienced teachers. A three-way repeated measures ANOVA will test for gender bias, grade criterion contamination and name commonality bias. Readers were asked to explain the reason for marking essays as they did. Findings are expected to show that this sample of student education majors exhibit the Pygmalion grading effect, perceive male gender as higher achieving students and commonly named students as more capable. Such bias in future teachers could present problems for accurate assessment in the classrooms of the 1990's.

[102]

DEATH-QUALIFICATION: ARE WE STILL BEING ARBITRARY? Francis J. Baker, Jr., Dr. A. J. Pavlos*, Eureka College.

This paper reviews the pros and cons of death-qualifying of juries, with research support from such experts as Barbara Whitler, and a study by Irwin Horowitz and David Seguin of the University of Toledo. Also discussed are *Wither-Spoon vs. Illinois* and *Buchanan vs. Kentucky*.

Some of the conclusions talked about are the typical stereotype juror, the bias of the jury towards the prosecution, and how the Supreme Court defends its position.

[103]

CRITICAL THINKING: A COMPARISON OF THREE GROUPS Sue C. Spaulding, Dr. K. Kleiser*, Indiana University - Purdue University at Indianapolis.

This study compares three groups of college students on the level of critical thinking they have achieved. The three groups are: (1) college students with less than 25 completed credit hours, (2) college students with 25 or more credit hours completed, and (3) students with less than 25 credit hours in the same age range as Group Two. Six independent variables were analyzed for their effect on critical thinking performance: age, sex, IQ, credit hours completed, Piagetian operations level and choice of major field of study.

It was hypothesized that students who are older, have higher IQ scores, have reached Formal operation levels, or have completed more credit hours will perform better on a test of critical thinking. The Cornell Critical Thinking Test and the Vocabulary portion of the WAIS were used to assess thinking skill and intelligence. The hypothesis was not supported in the direction expected on two of the variables (IQ and credit hours completed), however, the difference was significant. Sex, age and Piagetian level had no effect on performance. Choice of major showed a trend to specific majors performing better, but not at the level of significance.

This study has been modified and is being repeated with a larger, more diverse subject base.

[1D4]

LEARNING WITH LADY LUCK: ACADEMIC SUPERSTITIONS AMONGST COLLEGE STUDENTS

Bernadette Amadio, Julie L. Ruddy, Joyce A. Hemphill, Ph.D.* College of St. Francis

Upon reviewing the literature, most research on superstitions focus on those held by competitive athletes; the superstitions, beliefs, and acts demonstrated by students have been largely ignored. Therefore, the authors had to rely on related material to gain an understanding of the topic. Overall, the literature indicates a relationship between superstitious beliefs and positive mental focus. Since athletes make up only a small percentage of the population (Statistical Abstract of the U.S.), this body of research may not present a true reflection of the beliefs held by most of the population. Research examining such beliefs and actions by students provide a clearer perspective of those demonstrated by the population as a whole. Three-hundred and twenty college students were asked to complete a questionnaire regarding their rituals, practices, and behaviors in conjunction with their perceptions of their academic competency prior to and during testing situations. Hence, the researchers conclude that college students have academic superstitions and that these superstitions lower test anxiety.

[1E1]

APPLICANT CHARACTERISTICS VALUED BY GRADUATE PROGRAMS IN PSYCHOLOGY. Julie Herberich, Beth Mauser, Dr. Drew Appleby*. Marian College

This study is based on the assumptions that graduate schools (a) are aware of the characteristics of students who excel in their programs and (b) use the information they gain from letters of recommendation to identify applicants who possess these characteristics. Recommendation forms from the application packages of 150 clinical, experimental, and industrial/organizational graduate programs were studied. The applicant characteristics that recommenders were requested to rank in grid format or include in written descriptions were identified, categorized, and arranged in order of relative frequency. The resulting composite describes the characteristics that psychology graduate programs value in their applicants. The findings of this study provide valuable information for undergraduate students who aspire to graduate school and faculty who advise undergraduates about preparing for and applying to graduate programs in psychology.

[1E2]

A SURVEY TO ASSESS THE GRADUATE ADMISSIONS PROCEDURE AND THE VARIABLES CONSIDERED MOST IMPORTANT TO SUCCESS IN GRADUATE SCHOOL. Julie C. Herberich, Dr. Faye Plazcek-Craig*, Marian College.

A survey was developed and mailed to 93 randomly selected graduate admissions committee chairpersons whose graduate programs (a) offer the Ph.D. in social, clinical, or experimental psychology and (b) are APA-accredited. The purpose of this study was two-fold: to gather informational data on the evaluation process that admissions committees undergo when they review applications regarding applicants' status; and to assess the degree of importance attached to criteria used in the review of applications (i.e., Graduate Records Examinations scores, grade-point average, research experience). The results will serve as valuable information to future graduate school applicants in providing answers to frequently asked questions about the admissions decision-making process. Additionally, the findings will demonstrate that although quantifiable decisions, a synthesis of other variables which may not be numerically defined is often the deciding factor in the decision to grant admission.

[1E3]

THE RELATIONSHIP BETWEEN PROFESSOR GENERATED STUDENT EVALUATIONS AND CONFORMITY MEASURES IN COLLEGE STUDENTS. Patrick L. Peck, Dr. William Addison*, Eastern Illinois University.

Two psychology professors were asked to evaluate 46 of their students on five categories pertaining to characteristics associated with good students. The sum of these evaluations provided a sixth overall rating. The students were then assessed on their level of conformity as measured by the Conroy Personality Scales. Correlation coefficients were calculated between each of the six evaluation measures and the conformity scores. In general, the results indicate an inverse relationship between professor evaluations and student conformity.

[1E4]

AGE-RELATED DIFFERENCES IN SOURCES OF ADOLESCENT STRESS. Rebecca A. Connors, Dr. Ann M. Jirakovsky*, Bellarmine College.

Two hundred and two early, middle and late adolescents completed open-ended reports of positive and negative daily life events. Responses were grouped according to general areas of potential stress. Comparison by age group is expected to yield significant differences. These findings and the responses should contribute to current developments in the area of adolescent stress intervention and prevention.

[2A1]

FACTORS RELATED TO RAPE BLAME COGNITIONS. Faith Norton, Dr. Faye Plascak-Craig*, Marian College.

Rape trial outcomes have reflected ambiguity about victim responsibility, and assignment of rape blame has been confounded by several social attitudes (e.g., just world, attribution, locus of control). Modes of information presentation may also affect rape blame cognitions. Sixty college students were divided into three groups of 20 with ten males and ten females each. Group 1 viewed a still photograph of a movie video's rape victim (dressed for the trial), Group 2 read a transcription of the testimony, and Group 3 viewed a movie video re-enactment of the rape. All participants were administered the Rape Blame Attribution Scale and were asked to estimate the guilt and length of sentence appropriate for the accused. Findings are expected to show a significant gender X presentation effect, with greater guilt and prison sentence and lesser victim blame estimated by female participants in Re-enactment Group 3. Findings might be used to inform jurors of the potentially biasing role of rape victim blame in trial decisions.

[2A2]

VIOLENCE AND PROSOCIAL BEHAVIOR IN CARTOONS: PAST AND PRESENT. Lisa R. Lowe, Dr. Walter F. Wagner*, Indiana University-East.

Seven "old" and seven new cartoons were randomly selected from an area television guide. "Old" cartoons were defined as those from the late 1960's, early 1970's. The cartoons were divided into 7 minute segments and segments were selected for viewing using a random digit table.

A violence scale was adapted from the work of George Gerbner. Violence was defined as any overt act or threat to hurt or kill. The prosocial scale was devised from the work of Liebert and Neale. Prosocial behavior included altruism, control of aggressive impulses, delay of gratification, explaining feelings of self and others, reparation for bad behavior, resistance to temptation, and sympathy.

All cartoons were evaluated for violence and prosocial contents. A counter-balance design was created by viewing half of the cartoons just for violence and the remaining cartoons just for prosocial behavior.

It is expected that the new cartoons will contain more violence and the old cartoons will exhibit better prosocial behavior.

[2A3]

EFFECTS OF GENDER, SOCIAL SETTING, AND LOCUS OF CONTROL ON THE PERCEPTION OF VIOLENCE ON TELEVISION. Alice Rademacher, Raymond M. Bragiel*, Franklin College of Indiana.

Laboratory research has consistently demonstrated that the presence of observers influences the level of aggressive behavior (e.g. Borden, 1975). However, the effect of observers, social setting and locus of control on the perception of violence has received less attention. A previous study done in our department showed that the setting, not gender significantly influenced the number of violent incidents perceived. The purpose of the present study was to compare social setting and locus of control influences on the perception of violence by men and women.

In this experiment, a taped episode of "The Fall Guy" was viewed by individuals, like-gender, and mixed-gender groups. Subjects were instructed to simply tabulate the number of violent incidents they observed. After viewing the tape, each subject completed a Locus of Control Scale (Nowicki and Strickland, 1973). The data were analyzed using one- and two-way ANOVA procedures.

The preliminary analysis of the data indicates that, unlike the previous study, there were no significant effects attributable to the social setting, viewer gender, or locus of control.

Since women are generally less violent, the present results are surprising. However, these findings do confirm the general belief that "private" perceptions often differ from "public" acting out.

[2A4]

FACTORS INVOLVED IN THE EXPRESSION OF VIOLENCE IN MALE-FEMALE RELATIONSHIPS. Merrilee M. Morland, Dr. Charles F. Blach*, Eastern Illinois University.

Three factors, attitudes about women, jealousy, and anger control, were measured to determine their importance in the expression of violence in relationships. Although scientists have hypothesized a link between these factors and violence, this hypothesis has not been tested. Each of the subjects (261 college students) completed one of the following scales: Attitudes Toward Women Scale, Self-Report Jealousy Scale-Revised, and the State-

Train Anger Expression Inventory. Each subject's score was correlated with his/her behavior toward a partner assessed by the Conflict Tactics Scale, which measured the amount of symbolic aggression and violence given in a relationship. Preliminary results indicate that there is no relationship between feminism, jealousy, and anger, and the level of violence expressed in relationships. This indicates that there is no relationship between feminism, jealousy, and anger, and the level of violence expressed in relationships. This indicates that there is no empirical evidence to support three of the most prominent theories that have been used to account for domestic violence.

[281]

THE EFFECTS OF GROUP HOUSING VERSUS ISOLATION ON THE EXPLORATORY BEHAVIOR OF LABORATORY RATS.

Sherri L. Becker, Dr. John B. Bear*. Eastern Illinois University.

The effects of group housing, isolation, and partial isolation on the exploratory behavior of 15 male and 15 female Sprague-Dawley rats were studied. Grouped subjects spent 24 hours per day together; isolated subjects were individually housed 24 hours per day. Partially isolated animals were isolated 23 hours per day and allowed to play one hour a day. Subjects were videotaped as they explored a grid. We hypothesized that isolated animals would show more evidence of hyperactivity due to deprivation of "rough and tumble" play, whereas socially housed subjects would exhibit classic exploratory behavior. We projected that partially isolated animals would show some signs of hyperactivity, but not to the same extent exhibited by isolated subjects. Results indicate that gender, but not rearing conditions, significantly influenced the total number of squares entered, as well as the time spent in each square. These data lend support to recent studies which indicate that grouping animals does not constitute an enriched environment.

[282]

VALIDATION OF A NEW ACTIVITY MEASURE USING AMPHETAMINE-INDUCED HYPERACTIVITY.
Doug G. Woeste, Martin J. Burnham, Dr. Maria S. McLean,* Dr. John W. Porter*, Thomas More College.

Amphetamine-induced hyperactivity in eight adult male Sprague-Dawley albino rats was used to validate a rat activity measuring device developed by John W. Porter of Thomas More College. The activity measuring device (activity board) consists of an unstable platform upon which the animal cage rests, and an Apple II computer. Electrical contacts in the platform are connected to the Apple computer game port through a simple interface. The unstable platform was constructed from two identical pieces of composition board. A large wood screw was inserted through the center of the lower board, with the point of the screw upward. The screw passes through a hole in the upper board and terminates against a metal plate attached to the upper board. The top board does not balance perfectly on the point of the screw. Rat movements in the cage sitting on the top board cause changes in the electrical contacts in the corners of the activity board assembly. These changes are then recorded by the Apple computer. In validating the device, each rat was given a 24-hour acclimation period in the activity cage before testing. The rat then received an injection of *D*-amphetamine sulfate (1 mg/kg or 3 mg/kg) or saline i.p. A balanced Latin-square design was used to determine the order of injections, with seven days elapsing before a rat was given a dose not previously received. Injections were given ten minutes prior to the beginning of a recording session, and the number of closings of the electrical contacts was recorded every thirty minutes over a four-hour test period. Preliminary results indicate that the device does detect dose-related changes in activity. Activity records following an injection of 3 mg/kg amphetamine were significantly higher than those following a 1 mg/kg injection, and both are significantly higher than activity following saline injections. The advantages of the software program, and of this method of measuring activity, are discussed.

[283]

THE MEMORY ENHANCING EFFECTS OF GLUCOSE USING THE CONDITIONED PLACE PREFERENCE TEST.
Ted Mills, Dr. Marshall Waller*. Franklin College of Indiana.

Recent studies (e.g. Gold, 1987), using a conditioned place preference model and rats, report that sugars may enhance memory. In one study glucose injections were paired with drinking saccharin (White et al., 1984). In this study, oral saccharin alone failed to produce conditioned place preference, whereas the glucose/saccharin combination did. However, no recent study has attempted to isolate and evaluate the memory enhancing effect of glucose injections alone in the rat. The present study examined this effect in a conditioned place preference model.

After a baseline side preference was established for each animal ($N=10$), glucose naive rats were injected on four alternate days with either isotonic saline or a glucose solution (2g/kg). Immediately following injections, the rats injected with glucose were placed in their non-preferred side for four minutes, and the saline injected rats were placed in their preferred side for four minutes. On day 5 of the cycle each rat was placed in the center of the apparatus and their post treatment side preferences were recorded for 10 minutes. No injections were made on test days. This 5 day cycle was repeated starting on day 6. The data were analyzed using the within-subject one-way ANOVA and the Tukey post-hoc tests.

The analysis showed that the glucose induced a shift in the place preference. On test day 1 all animals significantly shifted their preferences and on test day 2 all but 2 animals retained their preferences. These findings support the hypothesis that blood glucose levels enhance memory.

[2B4]

EFFECTS OF NOISE STRESS ON MAZE LEARNING IN RATS. Christie Watson, Dr. Marshall Waller*. Franklin College of Indiana.

Previous studies suggest that blood glucose level increases during periods of stress. The results of other studies (e.g. Gold, 1987), indicate that memory is improved by moderately increased blood glucose levels. The present study was designed to determine if stress has an effect on memory as a consequence of an increased blood glucose level.

After acclimation to the laboratory, blood glucose levels were measured in nine rats. Then four of the rats were exposed to white noise stress each day for 12 hours per day (Experimental group). Five rats served as a Control group. Blood glucose levels were determined every three days. The rats were food deprived for one week and acclimated to the Hebb-Williams maze. Then the rats trained on a moderate maze problem using food as a reinforcer. Latency to leave the start box, errors, and run time were measured. The data were evaluated using the appropriate t-test, one-way ANOVA and Tukey post-hoc procedures.

A preliminary analysis of the data indicates that blood glucose was significantly elevated during the stress period in Experimental but not Control animals. Also, after training, the Experimental group ran the maze faster and made fewer errors than the Controls. Within the Control group, no changes were seen, over time, in any dependent measure, but the Experimental group showed increased blood glucose and a decreased run time.

These results confirm the hypotheses that stress can increase blood glucose and potentially enhance learning and memory, at least in a Hebb-Williams paradigm.

[2C1]

THE ORDER OF PROCESSING OF FACES Bobbi J. Doyle, Dr. David Hines*. Ball State University

A new procedure for assessing the order of processing for individual faces is described. In this procedure a same-different task is administered, however, on 25% of the trials an "X X" is placed on the upper, middle, or lower parts of the face. Twenty-nine Introductory Psychology students participated as subjects. Subjects were asked to report "x," rather than "same" or "different," on the trials with the "X X." The results show a strong tendency for the upper and lower part of the face to be processed prior to the middle. There is also a tendency for the upper part of the face to be processed prior to the lower part.

[2C2]

THE MANY FACES OF HUMAN EXPRESSION: HOW COLLEGE MAJOR, MYERS-BRIGGS TYPE, AND SEX RELATE TO INTERPRETATION OF FACIAL EXPRESSIONS. Lauren Baumann and Dolores Beckett, Dr. Maria McLean*. Thomas More College.

Stemming from the claim of Ekman and his colleagues (1972) that both the encoding and decoding of emotional expressions are the same for all people, regardless of culture, language, or educational background, a study was conducted to determine the relationship of college major, Myers-Briggs Type, and sex with the ability to accurately interpret (decode) facial expressions. Thirty-nine (39) male and female college students majoring in Biology, Business, or Psychology participated. Photographs depicting nine emotions (surprise, anger, contempt, distrust, disgust, fear, enjoyment, shame, and interest) were displayed; upon hearing a verbal definition of each emotion, the participants identified the one picture believed to correspond with the emotion presented. A balanced Latin square design was used to determine the order of presentation of photographs for each participant; the order of the photographs was then reversed, and the sequence repeated, as a measure of reliability. A mixed design (2x9x2 ANOVA) used to analyze the results showed no significant relationship of either sex or major with ability to decode facial expression. A higher frequency of error was found in the interpretation of the negative and neutral emotions. A smaller-than-expected reliability coefficient suggests that the participants of this study were not confident in their interpretations of facial expression. The results of this study are discussed in relation to the findings of Ekman and Izard. Suggestions for further studies are proposed.

[2C3]

PREDICTIVE FACTORS OF COMMUNICATION INTIMACY. Raymond List, Dr. Faye Plascak-Craig*. Marian College.

Researchers have stated that the level of dyad communication intimacy is a measure of relationship status. Level of intimacy was strongly linked to ratings of friendship intensity. This project examined factors involved in the development of communication intimacy. Based on a model by Hunt (1980) it was hypothesized that situational constraints, message utility, and ability to identify with the partner, would be significantly correlated with level of communication intimacy. Subjects were college student pairs in romantic relationships, friendships, and acquaintances. Each member was given the Friendship Observation checklist (Hays, 1984) measuring frequency and

degree of intimate behaviors. Situational constraints were measured by propinquity and repeated exposure. Message utility was measured by extent of interest similarity. Identification with partner was measured by degree of empathy, cognitive similarity and cognitive saliency. It was predicted that these factors account for half of the intimacy variance, and that the strongest predictors will be frequency of cognitive similarity and cognitive saliency would account for most of the variance. Results of the study could be applied to marriage and family therapy for explaining factors likely to obstruct adaptive communication patterns.

[204]

CHARACTERISTICS OF A BEST ROUTE: AN APPLICATION TO WAYFINDING SYSTEMS. April L. Aquino, Dr. Darrell Butler*, Ball State University.

Many public buildings provide numerous routes to the same destination. When designing a sign system for these buildings the problem arises of which route is best. This study has been conducted to find out what constitutes a best route. Twenty-five undergraduates were shown a video tape and maps of seven routes through the psychology building. Subjects were given a table that provided relevant information about each of the routes such as distance, number of stairs, if the route went outside, if an elevator was present, and if there were wheelchair ramps. The subjects were asked to rate the routes four times on a scale of 0 to 10. The four conditions were: 1) an initial rating made after viewing the tape and maps; 2) a rating made while imagining they were confined to a wheelchair; 3) a rating made while imagining they were visually impaired; 4) and an overall rating taking into account their previous three ratings. An analysis of the data showed that the characteristics of distance of route and whether the route went outside correlated highly with the first ratings of best route. The final overall ratings were shown to correlate highly with the initial ratings. Implications are discussed for way-finding sign systems.

[205]

EFFECTS OF LEADERSHIP, GROUP APPOINTED AND ASSIGNED, ON GROUP PARTICIPATION. Diana R. Stewart, Dr. Don Osborn*, Bellarmine College.

One hundred college students were divided into 20 groups of five. All group members drew a letter, A through E, for identification. Half of the groups were told that the person with letter A would be the leader of the group and they were given one minute to select seats. The other half were given one minute to select a group leader. The leaders of both groups were given the same discussion topic and the discussion was stopped after 10 minutes.

Video tapes of the discussion will be analyzed to determine whether or not the prediction that the groups who appointed their own leader will have a greater amount of participation was confirmed.

[202]

A CAUSE FOR HALO? Bobbye M. Mills, Dr. Terry Barren*, Murray State University.

This research involves finding a way to eliminate the occurrence of the halo error in ratings. The subjects will be 160 male and female Psychology 180 students. These subjects will be divided into eight groups. Four groups will be shown a videotape which depicts a likable character and four will view an unlikable character. All groups will then rate this individual on certain characteristics and four groups will also rate the individual on certain attributes of those characteristics. The independent variables for these eight groups will include receiving prior information about the halo error and receiving more detailed attributes of certain characteristics rated.

The hypothesized results are that those subjects who receive both the prior information about halo and the more detailed attributes to rate will show less of the halo error in their ratings than those who do not receive these conditions. If such control over halo is achieved then perhaps such measures should be used during all rating procedures.

[203]

PROXIMITY AND SHARED ACTIVITIES AS FACTORS IN FRIENDSHIP FORMATION AT SUMMER CAMP. Nancy Hanna, Dr. Ann Jirkovsky*, Bellarmine College.

This study examines the roles of proximity and shared activities as factors in friendship formation at summer camp. The subjects, 90 twelve to fifteen year-old boys and girls at a week long summer camp, were given a questionnaire at the end of the week on their friendships at camp. The hypothesis was that those subjects who lived in close proximity to one another (bunkmates), and those subjects who participated in shared activities (same instructional activity group), were likely to become friends. Analysis of the data revealed that these hypotheses were confirmed. It was further hypothesized that subjects who shared both of these conditions in common were more likely to become friends than those who shared only one condition. Analysis of the data revealed that this hypothesis was not confirmed.

[204]

THE INFLUENCE OF COMPETITION, AND THE BEHAVIOR OF OTHERS IN A SIMULATED COMMONS DILEMMA.

Sue Magnus, Kerry Neff, Tricia Yunk, Mike Ruedebusch, Dr. Jeffrey Smith*. Northern Kentucky University.

Forty-four introductory psychology students participated individually along with two confederates in a commons dilemma simulation game. The commons dilemma simulation game was designed to pit individual short-term gains against long-term group interests. During the game the confederates employed either an exploitative (taking a large number of points) or a nonexploitative (taking a small number of points) harvesting strategy. Performance in the game was rewarded based on either individual points earned (competitive game) or on the total points earned by the group (noncompetitive game). The result indicate that the subjects tend to adopt the harvesting strategy of the confederates even when it is against their best interest to do so.

[2E1]

THE EFFECTS OF GENDER, DIRECTION OF AGGRESSION, & TYPE OF AGGRESSION ON THE NUMBER OF AGGRESSIVE ACTS EXHIBITED BY PRESCHOOL AGE CHILDREN IN FREE-PLAY BEHAVIOR. Cindy McGaha, Dr. Marilla Scudder-Davis*. Berna College.

The purpose of this study was to determine the relationship between gender of the aggressor and gender of the recipient in determining the amount and the type of aggression that was exhibited in preschool age children. It was hypothesized that 1) males would exhibit more aggression than females, 2) there would be more male-directed aggression than female-directed aggression, 3) there would be more contact than noncontact aggression. Subjects were 20 male and 20 female children (aged 3-4 years old), who attended the Berna College Preschool. Subjects were observed for three 30-second time intervals of free-play behavior with each sex. As hypothesized, there was more male-directed aggression than female-directed aggression and there was more contact aggression than noncontact aggression. Contrary to hypothesis, females exhibited more aggression than males. The interaction between the gender of the aggressor and the gender of the recipient revealed that the greatest amount of aggression was directed toward males by females. There were, however, no significant differences found. These findings may suggest that gender roles are changing.

[2E2]

EFFECTS OF HEAVY METAL MUSIC ON AGGRESSIVE ATTITUDES OF YOUNG ADULTS. Daniel L. Jones, Dr. Terry Barrett*. Murray State University

Sixty Introductory Psychology students are divided into six groups, which consist of two groups of either preference or no-preference for heavy metal music and three treatment groups consisting of heavy metal treatment group, pop music treatment group, and no music treatment group. Subjects are asked to complete an aggression inventory before and after the treatment conditions to determine changes in the levels of serious and playful aggressive attitudes. Increases in playful aggressive attitudes are expected from subjects that prefer heavy metal music and receive the heavy metal treatment condition. These results would indicate that music forms such as heavy metal can serve as cues for playful aggressive attitudes among certain groups of young adults.

[2E3]

THE EFFECTS OF VIOLENT MUSIC ON AGGRESSION. Wade Smith, Dr. Angela Lipitz*. Northern Kentucky University.

An experiment was conducted to determine whether heavy-metal music induced significantly higher levels of aggression than rock or no music. In a 3 x 2 (music x sex) design, 96 introductory psychology students listened to 20 minutes of heavy-metal music, rock music, or silence while supposedly waiting for a tardy experimenter. Aggression was then measured using the hostility scale of the Multiple Affect Adjective Check List (MAACL), the Rosenzweig Picture-Frustration Study, and card 4 of the Thematic Apperception Test. The anxiety and depression scales of the MAACL were also used to test for differences between the six experimental conditions. No significant differences were found.

[2E4]

EFFECTS OF VIEWING VIOLENT SPORTS ON SPECTATOR AGGRESSION. Timothy E. Murray, William E. Addison*. Eastern Illinois University.

Archival analysis was used to assess the effects of viewing violent sports on aggressive behavior in spectators. University police records were used as a basis to compare the number of criminal offenses on days of college football games to the number of offenses on non-game days. The specific criminal offenses used in the analysis included assault, aggravated assault, battery, aggravated battery, criminal damage to property, criminal damage to state supported property, and disorderly conduct. Preliminary results from Chi-square tests of independence indicate that a significantly greater number of offenses occurred on game days than on non-game days.

[3A1]

SMOKING BEHAVIOR AND THE SELECTIVE EXPOSURE HYPOTHESIS. Eric W. Cook, Dr. Terry Barrett*. Murray State University.

Eighty male and female introductory students were divided into two groups. The control group included male and female smokers and male and female non-smokers. The experimental group included male and female smokers and male and female non-smokers. The control group viewed eight non-novel ads and rated the ads on a seven-point scale along eleven dimensions. The experimental group viewed eight novel ads and rated the ads on a seven-point scale along eleven dimensions. Both groups were given a recall and recognition task. The recognition task included a five-point confidence scale. Expected results include a selective exposure effect among the responses given by male and female smokers in the experimental group. These findings seem to indicate that the mechanism underlying the selective exposure effect include novelty in dissonant conditions.

[3A2]
BREAST SELF-EXAMINATION: BELIEFS AND PRACTICES OF COLLEGE WOMEN: MOTIVATION AND INFLUENCING FACTORS. Maureen E. Zelensky, Dr. Thomas Wroble*, University of Michigan-Flint.

The focus of this study was to assess the health beliefs and practices of college women. The central concern was regarding the practice of breast self-examination (BSE). The Health Belief Model was used as the theoretical base. The convenience sample consisted of 102 women who were attending college classes. Questionnaires were devised as the research instruments to determine the factors which influence or motivate subjects to perform the BSE, as well as obtaining demographic data. Only 4% of the sample always practiced the preventive health behavior, while 32% reported never performing the BSE. The results revealed no significant correlation between the theoretical model's perceived threats and increased practice of BSE. However, other variables such as knowledge of the procedure, subject's age, and recency of professional exam all correlated significantly with BSE frequency.

[3A3]
THE SIGNIFICANCE OF RESPONSIBILITY AS A VARIABLE IN WEIGHT LOSS AND ITS MAINTENANCE. Harjinder Kaur, Dr. Terry Barnes*, Murray State University.

The issue that promoted this study is why certain people have a more difficult time losing weight and maintaining that loss than others. Studies done have suggested that self-responsibility could be a crucial variable in determining weight loss and to maintain that loss.

One hundred and fifty subjects will first have their height and weight measured. They will then be asked to complete a questionnaire that will measure for self-responsibility. Subjects will be placed in four groups based on their weight history.

If self-responsibility is a crucial variable, the subjects who have been able to lose weight and maintain the weight loss will have significantly higher scores compared to the other groups. This would indicate that self-responsibility will have to be assumed by the person before long-term success can be obtained.

[3A4]
INTERPERSONAL DISTANCING AND THE SELF-MONITORING PERSONALITY. Laura Watson, Dr. Terry R. Barnett*, Murray State University.

Self-monitoring describes the different ways people react to social situations. This study focuses on the possible differences that self-monitoring individuals might have in personal space in a problem-solving situation.

Forty female students from an Introductory Psychology class will be divided into four groups and tested to find if they should be classified as high or low self-monitors. They will then be asked to solve a list of anagrams, with a confederate acting as their partner, in a situation where they can work together or alone. They will be selected for the working together or alone category (talking or not talking while solving the anagrams) on the basis of whether they are high or low self-monitors. I expect their interpersonal distancing to be correlated with working together or alone and to vary according to their self-monitoring status.

[3B1]
EFFECTS OF EXPERIMENTER GENDER AND FAMILIARITY ON INDUCED INTERFERENCE ON A COGNITIVE TASK. Larry D. Jenkins, Dr. Marshall Waller*, Franklin College of Indiana.

In a previous study designed to determine the effect, if any, of learned helplessness on performance of a Stroop task, an analysis of performance by male and female subjects suggested a potential gender role interaction between a male experimenter and female subjects.

In the present study, undergraduate college students were assigned to either a male or female experimenter. Subjects were further categorized as "Known" or "Unknown" to the experimenter. Subjects were then randomly assigned to Control, Soluble and Insoluble groups. Subjects in the Soluble and Insoluble groups worked a series of four discrimination problems made soluble or insoluble by experimenter feedback. The problems were similar to those previously used by others (e.g. Hiroto and Seligman, 1975) to study learned helplessness. The Control group received no pretreatment. All subjects were then given a series of trials on a Stroop task (name color of ink vs. read color word). The data were analyzed using one- and two-way ANOVA and the Tukey post-hoc procedures.

A preliminary analysis of the data revealed that, as expected, all groups showed the Stroop effect. There was also a marked difference in the performance of the Soluble and Insoluble groups on both aspects of the Stroop task.

However, the analysis failed to reveal any effect attributable to experimenter gender or whether the subject was known or unknown to the experimenter.

These results confirm our earlier findings that learned helplessness was induced by the pretreatment and can interfere with a cognitive task. However, experimenter gender and familiarity with the subject did not appear as important determinants of performance on the Stroop task.

[382]

THE EFFECTS OF STATUS ON MASCULINE AND FEMININE ATTRIBUTES IN THE MEDICAL PROFESSION.

Rachel Hayes, Dr. Mary Rytzig*, Indiana University-Purdue University at Indianapolis-Columbus.

Forty-three undergraduate students and 16 undergraduate nursing students were given descriptions of hypothetical persons in the medical profession and asked to rate the descriptions using the short form of the Personal Attributes Questionnaire (Spence & Helmreich, 1978). The descriptions controlled for gender, occupation, and lifestyle status including age, marital status, ownership, and use of leisure time. The results showed no significance in perceived masculinity and femininity across gender in the hypothetical persons. Masculinity and femininity based on occupation and lifestyle status showed significance. The results seem to indicate a diminishing of sex bias based on gender; however, the results have also shown an increasing subtle sex bias based on occupation and lifestyle.

[383]

GENDER DIFFERENCES IN TWO MEASURES OF LATERAL PREFERENCE: HANDEDNESS AND EYEDNESS. Beth A. Mauer, Dr. Faye D. Placak-Craig*, Marian College.

Lateral preference has been a topic of psychological research since the early part of this century. However, there is disagreement concerning the existence of an overall symmetry in lateral preference. A correlational study was conducted to investigate the presence or absence of a relationship between hand and eye preference (or dominance). Forty male and female college students were administered the Edinburgh Handedness Inventory and the Miles cone test, in addition, and provided subjective reports to determine lateral preference. Gender differences in preference and degree of relationship were also examined. Analysis is expected to show no significant relationship between handedness and eyedness, but rather a general preference for the right eye regardless of hand dominance. A gender difference in the degree of this relationship is also expected.

[384]

A STUDY OF SEX ROLE ORIENTATION AND CHOICE OF COLLEGE MAJOR. Len Dawson, Dr. Marshall Waller*, Franklin College of Indiana.

The issue of the relationship between traditionally male and female sex-role orientation and occupational choice is a well debated topic. Also, the major course of study late in college probably indicates at least the general occupational area the student will enter.

In a previous study done in our department, Junior and Senior students were used to determine the relationship between sex-role orientation and career choice. This study indicated that females who enter traditionally male careers show a marked nontraditional sex-role orientation. The present study was designed to expand this work by increasing the number of subjects and majors.

Seventy Junior and Senior students with declared majors in Business, Biology, Journalism, Sociology and Education were randomly selected from a list provided by the College's Records Office. Five men and 5 women from Business, Biology and Journalism; 10 men and 10 women from Sociology and Education were selected. Demographic data was verified for each participant and the Bem Sex-Role Inventory (BSRI) was administered to assess the subject's sex-role orientation. The data were analyzed using a Chi-square procedure.

A preliminary analysis of the data indicates that, unlike the previous study, both males and females in these majors were distributed as expected. These results suggest that sex-role orientation is not a major determinant in career choice.

[3C1]

CELEBRATING JONAH: A CASE STUDY OF AN AUTISTIC CHILD. Laura Smith, Dr. Jessie Namikas*, Madonna College

Throughout the past eight months, I (Laura Smith) have been working with a six-year-old autistic boy named Jonah Lehmann using the innovative Option Method of therapy. With this method, myself and other volunteers seek to penetrate Jonah's autism by showing him that we love and accept him without judging his condition or behavior as being negative. This is done (during one-on-one sessions in a specially designed playroom) by becoming involved in whatever object or activity is capturing Jonah's interest. In doing so, we usually connect with him. Our next step is to use the object in an imaginative way, or alter the activity slightly, to promote further interaction and learning.

Over the past 15 months since his parents began the program, Jonah has shown remarkable progress in areas such as eye contact, social interaction, environmental awareness, emotional expression, language acquisition, etc. This research indicates that autism is not entirely incurable or hopeless, as traditionally believed. By showing autistic individuals we accept them and their unique behavior, we may be able to persuade them to join our world.

[3C2]

EFFECTS OF A DAY CARE PROGRAM ON PARENT-CHILD INTERACTION. Liesel M. Berry, Dr. Terry Barrett*. Murray State University

Twenty parents in a day care program and twenty parents not in the program will be given two questionnaires to complete on their interaction with their children. Their answers to each question will be compared to determine if there is a difference between parent-child interactions that are in the program and those that are not. I expect to find that parents that have not entered the program will not have as high a quality of parental interaction and discipline as those that are in the program. If the results do indicate this fact, then such programs do indeed teach parents better parenting skills and more research should be done on the program in order to replicate the program in other areas.

[3C3]

CHILD DEVELOPMENT CASE STUDY. Peggy S. Martin and Helen Grizzle, Dr. Mark F. Sohn*. Pikeville College.

An eleven year old female child was used for this case study. The case study covered the physical, cognitive, and psychosocial domains of development. Interviews were conducted with various relatives of the child to gather information on the child's life events. The child was also given a personal interview and was very helpful to the study. A list of questions were compiled before the interview that covered all the domains of development. The goal of this study was to observe, record, and evaluate the development of this child.

[3C4]

PERFORMANCE OF SUBJECTS OF DIVORCED VS NONDIVORCED PARENTS IN STRESS VS NONSTRESS CONDITIONS & EFFECT ON PERFORMANCE OF SUBJECT AGE AT TIME OF PARENTAL DIVORCE. Irene Nagler, Dr. Marilla Scudder-Davis*. Berea College.

Research on long-term effects of divorce on offspring and the impact of the offspring's age at the time of divorce is conflicting. It was predicted that 1) Subjects in stress conditions will complete fewer anagrams than subjects in nonstress conditions; 2) because subjects with divorced parents lose a method of dealing with stress, they will complete fewer anagrams than subjects with nondivorced parents; 3) the difference between the number of completed anagrams in the stress and nonstress conditions will be greater for subjects with divorced parents than for those with nondivorced parents; 4) because subjects who were adolescents at the time of parental divorce had outside support systems to compensate for losing a stress-management method, they will complete more anagrams than subjects who were pre-adolescents at the time of divorce; 5) the difference between the number of completed anagrams in the stress and nonstress conditions will be greater for subjects 0-13 years old than for those 13+ years old at the time of the parent's divorce.

The study involved 114 college students. Subjects in the stress condition completed more anagrams than subjects in the nonstress condition, contrary to what was hypothesized. Subjects of divorced parents completed more anagrams than those of nondivorced parents, contrary to the hypothesis. Subjects who were 13+ years old at the time of parental divorce completed more anagrams than those 0-13 years, as hypothesized ($p < .05$). They also completed more anagrams in the stress condition than any other group. The results may suggest that children of divorce have developed ways of coping with stress.

[3D1]

NEUROLOGICAL AND SOCIAL IMPAIRMENT IN SCHIZOPHRENIC AND AFFECTIVE DISORDERS. Lisa Wurmeltbacher, Melinda Ferner, and Dr. Maria McLean*. Thomas More College.

Evidence of neurological disturbance and impaired social perception and judgment is widely reported in schizophrenic disorders. This study examined the performance of schizophrenic ($N=12$) and affective patients ($N=7$), as well as that of a nonpatient control group ($N=7$), on neurological and social tests. Each subject repeated a series of hand movements, the neurological tests; watched a film and rated the appropriateness of the depicted social behaviors; and identified the emotions depicted in several photographs. The schizophrenic and affective subjects showed significant ($p < .05$) impairment on all the dependent measures when compared to the control group. However, the schizophrenic and affective groups did not significantly differ from one another. The findings of this study are inconsistent with previous reports that the performance of schizophrenics was more impaired than that of affective subjects; more research needs to be done to determine the nature of the relationship between these two patient groups.

[3D2]

A RESIDENTIAL TREATMENT PROGRAM'S EFFECT ON ANXIETY Thomas L. Barnett, Dr. Harve E. Rawson*. Hanover College and Englishton Park.

This study investigated the effects of a structured 10-day residential therapeutic setting on children's anxiety. Subjects in the treatment experimental group (N = 194; 6 to 12 years old) were characterized by severe behavior and emotional disorders, low socioeconomic backgrounds, broken homes, and social deprivation. Control subjects (N = 53; 10 to 13 years old) were drawn from two elementary school systems similar to where the children from the residential treatment program are drawn. Pre- and Post-testing was conducted with the Revised Children's Manifest Anxiety Scale. The specific hypothesis tested was that the anxiety of the children involved in the treatment program would change significantly while the anxiety of the school children in the control group would not change significantly. Statistical results showed a significant decrease in anxiety of those children involved in the treatment program while the anxiety of those children in the control group decreased only moderately. This research points to the therapeutic and educational value of such residential treatment programs to children described as emotionally handicapped and behaviorally disordered.

[3D3]

THE EFFECTS OF GROUP THERAPY ON LOCUS OF CONTROL IN JUVENILE DELINQUENTS. Pamela S. Verburg, Richard Wiebe*. University of Indianapolis.

Internal-External locus of control is considered in this study. The Nowicki-Strickland Locus of Control Scale for Children was administered as a pretest and a posttest for participants and nonparticipants in group therapy at the Indiana Boy's School. Another group of group therapy participants and nonparticipants received a posttest or a pretest, but not both. The number of subjects in each group is pending upon completion. Preliminary findings indicate a significant trend towards internality in both groups, but the shift in scores in the group therapy participants was much greater than those not participating. The findings are significant, as they support the effectiveness of group therapy in changing a person's locus of control from more external tendencies to more internal tendencies.

[3D4]

A CULTURALLY RESPONSIVE PARENTING PROGRAM FOR PARENTS OF BEHAVIORALLY DISORDERED CHILDREN Jeffrey L. Fouty, Dr. Rawson*, Hanover College

Fifteen low-income single parents were chosen for a special parenting training program who also had children attending the Englishton Park Academic and Remediation Program during the 1988-89 summer. New Directions, a New Albany, Indiana child services agency, works with children from ages nine and older who come from culturally and economically deprived families. These children are referred to as "high-risk" youth as they possess those characteristics defining youth at a high-risk of problems associated with school drop-out, delinquency, substance abuse, and neglect. The Englishton Park parents were chosen as a base research group because they had already been introduced to some behavior modification techniques and reward system concepts that are utilized in the summer program as well as in the parent-program.

The development of a culturally responsive parenting program is discussed in this presentation. A curriculum was specifically developed to meet the special needs of these parents. This process included: (1) teaching these parents basic parenting skills, (2) giving them information about early adolescent development, and (3) helping them overcome social and environmental barriers that they perceive as problems. The overall format and layout of the program is described with workable and motivational techniques. Also described are some of the misconceptions that arise when working with low-income single parents, and the frustrations encountered while participating in projects of this type.

[3E1]

A THEORY OF PERSONALITY DEVELOPMENT. Angela L. Rowe, Dr. John B. Best*, Eastern Illinois University.

A theory of personality development is presented that focuses on recent work in social cognition and on the contributions of G. H. Mead, W. Mitchell, and D. J. Bem. Personality is conceptualized as the interaction of two cognitive structures. These are the personal construct, representing one's unique interpretation of those aspects considered relevant of the second construct, the collective construct. The collective construct represents that part of personality outside of self that assigns abstract labels to concrete behaviors dependent upon situation. Individual experience determines the nature of interaction between the personal construct and collective construct. Thus, the proposed theory offers several advantages over existing theories.

[3E2]

AN EVALUATION OF THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY. Elvis R. Hatfield, Amy Hamilton, Dr. Mark Sober*, Pikeville College.

In an effort to assess reliability and evaluate an I.Q. test, the Otis Self-Administering Test of Mental Ability was administered to twenty-three college students, six males and seventeen females. The Otis was chosen

for its spiral-obitrus format, reliability, validity data and pool of previous research studies. The ages of the participants range from twenty to forty-three, with I.Q. scores ranging from eighty-five to one-hundred and twenty-six. A class profile was developed. Previous studies as well as reliability data for internal consistency, test-retest, and equivalent forms are presented.

[3E3]

RELATIONSHIP BETWEEN SELF-CONSCIOUSNESS AND SELF-ACTUALIZATION Anna T. Sasin, Dr. Roger Ware*, Indiana University-Purdue University-Indianapolis.

One hundred thirty-six college freshmen had completed Self-Consciousness Scale (SCS) and Personal Orientation Inventory (POI). SCS scale was used as the measurement of private self-consciousness (PrSC) and public self-consciousness (PuSC). Two dimensions of POI scale, Time Competency and Inner Directedness (ID), were used as the measurement of self-actualization. The results has shown that there is a significant negative association between PuSC and self-actualization. The analysis of variance revealed $F(1,1) = 25.8$, $p < .001$ for TC and $F(1,1) = 13.1$, $p < .05$ for ID. Pearson's Correlation Coefficient was also significant $r = -.40$ for TC and $r = -.28$ for ID. PrSC had no significant effect on self-actualization. The negative association between PuSC and self-actualization suggests that the awareness of self as a social object (self compared to social standards) works as an inhibitor in self-actualization. These findings indicate the crucial role of critical evaluation of socially approved norms (prohibitions and demands) for self-actualization and can have application in therapeutic settings.

[3E4]

LOCUS OF CONTROL IN BAHRAINI AND AMERICAN STUDENTS Michael Todd Boling, Dr. Harve E. Rawson*, Hanover College

An Arabic translation of the Nowicki-Strickland Internal-External Control scale was used to assess mean locus of control for a substantial group of Bahraini college students ($N=257$). This data was compared to a group of Midwestern American college students ($N=290$). A difference between the mean in internality was attributed to differences in religious beliefs. No significant differences were determined between sexes for either group. .01 significance was obtained between traditional and non-traditional age students in both cultures. Also, approximately a .30 correlation of internality and age was determined in each culture. Suggestions were made for further research with religion as a social antecedent of locus of control.

[4A1]

ARE FREQUENT COMMERCIALS REALLY NECESSARY? Andrea Suding, Dr. Faye Plascak-Craig*, Marian College

Marketers spend billions of dollars creating commercials for potential buyers. Advertising has used frequent exposure as its marketing strategy. Previous research has linked frequency of exposure to amount of recall. However, over-exposure can have a negative effect. This study was designed to test a relationship between advertisement frequency and recall. Undergraduate students were randomly placed into three groups. Groups A and B were shown a standard thirty-minute program in which Group A observed commercials once, and Group B observed commercials three times. Group C functioned as a free recall, non-primed control group. Recall was measured by amount of information remembered after a 24-48 hour delay. The results are expected to show that a single exposure will produce the same amount of recall as multiple exposures. This would be evidence, if substantiated by a larger sample, that could save marketers advertising dollars.

[4A2]

PENCIL AND PAPER ASSESSMENTS OF LIGHTING LEVEL PREFERENCES. Theresa E. Lovegrove, Rachel L. Burns, Donald E. Winsted III, Dr. Darrell L. Butler*, Ball State University.

The standard means of measuring lighting level preferences is to have the people using a particular lighted area to adjust the lighting level to make it more satisfying. The problem with this method is that it is not possible to ask people to adjust the lighting level in buildings which are not yet built. In an attempt to try and solve this problem, we were interested in determining whether or not a pencil and paper measure could be used to determine lighting level preferences. The purpose of this experiment was to compare pencil and paper measures of assessing lighting level preferences to in-room lighting level measures. The subjects for the pencil and paper measure were 97 volunteers from the Department of Psychological Science research pool at Ball State University. The subjects for the in-room measure were 28 volunteers from the University of Kansas. Each subject in the pencil and paper measure was given the same 30-item questionnaire and asked to make judgments on a seven point scale. The in-room subjects were asked to make 30 lighting level judgments using the same situations used in the pencil and paper measure. They were asked to set the lighting to the level that they would prefer by using a linear slide dimmer. The results of this study showed that pencil and paper measures can be used to make excellent predictions of in-room judgments. The advantages of using the pencil and paper method are also discussed.

[4A3]

FROM REAL TO REEL: THE EFFECTS OF LIVE OR TAPED TESTIMONY ON THE CREDIBILITY OF CHILD WITNESSES. A FOLLOW-UP STUDY. Jean Andrew, Dr. Maria McLean*, Thomas More College. (Presentation assisted by Robert Goebel.)

In an effort to ascertain whether child witnesses were more believable on film or in person, a study by Andrew & O'Hara (1989) was replicated. Subjects were presented with live or taped testimonies given by child witnesses. Male and female four-year-old, six-year-old, nine-year-old and twelve-year-old witnesses were used. Each child's testimony was a description of an event they had seen earlier where two adults were acting in an inappropriate manner, playing with their food. After hearing the child's testimony on tape or live, the subjects rated the credibility of the child's account. In addition, the subjects also rated the social maturity, intelligence, communication skills, manners and appearance of the children. The experimenter hypothesized that an interaction would exist between medium and gender and that the testimonies of younger children would be more believable than the testimonies of older children. This latter hypothesis was not supported. The results did indicate an interaction between gender and medium, such that a six-year-old male's live testimony was significantly more believable than a nine-year-old female's live testimony and a nine-year-old male's taped testimony, and that a nine-year-old female's live testimony was significantly less believable than a twelve-year-old female's taped testimony. Finally, a multiple r indicated a small, but significant correlation between the dependent variable (the child's credibility) and some of the features on which the subjects had rated the children. Several explanations for the significant interaction between gender and medium are explored, and suggestions for further research are discussed.

[4A4]

IDENTIFYING VARIABLES THAT AFFECT PREFERENCES FOR INSIDE WINDOWS: DO PEOPLE WANT INSIDE WINDOWS THAT VIEW ANOTHER OFFICE? Donald E. Winstead III, Theresa Lovegrove, Rachel Burns, Brian Thomason, Dr. Darrell Butler*, Ball State University

Thirty-six undergraduates peered into a model and were asked to imagine they were at work in an office. Subjects had to decide if they wanted a window viewing into an adjoining office. One group of subjects were told that the office they could see into was the office of a co-worker. A second group was told the office was that of a supervisor, and a third group was told the office was that of an employee. Experimenters projected a variety of office space views onto the back wall of the model. The back wall could be opened to simulate an inside window. The person in the adjoining office was either sitting at a desk working, sitting at a desk looking at the subject, or absent from the view. Some of the adjoining offices had windows to the outside. Window size preferences were recorded and analyzed with reference to the following variables: 1) Role of subject, 2) outside window or no outside window in adjoining office and 3) what person in adjoining office was doing -- working vs. looking at subject vs. absent. Results indicated that subjects preferred larger windows when they played the role of supervisor. Also, subjects preferred larger inside windows when an outside window was present in the adjoining office. Implications are discussed including: 1) Designing theoretical models for window preference, and 2) application of data to architectural design of open office spaces.

[4B1]

EFFECTS OF PREVIOUS EXPOSURE TO WORDS ON THE ABILITY TO IDENTIFY WORDS PRESENTED BRIEFLY ON A SCREEN. Todd Kotyk, Dr. Lawrence Boehm*, Thomas More College.

Previous research (Jacoby & Dallas, 1981) has shown that certain manipulations enhance explicit memory (e.g., recall), but not implicit memory (e.g., perceptual identification). Imagery and organization are known to influence recall and recognition (explicit memory tasks). If there is a distinction between implicit and explicit memory then these manipulations should enhance recall or recognition but not perceptual identification.

Subjects sorted sixty words into categories according to their own discretion. Thirty of the words were high in visual imagery and thirty were low in visual imagery. One group of subjects was instructed to create two categories, and a second group six categories. Subjects were then asked to identify 120 individual words that were presented for 10 msec. each. A standard recognition task followed. The effects of imagery and organization on recognition and perceptual identification will address the distinction between implicit and explicit memory.

[4B2]

REHEARSAL AS A POSSIBLE EXPLANATION FOR THE VON RESTORFF EFFECT. Brian Cain, Terry R. Barnes*, Murray State University

Approximately 30 General Psychology students will be placed into two groups, both presented with lists of words presented one at a time. The lists will contain certain randomly isolated items. The subjects task is to learn the lists of words. Rehearsal of the words is to be explicit. Recall for the lists will be in order of presentation. The number of rehearsals in one group will be caused by the individuals and the other groups rehearsal will be preset. The subjects will recall the words and memory facilitation checked for isolation effects. Tape recordings of each subject will allow this to be possible. Upon checking the rehearsal for both groups, I expect to find the isolation effect absent for the set number rehearsal group.

[4B3]

THE EFFECT OF KNOWLEDGE AND THE COST OF AN ERROR ON THE PERCEIVED VALIDITY OF STATEMENTS. Angela Schmidt, Stephanie Briggs, Dr. Lawrence Boehm*, Thomas More College.

There is an effect in the area of cognitive psychology known as the validity effect: repeated statements will manifest an increase in perceived truth value with only one repetition. It is thought that familiarity with the statements bias the person's validity ratings. The present study had two goals: (1) to examine the influence of prior knowledge on perceived validity and (2) to determine if the validity effect could be eliminated by making errors costly. The subjects rated a series of objectively true and false statements on a scale of 1 (definitely false) to 7 (definitely true). Half of the statements were drawn from psychology and half were drawn from a variety of content areas. Each subject participated in two sessions one week apart. There were two main factors being studied. The first was the level of the subject's knowledge. Subjects were categorized as "experts" if they had two or more courses in psychology, otherwise they were categorized as "nonexperts" (one course or less in psychology). The second factor was the cost of an error. Half of the subjects (high cost condition) were exposed to instructions which led them to believe they would have to justify their answers to a group of peers and then be evaluated by members of the group. The remaining subjects were not led to believe that errors would have any adverse consequences (low cost condition). The results address the specific conditions under which the validity effect occurs.

[4B4]

THE EFFECT OF AUDITORY LOCALIZATION ON TASK-EVOKED PUPILLARY RESPONSE. Fred R. J. Detwiler, Dr. William R. Clark*, Ball State University.

The purpose of this study was twofold: 1) to replicate an experiment in a study (Rhodes, 1987) which found the reaction time (RT) necessary to localize a sound increased linearly up to 90 eccentricities from the focus of attention; and, 2) to test the hypothesis that if task-evoked pupillary response (TEPR) is an index of attention and shifting auditory attention is a linear process, then a systematic relationship between the two should be found.

Twenty undergraduate students (ten of each gender) received course credit for participation. Subjects focused their auditory attention on one of five speakers (positioned in a semicircle in front of them), fixed their gaze on a stationary dot (to facilitate pupil measurement), and verbally indicated by number from which speaker a tone came. Speakers were assigned numbers 1-5 in either a clockwise or counterclockwise direction which was counterbalanced across subjects. Pupil and RT data were obtained while subjects made attention shifts in 45 increments from 0-180.

TEPR data did not support the hypothesis; however, a very unusual but highly significant interaction between pupil diameter and direction of speaker number was found. In addition, Rhodes' (1987) findings in terms of RT were replicated and seem to represent a quite robust phenomenon.

[4C1]

SEX DIFFERENCES IN LANGUAGE USE AND POWER STRUCTURE. Patricia J. Visk, Dr. Charles Blach*, Eastern Illinois University.

Previous research concerning the use of sexually stereotypical language indicates two things: 1) language which women use is inferior to language which men use and 2) language used by men is the official language of power. These findings served as the basis for the current study on sex-differences in language use and its relation to power. The subjects were 30 male and 30 female college students ranging from freshmen to graduate students at Eastern Illinois University. The subjects completed a questionnaire containing 20 pairs of syntactically identical sentences differing only in their interjections and adjectives. Subjects responded by indicating whether a woman, a man, or either a woman or a man had spoken the sentence. The evaluation of three t-tests comparing the males' responses to the females' responses indicated that there were no significant differences, although both sexes showed sexually stereotypical use of language. However, closer examination of specific pairs of sentences indicates that stereotypical language use among males and females occurs. These findings support previous research conducted on the use of sexually stereotypical language.

[4C2]

DIFFERENCES IN MYERS-BRIGGS CREATIVITY INDICES IN HOMOSEXUAL AND HETEROSEXUAL MALES. Michael Kemp & Roger Ware*, IUPUI

Previous research and literature suggests that persons with a homosexual orientation tend to be more creative than persons with a heterosexual orientation. However, specific research comparing homosexual personality type with heterosexual personality type was not found in the research literature. In this study, ninety-seven homosexuals and five hundred heterosexuals were administered the Myers-Briggs Type Indicator as a means to test the hypothesis. Using the selection Ratio Type Table, comparisons were made between the two groups. Results show that male homosexuals were significantly overrepresented for the INFP and the ENFP personality types ($P < .01$) and significantly underrepresented for the extroverted-sensing types ($P < .05$). These results, though preliminary, support the hypothesis that male homosexuals prefer a more creative approach to information processing than male heterosexuals.

[4C3]

CHILDREN'S ACQUISITION OF SEX ROLE STEREOTYPES. Kathleen Meadows, Tammy Broening, Veronica Glaumeier, Dr. James Thomas*. Northern Kentucky University.

Social learning theory suggests that children develop sex role stereotypes primarily by observational learning. They are then assumed to pattern their behaviors after these stereotypes resulting in same-sex imitation and sex-typed behavior. The present study was designed to demonstrate experimentally that young children can expand their sex role stereotypes by observational learning and that these stereotypes can facilitate same-sex imitation.

Method: Seventy-two first graders (36 boys/36 girls) were told they were to have their pictures taken holding a piece of fruit (i.e. an apple or grapes). Before choosing which one to hold, subjects were shown: (1) 4 snapshots of boys holding one fruit and 4 of girls holding the other, (2) several pictures of masculine, feminine, and neutral toys and questioned about sex-typed toy preferences, and (3) pictures of the apples and grapes and questioned to determine if they had incorporated these neutral objects into their sex role stereotypes in accordance with the snapshots shown earlier. Following questioning, subjects chose either the apple or grapes and had their pictures taken.

Results: Fifty-two of the subjects (72%) demonstrated "expansion" of their sex role stereotypes by "correctly" answering the questions about the apple and grapes. Fifty subjects (69%) displayed same-sex imitation. Chi square analyses indicated that both of these percentages differed significantly from chance. In addition, 81% of those who showed expansion also displayed same-sex imitation as compared to only 40% of those who did not ($X = 11.35$, $p < .01$). Results support the social learning theory view of the sex-typing process.

[4C4]

ATTITUDES TOWARD WOMEN AND WOMEN'S RIGHTS AND RULES. Elizabeth A. Paradis, Dr. William T. Bailey*. Eastern Illinois University.

Spence and Helmreich's Attitudes Toward Women Scale (AWS) is one of the most frequently used instruments in studies of attitudes. Although the creators expressly noted that it is designed to assess attitudes toward "women's rights and roles", many users seem to assume that the AWS is a global measure of attitudes toward women. This study compared college students' global attitudes toward "women" using nine 5-point semantic differentials and their attitudes towards women's rights and roles as measured by the AWS. Subjects were 124 Introductory Psychology students (73% female) who completed a multi-item questionnaire. ANOVAs with sex as a grouping factor revealed that women students were more "pro-feminist" in their AWS scores; however, subjects' global ratings of "women" did not differ by sex. No significant correlation was found between AWS score and attitude as measured on the semantic differential ($r = -.05$, $p = .60$). These findings are consistent with a recent report by Eagly and Mladinic (1989) and indicate that the AWS measures a specific area of attitude and does not provide an assessment of individual's global attitude toward women. An interesting, secondary, finding was a significant, negative correlation ($r = -.22$, $p = .02$) between the AWS and a global measure of "men."

[4D1]

THE PERCEPTION OF SOCIAL AND FINANCIAL RISKS ON BUYING GIFTS VS. BUYING FOR PERSONAL USE. Daniel A. Rowe, Dr. Richard Heslin*, Kimberly Ortman. Purdue University.

This study examined risk-reduction procedures when buying a gift. It was hypothesized that gift buyers would use procedures to reduce social-risk more than buying for themselves. In a 2×2 experimental design, a total of 120 subjects gave their perceptions of risks in one of four buying situations. The survey varied the purpose and the product. In a between-subjects design, subjects responded to either the purchase of a wristwatch for themselves, a wristwatch as a gift, a blender for themselves, or a blender as a gift.

Only the private product (blender) condition contained significant results: Gift buyers used procedures to reduce social risk more than subjects who bought for themselves. In addition, subjects used procedures to reduce financial risk when buying for themselves more than when buying a gift. The public product (wristwatch) had no significant differences between a gift buyer and buying for themselves.

[4D2]

AN EVALUATION OF THE STANFORD DIAGNOSTIC READING TEST. LeAnn Little, Linda Prater, Charlene Hawkins, Dr. Mark Sohn*. Pikeville College.

Stanford Diagnostic was administered and evaluated to demonstrate usefulness of diagnostic test. The participants included six males and seventeen females. The study consisted of administering the test and using correlation to assess test reliability. Results consists of standard scores, class profile, and reliability data for subject. From our study and previous research it was concluded that the test is highly reliable and can be used for this population.

[4D3]

INTERACTIVE EFFECT OF POTENTIAL MOTIVATION AND INSTRUMENTAL TASK DIFFICULTY ON THE MAGNITUDE OF GOAL VALENCE. David Haa, Dr. Paul Biner*, Ball State University.

The experiment was designed to assess the interactive effects of potential motivation and instrumental task difficulty on the magnitude of goal valence. Male subjects faced either an easy or difficult instrumental task in order to win a McDonald's Big Mac. For several hours prior to the experimental session, some of the subjects did not eat food while the others did. As expected, ratings of the attractiveness of the hamburger increased with instrumental task difficulty for subjects who had not eaten and were low and relatively uniform for those who had eaten. The significant results found in this experiment lend support to the energization model of motivation.

[4D4]

IMPLICIT THEORIES OF INTELLIGENCE AMONG COLLEGE STUDENTS Kimberly A. Otmer, Dr. James H. Thomas*, Northern Kentucky University.

This presentation reviews research related to children's implicit theories regarding the nature of intelligence and the two different theories identified. Entity theorists view intelligence as a stable trait of which each person possesses a fixed amount. Incremental theorists believe intelligence consists of a person's skills and knowledge and can be increased by individual effort. Research indicates by age 10-12, children understand aspects of both theories, but tend to focus on one. Studies show children with entity theories orient toward performance goals while incremental theorists emphasize learning goals. When failure occurs, the entity theorists attribute it to lack of ability and a learned helplessness mindset develops.

Since the latter finding may be pertinent to college students, our study attempted to incorporate this population. A questionnaire designed to discriminate between entity and incremental theorists was presented to introductory psychology students. Subjects were asked to indicate which type of class they preferred. Results showed those with an entity theory were more likely to select classes eliciting performance rather than learning. These results suggest implicit theories of intelligence may be useful for understanding academic achievement-oriented behavior among college students.

[4E1]

THE RELATIONSHIP BETWEEN PERSONALITY TYPE AND SELF-ACTUALIZATION. Patricia A. Harman, Dr. Roger Ware*, Indiana University-Purdue University at Indianapolis.

While many studies have suggested links between single personality dimensions and characteristics of self-actualization, no research has been done to specifically relate personality types with self-actualization. Therefore, this study was designed to investigate this relationship.

One hundred fifty female and sixty-four male undergraduate students were administered the Myer-Briggs Type Indicator and the Personal Orientation Inventory. Significant differences between personality types were found on eight of the twelve self-actualization scales for the female sample. Significant differences for males were found on only one scale. Results tentatively support the hypothesis that certain personality types tend to report self-actualization with greater frequency than others.

[4E2]

PERSONALITY-TYPES AND DESIRABILITY OF CONTROL. Pamela J. Jones, Dr. Roger Ware*, Indiana University-Purdue University at Indianapolis.

A scientific study was performed to determine if a relationship exists between personality-types and the desirability of control. Students in introductory psychology courses were administered a questionnaire packet consisting of the Myer-Briggs Type Indicator (MBTI) and the Burger and Cooper Desirability of Control Scale. The results of the study indicated a relationship between certain personality-types and the desirability of control, with an analysis of variance illustrating $p < .01$ levels of significance for the total control score and for factor 1. The analysis of variance for factor 5 displayed $p < .05$ levels of significance. The Duncan Multiple Range Test for this research study showed that most of the personality-types reported significantly higher desirability of control scores than the ISFPs and ISFJs, most notably the ENTJs and the ENTPs, who scored the highest. The results were discussed focusing on the personality-types displaying the greater need for control.

[4E3]

THE EFFECTS OF ENGLISH, GERMAN, AND CHINESE MUSIC ON THE READING COMPREHENSION SCORES OF COLLEGE STUDENTS IN IMMEDIATE AND DELAYED TESTING.

Beth A. Friedman, Dr. Kathy Milas*, Earlham College.

A $3 \times 2 \times 2$ factorial design with repeated measures across music condition and language condition was employed to determine the effects of English, German, and Chinese Music on the reading comprehension scores of college students. Fifty-four subjects were selected to participate in this study based upon their language experience. Half of the subjects did not speak German while the other half had studied the language for at least one year. Results revealed significant main effects for music condition and time condition as well as a significant interaction for music

condition by time condition as well as a significant interaction for music condition by time condition. The finding that scores in Chinese music condition were substantially higher than scores obtained in the English music condition confirmed the hypothesis that in the reading comprehension task the semantic properties of the background must interfere with the meanings of the words being read. The fact that German speaking subjects did not score considerably lower than non-German subjects in the German music condition led experimenters to conduct a pilot study. Six subjects who have studied German for at least one year listened to unfamiliar German music while reading German passages. Results from the pilot study indicate that the disrupting semantic properties of music which occur in a particular language must be coupled with the disrupting semantic properties of a reading passage in that same language to produce a significant effect on reading comprehension scores. The results also suggest that reading comprehension scores decrease over time.