



MID-AMERICA
UNDERGRADUATE
PSYCHOLOGY RESEARCH
CONFERENCE

APRIL 12, 1986

WELCOME TO THE FIFTH ANNUAL
MID - AMERICA
UNDERGRADUATE PSYCHOLOGY RESEARCH
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PURPOSE:

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

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Teaching of Psychology, 1982

THE MID - AMERICA UNDERGRADUATE PSYCHOLOGY RESEARCH
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FIFTH ANNUAL
MID-AMERICA UNDERGRADUATE PSYCHOLOGY
RESEARCH CONFERENCE

SPONSORED BY THE UNIVERSITY OF SOUTHERN INDIANA
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The following students made this conference possible:

Susan Hunt

Tom Price

Sara Van Giesen

Gayle Crowe
Andrea Hamner
Vonciele Slack

Reba Fisher
Mary Pruitt

THE THIRD ANNUAL
MID-AMERICA CONFERENCE
FOR TEACHERS OF PSYCHOLOGY

SPONSORED BY THE UNIVERSITY OF
SOUTHERN INDIANA

October 10 and 11, 1986

CONFERENCE SCHEDULE

8:15	-	8:45	REGISTRATION - Coffee and donuts courtesy of the USI Psi Chi chapter University Conference Center			
8:45	-	9:45	PAPER SESSION 1	APPLIED/SOCIAL 1	UC 351	
8:45	-	9:45	PAPER SESSION 2	PERSONALITY I	UC 352	
8:45	-	9:45	PAPER SESSION 3	APPLIED/SOCIAL II	UC 353	
<u>BREAK</u>			<u>9:45 - 9:50</u>			
9:50	-	10:38	PAPER SESSION 4	GENERAL EXPERIMENTAL/ PHYSIOLOGICAL/ANIMAL I	UC 351	
9:50	-	10:38	PAPER SESSION 5	COGNITIVE/LEARNING I	UC 352	
9:50	-	10:38	PAPER SESSION 6	GENERAL EXPERIMENTAL/ PHYSIOLOGICAL/ANIMAL II	UC 353	
<u>BREAK</u>			<u>10:38 - 10:48</u>			
10:48	-	11:48	PAPER SESSION 7	COGNITIVE/LEARNING II	UC 351	
10:48	-	11:48	PAPER SESSION 8	APPLIED/SOCIAL III	UC 352	
10:48	-	11:36	PAPER SESSION 9	CHILD/DEVELOPMENTAL	UC 353	
<u>BREAK</u>			<u>11:48 - 11:53</u>			
11:53	-	12:53	PAPER SESSION 10	PERSONALITY II	UC 351	
11:53	-	12:41	PAPER SESSION 11	APPLIED/SOCIAL IV	UC 352	
11:53	-	12:53	PAPER SESSION 12	CLINICAL/ABNORMAL	UC 353	

 Abstracts of papers follow the listing of times and papers.
 Abstracts are listed in alphabetical order by the first
 author's surname.

1:00	LUNCH (Main floor of the University Center)
1:50	"PSYCH FOLLIES" UC 352/353 Presented by the Psi Chi Players Gayle Crowe as Frigid Fran and Dr. Ruth! Susan Hunt as Sally Asexual! Tom Price as Larry Libido! Sara Van Giesen - Technical Assistant
2:15	"John B. Watson: Some Aspects of his Life and Career" Dr. Charles Brewer Furman University

SESSION 1APPLIED/SOCIAL I 8:45 - 9:45 ROOM: UC 351MODERATOR

Dr. Patrick Brophy

8:45 - 8:57

Are the principles of Psychology common knowledge?
Robert Lamphier and M. Frederick Baechler, Rose-Hulman
Institute of Technology
Sponsor: Dr. Patrick D. Brophy

8:57 - 9:09

Selective memory for external cues and obesity among
college students.
Tara Baltzer, Marian College
Sponsor: Dr. Faye Plascak

9:09 - 9:21

The effects of the completion of the fourth and fifth
steps of the program of Alcoholics Anonymous (Making a
moral inventory and admitting wrongs) and sex on the
self-concept of alcoholics in A.A.
Alida Herrick, Berea College
Sponsor: Dr. Marilla Scudder-Davis

9:21 - 9:33

Effects of private self awareness on desire to know
more about oneself.
Barbara J. Markwiese, Eastern Illinois University
Sponsor: Dr. Mark Davis

9:33 - 9:45

Gender differences in humor appreciation.
Joseph Pickard, Marian College
Sponsor: Dr. Faye Plascak

SESSION 2PERSONALITY I 8:45 - 9:45 ROOM UC 352MODERATOR

Dr. Bernardo Carducci

8:45 - 8:57

The coronary-prone behavior pattern: A developmental
study.
Stacia L. Dillabaugh and Daphne R. Doyle, Hanover College
Sponsor: Dr. Roger L. Terry

8:57 - 9:09

Weather, gender and mood: Let a smile be your umbrella.
Pat Kasson, Thomas More College
Sponsor: Dr. Barney Beins

9:09 - 9:21

Hostility between the sexes is dependent on sex of
the experimenter.
Janine C. Dewey, Eastern Kentucky University
Sponsor: Dr. Jay Riggs

9:21 - 9:33

Effects of sex-role orientation and gender on helping
behavior.
Margie Brackett, Berea College
Sponsor: Dr. Marilla Scudder-Davis

9:33 - 9:45

A typology of the sexually abusive child, adolescent,
and adult aggressor.
Dennis G. Christoff, Indiana University Southeast
Sponsor: Dr. Bernardo Carducci

MODERATOR: Dr. Harve Rawson

- 8:45 - 8:57 The effect of gender appropriateness on gender perceptions of athletes.
Ann Rhoades, Marian College
Sponsor: Dr. Drew Appleby
- 8:57 - 9:09 Don't drink, drive, or do what we do: Content analysis of drunk driving PSAs.
Sara Van Giesen and Susan Hunt, University of Southern Indiana
Sponsor: Dr. Joseph J. Palladino
- 9:09 - 9:21 The medium, the message, and the M.D.: Hospital advertising.
Gayle A. Crowe, University of Southern Indiana
Sponsor: Dr. Joseph J. Palladino
- 9:21 - 9:33 Town versus gown: The lost letter-Part II.
Carolyn S. Bragiel, Franklin College
Sponsor: Dr. Marshall Waller
- 9:33 - 9:45 A psychological and physiological profile of the successful weight trainer.
Dennis J. Dietzen, Marian College
Sponsor: Dr. Faye Plascak
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BREAK 9:45 - 9:50

SESSION 4 GENERAL EXPERIMENTAL/PHYSIOLOGICAL/ANIMAL I
9:50 - 10:38 ROOM: UC 351

MODERATOR Dr. Carl Thompson

- 9:50 - 10:02 Handedness and finger maze performance.
Todd Rittman, Franklin College.
Sponsor: Dr. Marshall Waller
- 10:02 - 10:14 Entorhinal cortex lesions reduce learned taste and odor aversion.
Chris Pramuk, University of Kentucky
Sponsor: Dr. Arthur J. Nonneman
- 10:14 - 10:26 Single trial conditioned place preference following chronic naltrexone treatment.
David W. Mayleben, University of Kentucky
Sponsor: Dr. Michael Bardo
- 10:26 - 10:38 Effect of laser illumination and motion variables on subjective color perception.
Katherine K. Long, Ball State University
Sponsor: Dr. Darrell L. Butler

SESSION 5: COGNITIVE/LEARNING I 9:50 - 10:38 ROOM: UC 352

MODERATOR: Dr. Barney Beins

- 9:50 - 10:02 The effects of sex and perceived task difficulty on task performance.
James L. Burnham, Berea College
Sponsor: Dr. Marilla Scudder-Davis
- 10:02 - 10:14 Verbal labels: A hindrance to encoding.
Steve Chrisman, Thomas More College
Sponsor: Dr. Barney Beins
- 10:14 - 10:26 Effects of numbering signals on free recall: A test of four hypotheses.
Audrey H. Chen, University of Kentucky
Sponsor: Dr. Robert F. Lorch
- 10:26 - 10:38 The effects of size and color on children's conceptual discriminations.
Julie Looney, Berea College
Sponsor: Dr. Marilla Scudder-Davis
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SESSION 6: GENERAL EXPERIMENTAL/PHYSIOLOGICAL/ANIMAL II
9:50 - 10:38 ROOM: UC 353

MODERATOR: Dr. Drew Appleby

- 9:50 - 10:02 Kinesthetic perception during the menstrual cycle.
Renee Leach, Franklin College
Sponsor: Dr. Marshall Waller
- 10:02 - 10:14 The role of VMH glucoreceptors in epinephrine memory modulation.
Diana S. Heise, Southern Illinois University
Sponsor: Dr. R. A. Jensen
- 10:14 - 10:26 Ethanol and maze performance by rats.
Justin Anderson, Franklin College
Sponsor: Dr. Marshall Waller
- 10:26 - 10:38 Verbal task interference with visual detection.
David B. Ranard, Franklin College
Sponsor: Dr. Marshall Waller
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BREAK 10:38 - 10:48

MODERATOR: Dr. Marshall Waller

10:48 - 11:00 The effects of gender-related teacher self-disclosure on student learning and perceptions of teacher.
Denise M. DeBarre, Southern Illinois University
Sponsor: Dr. Ronald R. Schmeck

11:00 - 11:12 Effects of probe interval and item concreteness on the rehearsal and recall of English nouns.
Candy L. Hodges, Indiana Central University
Sponsor: Dr. Richard E. Wiehe

11:12 - 11:24 Effects of common, uncommon, and German words on recall and recognition.
Marcia K. Sharp, Indiana Central University
Sponsor: Dr. Richard E. Wiehe

11:24 - 11:36 The effects of enrollment in an intermediate algebra class on concept formation skills.
Lydia Shelton, Berea College
Sponsor: Dr. Marilla Scudder-Davis

11:36 - 11:48 Construct validity of achievement orientation as a learning style and a personality profile of the achievement oriented student.
Andrew M. Simcox, Southern Illinois University
Sponsor: Dr. Ronald Schmeck

SESSION 8 APPLIED/SOCIAL III 10:48 - 11:48 ROOM: UC 352

MODERATOR: Dr. Bernardo Carducci

10:48 - 11:00 Cover letter appeals on mail surveys.
Barbara J. Markwiese, Eastern Illinois University
Sponsor: Dr. David Dodd

11:00 - 11:12 Effects of death qualification on the demographics and attitudes of the potential juror pool.
Sara Van Giesen, Richard Emerson, and Tonja Pitzer
(Interviewers: Gayle Crowe, Reba Fisher, and Tom Price),
University of Southern Indiana
Sponsor: Dr. Joseph J. Palladino

11:12 - 11:24 A multiple intervention approach to change the dietary behaviors of college students.
Paula C. Noesges, Marian College
Sponsor: Dr. Faye Plascak

11:24 - 11:36 The effect of self-consciousness on Type A and Type B self-schemata.
Julia L. Bienias, Washington University
Sponsor: Dr. Michael J. Strube

11:36 - 11:48 Correlates of better test performance.
Kathleen R. Roeger, Marian College
Sponsor: Dr. Drew Appleby

SESSION 9CHILD/DEVELOPMENTAL 10:48 - 11:36 ROOM: UC 353MODERATOR

Dr. Sandra Singer

10:48 - 11:00

Like-sex imitation in preschool children.
Sarah V. Crawford and Maureen E. Hennie,
University of Northern Kentucky
Sponsor: Dr. James H. Thomas

11:00 - 11:12

Agentic values as predictors of competency and
accomplishments among adolescent males.
Joe Franklin, Wabash College
Sponsors: Dr. Brenda Bankart and Dr. Peter Bankart

11:12 - 11:24

O'Sullivan and Guilford's four-factor test of social
intelligence: Reliability and validity for measures
of nonverbal decoding skills.
Lisa M. Rohleder, University of Kentucky
Sponsor: Dr. Robert R. Russell

11:24 - 11:36

Effects of a structured behavior modification treatment
program on locus of control in behaviorally disoriented
children.
David E. McIntosh, Hanover College
Sponsor: Dr. Harve E. Rawson

BREAK 11:48 - 11:53

SESSION 10PERSONALITY II 11:53 - 12:53 ROOM: UC 351MODERATOR:

Dr. Harve Rawson

11:53 - 12:05

The influence of dispositional empathy on helping
behavior.
Kristen Davison, Beth Ann Schuppe, Michelle Churchey,
Michelle Casper and Dale Eschbach, Eastern Illinois University
Sponsor: Dr. Mark Davis

12:05 - 12:17

Personal space and the Myers-Briggs type indicator:
Relationships between personal space and psychological type.
William E. Pickett, Indiana University Purdue University
Indianapolis
Sponsor: Dr. Joseph R. Ware

12:17 - 12:29

Effects of occupational role on self-concept for female
teachers, college students, and housewives.
Angela K. Wilson, Berea College
Sponsor: Dr. Marilla Scudder-Davis

12:29 - 12:41

Effects of empathy on romantic relationship satisfaction.
Alan Cathout, Eastern Illinois University
Sponsor: Dr. Mark Davis

12:41 - 12:53

Changes in locus of control and self-esteem among
college students: A longitudinal study.
Jo Ellen Carl and David E. McIntosh, Jr., Hanover College
Sponsor: Dr. Harve E. Rawson

SESSION 11

APPLIED/SOCIAL IV

11:53 - 12:41

ROOM: UC 352MODERATOR:

Dr. Ray Bragiel

11:53 - 12:05

Relationship between siblings and friendship comfort.
Amanda L. Brown, Eastern Illinois University
Sponsor: Dr. Mark H. Davis

12:05 - 12:17

The effects of energization on goal and female attractiveness.
Susan Wendell and Doug Daugherty, Ball State University
Sponsor: Dr. Paul Biner

12:17 - 12:29

Ratings of behavior appropriateness by subjects working individually and in groups.
Sean Royce, Wabash College
Sponsor: Dr. Carl I. Thompson

12:29 - 12:41

Study of premenstrual syndrome in the college population.
Karen LaBrash, Indiana Central University
Sponsor: Dr. Richard Wiehe

SESSION 12

CLINICAL/ABNORMAL

11:53 - 12:53

ROOM: UC 353MODERATOR:

Dr. Barney Beins

11:53 - 12:05

The relationship between college student worries and other measures of health and adjustment.
Patty Smoot, Southeast Missouri State University
Sponsor: Dr. Jim Eison

12:05 - 12:17

Psychotherapy judgment rating scale: A new method for comparing different psychotherapeutic approaches.
Krista Scheele, Lisa Picha, and Richard Angle, University of Evansville
Sponsor: Dr. Stephen Mark Kopta

12:17 - 12:29

The relationship between preference for self-focus, depression, and experience of success or failure.
Melanie Lucas, Thomas More College
Sponsor: Dr. John W. Porter

12:29 - 12:41

Effects of self-involving versus self-disclosing counselor statements in a short-term counseling analogue study.
John W. Hall, Southern Illinois University
Sponsor: Dr. Robert B. Slaney

ETHANOL AND MAZE PERFORMANCE BY RATS. Justin Anderson, Dr. Marshall Maller*. Franklin College.

The present study examined the effect of a low dose of ethanol on Hebb-Williams maze performance. Male rats, reduced to 80% of their free-feeding weight, were used. The rats trained on a maze problem for week. On experimental days, ethanol (0.25g/kg) or an equivalent volume of saline was injected intraperitoneally just before the rat was put in the maze. Following a counter-balanced design, each rat received three injections of saline and ethanol over six days. Time to leave the start box, errors and running time (maximum: 5 min.) were recorded for 5 trials each day. An analysis of the data indicate ethanol increased the time to leave the start box; both ethanol and saline increased running time relative to the preexperimental time; there was no effect on errors. These findings suggest an "injection" effect rather than a drug effect. Further they are not consistent with reports by others that ethanol produces excitation with improved performance on tests of motor function.

SCHACHTER'S MEMORY FOR EXTERNAL CUES AND OBESITY AMONG COLLEGE STUDENTS. Tara Baltzer, Faye Plascak*, Marian College.

Schachter's Obesity Theory holds that the obese are significantly more subject to external cues, and this effect is implicated in their subsequent obesity by altering their eating behaviors when compared to those of normal weights. This experiment was conducted to answer the questions: do external cues affect memory processes as well as eating behaviors in the obese? Fifty college students participated in a word recall task. Participants were given a word list with sixty second exposure presentations. The list was removed and, participants were asked to recall the words within a sixty second time limit. Participants then completed the session by filling out questionnaires from which information about the participant's heights and weights was obtained. Participants were then classified as normal or obese according to a standard height and weight chart. A χ^2 analysis is predicted to demonstrate a significant increased frequency of food recall items for the obese participants. This finding would support a relationship between external cues and obesity. Any causal sequence must be investigated experimentally- obesity may sensitize memory to select for such external cues, or sensitization to selected external cues may contribute to the development of obesity.

THE EFFECT OF SELF-CONSCIOUSNESS ON TYPE A AND TYPE B SELF-SCHEMATA. Julia L. Bienias, Dr. Michael J. Strube*. Washington University.

This study examined the effect of trait self-consciousness and self-schema accessibility among Type As and Type Bs. Subjects (176 college volunteers) were tested twice on a reaction time task designed to identify Type A and Type B self-schematics and aschematic. Results indicated that the two dimensions (A and B) were partially independent. Consequently, separate analyses were conducted for each schema domain. Results indicated that schematic subjects high in private self-consciousness were more consistent in their self-descriptions over time than less self-conscious schematic subjects. This difference between high and low self-conscious subjects was less apparent for aschematic. These results support the prediction that chronic self-consciousness enhances self-consistency over time. These findings suggest that self-consciousness may play an important role in promoting the stability of Type A and Type B behavior patterns, with implications for behavioral interventions.

EFFECTS OF SEX-ROLE ORIENTATION AND GENDER ON HELPING BEHAVIOR.
Margie Brackett, Dr. Marilla Scudder-Davis*. Berea College,
Berea, KY 40404.

How one perceives one's sex-role orientation may affect the amount of help one will give. Traditionally it may have been the role of the male to help. It is probable that some of this tradition lingers and affects helping behavior. Therefore, it was hypothesized that males would help a female experimenter pick up more pencils than would females. Since helping has traditionally been regarded as a male role, it was hypothesized that traditionally oriented males and nontraditionally oriented females would help pick up more pencils than nontraditionally oriented males and traditionally oriented females. It was also hypothesized that traditionally oriented people would differ from the nontraditionally oriented people in the number of pencils they would pick up. A 2x2 factorial design was done comparing males vs. females and traditional vs. nontraditional sex-role orientation. The Attitude Toward Women scale (JASAS Catalog of Selected Documents in Psychology, 1972, 2, 66-67) was used to measure sex-role orientation. Helping behavior was measured by the number of pencils each subject picked up after a female experimenter had dropped them. The subjects were forty Berea College students with equal numbers of each gender and sex-role orientation. Results show that males did help more, that the traditional males and nontraditional females helped more and that nontraditional people in general helped more. Although these results did not reach the .05 level of significance, all were in the direction of the hypotheses.

TOWN VERSUS COWN: THE LOST LETTER-PART II. Carolyn S. Bragiel, Dr. Marshall Waller*. Franklin College.

Milgram's lost letter technique was used to assess public opinion of social organizations by students at a small liberal arts college and the citizens of the college town. In a previous study, 96 letters to three organizations and an individual were distributed in town and on campus. We now report the results of the distribution of 90 additional letters to the K.K.K., the National Science League and the Negro League of America in town (stores, hallways/sidewalks and cars) and in similar locations on campus. The stamped envelopes were all addressed to the same residence and contained identical letters. The results of both studies were combined. The overall return rate was 51% with the campus and town equally represented. Overall return rates for organizations ranged from 62% for the National Science League to 33% for the K.K.K. Data analysis, with emphasis on location-organization interactions, continues. Preliminary results indicate no difference between campus and town in sentiment about the several organizations.

RELATIONSHIP BETWEEN SIBLINGS AND FRIENDSHIP COMFORT. Ananda L. Brown, Dr. Mark H. Davis*. Eastern Illinois University.

The relationship between individuals with or without siblings of the opposite sex and their degree of comfort with friends of the opposite sex was investigated. A questionnaire similar to one devised by Barker, Goldstein, and Caputo (1981) was completed by each of the 153 volunteers from Eastern Illinois University who rated their degree of comfort in 11 situations on a 7-point scale. A one-way analysis of variance was performed on each variable to determine the effects of siblings. Significant differences ($p < .05$) were found for 8 of the 11 variables. The comfort ratings of women in this study and Barker's were higher than their male counterparts, and women with brothers rated themselves as more comfortable on five of the eight variables. However, each group of men received a high rating on four of the eight situations, which disagrees with Barker's conclusion that men with sisters are less comfortable with opposite-sex friends than men without sisters.

THE EFFECTS OF SEX AND PERCEIVED TASK DIFFICULTY ON TASK PERFORMANCE. James L. Burnham, Dr. Marilla Scudder-Davis*. Berea College, Berea, KY 40404.

It has been shown that people high in achievement motivation perform best on difficult tasks while those low in achievement motivation perform best on easy tasks. In general, males have been found to be higher in achievement motivation than females.

Two groups of college students, each half male and half female, were given the same list of scrambled words to solve. One group was told that the task was difficult while the other was told that it was easy. It was hypothesized that (1) the group that perceived the task to be difficult would outscore the group that perceived it to be easy, (2) females would outscore males in general, and (3) in the group that perceived the task to be difficult, males would outscore females while females would outscore males in the group that perceived the task to be easy.

Though not statistically significant, the results were in the direction of the interaction hypothesis. In the 'perceived as difficult' group, the males outscored the females while females scored higher in the 'perceived as easy' group. As hypothesized, females did outscore males but the results were not significant. However, contrary to the hypothesis, the group that perceived the task to be easy outscored the group that perceived it to be difficult.

CHANGES IN LOCUS OF CONTROL AND SELF-ESTEEM AMONG COLLEGE STUDENTS: A LONGITUDINAL STUDY. Jo Ellen Carl, David E. McIntosh, Jr., Dr. Harve E. Rawson* Hanover College.

The Adult Nowicki-Strickland Internal-External Locus of Control Scale (LOC) and the Culture-Free Self-Esteem Inventory, Form AD, were administered to 127 entering freshmen the first day of classes and again six months later.

Significant changes were found in locus of control as a result of the college experience. Specifically, internality increased on the average while variability in LOC decreased. While differences between males and females were observed in the initial testing, sex differences were non-significant six months later. It was concluded that the initial college experience significantly increases internal locus of control.

Significant improvement in self-esteem was also found in this same study. Total self-esteem, as well as general, social and personal (subscale) self-esteem scores were found to increase at the .01 level of confidence (one-tailed). Sex differences were not found in either the pre- or posttesting, in contrast with previous research.

EFFECTS OF NUMBERING SIGNALS ON FREE RECALL: A TEST OF FOUR HYPOTHESES. Audrey H. Chen, Dr. Robert F. Lorch*. University of Kentucky.

In order to determine the effects of numbering signals on reading comprehension and recall, one hundred and twenty undergraduate college students were randomly assigned to read and recall either signaled or nonsignaled versions of two stories. Both sets of texts contained ten target sentences on which reading times were recorded. Both versions of the stories were identical in all respects except that the signaled version included numbers and verbal statements of organization preceding the target sentences. After reading the texts, half of the subjects were asked to complete a free recall, while the remaining subjects did a cued recall. Results indicate that signals cause the reader to pay more attention to signaled information. Signaling also helps the reader improve the organization of the text in memory, while making target information more explicit and salient. Asking specific questions reduces the chances of possible editing of information by the reader.

VERBAL LABELS: A HINDRANCE TO ENCODING. Steve Christman, Dr. Barney Reing*, Thomas More College.

People are able to detect the identity of an object seen in different orientations. The present pair of experiments investigates two areas, a) subject's ability to learn nonsense objects, and then to utilize that information in a later testing task and b) what effect labelling would have on their perception of these objects. Our first experiment reveals that people can learn an object in one orientation then apply this information to correctly identify that object in a novel orientation. Subjects saw each object, then were required to reproduce it with pencil and paper. Following this task they were tested on various rotations of the learned objects, being asked, "Have you seen this object before?". The second experiment followed the same procedure as above, but affixed verbal labels to the objects. Subjects saw 12 objects, each with two orientations and each labelled with different words. Results tend to support our hypothesis that labelling interferes with a subject's ability to notice that objects in a new orientation are actually the same as those they had previously learned. Labelling puts a constraint on the subject's ability to generalize to new situations.

A TYPOLOGY OF THE SEXUALLY ABUSIVE CHILD, ADOLESCENT, AND ADULT AGGRESSOR.

Dennis G. Christoff, Bernardo J. Carducci*, IU Southeast. This paper reviews recently published literature on the abusive and sexually aggressive child, adolescent and adult. A composite or typology of the three age classes of abusers was constructed with the main focus on the character and personality traits common among these individuals -- regardless of age. Personal history, psychopathology of the abusive act, reaction of the abused and other possibly significant predisposing and etiological factors are compiled and analyzed. The review of existing studies suggests a high incidence of nonspecific neurosis in the abuser and a low frequency of recorded psychosis. In addition, a comparison of these findings are made with the findings on the borderline patient. Like the borderline patient, the abusive individual has not been adequately researched to provide reasonable clarification or classification.

LIKE-SEX IMITATION IN PRESCHOOL CHILDREN. Sarah V. Crawford, Maureen E. Mennie, James H. Thomas.* Northern Kentucky University.

Most theories assume that children develop sex-typed-behaviors by observing and imitating peer and adult "models" and that they are more likely to imitate a model whose gender is the same as theirs. Social learning theory suggests that enhanced like-sex imitation may occur only when a child labels a model's behavior with regard to gender. Such labeling should be more likely to occur when a child simultaneously observes male and female models behaving in contrasting ways than when models of only one gender are observed.

Method: Preschool children chose one of two toys to play with while having their picture taken. Before choosing, they were shown snapshots of other children playing with the toys. Thirty boys and 30 girls in each of three conditions saw snapshots as follows: (1) four males playing with the same toy, (2) four females playing with the same toy, (3) four males playing with one toy and four females playing with the other toy. The toys were non-sex-typed (i.e. balloon and xylophone) and the toys shown in the snapshots were counterbalanced across conditions. It was hypothesized that like-sex imitation would occur only in condition 3.

Results: Chi square analyses indicated that boys' imitative behavior differed from chance only for condition 3 (70% imitated the male models). In contrast, girls' imitation differed from chance only for condition 2 (80% imitated the female models). These findings may reflect differences in the underlying processes by which boys and girls acquire their sex roles.

THE MEDIUM, THE MESSAGE, AND THE M.D.: HOSPITAL ADVERTISEMENT. Gayle A. Crows, Dr. Joseph J. Palladino* University of Southern Indiana.

Just over 100 individuals were interviewed in a mall intercept to determine their choice of hospital, memory of hospital advertisements, medium of the last recalled advertisement, and the factors which influence hospital selection. The interview was conducted at a moderate-size mall in Evansville and lasted about 3 minutes. Questions were designed to gather demographic information about the respondents as well as address the items previously mentioned. Television was the most frequent medium reported as the source of the last recalled hospital advertisement. Few respondents could recall the message of the advertisements. Factors deemed important by these respondents in selecting a hospital were: location, doctor, and personal experience. A majority of respondents reported that the choice of hospital was either an individual decision or made with their physician. A minority of respondents selected a minor emergency center as their choice for emergencies that were not life threatening. The factors respondents gave for selecting hospitals as well as their inability to recall specifics of various advertisements raises questions about the overall effectiveness of hospital advertising.

THE INFLUENCE OF DISPOSITIONAL EMPATHY ON HELPING BEHAVIOR.
Kristen Davison, Beth Ann Schuppe, Michelle Churchey, Michelle Casper, Dale Eschbach, Mark Davis*. Eastern Illinois University.

Students and nonstudents completed a questionnaire including several different measures of dispositional empathy and a set of items assessing the frequency of forty-two different helping behaviors. Correlational analyses revealed several important findings. As expected, measures of emotional empathy had a more consistent and significant association with helping than did cognitive empathy. More specifically, one particular variety of emotional empathy--empathic concern--displayed significant positive associations with helping among students, while another type of emotional empathy--personal distress--displayed negative associations with helping, again among students. The effects of empathy on helping among the non-student sample was much weaker. Possible reasons for this pattern are discussed.

THE EFFECTS OF GENDER-RELATED TEACHER SELF-DISCLOSURE ON STUDENT LEARNING AND PERCEPTIONS OF TEACHER. Denise M. DeBarre, Dr. Ronald R. Schmeck*. Southern Illinois University.

100 male and female college students heard one of 8 audiotapes of a lecture on learned helplessness, prepared by a male and a female professor. In each tape, the professors gave 3 self-disclosures which had been rated stereotypically masculine, stereotypically feminine, or androgynous in gender content. Each professor made 2 control tapes which contained the same examples, phrased in a hypothetical manner.

Subjects were tested on their recall of the lecture material and of the self-disclosure or hypothetical examples. They also rated their perceptions of the teacher and completed a scale assessing their own gender orientation.

It is expected that self-disclosure will facilitate subject recall, but that this effect will be stronger when gender orientation of the subject and the disclosure are matched. It is also expected that subjects will rate professors giving gender-congruent self-disclosures more favorably than those giving gender-incongruent and/or hypothetical examples. Subjects in the self-disclosure groups should show higher recall of examples.

The findings of this study have implications for college teaching, as little research has been done on instruction at the college level, as well as on professor self-disclosure in the classroom.

HOSTILITY BETWEEN THE SEXES IS DEPENDENT ON SEX OF THE EXPERIMENTER. Janine C. Dewey, Dr. Jay Riggs*. Eastern Kentucky University.

A study was conducted to examine the degree of hostility toward the opposite sex dependent upon the sex of the experimenter. Instructors of the Physical Education department at Eastern Kentucky University were contacted and asked to give their permission for two classes of females to participate as subjects. Two groups of males, one from a men's dorm and the other from a fraternity, also served as subjects. A female experimenter gave the questionnaire to one group of all males and one class of females. A male experimenter gave the questionnaire to the remaining two groups. It was hypothesized that females taking the questionnaire under the male experimenter would show a greater degree of hostility toward males than the females who take the questionnaire under a female experimenter. In addition, males given the questionnaire under a female experimenter would show a higher degree of hostility toward females than the control group who took it under a male experimenter. Data were analyzed using a 2 x 2 analysis of variance and t tests. The interaction between subject sex and experimenter sex was significant beyond the .0001 level. Males showed significantly greater hostility in the presence of a female experimenter and females showed significantly greater hostility in the presence of a male experimenter, thus supporting the hypothesis.

A PSYCHOLOGICAL AND PHYSIOLOGICAL PROFILE OF THE SUCCESSFUL WEIGHT TRAINER. Dennis J. Dietzen, Faye Flanagan*. Marian College.

A college weight training class (5 female, 16 male) is presently being employed to determine the psychological and physiological attributes of the "successful" weight trainer. The psychological profile has been formed by using the Myers Briggs Type Indicator, a Locus of Control Inventory, a measure of social facilitation (the number of other lifters present during the workout), and a pain questionnaire measuring subjective estimates of pain tolerance. A measure of heart rate and blood pressure immediately before and after a specific lifting exercise will be used to quantify the stress which each trainer subjects him or herself to. A regression analysis will be performed to determine which of these components contributes to successful completion of the weight training program, operationalized as weight and repetition increase over a five week period. It is predicted that internality (on the LOC scale), high judgmental scores on the MBTI, a high level of social facilitation, high pain tolerance, and a high level of physiological stress will enhance performance. The findings could prove useful as predictors or intervention variables in physical education settings.

THE CORONARY PRONE BEHAVIOR PATTERN: A DEVELOPMENTAL STUDY. Stacia L. Dillabaugh, Daphne R. Doyle, Dr. Roger L. Perry. Hanover College.

The relationship of age and sex to the Type A personality behavior pattern was examined. The dependent variables were time urgency, as measured by estimation of one minute, number of beads strung in one minute ten seconds, and elapsed time during a block-stacking task, and Type A personality characteristics, as measured by a self-administered questionnaire. Subjects were 120 fourth, seventh, ninth, and twelfth grade students.

Results confirmed that an increase in age was significantly related to increases in Type A exhibited characteristics, as measured by the self-administered questionnaire, at the .01 level of confidence. Results also showed that an increase in age was significantly related to an increase in blood pressure as a result of time urgency tasks, at the .01 level of confidence. These findings indicate that there is a developmental aspect to the Type A personality behavior pattern.

AGENTIC VALUES AS PREDICTORS OF COMPETENCY AND ACCOMPLISHMENT AMONG ADOLESCENT MALES. Joe Franklin, Dr. Brenda Bankart, Dr. Peter Bankart. Babash College.

The present study investigated the relationship of agentic values to self-reports of accomplishment and competency and detailed descriptions of recent, significant achievements. Four hundred male high school seniors completed an 8-item scale that gauged their valuation of various self-referenced and other-referenced goals. All 400 subjects then indicated their scientific, artistic, and leadership accomplishments and competencies by checking items found on 2 separate inventories. Two hundred of the subjects further described 1 or 2 of their most significant achievements during the last 3 years. It was found that valuation of self-referenced goals predicted high levels of all types of reported accomplishments and competencies, while valuation of other-referenced goals predicted only high levels of leadership accomplishment and competency. A content analysis of the 200 accomplishment essays revealed relationships between patterns of subjects' responses to the 8-item values scale and the thematic foci of their written descriptions. The results of the study suggest that agency is multi-dimensional, and that measures of agentic values may be used to predict successfully achievement-related behaviors.

EFFECTS OF SELF-INVOLVING VERSUS SELF-DISCLOSING COUNSELOR STATEMENTS IN A SHORT-TERM COUNSELING ANALOGUE STUDY. John W. Hall, Dr. Robert B. Glanville. Southern Illinois University.

Sixty-seven female undergraduates were recruited from introductory psychology courses at Southern Illinois University. Subjects were then randomly assigned into one of six possible conditions which were based on two variables, timing and the type of counselor statement. Specifically, all subjects first completed the Counselor Rating Form. Then, depending on the condition the subject was assigned to, she either heard segments from the initial 30% or the final 30% of audiotaped mock counseling sessions between a female therapist and a female client. Moreover, subject division was done along the type of counselor statement: low self-disclosure, high self-disclosure, and self-involving. Low self-disclosure was defined as a statement about the counselor's past which contained a low degree of affect words. High self-disclosure was defined as a statement about the counselor's past which contained a high degree of affect words. Self-involvement was defined as the counselor's direct, present expression of her feelings about the counselor-client relationship. Multivariate analyses of variance performed on the treatment conditions indicated no significant difference. These results question the findings of previous studies that indicate that self-involving statements are seen as more positive by clients than self-disclosing statements.

THE ROLE OF VMH GLUCORECEPTORS IN EPINEPHRINE MEMORY MODULATION. Diana S. Heiss, Dr. R.A. Jensen*. Southern Illinois University.

Epinephrine may work to enhance memory through increasing glucose levels which are monitored by glucoreceptors in the ventromedial hypothalamus. Mice were trained six days on a water-lick inhibitory avoidance task. On the sixth day, the animals were pretreated with phlorizin, a ventromedial hypothalamus glucoreceptor inhibitor, given a mild shock upon drinking, and immediately injected peripherally with an enhancing dose of epinephrine. Twenty-four hours later the mice were tested showing decreased latencies-to-lick compared to epinephrine-treated mice. This lends support that epinephrine facilitation works through glucoreceptors in the ventromedial hypothalamus.

(Analysis of data is not complete; the results given are the projected results.)

THE EFFECTS OF THE COMPLETION OF THE FOURTH AND FIFTH STEPS OF THE PROGRAM OF ALCOHOLICS ANONYMOUS (MAKING A MORAL INVENTORY AND ADMITTING WRONGS) AND SEX ON THE SELF-CONCEPT OF ALCOHOLICS IN A.A. Alida Herrick, Dr. Marilla Scudder-Davis*, Berea College, Berea, Kentucky.

The Tennessee Self Concept Scale (TSCS) was given to 29 members of A.A. to measure the hypothesis that those who had completed the 4th and 5th steps of A.A. ("made a searching and fearless moral inventory of ourselves" and "admitted to God, to ourselves and to another human being the exact nature of our wrongs" (Alcoholics Anonymous, 1976 p. 59)) would have higher self-concept scores than those who had not done these steps. It was theorized that those who made a moral inventory and admitted wrongs would have higher self-esteem because admission of wrongs would lessen guilt and allow for forgiveness and a more realistic view of self. Overall, men were expected to have higher self-esteem than women. However, it was hypothesized that women would show a greater rise in self-esteem as a result of taking the 4th and 5th steps because the sex-related guilt of alcoholic women would be alleviated by confession. Analysis of variance supported the hypothesis that higher scores on the TSCS would be found amongst those who completed the 4th and 5th steps ($p < .001$). Contrary to the hypothesis, A.A. men had a greater rise in self-esteem after working these steps than A.A. women; however this difference was not statistically significant. As hypothesized men were found to have greater self-esteem overall ($p < .05$).

EFFECTS OF PROBE INTERVAL AND ITEM CONCRETENESS ON THE REHEARSAL AND RECALL OF ENGLISH NOUNS. Gandy L. Hodges
Richard E. Jishe*. (Indiana Central University)

Thirteen college students were presented a list of fifty nouns. Twenty-five of the nouns had high mean values in concreteness and twenty-five had low mean values in concreteness, as defined by Paivio, Tullie, and Madigan, 1968. Each noun was presented for two seconds, followed by a thirteen second interval. After each of the last forty-eight intervals a tone was sounded randomly at either two, five, or eight seconds. Subjects were instructed to write down whatever noun they were rehearsing at the instant they heard the tone. At the end of the list, subjects were given five minutes to write down all of the words they could recall from the list.

Results indicated that there was no significant difference at recall or rehearsal levels between concrete and abstract nouns. Analysis also indicated that there was a significant difference at which items were being rehearsed as a function of the probe interval.

WEATHER, GENDER AND MOOD: LET A SMILE BE YOUR UMBRELLA. Pat Mason, Dr. Barney Weiss. Thomas More College.

A person's response to a stranger is affected by a large number of variables. This study investigated the interrelationship between the weather, the gender of the stranger and of the person approached, and the type of greeting. In a shopping mall, two experimenters (a male and a female) greeted shoppers, either with or without a smile. These exchanges occurred either on a warm, sunny day or on a day with thunderstorms. The shoppers smiled more on the sunny day than on the stormy day; they also were more likely to smile at the stranger when the latter smiled during the greeting. Overall, more women smiled back than men. These results support Solomon's (1981) idea that smiling is sufficient to generate positive feelings even among strangers, but external conditions may mitigate the response.

STUDY OF PREMENSTRUAL SYNDROME IN THE COLLEGE POPULATION. Karen LaBran, Professor Richard Wiebe. Indiana Central University

This study examined PMS among college women aged 17-45. The first phase of this experiment examined 117 questionnaires of college students and found a 50 percent rate of premenstrual syndrome, although those aged 17-20 showed only a 28 percentage rate of PMS. In the second phase, 14 women, 11 of whom had shown PMS on their questionnaires earlier, kept PMS calendars for 2-3 months. Only five of those eleven were found to have PMS this time, making only 45 percent who demonstrated PMS on both. Finally, using 10 females and 8 males, symptoms of PMS were correlated with stress. The calendar used earlier was compared with the "Symptoms of Stress" calendar. Of those four women who showed PMS in this final phase, a +.01 correlation was found between stress and PMS premenstrually and a +.34 correlation was found postmenstrually, while for the men the correlations were +.75 and +.65 respectively.

The results show that PMS exists among college students but less among younger ones, that questionnaires may not be as accurate as calendars, and that PMS may not be affected by outside factors such as stress.

ARE THE PRINCIPLES OF PSYCHOLOGY COMMON KNOWLEDGE?

Robert Lamphier, M. Frederick Baechler, Patrick D. Brophy. Rose-Hulman Institute of Technology.

A twenty-one item test on the principles of learning and memory designed by Houston (1983) was administered to thirty-five male undergraduates as part of their final examination following a one quarter introductory psychology course. Their 71% correct performance approximates the scores Houston found with students just beginning such a course and with park visitors having no formal education in psychology. Although the test covers a narrow area of psychology, and has problems of interval validity, these results suggest the introductory course may spend too much time addressing self-evident principles and explaining the obvious.

KINESTHETIC PERCEPTION DURING THE MENSTRUAL CYCLE. Renee Leach, Dr. Marshall Waller*. Franklin College.

The present study examined the relationship of the phases of the menstrual cycle (menstrual, premenstrual, luteal and follicular) with the accuracy of judgment of arm movement. Eleven college women with regular menstrual cycles participated in the study. No subject reported the use of oral contraceptives. A kinesthesiometer was used to assess the accuracy in judging the position of the arm. Active movement required the subject move her arm to an angle chosen by the experimenter. Passive movement required the experimenter to move the subject's arm and the subject guess the angle. The error between the actual and the perceived angles was recorded. A preliminary analysis of the data failed to reveal any significant effect of menstrual phase on perception. However, the data suggests active movement is less accurate during menstruation while passive movement is more accurately assessed. A follow-up study with additional subjects and more precise phasing of the cycle is planned.

EFFECT OF LASER ILLUMINATION AND MOTION VARIABLES ON SUBJECTIVE COLOR PERCEPTION. Katherine K. Long, Darrell L. Butler*. Ball State University.

Subjective chromatic colors are seen when black and white disks are rotated at particular velocities (Bagley, 1901; Benham, 1894; Fechner, 1838). Reviewers of this literature assume that subjective colors are produced in the same fundamental way regardless of pattern (Cohen & Gordon, 1949; Robinson, 1972). We argue that there are two sets of disks that create different color effects. Three variables can be used to classify disks into the appropriate set: Direction of rotation, rotational velocity, and monochromatic lights. One set of disks produces very different hues when direction of rotation is reversed, the hues also vary with rotational velocity, and hues are produced under monochromatic light. The other set of disks show little or no change in hue as a function of direction of rotation, show intensity differences but not hue differences with changes in velocity, and do not produce subjective colors under monochromatic light. Possible mechanisms of these two types of subjective colors are discussed.

THE EFFECTS OF SIZE AND COLOR ON CHILDREN'S CONCEPTUAL DISCRIMINATIONS. Julia Looney, Dr. Marilla Scudder-Davis*. Berea College, Berea, KY 40404.

Color and size have been found to be important variables in children's conceptual discriminations. In this study, it was theorized that color would be a more salient stimulus and would have more emotional characteristics. It was hypothesized that 1) 4 year old children would make more discriminations based on color than would 6 year old children and 2) females would make more color discriminations than would males. There were 32 subjects with 16 in each age group. There were equal numbers of males and females in each group. The children were tested individually using red and blue circles which varied in size. The children were shown a stimulus figure and two response figures which matched the stimulus on either size or color. The children chose the circle which they thought was most like the one presented by the experimenter. These data were analyzed according to age and gender. The results showed that the 6 year old group chose color more frequently than the 4 year old group; however, these results were not significant. Females chose color more often than males in both age groups. This finding was significant at the .05 level.

THE RELATIONSHIP BETWEEN PREFERENCE FOR SELF- FOCUS, DEPRESSION, AND EXPERIENCE OF SUCCESS OR FAILURE. Melanie Lucas, Dr. John W. Porter*, Thomas More College.

The present study is a conceptual replication of a study by Pyzarczyński and Greenberg (1983) in which they found that depressed individuals, unlike nondepressives, tended to prefer a self-focusing setting after failure more than after success. Specifically, their depressed subjects preferred tasks performed in front of a large mirror over tasks done without the presence of a mirror following an experience of failure. We wished to see if this effect could be produced using somewhat different experimental procedures. We hypothesized that the more depressed subjects would show a greater preference for tasks that involved self-focus after they had experienced failure than after success experiences. It was further hypothesized that depressed subjects would more frequently seek a self-focusing setting following failure experiences than following success experiences. College students, classified as depressed or nondepressed, worked on tasks which had been designed to insure success or failure. Each subject worked on two tasks; one in front of a mirror (self-focusing stimulus) and one without a mirror. Contrary to our first hypothesis, depressives showed no greater preference for the tasks involving the self-focusing stimulus when failing than when succeeding. The second hypothesis was supported as depressives were more likely to choose a self-focusing setting following failure than following success. Variance from the Pyzarczyński and Greenberg findings and implications for future research are discussed.

COVER LETTER APPEALS ON MAIL SURVEYS. Barbara J. Markiewicz, Dr. David Dodd*, Loras College, Eastern Illinois University.

Two hundred coverletters and surveys were mailed by campus mail to female civil service workers. Three variables of the cover letter were manipulated to see if they effected either the overall response rate or the completion rate of the survey. Attached to the cover letter was a seven page survey on death anxiety, which took about 40-50 minutes to complete. The signature of the experimenter on the cover letter was varied in the following ways; it was either hand-signed in blue ink or photocopied, either from a male or from a female, or from either a graduate student or from a faculty member.

These variables had no effect on the overall response rates, however one variable did effect the completion rate of the surveys. If the cover letter was signed in blue ink, the women were significantly more likely to complete the time consuming survey than if the letters were just photocopied. This could suggest that researchers should take the extra time to hand-sign their mail surveys.

EFFECTS OF PRIVATE SELF AWARENESS ON DESIRE TO KNOW MORE ABOUT ONESELF. Barbara J Markiewicz, Dr. Mark Davis*. Eastern Illinois University.

Sixty-one male and female college students were administered the Private Self Awareness (PSA) scale, developed by Buss (1980), and run through the experiment individually at half hour intervals. Private Self Awareness, according to Buss (1980), refers to the tendency to focus attention on the more private aspects of oneself. These aspects can include one's emotional states, motives, and beliefs. The effects of such self-focused attention is a clearer and more distinct knowledge of oneself.

Subjects completed a bogus test that supposedly measured creativity and were then led to believe that they were expected to perform either very well, very poorly, or they were given no feedback at all. The experiment was a six cell design, dividing subjects on their levels of PSA. All subjects were then given the opportunity to wait 10-15 minutes to find out their actual score. It is expected that those individuals low in PSA will only wait for their score when they believe it will be positive. Those subjects high in PSA are expected to wait for their score regardless if their expectations are positive or negative.

SINGLE TRIAL CONDITIONED PLACE PREFERENCE FOLLOWING CHRONIC NALTREXONE TREATMENT. David W. Mayleben, Dr. Michael Bardo*. University of Kentucky.

Chronic naltrexone treatment has been shown to increase the number of opiate receptors in the brain. The present study examined whether chronic naltrexone treatment would produce a super sensitive response using the conditioned Place Preference paradigm (C.P.P.). This paradigm was developed as a method for assessing drug reinforcement. For the present study 41 male Sprague Dawley Rats were assigned to one of four groups according to a 2 X 2 Factorial Design. Prior to conditioning, animals were either implanted with a naltrexone pellet (removed 10 days later) or given sham surgery. Animals were conditioned by administering morphine in one distinct environment (white with grid floor) and given saline in an alternate environment (black with bar floor). Animals were later given a preference test in which they had access to both environments simultaneously. Conditioned animals pretreated with naltrexone showed a slightly stronger place preference for the drug associated environment than conditioned animals not pretreated with naltrexone.

EFFECTS OF A STRUCTURED BEHAVIOR MODIFICATION TREATMENT PROGRAM ON LOCUS OF CONTROL IN BEHAVIORALLY DISORIENTED CHILDREN. David E. McIntosh, Jr., Dr. Harve E. Rawson* Hanover College.

The effects of a short-term (10-day) behavior modification residential treatment program on locus of control [LOC] (internal-external) in elementary school-aged children (ages 6-12) with moderate to severe behavior disorders was examined. Subjects were 111 boys and 16 girls who were drawn from low socioeconomic backgrounds, broken homes, and in some cases environments of severe social deprivation. Dependent measures included pre- and posttest "internal" scores obtained from the Nowicki-Strickland Preschool and Primary Internal-External Control Scale for Children 6-9 years old and the Nowicki-Strickland Locus of Control Scale for Children for those 9-12 years of age.

Results of the study demonstrated that children between the ages of 9 to 12 with moderate to severe behavior problems had significant increases (at the .05 level of confidence) in internal LOC when exposed to the treatment program. This change in LOC could not be demonstrated with children 6-9 years old drawn from the same population. It is suggested that cognitive awareness and organization of what is happening may be necessary before measurable LOC changes can take place.

Results also show that the program had similar LOC effects on both males and females. Thus, there was no support for the hypothesis that males would elicit a more internal response than females.

A DIETARY INTERVENTION APPROACH TO CHANGE THE DIETARY BEHAVIORS OF COLLEGE STUDENTS. Paula C. Moesges, Faye Plascak* Marian College.

Earlier studies have demonstrated that the use of a single dependent variable, e.g., record keeping, is inadequate to maintain long term attitude and/or behavioral change. This study hypothesizes that a multiple intervention approach will significantly improve the dietary intake, based on the guideline that consumption should be composed of 55% carbohydrate, 20% protein, and 25% fat, over a six week period. The intervention consisted of a 1-hour information session, a fear appeal based on protection motivation theory, feedback, and a record-keeping component. The experimental group (n=20) is predicted to significantly improve diet quality as well as a attitude toward nutrition when compared with a control group using record-keeping alone. A 1-hour effective intervention that will change both attitudes and behaviors would be useful to health practitioners in their efforts to improve "diseases of neglect".

EFFECTS OF EMPATHY ON ROMANTIC RELATIONSHIP SATISFACTION
Alan Gathout, Mark Davis*, Eastern Illinois University.

Both members of 192 heterosexual romantic couples completed questionnaires containing empathy scales, satisfaction ratings, and behavioral questions. These individual measures were then paired and analyzed as couples.

It was predicted that three broad facets of empathy would influence specific behaviors of an individual. In turn, these behaviors would influence the perception of that individual by his/her partner. Finally, the partner's perceptions were predicted to influence that partner's satisfaction in the relationship. This model can be thought of in terms of the idea of Relational Competence.

The results indicate that broad, empathic characteristics of an individual do ultimately affect the relationship satisfaction of that individual's partner. In particular, the characteristic of Empathic Concern was positively related to the behavior of Sensitivity, which in turn was positively related to partner satisfaction.

SEXUAL DIFFERENCES IN HUMOR APPRECIATION M. Joseph Richard, Jane L'Abbate, Brian Colburn.

Literature has differentiated four categories of humor: sexual, aggressive, nonsense, and social commentary. This study was undertaken to discover gender differences (a) across the four categories (b) with regard to targets selected for retelling the jokes/cartoons; and (c) males' preference for the visual mode.

Twenty-five males and 25 females, ranging in age from 18 to 50, were given 24 humorous stimuli to rate for subjective perceptions of "funniness". Each participant rated the stimuli, and then selected to whom they might repeat each. Participants also completed a shortened Edwards Personal Preference Schedule to measure relative need for aggression.

The results are expected to show that men prefer aggressive humor, and that high need for aggression may be related to humor preference. Females will prefer nonsense or social commentary humor, and will report less willingness to repeat sexual and aggressive humor. Males will prefer cartoons to verbal jokes.

Findings of gender differences in humor by category or need levels would be of use to advertising applications of communication models, public relations, and other types of media presentations.

PERSONAL SPACE AND THE MYERS-BRIGGS TYPE INDICATOR: RELATIONSHIPS BETWEEN PERSONAL SPACE AND PSYCHOLOGICAL TYPE.

William E. Pickett, Dr. Joseph R. Ware*
(Indiana University Purdue University Indianapolis.)

Sixty-one male and female college freshmen responded to the Myers-Briggs Type Indicator (MBTI) and the Comfortable Inter-Personal Distance Scale (CID). The CID was responded to thirteen times. With each trial the hypothetical approach person was given a different characteristic (eg. authoritarian, imaginative). Pearson correlations were used to determine relationships between the MBTI scores and the CID scores. Four negative correlations were found on the extroversion pole of the MBTI. Seven positive correlations were found on the introversion pole. Two negative correlations were found for the thinking pole and the analytical stimuli. Four positive correlations were found for the feeling pole and analytical stimuli. The results indicate that the shape of personal space differs for extroverts and introverts. Extroverts desire less rear space and introverts desire more. The results also indicate that feelers desire more space with analytical people while thinkers desire less.

ENTORRHINAL CORTEX LESIONS REDUCE LEARNED TASTE AND ODOR AVERSION. Chris Frasuk, Dr. Arthur J. Monneman. University of Kentucky.

The entorhinal cortex, lying above and enveloping the hippocampus, receives input from all the sensory organs and projects fibers into the hippocampus, which is thought to be essential in memory functions. We hypothesized that the entorhinal cortex was involved in comparing survival-type input from 2 or more sources, pairing multiple sensory inputs with stored information about the homeostatic effects of these inputs. Lesions, then, in the entorhinal cortex were expected to reduce the potentiation, or enhancement of odor aversion that occurs when taste and odor cues have been paired with an aversive event.

Contrary to the hypothesis, however, the data from this study showed that neither lesioned or non-lesioned animals showed a statistically significant potentiation effect. Our evidence did support the premise that entorhinal cortex lesions do interfere with learned avoidance of taste and odor as separate cues.

VERBAL TASK INTERFERENCE WITH VISUAL DETECTION. David B. Ranard, Dr. Marshall Waller*. Franklin College.

This study examined the effect of a verbal task on detection of a visual target projected mainly to the nasal or temporal retinal field of the right eye. Using a perimeter, male and female college students were asked to report detection of a colored dot. Using a counterbalanced design the dot was presented in the retinal fields while the subjects were silent or verbalizing alternate letters of the alphabet. Because the nasal field projects to the left hemisphere it seemed reasonable that the verbal task would influence detection here more than in the temporal field. However a preliminary analysis of the data suggests saying the alphabet significantly interfered with detection in both fields. Further analyses are planned to examine gender differences along this dimension. These findings suggest that the cerebral lateralization interaction of the visual system is different from that reported by others for tactile and motor functions.

BEHAVIOR MODIFICATION ON ATTENTION DEFICIT DISORDER WITH HYPERACTIVITY: A CASE STUDY. M. Shawn Reeves, Dr. Richard Milich*. University of Kentucky.

This single-subject design study sought to improve the attending behavior in an 11 year old boy with attention deficit disorder with hyperactivity (ADHD), through behavior modification. The current study took place while the subject was participating in a seven week summer treatment program using a point system. In the program boys were awarded and costed the points for appropriate and inappropriate behavior. While points were awarded and costed, the boys were required to attend to the speaker. In this task of attention, the subject was asked to verbally reproduce the name of a peer who had just received points and the points he had received. Two treatment conditions, positive reinforcement (RF) and RF plus verbal prompting and feedback (RF and PF), were implemented. In the RF condition, the subject could earn a snack or computer game, and in the RF and PF condition he could earn the same rewards, but was given verbal prompts to attend and feedback regarding accuracy. Additionally, the occurrence of eye contact during the attending task was measured and analyzed for possible correlations with attending. Results show that the RF condition alone produced a significant increase in attending behavior, and the addition of PF produced an even greater increase. Results of the eye contact study show that while the subject did not spontaneously maintain eye contact with great frequency, when he did maintain eye contact his attending averages were higher across all treatment conditions. It is concluded that behavior modification is a viable alternative to psychostimulant medication and should be used with greater frequency.

THE EFFECT OF GENDER APPROPRIATENESS ON GENDER PERCEPTIONS OF AGGRESSOR. Ann L. Beckson, Dr. Drew Anglemore. Marshall College
Eighty male and female college students, traditional (18-20 years) and nontraditional (30+ years), completed questionnaires based on 2x2 factually arranged vignettes presenting (a) gender-appropriate athletic activities and (b) levels of social desirability, safe or recurrent. Participants were then to indicate their attitudes/feelings about dating or rooming with this imaginary individual, and to rate them on a number of personality characteristics. Expected results of analysis of variances: (1) Males and females will be more willing to room with and date athletes in a gender-appropriate sport than a gender-inappropriate sport; (2) Older females will be more accepting of athletes in gender-inappropriate sports, and (3) Older males will be less accepting of athletes in gender-inappropriate sports. Females in general will be more accepting of gender-inappropriate athletic participation than males.

HANDEDNESS AND FINGER MAZE PERFORMANCE. Todd Rittman, Dr. Marshall Waller*. Franklin College.

The present study examined the effects of handedness on performance on a finger maze. The subjects were college students (19-23 yrs.) with an equal number of right and left handed males and females. Prior to the experiment each subject was familiarized with two equivalent forms of the finger maze. Subjects were then blindfolded and completed 10 trials on the two mazes with both their dominant and nondominant hands. The order of the maze forms and hand used was randomly distributed across subjects. Both errors and time were recorded. A preliminary analysis of the data indicates handedness did significantly influence both time and number of errors made. The use of the dominant hand improved both performance measures on the maze. The results suggest that learning simple motor tasks may be improved by using the dominant rather than the nondominant hand.

COMPARISON OF BETTER TEST PERFORMANCE. Kathleen E. Roeger, Mary Appleby*, Marian College

Twenty-three traditional and twenty-three re-entry students filled out questionnaires on eight sequential test dates to determine if age, perceptions, and study techniques are related to test performances. A questionnaire format was used to gather information about preparation (i.e., study skills classes, study techniques, and preparation times) and the participants' subjective evaluation of the test material (i.e., level of felt anxiety, interest, difficulty). Part of the questionnaire was filled out before the test was taken, and part was filled out after the test was taken.

The results are predicted to demonstrate that student age, study behaviors, and perceptions are useful components in preparing an activity profile to raise test performance outcomes. Correlations with test scores will be performed on age, test anxiety, number of study techniques applied, degree of interest in test topic, and the amount of time studied. The most important contributor to a regression formula is expected to be the number of applications of study techniques, rather than attendance at study skills classes or the participants' feelings of test anxiety, interest, difficulty, or test preparation behaviors.

Findings may be useful for designing more effective learning interventions to improve academic performances for both traditional and non-traditional students.

O'SULLIVAN AND GUILFORD'S FOUR-FACTOR TEST OF SOCIAL INTELLIGENCE: RELIABILITY AND VALIDITY FOR MEASURES OF NONVERBAL DECODING SKILLS. Lisa M. Rohleder, Dr. Robert R. Russell*, University of Kentucky.

Recent approaches in the study of nonverbal communication have focused primarily on individual differences in nonverbal behavior and secondarily on regularities across people or groups. An important obstacle, however, in investigating nonverbal communication has been the absence of standardized measures of individuals' abilities to interpret and convey nonverbal cues. Well-validated measures are needed to study individual differences, sex differences in nonverbal skills, nonverbal abilities in special groups, cross-cultural differences, etc.

The present study assessed the reliability and concurrent validity of O'Sullivan and Guilford's (1966) Four-Factor Test of Social Intelligence based on two subtests -- Cartoon Predictions and Expression Grouping -- and on Rosenthal's (1979) Profile of Nonverbal Sensitivity (PONS). Each of these tests involve to varying degrees the decoding of nonverbal cues.

School-age children belonging to either a normal or emotionally disturbed group were administered Expression Grouping, Cartoon Predictions, and the PONS. Split-half reliabilities were obtained for Expression Grouping and Cartoon Predictions. Validity was assessed by a correlational analysis performed on measures from Cartoon Predictions and the PONS. Implications for the use of the two subtests of the Four-Factor Test of Social Intelligence will be discussed.

RATINGS OF BEHAVIOR APPROPRIATENESS BY SUBJECTS WORKING INDIVIDUALLY AND IN GROUPS. Sean Royce, Dr. Carl I. Thompson*, Wabash College.

Fifty-one male college freshmen, working either individually or in groups of three to six members, were asked to rate the appropriateness of 90 hypothetical behavior-situation combinations on a 10-point scale. The behavior-situation combinations fell into three different categories: "Highly appropriate" combinations (e.g. "Running in the park", or "Talk on a date"); "Medium" or relatively neutral combinations (e.g. "Mumble on a bus", or "Belch at a park"); and "Low" or inappropriate combinations (e.g. "Mumble during a job interview", or "Fight at the movies"). Findings show that the subjects working in groups rated the appropriateness of the "High" combinations higher, and the appropriateness of the "Low" combinations lower, than did the subjects working individually. Results suggest that groups are more likely than individuals to arrive at a decision which reflects and emphasizes existing cultural standards.

PSYCHOTHERAPY JUDGEMENT RATING SCALE: A NEW METHOD FOR COMPARING DIFFERENT PSYCHOTHERAPEUTIC APPROACHES. Krista Scheele, Lisa Picha, Richard Angle, Dr. Stephen Mark Konta^a. University of Evansville.

A reliable and valid method for differentiating the various types of psychotherapies is needed. The development of such a method would represent significant progress in learning how psychotherapy works. The Psychotherapy Judgement Rating Scale (PJRS) is a 33-category scale used to assess therapists' responses to vignettes which consist of a patient's case history and his/her statements during a therapy session. Tested on 43 psychologists representing four different psychotherapeutic approaches (i.e., psychodynamic, cognitive-behavioral, family, eclectic), the PJRS distinguished differences among the four approaches in their intervention and conceptualization strategies. The PJRS was also found to be reliable and valid.

Some categories of the PJRS (i.e., unconscious, interpretation) need to be revised in order to better improve its ability to discriminate between psychotherapeutic approaches. These planned revisions will be a major focus of this paper.

EFFECTS OF COMMON, UNCOMMON AND GERMAN WORDS ON RECALL AND RECOGNITION. Marcia K. Sharp, Richard E. Wiehe. Indiana Central University.

Sixteen male and female students were presented 64 words consisting of 20 common, 20 uncommon, 20 German, and 4 warm-up words. Each word was shown to the students at five-second intervals, and simultaneously pronounced. After all words were presented, subjects were tested for recall and recognition. One-half of the subjects received recognition tests consisting of 240 randomly listed common, uncommon, and German words, including the 60 stimulus words from the same categories. The remaining subjects were given recognition tests composed of 60 arrays of four words, three similar words selected from the random list of 240 words and the stimulus word. The results indicate that there was no difference in recall between the three categories of words. However, common words were more frequently recognized than either uncommon or German words. These findings suggest that recognition is affected by frequency of words.

THE EFFECTS OF ENROLLMENT IN AN INTERMEDIATE ALGEBRA CLASS ON CONCEPT FORMATION SKILLS. Lydia Shelton, Dr. Marilla Scudder-Davis.^a Berea College, Berea, KY 40404.

In this study, it was theorized that mathematics develops logical thinking abilities which promote more efficient concept formation skills. Such abilities include finding patterns used to organize data, distinguishing between relevant and irrelevant conditions and being able to generalize. Therefore, it was hypothesized that college students enrolled in an intermediate algebra class would improve their scores on the Concept Mastery Test (Termin, 1956) over the course of a semester more than students who had never had the class. All subjects were Berea College freshmen whose scores on a diagnostic test revealed that they needed a course in intermediate algebra.

The "enrolled" group did, in fact, improve their skills more than the "not enrolled" group over a period of approximately 30 days. The differences, however, were not statistically significant. Findings were restricted by the limited time lapse between test administrations and by an apparent floor effect. The test used was originally designed for gifted students, which could account for the floor effect.

CONSTRUCT VALIDITY OF ACHIEVEMENT ORIENTATION AS A LEARNING STYLE AND A PERSONALITY PROFILE OF THE ACHIEVEMENT ORIENTED STUDENT. Andrew M. Simcox, Dr. Ronald Schneck*. Southern Illinois University at Carbondale.

Over the last decade several independent researchers have identified common styles, or approaches to, learning. One of these approaches, which we believe has become more prevalent, involves achievement motivation, an organized approach, and an ability to manipulate one's own learning style in order to attain academic success. One hundred and ten volunteer introductory-psychology students were given four separate instruments designed to assess the achievement orientation. In addition, six personality measures were administered in an attempt to further describe those employing an achievement approach. We suspect the achievement scales will correlate highly. If so, construct validity for this orientation will be further established. Furthermore, achievers are expected to score high on Type A behavior, narcissism, dissimulation, inhibition, social desirability, and internal locus of control.

THE RELATIONSHIP BETWEEN COLLEGE STUDENT WORRIES AND OTHER MEASURES OF HEALTH AND ADJUSTMENT. Patty Smoot, Dr. Jim Eison*. Southeast Missouri State University.

The development and initial testing of The Student Worry Survey was described. The Worry Survey is a 35 item pencil-and-paper questionnaire assessing college student worries in the following seven areas: (1) school, (2) relationships, (3) health and appearance, (4) career development, (5) social acceptance, (6) money, and (7) time. Normative data and evidence of scale reliability was offered.

The relationship between worries and other self-report measures of health and adjustment (e.g., the student version of the Jenkins Activity Survey, the Trait Anxiety Inventory, the Hassles Scale, and the Jones Irrational Beliefs Inventory) was explored in a study involving 175 university undergraduates. Examination of the correlations between the Worry Survey subscales and these other instruments supports the continued use of the Worry Survey by researchers studying sources of college student stress.

EFFECTS OF DEATH QUALIFICATION ON DEMOGRAPHICS AND ATTITUDES OF THE POTENTIAL JUROR POOL. Sara Van Giesen, Richard Emerson, and Tonia Fitzer (Interviewers: Gayle Crowe, Reba Fisher, Tom Price). Dr. Joseph J. Palladino*. University of Southern Indiana.

In 1968 the Supreme Court was presented with 3 unpublished studies which purported to show that death qualification affects jury composition. The Court balked and described the studies as preliminary. However, the Court had framed an empirical question. Many of the studies completed since 1968 suffered from methodological flaws. Ellsworth and Fitzgerald (1984) reported an exceptionally well-designed study. This study is a replication and extension of that study. Potential jurors were asked to take part in a telephone survey that would last about 10 minutes. A total of 547 potential jurors answered the demographic and attitudinal questions. There was strong support for the death penalty. Nine percent of the fair and impartial jurors were excludable. Excludables differed from death-qualified jurors on 4 of 10 items as well as several demographic items (e.g., sex and income). Sixteen percent of the death-qualified jurors were more willing to vote for the death penalty if their vote is a recommendation to the judge. This study partially replicated Ellsworth and Fitzgerald and raises new questions.

DON'T DRINK, DRIVE, OR DO WHAT WE DO: CONTENT ANALYSIS OF DRUNK DRIVING PSAs. Sara VanGiesen and Susan Hunt, Dr. Joseph J. Palladino*. University of Southern Indiana.

The Presidential Commission on Drunk Driving made increased public awareness and education a major objective in an overall plan for dealing with the drunk driving problem. Public Service Announcements are one way the broadcasting industry attempts to meet its civic responsibility and the objectives of the Presidential Commission. A content analysis of 87 television PSAs was conducted. The PSAs were acquired from the Dept. of Transportation. Two researchers developed a series of categories and coded all 87 PSAs. Reliabilities averaged 85%. Many of the PSAs relied on the use of morbid or legal fear to communicate their message. Few of the PSAs attempted to dispel various myths about blood-alcohol levels. Only one PSA conveyed other safety information. A number of PSAs contained scenes that actually modeled the very behavior they were attempting to discourage. This content analysis provides a data base for critically evaluating future PSAs. Suggestions for the development of better PSAs will be offered.

THE EFFECTS OF ENERGIZATION ON GOAL AND FEMALE ATTRACTIVENESS.

Susan Wendell, Doug Daugherty, Paul Biner* Ball State University

Thirty-three male college Introductory Psychology students, randomly assigned to one of three groups, were asked to memorize either two trigrams (easy task), eight trigrams (difficult task), or forty-five trigrams (impossible task). The intent of this study was to determine whether or not a subject would misattribute task arousal for attraction to the female assistant. The attractiveness of the goal object (one dollar) was used as a measure of subject arousal. According to Brehm (Brehm, Wright, Solomon, Silks & Greenburg, 1981) energization (physiological arousal) is determined by an individual's perception of what can and must be done to obtain a particular goal. Energization increases as the difficulty of goal attainment increases, up to a point where goal attainment is seen as either impossible or exceeding the value of the goal. Therefore, arousal should be greatest in the difficult condition. Dutton and Aron (1974), found that a condition of high anxiety led to heightened sexual attraction. Subjects were exposed to the female assistant as they anticipated the task (point of peak energization) and were asked to fill out a questionnaire regarding the task difficulty, goal object attractiveness, and female assistant attractiveness (more specifically: attractiveness, desire to kiss, and desire to date). From the data analysis it appears that subjects did misattribute arousal to attraction for the female assistant. Female assistant attractiveness and desire to date followed the expected trend, while the desire to kiss question was found statistically significant.

EFFECTS OF OCCUPATIONAL ROLE ON SELF-CONCEPT FOR FEMALE TEACHERS, COLLEGE STUDENTS, AND HOUSEWIVES. Angela E. Wilson, Dr. Marilla Scudder-Davis.* Berea College, Berea, KY 40604.

This study investigated the effects of occupational role of females on the types of traits they gave to describe themselves. It was believed that females in occupations to which society attached prestige and stability would give a greater number of social role traits while females in other occupations would give more physical traits. It was also believed that females in more prestigious roles would give fewer negative traits than those in less prestigious roles. Twelve teachers, twelve students, and twelve full-time housewives were given an open-ended "Who Am I?" questionnaire. The differences among the three groups with regard to physical, social role, negative, and non-negative traits were recorded. It was found that overall more social role traits were given than physical traits ($p < .01$). Teachers gave more social role traits than did housewives or students, while housewives and students gave more physical traits than did teachers ($p < .01$). Overall, females gave a much lower number of negative than non-negative traits ($p < .01$). Teachers gave fewer negative traits than did housewives or students ($p > .05$). This showed that occupational role does have an effect on self-concept.