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Saint Mary's University

## Editorial

The rapid social change and dislocation that mark the present era will no doubt make psychology an increasingly important area of study and practice. Registration figures for many Canadian universities show a predilection for psychology. What is the significance of this upsurge in interest? Is it a fad or is it going to remain with us? If it is permanent, then we are in the midst of a very serious situation. The labour market is being flooded with psychologists. Although admission to graduate programs is highly competitive, there are still, in the United States alone, nearly 2,000 doctoral and 5,000 master's degree recipients in psychology each year. The situation now is that there are more graduates than there are jobs. And it is getting worse each year. What are the consequences going to be? No doubt the criteria for admission to graduate schools will become stricter so that only a select group will have the opportunity to obtain a master's degree or a doctorate. But this may not solve the problem, if all that changes is the drop-out rate from the graduate schools. What is more likely is that a large number of highly educated people will



be walking the streets. These educated unemployed will carry with them a high level of political awareness and if they band together and if they infiltrate the old groups of the unemployed, we may have an explosive situation on our hands. What is to be done? Where are we going to find jobs?

Editor: Carol White

LETTERS TO THE EDITOR

Editor, j.n.d.  
Department of Psychology  
Saint Mary's University  
Halifax, Canada

Thank you for your letter of January 8th, 1971, and copies of your "J.N.D." student's journal of Psychology.

I think it is quite an idea - though it would perhaps be more exciting to students if it also included a section for the expression of opinions by psychology students. Maybe there is need for a journal called "The Student Psychologist". Also there should be scope for evaluative letters (Pro and Con) about the quality of the empirical articles.

I have drawn previous copies to the attention of my professorial colleagues and also to our Fourth Year Students - though they will not be producing their research reports till the end of February.

R. H. Farrant, Ph.D.  
Chairman  
Department of Psychology  
Laurentian University  
Ontario

LETTERS TO THE EDITOR (cont'd)

Editor, j.n.d.  
Department of Psychology  
St. Mary's University  
Halifax, Nova Scotia

Thank you for contacting our department regarding the Journal of Undergraduate Psychology. I feel, as you obviously do, that this is a desirable vehicle by which undergraduates may circulate information. It would appear from the articles in Vol.1, No. 2 that your editorial policy is broadly based and that you encourage the submission of both technical and non-technical articles.

Brian R. Atkinson  
Assistant Professor  
Supervisor of Undergraduate  
Studies  
University of Calgary  
Alberta

Editor, j.n.d.  
Psychology Department,  
Saint Mary's University  
Halifax

...On my own part, I feel this is an excellent service and wish you the best of success.

A. L. Diamond  
Acting Chairman  
Simon Fraser University, B. C.

PSYCHOLOGICAL REPORT  
Isabelle Wilcox  
Saint Mary's University

This article deals with psychological testing. It was written by a senior psychology student in a Test and Measurements course as practicum exercise at Saint Mary's University in Halifax. Three currently popular psychological tests were used in the report, these being the Peabody Picture Vocabulary Test (Form A), the Wechsler Intelligence Scale for Children (WISC) and the Thematic Apperception Test (TAT).

NAME: C. B.

SEX: Female

AGE: 13-8

EDUCATION: Grade VIII

RACE: Caucasian

RESIDENCE: Nova Scotia

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TESTS ADMINISTERED:

Peabody Picture Vocabulary Test,  
Form A

Wechsler Intelligence Scale for  
Children (WISC)

Thematic Apperception Test (TAT)

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1. GENERAL OBSERVATIONS

C. B. is the youngest of five children in a family living in the "upper middle class" area of Halifax. Her father



has been dead since she was three, and her mother does secretarial work. C.B. says that housework presents no problem since everyone helps out. Two older sisters, ages 20 and 21, are attending Dalhousie University and a sister, 17, and brother, 16, are in high school. C. B. attended nursery school. They have a farm where they spend weekends and vacations. Her attitude towards school is good. She is in the middle of her class and has an average of around 82. She has no favorite subject, but dislikes History (her lowest mark). Her hobbies are sports and piano and she gets along well with her peers and her family. She does not feel close to her mother (who is out of the home a great deal) but is close to her two older sisters. When asked her father's name and other details she gave these without mentioning that he was dead and only revealed this later when asked about her father's occupation. She was reluctant to discuss this further.

C. B. was casually well dressed and well spoken but reserved. Rapport was easily established and maintained. She was interested in doing the test but when an item seemed



difficult she was quick to indicate this and want to go on.

### 11. INTELLECTUAL FUNCTIONS

#### Peabody Results

	Raw Score	M.A.	I.Q.	Percentile
Form A	100	15-7	108	77

#### Wechsler Results

##### Verbal

##### Performance

<u>Subtest</u>	<u>Scaled Score</u>	<u>Subtest</u>	<u>Scaled Score</u>
Information	12	Picture Completion	10
Comprehension	10	Picture Arrangement	11
Arithmetic	12	Block Design	11
Similarities	13	Object Assembly	12
Vocabulary	11	Coding	13
Digit Span	10	Mazes	10
Verbal I. Q.	109	-	70th Percentile
Performance I. Q.	108	-	70th Percentile
Full Scale I. Q.	109	-	70th Percentile

#### Interpretation:

Results indicate that C. B. is of average intelligence, with very close scores in verbal and performance categories.

There was only a three point range (10-13) in the various subtest scores. Peabody results of 108 correlate highly with these scores.

#### 111. PERSONALITY ORGANIZATION

C.B. feels she has average ability but is motivated by a desire for an education and feels it is her responsibility to work towards achieving this.

C.B.'s T.A.T. stories reflect the thoughts of a girl, the youngest child, brought up in a home without a father who sees wealth as a key to happiness. This could reflect life in an area where her friends come from fairly high income families and probably have more money than she has.

(Especially in number 8 and also in 7, wealth is seen as the key to happiness.) Number 6 reflects the need for the protection and guidance of a father, and (2 and 10) show feelings of the importance of the family unit. A mother figure (somewhat strong) is seen in 5 only, while 9 shows a sister watching and jealous. Several stories show a feeling of being misunderstood and of experiencing frustration.

Books and dreams of wealth and independence, a home

and family of her own, offer for C.B. the promise of a future where she will be secure and happy--"everything will be all right again."

#### IV. SUMMARY AND DISCUSSION

C.B. is a pleasant and polite thirteen year old girl of average intelligence who gets along well with others and has adjusted fairly well to her home situation. Her dreams of wealth and of a complete family unit and feelings of frustration and of being mis-understood are natural in her situation as well as typical of a girl in her early teens.



## T.A.T. STORIES

Picture #1: A young boy is thinking about a violin laying on the table in front of him.

Looks like he has a problem with his lesson and is wondering if he should do it any more. He is getting very disgusted. He is going through his notes and there is one part that is hard and he is getting very disgusted with the whole thing and puts it down, and probably runs and tells someone who tells him how to do it and he is all happy again.

When I look like that at the piano, that is probably what's wrong.

Picture #2: Setting in a country: in the foreground is a young woman carrying books, in the background a man is working on the land with an older lady watching.

Taking place on a farm. It looks like a nice day and they're all enjoying the sun--the family. He is mowing the thing and she is thinking of something to do with the books. She just read something and everyone is tired and working. She is wondering about the ending of the book. The one on the right looks like she is going to have another family soon and is thinking

about it, and her husband is there and they are thinking about how everything is going to be. He looks like he feels some day he is going to have a big farm, and how it is going to be.

Picture #3: A young lady is standing with her head down and her face hidden with her right hand. Her left arm is stretched forward against a wooden door.

She looks like she has a broken heart, or has done something she didn't mean to. She has a friend and has hurt him by saying something, and she is all misery now that she ever started it. Eventually they will find each other and be friends and it will come so that she won't turn at that person any more. Maybe she is sick and tired of her surroundings and of cleaning everything up and doesn't want to do it any more--fed up and tired of it all.

Picture #4: A woman is clutching a man's shoulder's. The man's face and body are turned away from the woman.

Those two are in love, and maybe he isn't in love. He has to go to do something and she doesn't want him to go and is trying to persuade him not to go, but he has to do it and get it over with. But he probably goes and comes back and everything is all right again.

Picture #5: An elderly lady is standing on the threshold of a half-opened door glancing into a room.

That is the mother and she is coming in and she has told the little boy to go to bed about half an hour ago and he is sitting and reading a book and she gets mad and tells him to go to bed, and she checks him about 10 minutes later and he is still awake and she turns off the light and stays there and he goes to sleep.

Picture #6: A young woman sitting on the edge of a chair is looking back over her shoulder at an older man with a pipe in his mouth and who seems to be addressing her.

He looks older than her. She probably wants to go do something. She wants to go away and that is her father and he is telling her, "You're old enough but be careful, watch who you go around with and don't be out late." She is very stunned over it all because he thinks she isn't old enough, but she is going anyway.

Picture #7: An older woman is sitting on a sofa very near a girl and is speaking or reading to her. The girl, holding a doll in her lap, is looking away.

This is a story and this lady--the little girl is wealthy and the maid is teaching her her lessons. She has



her doll and is thinking about what it will be like when she has a baby, and the maid is reading and she is supposed to be listening too, and she is off in some daze world. It ends up that she gets a scolding, or something.

Picture #8: A young woman is sitting with her chin in her hand and is sullenly staring into space.

This lady isn't wealthy and is in a cheap room and is looking out the window seeing how beautiful it is, and is thinking what it would be like to be wealthy--the beautiful things she would have, the wardrobe, the men she would meet, how beautiful she would try and make herself, how she would wear her hair, the first ball she would go to. She is off in some fantasy world dreaming of all the things she could be.

Picture #9: A young woman in a party dress is running along a beach. She is being watched by another woman with a magazine and purse in her hand, behind a tree.

Looks like these two--she is her sister--and this one is kind of running away into the woods. She has been at a ball and a man hurt her feelings, and her sister is watching her to see what she is going to do. This one--maybe she is jealous or envious of her. She is dressed up and pretty and maybe going

to meet someone--a man, or maybe she loves the man she is going with and she is just watching to see what happens.

Picture #10: A young woman with her head against a man's shoulders is shown.

This is a cane, and he has been away for a real long time, and he never thought he would make it and his parents thought him for lost and when it was over he came back and he couldn't find his parents and he thought they were dead, and he came to this place and found his father and was so happy to see him and everything.

CONDITIONING OF EMOTIONALITY AND A GSR  
TO NEUTRAL WORDS--in two studies

Linda MacPhee  
Saint Mary's University

The present experiment was based on a study by Staats, Staats, & Crawford (1962). Emotionality and a galvanic skin response (GSR) were conditioned to two neutral words. Subjects (Ss) rated ten words including these and when, by a semantic measurement. The experiment was divided into two studies. In Study I, a GSR was conditioned to the words "these" and "when" which served as the conditioned stimulus (CS) by having the S read an arranged list of the ten stimuli and delivering shock to the S after every time he said the CS. In Study II, the list of words was read to the Ss and shock accompanied the CS. After this conditioning procedure, Ss in both studies, rated the ten words again. In Study I there was no significant change in the Ss' ratings of the CS, whereas in Study II, the Ss' ratings did differ significantly. However, the GSR elicited for "these" and "when" differed significantly before and after conditioning.

In 1962, Staats, Staats & Crawford reported a study which supports their theory that "emotional word meaning consists of responses that are classically conditioned to a word through the systematic pairing of the word with particular aspects of the environment in the natural language experience we receive", (p.22) In their study the GSR was conditioned to the word "large" by pairing



the word "large" with shock and a loud noise; they found that by way of the Osgood Semantic Differential the word "large" had acquired a negative meaning.

The purpose of the present study, which is based on that of Staats, et al (1962) is to test the theory stated above.

## METHOD

### Subjects

Six subjects (Ss), male and female, from the introductory psychology course at Saint Mary's University were used.

### Apparatus

The Galvanic Skin Response was measured by a polygraph manufactured by the Lafayette Instrument Company. Shock, generated by a 1.5 volt battery, was administered to the right hand and controlled by a switch under the table hidden from S's view. The shock level was adjusted for each S so that the unconditioned stimulus would be uncomfortable but not painful.

The words used were: chair, these, sleep, towel, look, when, wig, entrance, grow, machine. Each S was given this list to read aloud and to immediately rate by the Osgood Semantic

Differential (on a seven point scale ranging from unpleasant to pleasant), both before and after conditioning procedure.

#### Procedure

The S was brought into the room and was seated in a comfortable chair. Electrodes for GSR recording were attached to the S's left or right hand depending on which hand he used to write, (e.g. if the S was right-handed, electrodes were put on the left hand). The machine was turned on and the function of the GSR apparatus was briefly explained to avoid any unwarranted fear of this apparatus. The experimenter (E) waited until the Ss adapted to the apparatus as indicated by GSR.

During the adaptation period, the Osgood Semantic Differential was explained to the S and the word ARGUE was used to demonstrate how words were to be rated on the seven point scale.

"You will be given a page of words written as in this example. You will read the word in the centre of the page aloud and then rate it by placing an X in one of the blanks according to the way you feel about that word. For example, read ARGUE aloud. Now, if ARGUE seems extremely

unpleasant to you, place an X in blank number 1. If it seems Quite Unpleasant to you place an X in blank number 2. If ARGUE seems only slightly unpleasant put your X in the Third blank. If the word seems neither unpleasant nor pleasant or if it is equally unpleasant and pleasant, the X goes in blank number 4. An X in number 5 means slightly pleasant; in number 6 means quite pleasant; and in number 7 means extremely pleasant. Do you understand?

Now rate ARGUE as an example.

Here is the sheet of words you are to rate. Remember- say the word first, consider how you feel about it and then place your X accordingly."

The S was told to read the word aloud so that his reaction could be noted on the GSR graph for "these" and "when". After the S had rated all ten words, the GSR apparatus was turned off and the electrodes were removed.

Next, the shock electrodes were attached to the S's right hand and S was told that he would receive shock. The shock was tested and adjusted so that it "should be uncomfortable but



not extremely painful". The sheet of verbal stimuli was given to the S and he was told the following:

"I want you to read each word, pausing a second or two between words. Read slowly. Are there any questions as to what you are to do?...

You may begin."

Whenever the S said these and when a short shock was delivered. These and when occurred fifteen times each in the list. When all ninety words had been read, the shock electrodes were removed. It should be noted that the Ss could not see when the E delivered the shock to insure that the aversive unconditioned stimulus (UCS) was, in fact, the shock and not the E's motion to deliver the shock.

To discover how the S now felt about the words, he was asked to rate the ten words again, as before. The GSR electrodes were put on and the S was told to read the word aloud and then rate it. The GSR was noted on the graph for the words "these" and "when".

The procedure was identical for all six Ss.

## RESULTS

The average GSR amplitude for each S to the words "these" and "when" before and after shock conditioning was 1.83 and 6.05 respectively. These scores were arrived at by measuring the distance in millimeters from the bottom of the graph of the GSR. Figure 1 is a comparison of GSR amplitude before and after conditioning. Each data point reflects the mean GSR amplitude for the words "these" and "when". The statistical test, Student's related t-test, was employed to analyze the data and the scores before and after shock were found to be significantly different ( $t_5=4.533, p<.01$ ). Thus the null hypothesis, that there would be no significant difference between GSR amplitude before and after shock conditioning, is rejected in favor of the alternate hypothesis, that GSR would differ significantly before and after shock.

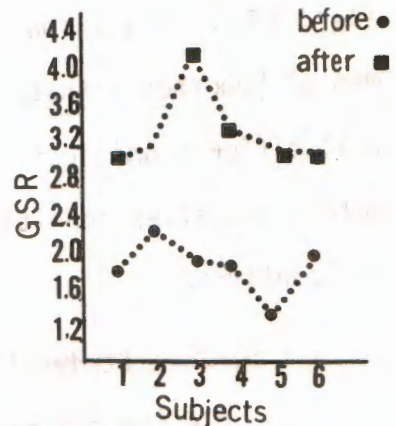


Fig.1. Comparison of GSR measured in millimeters before and after shock conditioning.

The mean scores for the semantic differential for "these" and "when" for each S was 3.82 and 3.00 respectively both before and after conditioning. These scores were arrived at by recording the number of the blank in which the word had been rated. Figure 2 is an illustration of these results. Each data point reflects the mean semantic differential for the words "these" and "when". According to the t-test, these scores were found not to be significantly different ( $t_5=2.19, p.>05$ ). Thus the experimental hypothesis that the ratings will differ significantly from before and after conditioning was not confirmed.

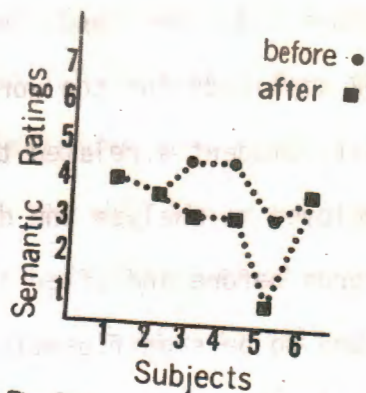


Fig.2. Comparison of semantic differential ratings before and after shock conditioning.

## Study II

In the preceding study the findings of Staats, Staats, & Crawford (1962) could not be replicated. One aspect of the method used by Staats et al was different from the present one. In the study of Staats, et al., all the verbal stimuli were read to the



S during conditioning, whereas in Study I the Ss read the stimuli themselves. It is possible (and probable) that Ss "read ahead" in the list and prepared themselves to receive the shock, which could lessen the contiguity effect of that UCS. It was noted during conditioning that all Ss tended to hesitate before saying either of the two CSs. In other words, the conditioning procedure there used may not have been purely classical.

In the second study, then, by reading the list of verbal stimuli to the Ss and pairing the two CSs- "these" and "when" - with the shock different results from Study I should be found. Specifically it is hypothesized that GSR amplitude and semantic differential ratings will differ significantly after conditioning.

#### METHOD

The method is the same as in Study I, except that six different Ss were used and that during conditioning procedure the E read the list of verbal stimuli slowly to the S. That is, after the shock electrodes were attached and the shock level had been adjusted to the S, there were no further instructions given concerning this part of the experiment except: "Now listen carefully

to the words I will read to you."

## RESULTS

The mean GSR amplitude for each S to the words "these" and "when" before and after conditioning was 2.00 and 3.03 respectively. Figure 3 is a comparison of GSR amplitude before and after conditioning. Again, GSR was scored according to the number of millimeters the GSR to these and when measured from the bottom of the graph. As before there was a significant difference between amplitudes before and after conditioning ( $t_5=7.23, p<.001$ ).

The mean scores for the semantic differential for "these" and "when" both before and after conditioning was 4.0 and 2.0 respectively. Figure 4 is a comparison of these results - the S's ratings of these and when both before and after conditioning. A significant difference was found between the S's evaluation about the two CSs

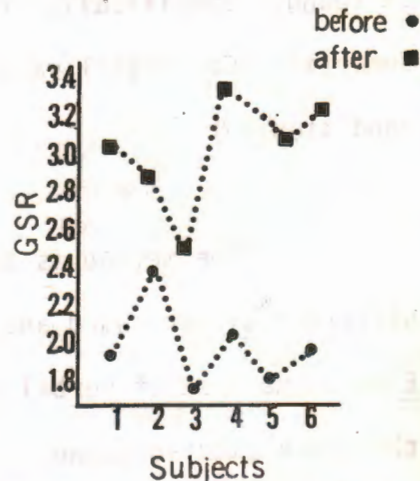


Fig. 3. Comparison of Ss' GSR before and after shock.

before and after shock conditioning ( $t_5=6.35$ ,  $p < .05$ ). Thus the experimental hypothesis that semantic differential ratings differ significantly before and after conditioning is confirmed.

#### GENERAL DISCUSSION

The general findings for both Studies 1 and 2 showed that GSR amplitude given in response to the conditioned words "these" and "when" increased significantly from before to after conditioning. However, even though the GSR amplitude changed for the conditioned words, the semantic differential ratings for these words did not change significantly over the conditioning trials in Study 1. This was attributed to the procedure used in Study 1 where Ss read the list of words themselves thereby allowing the Ss to be exposed to the entire list while they received shock for the words that were to be conditioned. In Study 2 the procedure was changed to the E rather than the S using the list of words. The semantic

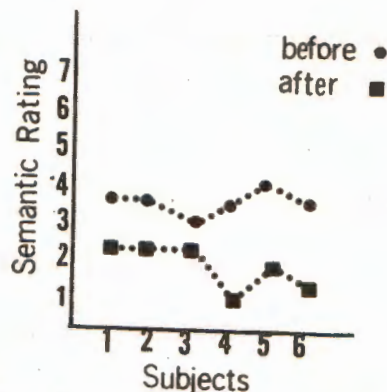


Fig.4. Comparison of Ss' ratings of the CS before and after shock.



differential ratings obtained for the conditioning words did show a significant drop from before to after conditioning. These findings in changes of connotative meaning are in agreement with those reported earlier by Staats et al.

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THE EFFECTS OF A NEGATIVE QUALIFIER IN THE INSTRUCTIONS, COMBINED WITH THE EFFECTS OF THE THREAT OF IMMEDIATE SHOCK AS PUNISHMENT FOR ERRORS

Karen O'Brien  
Laurene Coates  
Dalhousie University

The effects of a negative qualifier in the instructions under stress and no stress conditions were studied using 36 university undergraduates. It was found that the presence or lack of stress was not a significant variable. However, a significant difference between negative and positive instructions was found. Subjects receiving positive instructions made fewer errors and took less time to complete the task as compared to the subjects receiving negative instructions. These findings were explained by the scanning effect. Neisser's findings regarding the scanning effect were confirmed.

The purpose of this experiment was to study the effects of a negative qualifier when it is introduced into the instructions of the experiment. The "negative qualifier" used in this experiment was the word "NOT". A study was undertaken by Wason (1959), in which the efficiency of processing positive and negative information was measured as a function of time required to complete a given task. In his experiment, the task was to select two alternate words which would make affirmative or negative conjunctive



statements agree or conflict with given situations. He found that the processing of negative information required a significantly greater amount of time than did the processing of positive information. Wason suggested three reasons for this effect; however, only the third reason was of interest to this experiment: i.e., the possible emotional effects which may be aroused by negative terms. In this experiment, an attempt was made to replicate Wason's results. However, to determine whether or not the effect was due entirely to the negative qualifier, a stress situation was created by introducing the threat of immediate shock as punishment for errors.

Since stress could not be defined in terms of stimulus or response operations alone, it was necessary to think of stress in terms of an intervening variable. The procedure adopted by most experimenters who have studied the responses of groups under stress was to produce situations which were thought to thwart the motives of most people. This was an adequate solution as long as no attempt was made to account for the reactions of any individual subject (S). Since the experimenter (E) in this experiment was trying to account for the individual's response, this

assumption was not satisfactory. Stress could be induced by the working conditions and the task itself. In this case, threat of a mild shock served as the sole source of distraction. According to Lazarus, Deese and Osler (1952), if S saw the distraction as something to avoid, the effort level was apt to be raised. Only two studies presented data relevant to this experiment. In both of these studies an increase in errors was accompanied by an increase in speed as a result of stress (Lazarus & Eriksen, 1952; Lindsley, 1946). In the experiment by Lazarus and Eriksen, however, speed accounted for so much of the variance of the total scores that any increase in errors was ineffective in changing the total score. Probably the effects of stress upon such components as speed and accuracy might have been very different from task to task. This relationship between arousal and performance has been stated by Hebb (1955) in the "inverted-U" function. Since shock or fear of shock has been shown to yield fear and arousal it can be predicted that weak to moderate shock increases performance whereas stronger shock decreases performance. In predicting performance under stress in individual situations, the stress should be measured independently of the S's initial

ability and his change in performance due to fatigue or learning. Because individuals differ with respect to basic abilities and rates of change, some estimate of each S's performance without stress was necessary before correlational techniques could be used. The most obvious technique, and the one used in this experiment, was to test each S twice: a pretest under standard conditions (no shock) followed by a stress test (threat of shock). Thus it is possible to obtain a difference score between performance under stress and performance without stress. The present experiment is an attempt to study the performance of Ss following threat of shock or no shock using positive or negative instructions.

## METHOD

### Subjects

The Ss were thirty-six undergraduate students at Dalhousie University. Their previous experience in experiments was negligible. There were twelve Ss in groups 1 and 2; twelve Ss in groups 3 and 4; and twelve Ss in group 5. The thirty-six Ss were randomly assigned to the groups.

### Apparatus

For groups 1, 2, 3, and 4, the material consisted of a



practice sheet containing one row of letters D F H J L M N Q R S randomly placed with each letter being repeated twice and a task sheet containing twenty block randomizations of the same letters. The consonants were chosen in an effort to minimize the similarity of the sounds of the letters. Vowels were excluded from the list because they were judged to be easier to learn and remember than consonants. Group 5 was given a similar practice sheet. However, instead of receiving just one task sheet, this group received five task sheets, containing the same letters. A stopwatch was used to time the Ss. The shock was delivered through a standard shock apparatus.

#### Procedure

The design of the experiment consisted of five groups, and was an intersubject as well as an intrasubject study. The same Ss were used in groups 1 and 2; as well as in groups 3 and 4. Group 1 (twelve Ss) was given the positive instructions, but no shock. Group 2 (twelve Ss) was given the positive instructions plus the threat of shock. Group 3 (twelve Ss) was given only the negative instructions but no shock. Group 4 (twelve Ss) was given the negative instructions plus the threat of shock. Group 5,

the "practice" group, was required to process a number of task sheets containing negative instructions. To Ss of groups 2 and 4 electrodes were attached to the middle and the ring finger of the free hand. In order to establish threat of shock E delivered a moderate shock to the S. After this the volume of the shock was turned up as the S watched, indicating that a stronger shock was to be expected. All the Ss received the same short practice sheet and identical lists. In addition group 5 was also given four additional task sheets. The practice sheet was given just prior to the actual experiment. The Ss were run individually in a room in which the E and S were alone. E and S sat at a table, with E just to the left and behind of S. Ss in groups 1 and 2 were instructed to memorize the letters D H L N R printed on a sheet of paper. Ss in groups 3 and 4 were told to memorize the letters F J M Q S. Group 5 was given five task sheets but was told to memorize a different combination of letters each time. In none of the cases did S know what letters were included on the sheet except the five they had memorized. The following instructions were given to the respective groups:

Group 1 "Mark off, using a single line, the letters D H L N R

wherever they occur on the sheet. You can go through the sheet only once. Work as quickly as possible without abandoning accuracy. Put down your pencil as soon as you are finished. Start now."

Group 2: "Mark off, using a single line, the letters D H N L R wherever they occur on the sheet. You can go through the sheet only once. You will be given a mild shock for some of your errors. Work as quickly as possible without abandoning accuracy. Put down your pencil as soon as you are finished. Start now."

Group 3: "Do NOT mark off the letters F J M Q S wherever they occur on the sheet, but cross off using a single line, all the other letters. You can go through the sheet only once. Work as quickly as possible without abandoning accuracy. Put down your pencil as soon as you are finished. Start now."

Group 4: "Do NOT mark off the letters F J M Q S wherever they occur on the sheet, but cross off, using a single line, all other letters. You can go through the sheet only once. You will be given a mild shock for some of your errors. Work as quickly as possible without abandoning accuracy. Put down your pencil as soon as you are finished. Start now."

Group 5: The instructions for this group were the same as those



for group 3 except for the first statement. Each of the five task sheets this group received had a different first statement. The variations were: (1). "Do NOT mark off the letters D H L N R wherever they occur on the sheet, but cross off using a single line, all other letters." (2). "Delete the letters F J M Q S wherever they occur on the sheet, using a single line." (3). "Cross out all but the letters D F L N S wherever they occur on the sheet, using a single line. (4). "Cross out the letters H J M Q R wherever they occur on the sheet, without crossing out any others, using a single line." (5). "Strike out the letters F H L N S wherever they occur on the sheet, using a single line."

Once the instructions had been given, S was then allowed to run through the practice sheet. The stopwatch was turned on as soon as S began the task sheet. The total time required to complete the task was recorded.

## RESULTS

For groups 1, 2, 3, and 4, the error and the time taken to complete the task were analyzed separately. In analyzing the data, a 1-tailed t-test was used. Shock had no significant effect on the performance of Ss in the positive or negative instruction

group. However, the type of instruction given to the Ss had a significant effect on the Ss for both error and time taken to complete the task. Ss in group 1 made significantly less errors than Ss in group 3 ( $t=3.63$ ,  $p<.01$ ,  $df = 22$ ). The mean number of errors for group 1 and group 3 was 3.2 and 6.4 respectively. Also Ss in group 1 took significantly less time to complete the task than Ss in group 3 ( $t=8.57$ ,  $p<.01$ ,  $df=22$ ). The mean number of seconds taken by group 1 and group 3 to complete the task was 97 and 175 seconds respectively. Ss of group 2 made significantly less errors than Ss in group 4 ( $t=2.93$ ,  $p<.01$ ,  $df=22$ ). The mean number of errors for group 2 and group 4 was 3.6 and 5.8 respectively. Also Ss in group 2 took significantly less time to complete the task than Ss in group 4 ( $t=2.62$ ,  $p<.01$ ,  $df=22$ ). The mean number of seconds taken to complete the task for group 2 and group 4 was 86 and 175 respectively. The mean number of errors made by Ss in group 5 were 3.7, 53.3, 3.8, 41.3 and 41.5 respectively for tasks one, two, three, four and five.

#### DISCUSSION

The results in the present experiment showed no effect of shock on performance. Since, in the present experiment, shock

was assumed to produce stress, the findings of this experiment are not in agreement with the findings of other investigators e.g. Lazarus and Eriksen (1952) and Lindsley (1946) who did show an increase in error and speed following stress situations. Several reasons can be adduced for the results obtained in the present experiment. (1). One factor which could not have been controlled was the motivational level of each S upon coming into the experiment. For each S this level was different and any possible effects would cancel each other out. (2). Shock may not have been an adequate stressful stimulus for all Ss especially since shock was not administered for errors but was presented as a threat. It would have been interesting to see if the same effect would have occurred had the shock actually been given when the error was made. (3). The procedure used was to give the task with no shock first. Another group should have been tested with shock presented first to be certain the "no-shock shock" sequence had no effect. (4). A further possible reason for this result was that the problem of memory (remembering the correct five letters once exposed to the task sheet) probably overshadowed any potential shock effect.

As was shown in the result section, the performance of



Ss in group 5 did not show a practice effect. However, it may be argued that the means for the five tasks give evidence for an interference effect since the mean number of errors for the last two tasks is considerably greater than the mean number of errors for the first three tasks. This argument cannot be ruled out since the instructions were different for each task. A better way of testing would have been to present the same instructions and the same letters on all five tasks for each S. It can be seen that a significant difference was obtained between the positive and negative instructions: it took longer for Ss to complete the task with the negative instructions and these Ss also had more errors than those in the positive groups. These findings may be explained by the scanning effect. This effect was first found by Neisser (1964). The instructions for groups 1 and 2 enhanced the rehearsal chances for each S and enabled him to scan. Groups 3 and 4 had to do more than that, so they were more likely to forget the letters. The Ss with the negative instructions had to look at each letter individually and then decide whether to cross it off or not. The scanning procedure allowed Ss in groups 1 and 2 to complete the task much faster because they had to pay

attention to only the five letters they had to memorize. This would explain the significant difference in performance for Ss receiving positive instructions or negative instructions. Further evidence comes from studies in concept formation which studies the effects of negative and positive situations. Hovland and Weiss (1953) also found that Ss in the positive situation learned the concept much better than those in the negative situation. Freiberger and Tulving (1961) suggested that the reason for the findings by Hovland and Weiss was not that it was any easier to learn through positive instances, but that the amount of practice affected the performance. They showed that if Ss were given practice on negative instances they were able to complete the task as easily and as quickly as those who practiced the positive instances. Fryatt and Tulving (1963) support this position.

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## INTELLIGENCE QUOTIENT AND KNOWLEDGE OF CURRENT EVENTS

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The purpose of the experiment was to find a possible correlation between intelligence quotient and knowledge of current events. The subjects' I.Q. was measured by means of the Otis Quick-Scoring Mental Ability Test. The subjects' knowledge of current affairs was found by means of a test devised by the experimenters. A significant correlation was found between the Current Events Test and the Otis Test using the Kendall's Tau.

The expert on communications, Marshall McLuhan, has described the world as a "global village"; that is, modern communications have enabled man to have an immediate knowledge of events throughout the universe reducing that universe to a small town, so to speak. Communications and information about our universe permeate the world we live in to a great extent. In the present experiment an attempt was made to determine the extent to which intelligence and awareness of world happenings do correlate.

In 1950, Carl Goosen devised a public opinion (or currents events test) which he called the Goosen Hidden Intelligence

Test. He gave the test to 344 high school students for whom Stanford-Binet Test scores were available and 261 adults who had taken the Pressey Senior Classification Test (another intelligence Test); he compared the scores obtained from the "Hidden Intelligence Test" with the Stanford-Binet and Pressey scores and found a slightly significant positive correlation. Since Goosen was able to determine with the public opinion test the subjects' (Ss) I.Q. it may be assumed that knowledge of current events correlates with I.Q.

However, Wall (1948) conducted a survey to discover newspaper reading habits and interests. One thousand, two hundred eighty-four adolescents and adults replied to a questionnaire concerning their reading interests. Among other conclusions arrived at through that study, Wall stated that a number of young people, although "exceptionally favored by innate intelligence and by educations", do not seem to form "ideal" attitudes towards the press. This seems to imply that there is a negative correlation between I.Q. and knowledge of current affairs (at least with respect to that knowledge acquired through reading of newspapers).

In summary, Goosen (1950) found a positive correlation



between I.Q. and awareness of current events whereas Wall (1948) showed that there is a negative correlation between the two. Since the political involvement of young people has considerably changed over the past two decades the present experiment was designed to determine the extent to which current events and I.Q. correlate.

## METHOD

### Subjects

There were twenty-two Ss, male and female, all students at Saint Mary's University, Halifax. Ages ranged from seventeen to thirty-three years.

### Apparatus

For finding I.Q. scores the Otis Quick-Scoring Mental Ability Test (Gamma Test for High Schools and Colleges) was used. This test was used because it is self-administering and it takes only a short time to give, to correct and to find I.Q. scores that are listed on a calculated table.

The current events test (see page 47) was devised by the experimenters (Es) using three issues of World Affairs Magazine.

### Procedure

Group 1 (Eleven Ss) was given the Otis Quick-Scoring Mental Ability

Test. Test papers were given to the Ss and the Ss were told not to open the booklet but to read the instructions on the first page. After Ss read the first page they were told the following:

"The test contains eighty questions with a time limit of one half hour. You are not expected to complete all the questions, but try to get as many right as possible. Do not spend too much time on any one question, but be careful not to go so fast that you make mistakes. No questions about the test will be answered after the test begins".

The Ss were then instructed to open the booklets and begin. After a half-hour the Ss were told to stop and close the test booklet. The booklets were then collected from the Ss. The Ss were given a fifteen minute rest to reduce fatigue effects. A current events test was then distributed and Ss were given the following instructions:

"Put your name at the top of the test. Read the questions carefully before you answer, if in the event that you don't know the correct answer -guess. Be sure to answer, every question. There is no

time limit, you may take as long as you need to complete the test. If you want to ask a question about the test, raise your hand".

The tests were collected from the Ss as they finished. Group 2 (eleven Ss) was given the same two tests following the same procedure used in Group 1 with the exception that the affairs test was given first and then the Otis Quick Scoring Mental Ability Test to counter-balance the order of presentation of the two tests.

### Results

The scores obtained from the Current Events Test and the Otis Test were correlated using Kendall's Tau. This statistic was used because it was assumed that the scores from the Current Events were not normally distributed.

The correlation obtained was significant ( $z=1.665, p < .05$ ). A graphic presentation of these scores is shown in figure 1.

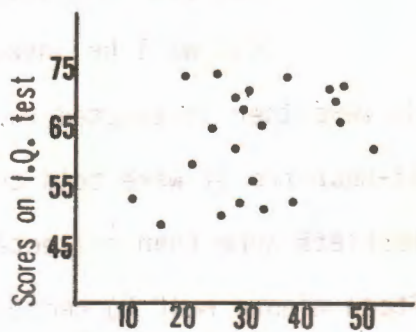


Fig.1. Scattergram: test results from current events test plotted against I.Q. scores.



## DISCUSSION

The results of the present experiment give further support to the earlier findings of Goosen (1950): it was found that the score obtained on the I.Q. test may be a strong predictor of performance on a test that involves knowledge of current affairs. There seems that a difference exists between immediate knowledge of events on the one hand and knowledge and learning of these events on the other hand (as indicated by actual recall in the present experiment). A major point raised in the discussion of the Global Village concerns the availability of information and immediate communication to many people. This seems to indicate that people with high I.Q.'s generally know more about current events perhaps because they have a tendency to be more alert and aware about what is happening around them; thus they are more likely to remember what they have heard, read, and seen.

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## CURRENT EVENTS TEST

Match the appropriate description from the letter  
group List II with each name from the number group List I.

### LIST I

1. Charles "Pete" Conrad \_\_\_\_\_
2. Marcello Caetano \_\_\_\_\_
3. John Gorton \_\_\_\_\_
4. Spiro Agnew \_\_\_\_\_
5. Eisaku Sata \_\_\_\_\_
6. U Thant \_\_\_\_\_
7. Willy Brandt \_\_\_\_\_
8. Indira Ghandi \_\_\_\_\_
9. Angie Brooks \_\_\_\_\_
10. O. Ojukwu \_\_\_\_\_

## LIST II

- a. Prime Minister of Australia
- b. Vice President of USA
- c. Biafran secessionist leader
- d. Prime Minister of India
- e. Prime Minister of Portugal
- g. Secretary-General of United Nations
- g. President of the U.N. General Assembly
- h. Cancellor of West Germany
- i. Lunar astronaut in Apollo 12
- j. Prime Minister of Japan

## PART 2 CANADIAN AFFAIRS

- A. Match the names in List I with the positions in List II by placing the correct letter in the brackets.

### LIST I

1. Edward Schreyer ( )
2. Jean Jacques Bertrand ( )
3. Lucien Lamoureux ( )
4. Rene Levesque ( )
5. Roland Michener ( )
6. Russ Jackson ( )
7. Dr. Stephen Worobetz ( )
9. Robert Bourassa ( )
10. Jean Lesage ( )
11. Robert Andras ( )

### LIST II

- a. Speaker of the House of Commons
- b. Leader of the Separatist Parti Quebecois
- c. Athlete of the year
- d. Minister of Northern Development



- e. Premier of Manitoba
- f. Newly resigned leader of Quebec Liberal Party
- g. Newly chosen leader of Quebec Liberal Party
- h. New Lieutenant Governor of Saskatchewan
- i. Governor General of Canada
- j. Premier of Quebec
- k. Federal Minister, responsible for Housing

B. Circle the letter indicating the correct answer.

1. Canada's population is now approximately:

- a. 15,200,000
- b. 18,200,000
- c. 21,200,000
- d. 25,200,000

2. To control inflation, it may be necessary to:

- a. increase wages and prices
- b. create more unemployment
- c. remove government controls

### PART 3 PROVINCIAL AFFAIRS

Match the premiers with their provinces and political parties.

(follow example of Smith, Nova Scotia.

- |              |                     |              |
|--------------|---------------------|--------------|
| 1. Smith     | a. British Columbia | _____        |
| 2. Thatcher  | b. New Brunswick    | _____        |
| 3. Robarts   | c. Ontario          | _____        |
| 4. Smallwood | d. Prince Edward I. | _____        |
| 5. Bertrand  | e. Nova Scotia      | <u>I. C.</u> |
| 6. Campbell  | f. Saskatchewan     | _____        |
| 7. Weir      | g. Quebec           | _____        |
| 8. Robichaud | h. Newfoundland     | _____        |
| 9. Bennett   | i. Alberta          | _____        |
| 10. Strom    |                     |              |

A. Social Credit, B. New Democratic, C. Conservative, D. Liberal, E. Union Nationale

#### PART 4

Fill in the blanks in the following statements:

1. This rocket can scatter nuclear bombs over several targets at once. It is usually known by its initials \_\_\_\_\_.
2. The complex network of radar and rockets intended for defense is known as the ABM or \_\_\_\_\_.
3. A giant of world Communism and the head of the Viet Nam Communist Party, who died in September 1969, was \_\_\_\_\_.
4. President Nixon's plans to turn the war over to the South Vietnamese themselves is known as \_\_\_\_\_ the war.
5. Premier \_\_\_\_\_ of Japan was recently re-elected to office.
6. S.A.L.T. refers to the conference on arms limitations of the countries \_\_\_\_\_ and \_\_\_\_\_.
7. \_\_\_\_\_, Premier Minister of New Zealand was re-elected to power in December.
8. The Member of Parliament for North Ireland recently found guilty of inciting riots is \_\_\_\_\_.

9. Membership in the U.N. has increased from 51 to \_\_\_\_\_ states between 1945 and 1969.
10. Legal voting age in Britain has been lowered to \_\_\_\_\_ years.
11. The main tribe in Biafra is the \_\_\_\_\_ tribe.



SEX DIFFERENCES IN ROLE CONFLICT INVOLVING  
BOTH PARTICULARISTIC AND UNIVERSALISTIC  
SOLUTIONS

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The present study examined sex differences in a role conflict, the conflict being between friendship ties and obligations to institutional mores. In the present experiment ten male and ten female students completed a short paper and pencil role conflict questionnaire. The present experiment was carried out to determine whether a significant difference would exist between male and female students in their choice of answering the role conflict questions. Results indicated that there was no significant difference between the males and females chosen solutions.

Role conflict is a subject about which a great deal of information is available. The present experiment examines a common role conflict - that between one's friendship obligations and one's institutionalized obligations to society. According to Parsons (1949) the obligations of friendship in the Western culture, are particularistic as opposed to universalistic. A particularistic obligation applies to one in which a person has a special relationship with another individual such as an obli-

gation involving a brother, neighbor, or a close friend. A universalistic obligation, on the other hand, involves the individuals' impersonal obligations to social organizations and to society in general.

Stouffer and Toby (1951) conducted an experiment on role conflict and personality. According to their study the consistency of an individual in favouring one kind of role situation over another in various situations, can be considered a personality predisposition. Also, they found that when there is a lack of agreement in a group as to the correct thing to do there is a tendency for some individuals to demonstrate a personality bias to one particular solution while others will form an alternative solution. There will be a tendency for each individual to show some consistency as he moves from one role conflict to another.

In the present experiment the objective was to study sex differences in the particularistic as opposed to the universalistic modes of solving role conflict. A pencil and paper questionnaire was presented to ten males and ten females who were all Psychology students. Each S had to check a Yes or a No response

to each of the eight short stories presented. The questionnaire involved several academic situations which were not too far removed from the experience of college students.

## METHOD

### Subjects

A total of twenty Ss, ten males and ten females were used in the present experiment. All the Ss were undergraduate students in Psychology classes at Saint Mary's University.

### Apparatus

A short pencil and paper Role Conflict Questionnaire was presented to each S.

### Procedure

The Ss were seated in an empty classroom with the males on one side and the females on the other side. A Role Conflict Questionnaire was presented to each S by one experimenter (E).

Later another E read the following instructions to the Ss:

This is an experiment on role conflict. First, write in your sex in the space provided on the top of the test sheet. Second, you are required to



answer all the questions given as honestly as possible. Think over your answers carefully. Place a check mark beside the answer of your choice. This is not a speed test. Are there any questions? ... You may begin.

## RESULTS

Figure 1 graphically illustrates the frequency of the particularistic solutions for the males and the females on each question (see figure 1). In question

two, involving the examination situation, seventy percent of the males indicated that they would give their friend a passing grade if they were marking an exam. Only forty percent of the females indicated that they would do the same. Similarly, in

question four, eighty percent of the males stated that they would not report a friend's cheating in exams if they happened to be the only proctor in the room where as only forty percent of the females held this viewpoint. However, when the issuing of parking

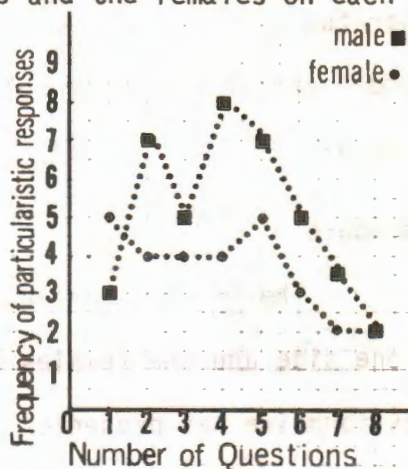


Fig.1. Frequency of particularistic solutions on each question.

permits was involved, only twenty percent of the males and twenty percent of the females stated that they would issue their friends a permit. It is also interesting that when it came to witnessing under oath, fifty percent of the females as opposed to thirty percent of the males, indicated that they would say that the car was travelling at fifteen miles-an-hour in favour of their friend. This was the only point on the graph where the female percentage was greater than the male percentage.

Calculations using the unrelated two-tailed t-test, however, show that there was no significant difference in the male and female total scores. Nevertheless although the difference wasn't significant it was consistent across all questions.

#### DISCUSSION

A number of factors may have accounted for the fact that no significant difference between the two groups was obtained in the present experiment. The length of the questionnaire, which used only eight short stories, may have been too small a set of items to properly allow the E to determine whether the S was in fact particularistically orientated. Also, the Ss' attitudes during the test may have influenced the results. The fact that

four of the Ss indicated that they would lie under oath in favour of their friends while the same four indicated that they would report their friend's cheating on an exam may be an indication that the questionnaire was not taken seriously, as the latter situation might be considered as a less serious one.

A significant difference might have been found if different versions of the test had been given. As experience with projective tests indicate, one might expect a difference in the results, if the Ss had been asked what another individual would have done in the situation presented and not themselves as was done in the present experiment. Perhaps two other versions of the test should have been given - one in which the S's friend was faced with the decision to make, and another in which complete strangers were faced with the role conflict.

A significant difference between scores for males and the females may have been found if the element of risk was introduced into the situation. There may have been a difference to the extent that the Ss would have adopted the particularistic solution. Thus the test item could have varied the cheating situation by having another invigilator in the room to see if



this would have changed the S's reply.

Also, the intimacy of the friendship in the present experiment was not specified. A significant difference may have been found if the Ss' parents had been involved in the test situation.

SEX \_\_\_\_\_ ROLE CONFLICT QUESTIONNAIRE

1. You are riding in a car driven by a close friend, and he hits a pedestrian. You know he was going at least 35 miles an hour in a 20 mile-an-hour speed zone. There were no other witnesses. His lawyer says that if you testify under oath that the speed was only 20 miles an hour, it may save him from serious consequences.  
Would you testify to the lower figure in view of your obligations as a witness under oath and your obligations to your friend?
2. You are employed by the department of your university to read examination papers in the course. Your close friend makes a very low grade. If you give him a special break, you can boost him over the passing mark. He needs the grade badly.

Would you give him this special break in view of your obligations to the university and your obligations to your friend?

- 3 . You are in charge of the university library reserve desk. A certain reserve book is in great demand. A close friend is pressed for time and can use the book only at a certain hour. He has suggested that you hide the book for a while before his arrival so that he will be sure to get it. He needs the book badly.

Would you hide the book for him in view of your obligations to the university library and your obligations to your friends?

4. You are proctoring an examination in a course. You are the only proctor in the room. About halfway through the exam you see your close friend, openly cheating. He is copying his answers from previously prepared crib notes.

Under these circumstances, would you report his cheating in view of your obligations to your university as a proctor and your obligations to your friend?

5. You have worked four summers for a company and have established yourself as a competent and valued employee. Your close friend asks you to recommend him for a vacancy in the company. You feel he is, at best, only a marginally qualified person. He needs the job badly. Would you recommend him in view of your obligations to the company and your obligations to your friend?
6. You are employed in the ticket office of the athletic department of your university. Tickets for a forthcoming post-season football game are in short supply and are being sold to students on a first-come-first-served basis. Your close friend has forgotten to apply early and now fears that he will not be able to get tickets to the game. He wants to take a date to the game and asks you to move his name up on the list in order that he can be assured of getting tickets. Would you move his name up on the list to enable him to get tickets in view of your obligations to the university and your obligations to your friend?



7. You are a leading member of an exclusive and prestigious social club on the campus. One of your fellow members, a close friend, asks you to sponsor the election to membership of a student to whose family he is greatly indebted. Your support of this student would ensure his election, but you definitely feel that he would not be a desirable member of the group.

Would you sponsor the student for membership in view of your obligations to your social club and your obligations to your friend?

8. You are working in the parking office of your university which issues campus parking permits to faculty and staff members. Students, unless they are physically handicapped, are not entitled to campus parking permits. A close friend of yours tells you he has a very crowded schedule and asks you to issue him a campus parking permit.

Would you issue him a permit in view of your obligations to the university and your obligations to your friend?

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## j.n.d. EDITORIAL POLICY

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2. that students submitting articles do so fully realizing that the editors assume no responsibility in returning the articles submitted for publication.

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