



high estimates. The contribution of each of the factors remains even when their interrelationships are controlled.

1. A note on time, intelligence, and Rorschach movement responses. STANLEY STARK, *Michigan State University*.

Psychology periodically has been observed to be divergent to cognition oriented toward the future. However, on the basis of various positions taken during the past decade, it may now be argued that psychologists are beginning to redefine intelligence to accommodate foresight and planning. New Guilford instruments and the veteran Porteus Maze Test are attracting attention in this connection. The main theme of the present paper is that the movement scores of the Rorschach test—or the corresponding scores of any test which elicits without soliciting a motive motion—may be regarded as indices of evidence for creative foresight and planning.

2. A factor-analytic study of daydreaming and conceptually related cognitive and personality variables. JEROME L. SINGER AND JOHN S. ANASTASOPOULOS, *Columbia University*.

The factorial composition of measures of daydreaming structure and content was investigated. One hundred students underwent a structured clinical interview and battery of item-analyzed scales tapping various aspects of daydreaming, curiosity, attention, Guilford's Divergent Production factors, and Guilford and Eysenck's thoughtfulness, extraversion, and neuroticism scales. Of the 12 factors extracted, three demonstrated facets of daydreaming related to intelligence but unrelated to cognitive abilities or the extraversion factor. A second-order analysis suggested a general bipolar "daydreaming" factor in which highly fanciful, interpersonal, or neurotic components were opposed to scientifically oriented, non-interpersonal types of daydreaming.

Session 16. Symposium: School Psychology—Its Purposes and Direction

10:00–12:50. Tiara Room, Park Plaza Area

WILLIAM J. PERKINS, *School Psychological Services, Phoenix, Arizona*, Chairman

Participants:

1. SHERINE E. D'EVELYN, *Great Neck Public Schools, New York*. The clinical aspects of the school psychology program.

2. WILLIAM C. RHODES, *George Peabody College for Teachers*. Context of mental health consultation.

3. N. L. PIELSTICK, *Northern Illinois University*. A focus on learning.

4. DONALD A. LETON, *University of California, Los Angeles*. Implications for education.

THURSDAY AFTERNOON, AUGUST 30

Division 7. Researches Involving Cultural Variables

12:00–12:50. Georgian Room, Park Plaza Area

HENRY RICCIUTI, *Cornell University*, Chairman

1. 12:00. Cultural influence on conscience development: resistance to temptation and guilt among Samoans and American Caucasians. ROBERT E. GRINDER AND ROBERT E. McMICHAEL, *University of Wisconsin and Michigan State University*.

In this study the socialization effects of a shame and a guilt culture on conscience development are compared with Samoan and American Caucasian children. Inferences about conscience strength were made from behavior in a real life temptation situation and from responses to projective story-completion items depicting transgressions. Samoan subjects were significantly less likely than the Caucasians to resist temptation and to show susceptibility toward remorse, confession, and restitution after transgression. The results are discussed in terms of the ethnographic assumption that there is an absence of guilt in Samoa.

2. 12:10. Comparisons of Nepalese and American children's drawings of man, woman, and self. NORMAN D. SUNDBERG AND THOMAS O. BALLINGER, *University of Oregon*.

Drawings were collected from 888 school children living in selected areas of Nepal. Following the Harris revision of the Goodenough scale, each child was asked to draw a man, a woman, and himself. According to American norms, average IQs dropped from approximately 100 at ages 6 and 7 to 72 at age 13. Sex, caste, and regional differences did not appear. Compared with American children, the Nepalese made larger self drawings, included more unusual items, and made sex distinctions differently. Differences seem related to inexperience of Nepalese children in drawing and traditional ways of representing the human figure.

3. 12:20. Children's intelligence in a Mexican village. MICHAEL MACCOBY AND NANCY MODIANO, *University of Mexico*.

Hypotheses about the development of intelligence in a Mexican village were tested. The findings in-



clude: (a) babies, perhaps due to human stimulation, score as high or higher than Americans; (b) scores drop, starting at age two, especially in the ability to abstract and in vocabulary; (c) rural Mexican culture values obedience and stereotypic work more than intellectual capacities. Understanding of human behavior is also valued, but this cannot be tested by the standard measures. Once it is established that the Mexican infant is born with full intellectual potentialities, it is possible to concentrate on the specific cultural impact on intelligence.

12:30. The child's idealization of authority. JUDITH V. TORNEY, ROBERT D. HESS, AND DAVID EASTON, *University of Chicago*.

Theories concerning the psychological function of children's social perceptions are related to the tendency to idealize distant authority. American children ($N = 2,841$) showed a decline with age in the tendency to idealize the President of the United States. A similar trend was observed in the idealization of leaders of Puerto Rico, Japan, and Australia judged by children of these countries. Relationships of an index of idealization to social class and a measure of family authority indicated that these perceptions are formed and changed by an interaction of the following processes: projection of unfulfilled needs, cognitive differentiation, learning of attitudes from adults.

Division 12. Verbal Conditioning

12:00–12:50. Starlight Room, Chase Area.

12:10. Change in social desirability responses as a function of direct instructions, verbal reinforcement role playing, and counter-conditioning. MARK H. LEWIN, *Mental Hygiene Consultation Service, Fort Lee, Virginia*.

This study investigated the differential and persisting effects of eight variables and a control condition upon the tendency to describe oneself in a socially desirable manner. The variables selected were direct instructions to respond in either a socially desirable or undesirable direction, verbal reinforcement for responses in either direction, role playing in either direction, and direct instructions to respond in either direction with verbal reinforcement administered for responses in the opposite direction (counter-conditioning). Scores for each subject were obtained prior to, during, and twice subsequent to the experimental treatment in order to study the differential effects of the eight variables.

12:20. Experimental analysis of psychoanalytic character types through the operant conditioning of verbal responses. CHARLES D. NOBLIN, *Louisiana State University*.

Sixty psychiatric patients were identified as oral or anal by three criterion measures: statements from psychoanalytic literature attributing specific behaviors to orals and anals, Blacky Test scores, and psychoanalytic statements relating behavioral disorders to developmental levels. An apparatus was constructed which could dispense gumballs and pennies. Subjects were differentially reinforced in a Taffel-type operant conditioning sequence employing gumballs as oral reinforcers and pennies as anal reinforcers. The decision to use pennies as anal reinforcers was based on psychoanalytic assumptions



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