AN INVESTIGATION INTO THE CONSTRUCT VALIDITY

OF THE SELFISM SCALE

by

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INTRODUCTION

The purpose of this study is to examine the construct validity of an objective scale measuring selfism (Phares, 1980). Although the psychometric development of items composing the scale has been promising, there have been no construct validity studies carried out prior to this investigation.

According to Phares, selfism can be viewed as a cognitive variable set within Rotter's social learning theory (Rotter, Chance, and Phares, 1972). As such, selfism is conceived of as a generalized problem solving expectancy (GE_{ps}).

The interest in creating an objective measure of selfism is related to at least two recent areas of study encompassed by psychoanalytic and sociocultural analyses. Within the psychoanalytic literature there has been expressed a growing concern over the increased number of personality disorders with narcissism as the presenting symptom. Sociocultural observations have also made note of current trends which seem to place an inordinate amount of emphasis on the "self," as opposed to an "other" orientation.

Psychologists, however, have not been prominent in the investigation of narcissism (or self-orientations) as a determinant of behavior. This may be due, in part, to the difficulties in measurement. Without an objective measure of selfism couched within an explicit theoretical framework that could serve as a guide in conceptualizing the construct, empirical investigations of the behavioral concomitants of selfism have been impeded. By conceptualizing selfism as a generalized problem solving expectancy, and by couching selfism within the framework of social learning theory, the measurement problems which have been associated with a psychoanalytical perspective are expected to be diminished.

The unique contributions of this study lie in being (1) one of the few empirical investigations of selfism, per se, and (2) one of the first psychological investigations of selfism construed as a cognitive (i.e., problem solving) variable.

Selfism from a Psychoanalytic Perspective

The best known psychoanalytic treatment of selfism is to be found in Freud's writings on narcissism. Freud conceptualized narcissism as being of two major types: primary and secondary (Freud, 1924). The term primary narcissism was used to refer to the original energy (libido) embodied in the ego. This primary narcissism is somewhat analogous to Piaget's concept of ego-centrism, where infants are presumed to experience themselves as the center of the universe.

According to Freud, as the infant develops, the primal libidinal energy eventually is cathected to additional objects other than the self. When the narcissism that is attached to external objects is withdrawn and placed in the service of the ego, thereby transforming object-libido back into ego-libido, secondary narcissism is said to occur. Like other concepts in Freudian theory, narcissism serves motivational functions and not necessarily cognitive ones.

Freud's treatment of narcissism emphasized it as a developmental phenomenon more than as a primary diagnostic category. When he does treat it as a characterological disorder it is often within the context of being a present-ing symptom of another more serious disorder, such as dementia praecox (Freud, 1924). Interestingly, much of his writing on narcissism deals with the narcissism of the

analyst rather than the patient. He viewed the secondary narcissism of an analyst as potentially presenting major obstacles in the way of objectively dealing with the patient's needs (Freud, 1924; Eaton, Peterson, and Davis, 1976; Sharpe, 1950).

However, modern psychoanalysts have become concerned with narcissism as an ever-increasing presenting symptom (Kernberg, 1971 & 1974). According to many psychiatrists, narcissism seems to have taken the place of the conversion reactions not uncommon during Freud's lifetime, yet relatively rare today.

The symptomatology associated with a narcissistic, or me-first orientation, include a grandiose sense of self-importance or uniqueness, insatiable needs for attention and admiration, cool indifference or feelings of rage, inferiority, shame, humiliation and emptiness. Interpersonally, a narcissistic personality disorder is characterized by at least two of the following:

1. entitlement: expectation of special favors without assuming reciprocal responsibilities, e.g., surprise and anger that people will not do what is wanted.

2. interpersonal exploitiveness: taking advantage of others to indulge own desires or for self-aggrandizement; disregard for the personal integrity and rights of others.

3. relationships that characteristically alternate between the extremes of overidealization and devaluation.

4. lack of empathy: inability to recognize how others feel, e.g., unable to appreciate the distress of someone who is seriously ill. (cf., Diagnostic Criteria from the DSM-III, 1980, for further descriptions of narcissism from a psychoanalytic view).

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Selfism from a Cultural Perspective

Cultural observations over the last two decades have indicated a rising narcissistic tide within our society. The expression, "Do your own thing" seems to many to exemplify the 1960s. Tom Wolfe dubbed the 1970s "The Me Decade" (Rosen, 1977), Eichna recently accused medical schools of lowering their standards by catering to a "hedonistically cultured youth, centered on self" (Lasagna, 1981), and so on. The selfism implied by these phrases is viewed by some (e.g., Lasch, 1976 & 1978; Marin, 1975; Phares, 1979) to have grown out of a people's despair of effecting positive social change and of their having little hope of improving their own lot in life. In some ways, blind faith and belief in our political, religious, and social systems is harder than it has ever been, due, in part, to the immediacy with which we receive information via the mass media.

The Vietnam War, Watergate, exposes on illegal CIA activities, and the like, have all served to undermine the ideals of patriotism. Statements that "God is dead", and an increased awareness of inhumane practices throughout the world and throughout history have brought into question the validity of blind faith in a superior being. The prospect of the earth's destruction through waste of essential resources, pollution, and/or nuclear war have all served to

undermine faith in a better tomorrow.

In short, out of a not entirely unrealistic appraisal of world events and a consequent lack of positive expectations for our own or our children's future, there has arisen an overconcern with Self and immediate gratification. The obsession with our own immediate lives can be witnessed in therapies such as est, Primal Scream, Rebirthing, etc. (the so-called California therapies). It can also be inferred from the tremendous number of self-help books now on the market, and from the number of consciousness-raising movements in our society.

All of these things might normally be considered positive aspects of our culture. The culturalists, however, have been pointing out possible negative consequences from a desire to 'get back in touch with ourselves'. According to Lasch (1976), "the trouble with the consciousness movement is not that it addresses trivial or unreal issues but that it provides self-defeating solutions" (p. 10). Some of the self-defeating solutions to which Lasch is making reference are living for the moment, avoiding dependence on others, and denying emotional vulnerability. It is, as culturalists tell us, the "deification of the isolated self" (Marin, 1975).

Selfism from a Social Learning Theory Perspective

Social learning theory (SLT) proposes that people have a great propensity for categorizing their world. We categorize individuals, for instance, according to shared characteristics such as sex, color, religion, age, and so forth. We also categorize things according to the shared problems which they appear to present and the solutions we develop for meeting those problems. For instance, we may classify events according to whether we believe ourselves to be in control of desired outcomes, or classify people according to whether we believe they can be trusted (Rotter, Chance, and Phares, 1972).

These means of classifying people and events are described by the SLT construct of generalized problem solving expectancies (GE_{ps}). According to this view, then, selfism becomes a generalized expectancy in which an individual has come to believe that the best means of solving the various problems presented in life is to think of oneself (i.e., one's own needs and desires) first.

Given such a "me-first" approach to life, there are a number of generalized behavioral responses one might anticipate -- some of which have already been suggested. For example, individuals high in selfism are presumably more in touch with their own needs than the needs of others. Therefore, one would not expect these persons to be very

empathic in their responses to other people's problems. Nor does the engagement in behaviors which do not promise any immediate or long range personal benefit(s) seem very likely among persons who are high in selfism.

In addition, it is quite likely that selfistic[1] persons project their own orientations onto others. That is, selfism presumes a cognitive set in which the individual in question is placing his or her own needs and desires above those of other people. Given the assumption that persons project their own motives and rationales onto others, it would be expected then that selfistic individuals would perceive seemingly altruistic behavior in opportunistic terms.

Stated another way, if we accept the assumption that a dearth of positive expectations leads to selfism, it would not be unexpected that selfistic people would interpret the altruistic behavior of others in detached and/or cynical ways. From a selfist's point of view, it is not that "I am projecting my own selfistic motives onto others", but rather,

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[1]The obvious adjective form of "selfism" is "selfish". However, there is some hesitation in employing the word due to the strong negative connotations associated with it. Studies in selfism may, in fact, demonstrate behaviors which are normally interpreted as being selfish. Nevertheless, the use of such value-ladened words is, in this researcher's opinion counter-productive to the pursuit of unbiased research. "Selfistic" sounds more neutral and therefore is the word which will be used throughout the remainder of this paper.

"Because of my insight into the selfistic motives of others,
I can perceive the real reason for their seemingly altru-
istic behavior." Other behaviors which might be associated
with selfism include a tendency to engage in self-reference,
and tendencies to become readily bored by material not
directly associated with the self.

Development of The Selfism Scale[2]

The development of a scale to measure selfism was
begun in late 1979 by E. J. Phares. The desire was to
create an additive scale that would sample a wide range
of situations in order to develop a generalized measure
of selfism (GE_s). While it was recognized that general-
ized measures tend to lose some predictive power when
applied to specific situations, a broader instrument was
thought to be desirable in order to permit the exploration
of a wider range of theoretical and practical implications
(Phares, 1979).

By the early part of 1980, a preliminary questionnaire
was developed. The questionnaire consisted of 100 items
which had been selected on the basis of their face validity
and apparent congruence with the presumed construct properties
of selfism. The items were presented in a Likert format

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[2]The original title for this measure was the "Narcissism
Scale". However, due to the psychoanalytic implications of
the term "narcissism" this word was eventually discarded and
the present term of selfism substituted.

with 5 categories of response: (1)strongly agree, (2)mildly agree, (3)agree and disagree equally, (4)mildly disagree, and (5)strongly disagree. This questionnaire was administered to 183 subjects, and the items were analyzed for internal consistency and for their relationship with social desirability. The Marlowe-Crowne Social Desirability Scale (M-C) was employed for the latter purpose.

From this initial phase of analysis, 50 items were found to be of sufficient psychometric promise to warrent further investigation. Therefore, Phares developed an additional 40 items and, with the items that had survived the first series of analyses, created a 90-items questionnaire. This questionnaire was administered to subjects and, again, items were analyzed for internal consistency and for social desirability.

Final item selection was based on three criteria. These criteria were: (1) a significant correlation between a given item and the total score with that item removed, (2) a reasonable spread of scores over the five Likert categories for each item so as to insure the scale's ability to differentiate among subjects, and (3) an absence of any substantial relationship between a given item and the total score obtained from the Marlowe-Crowne Social Desirability Scale.

This second phase of the scale development (employing

the above three criteria) resulted in a pool of 28 items.
To this pool were added 12 filler items (in order to obscure
somewhat the purpose of the questionnaire) which resulted
in a final 40-item questionnaire.

In order to investigate some of the discriminant-
convergent validity properties of the scale, it was
administered on various occasions to a number of individuals
in conjunction with a series of other scales. The scales
employed and the results obtained are listed in Table 1.

Table 1
Discriminant and convergent validity data on the Selfism Scale

THE SCALES	CORRELATION COEFFICIENT	N	SIG
M-C	.10	92	ns
I-E	-.05	92	ns
SSS	.07	48	ns
GES	-.09	82	ns
ACT	-.10	95	ns
NPI	.43	48	.004

KEY
M-C: Marlowe-Crowne Social Desirability Scale (Crowne & Marlowe, 1960)
I-E: Internal-External Control Scale (Rotter, 1966)
SSS: Sensation Seeking Scale (Zuckerman, 1964)
GES: Generalized Expectancy for Success Scale (Fibel & Hale, 1978)
NPI: Narcissistic Personality Inventory (Raskin & Hall, 1979)
ACT: American College Testing (College entrance exams)

The low M-C correlation indicates the scale is rela-
tively free from social desirability effects. Since no

relationships were expected between the Selfism Scale and I-E, ability (ACT), or confidence (GES), the lack of significant correlations here is supportive of the scale's discriminant validity.

The lack of a significant correlation with the SSS was somewhat surprising due to the amount of relevant literature suggesting that self-oriented individuals tend to "live for the moment" and indulge in self-gratifying experiences. Although it is too soon to speculate, it may be that GE_s is related more to person-centered opportunism than to the more "thrill" types of sensations suggested in the SSS (e.g., roller coaster riding and speeding down the highway in one's car).

A moderate correlation with the NPI was expected since this scale is also attempting to tap self-orientations. However, the NPI was developed specifically in accordance with a psychiatric definition (DSM III) of narcissism (American Psychiatric Association, 1980) and as such is attempting to tap a more psychopathological dimension of self-orientation. It will be remembered that GE_s represents an attempt to treat selfism as a cognitive variable and not as a need variable. Therefore, the correlation was not expected to be especially large. But to the extent there is some conceptual overlap, the moderate correlation is reassuring.

Also of interest in a further examination of the Selfism Scale was its test-retest reliability. Approximately 300 undergraduates from an introductory psychology course were pre-tested in their classroom setting. A period of six to eight weeks was allowed to elapse and then these students were invited to come to the psychology building for an experimental session. Of the students who had been pre-tested, and who had not already fulfilled their experimental requirements, 92 appeared. The GE_s Scale was re-administered and a significant correlation of .61 was obtained.

Despite the fact that this correlation is clearly significant, the strength of the correlation was not as high as anticipated. It is possible that the differing conditions of testing served to lower the correlation. That is, the first score was obtained in a large class of 300 students while the second score was obtained in a small group setting. (The present experimenter noted at the time that the classroom session was rather unwieldy). It should also be mentioned that the retest sessions were held during the final two weeks of the semester. It is possible that the subjects were focusing more on getting ready for final examinations, finishing up term papers, etc., than on the task at hand.

For this reason a second investigation into the scale's

test-retest reliability was undertaken. Subjects were given an opportunity to sign up for an experiment which would require them to return in four weeks for a second session. Experimental credit was offered as an incentive and, as a consequence, 66 subjects chose to participate. All of the experimental sessions were held in the same room and the sex of the experimenter was counter-balanced across subjects. The results of these procedures showed a reliability coefficient of .91 which strongly suggests that the scale is capable of measuring a dimension across time.

Another area of interest was the determination of whether an individual's generalized responses to the Selfism Scale could be predicted by other individuals who were acquainted with the person in question. The implication is that whatever it is that a scale is measuring, the verbal responses made to a questionnaire should be somehow represented in overt behavior. If this is the case, then people who know each other well should be able to predict with some accuracy each other's responses.

To examine this dimension of the scale the following study was conducted. A "contest" of sorts was held in which individuals were invited to bring a friend to an experimental session in order to test their predictive skills. As an incentive to participate a $10.00 prize was offered to the pair of individuals who demonstrated the

greatest predictive skill.

Subjects were run in groups of 10-20. All subjects responded to the Selfism Scale in terms of their own beliefs, and in terms of what they believed their friend would say. The order of filling out the questionnaire (i.e., as oneself and as one's friend) was counter-balanced over subjects to avoid carry-over effects. The results of this study showed a significant positive correlation between an individual's self-report and a friend's prediction of that report ($r = .50$).

The Present Study

Overview

The major purpose of this study is the investigation of the construct validity of the Selfism Scale developed by Phares (1979).

The behaviors to be examined in relation to the scale include empathic responses to persons in need of help, judgments made about the helping behavior of others, and the helping behavior of the subjects themselves. Also examined is the relationship between selfism and self-reference.

Hypothesis I: Selfism and Judgments of Helpers. When judging a helping situation in which the motive for the helping behavior is ambiguous, high GE_s subjects will perceive the event with greater cynicism than will low GE_s subjects. That is, they will attribute motives which are more reflective of opportunism than altruism and will perceive the actor in less positive terms (e.g., less sincere, intelligent, worthy, etc.) than will low GE_s subjects.

Hypothesis II: Selfism and Empathic Reactions. In judging an ambiguous situation in which an actor can be perceived in need of help, high GE_s subjects will attribute more responsibility for the unfortunate circumstances to the actor in question than will low GE_s subjects, and otherwise respond in a less empathic fashion.

Hypothesis III: Selfism and Self-Reference. When given an opportunity to describe themselves, individuals high in GE_S would be expected to use more words, reflective of greater self-reference, than individuals low in GE_S. Similarly, individuals high in GE_S would be expected to use a greater number of words in describing themselves than they would in describing someone else.

Hypothesis IV: Selfism and Helping Behavior. If a stranger requests the performance of some task (such as filling out a boring questionnaire and returning it), and if there is no potential benefit to be derived for performing the task, selfists are less likely to comply with the request than are non-selfists. Of the selfists who do comply, it would be expected that a greater period of time would elapse before completion of the task than would be true for non-selfists.

Rationale

SLT proposes an inverse relationship between the influence of generalized problem solving expectancies and previous experience in the specific situation in the determination of behavior (Rotter, et al., 1972). For example, if I have a generalized expectancy that people can be trusted, but have had a lot of past experience in dealing with insurance agents and have found them to be the exception to the rule, my future dealings with insurance agents will

be more influenced by my past experience than by my generalized trust. Conversely, if I have had little or no experience in dealing with insurance agents, I will be more inclined to rely on my generalized expectancy that people, including insurance agents, can be trusted.

Along the same lines, it can be stated that the more ambiguously described a situation is, the more pronounced will be the effects of individual differences in generalized problem solving expectancies. This has, in fact, been shown to be the case (Phares & Lamiell, 1975). For this reason, the situations described to subjects will be structured in an ambiguous way. This ambiguity should allow subjects to potentially perceive actors in empathic situations as creating their own problems and actors in helping situations as serving their own needs. The perceptions derived from these situations should be related to the individual problem solving expectancy of the subject.

Past reasearch has also shown that in making judgments about others, individuals tend to attribute their own rationale for behaving in certain ways to others engaging in the same behaviors (Phares & Wilson, 1972; Phares & Lamiell, 1976). This process of attributing one's own rationale onto others has come to be known as assimilative projection, as opposed to defensive projection which has less empirical support (Holmes, 1968; Holmes, 1978).

With this in mind, and regardless of whether the situation depicts an actor in need of help or an actor administering help, selfists would be expected to react more cynically than non-selfists. That is, if selfists believe their own decisions in life are determined by self-serving motives then they should project the same kinds of self-serving motives onto others.

This rationale is similar, in part, to the rationale used in studies on locus of control (Phares & Wilson, 1972; Phares & Lamiell, 1976) which demonstrated that internals attribute more responsibility to victims than do externals. It has also been found that internals attribute more responsibility to themselves when determining causality for their own problems than externals attribute to themselves.

The rationale underlying the hypothesis that selfists will use more words in describing themselves than non-selfists is based on the assumption that the favorite topics of conversation for selfists are themselves. Stated another way, the assumption is that selfists have ready access to their own needs, wants, beliefs, etc., because they are constantly perceiving the world in terms of those needs, wants, and what-have-you. Therefore, it should be much easier for selfists to describe themselves than it would be to describe others -- or, in any case, more interesting and hence a greater number of words is expected to be devoted

to self-descriptions than other-descriptions.

Although a more accurate measure of self-reference would be desirable -- e.g., amount of actual time spent on reflection and/or number of specific pronouns used in referring to the self -- such procedures were precluded by the design of the experiment (see METHOD section). The use of mean number of words is justified by the fact that there is no reason to suppose that selfists are any more or less verbose than non-selfists, and therefore any verbosity which might be present can be assumed to be evenly dispersed across both groups.

Finally, the rationale for expecting greater and quicker compliance to requests by non-selfists than by selfists is, perhaps, self-evident. If selfists describe themselves as looking after their own needs first, then there is little reason to expect these persons to expeditiously engage in a behavior for which they can derive no obvious benefit.

METHOD

Subjects

Approximately 300-400 introductory psychology
students were pre-tested on the Selfism Scale (see Appendix
VIII). From this pool of subjects, 120 students (60 males
and 60 females) were sent a letter requesting them to con-
tact the experimenter if they wanted to participate in an
experiment. In order to dissociate the actual study from
the pre-test situation subjects were told that the request
for their participation was based on a computerized random-
ization of student names (see Appendix I).

Requests for subject participation were made accord-
ing to whether they scored in either the upper or lower
quartile for the range of pre-test scores obtained and also
according to sex. Therefore, groups were composed of an
equal number of high and low Selfism subjects, with each
group containing an equal number of males and females. As
an incentive for participating, the subjects received
credit toward completion of their experimental requirements.
These procedures resulted in 80 subjects being selected for
study.

The median Selfism score was 78.86 for females and
80.90 for males. Lower quartile scores ranged from 37-65
($M = 56.26$) for females, and 42-70 ($M = 60.98$) for males.
Upper quartile scores had a range of 86-113 ($M = 94.66$) for

females, and 90-126 ($\underline{M}$ = 97.27) for males.

Procedure

Subjects were run in groups of 10-20 at a time.
They were assembled in the subject waiting area and led
en masse to a testing room. Before the start of the exper-
iment, subjects were told to remain in their seats for the
entire session. They were then given Informed Consent
Forms (see Appendix II), and experimental credit cards to
fill out.

Upon completion of the above, subjects were given
the experimental materials (see Appendices III-VI). These
materials consisted of five brief descriptions of a situation
in which an individual was depicted as helping another
individual, and five brief descriptions in which the main
character could be viewed as in need of help. The order of
presentation was randomized prior to the session.

Helping Situations. Following each helping descrip-
tion the subjects were presented with four possible explan-
ations for the actor's behavior. Three of these explanations
indicated self-serving motives (e.g., the actor is "buttering
up" the boss); a fourth explanation for the behavior suggested
an altruistic motive (e.g., the actor likes to help people
in distress).

Subjects were asked to indicate how much they agreed
or disagreed with each explanation according to the follow-

ing 7 point Likert format:

1 = very much disagree
2 = disagree
3 = disagree somewhat
4 = neither disagree nor agree
5 = agree somewhat
6 = agree
7 = very much agree

Subjects also rated the actors on a series of adjectives reflective of personality characteristics: sincere-insincere, worthy-unworthy, intelligent-unintelligent, honest-dishonest, altruistic-opportunistic, and ambitious-unambitious.

Finally, subjects were asked to respond (1-7) to the following:

1. This person is deserving of praise to the following extent

2. This person is self-sacrificing to the following extent

3. This person is serving his or her own needs to the following degree

4. I find myself feeling suspicious of this person's motives to the following degree

Empathy Situations. Following each description of a situation in which someone was depicted as in need of help, subjects again responded to a number of explanations for the situation. The format was similar to that used in the helping descriptions. However, the four explanations did not necessarily indicate conscious motives on the part of the actors. Instead, three explanations were indicative

of personal responsibility and character traits which imply self-victimization (e.g., the actor is masochistic), and one explanation suggested the opposite (e.g., the actor is just a victim of circumstance).

Subjects again rated the actors on the series of personality characteristics referred to above. These dimensions were coded to provide 1-7 point ratings for each pair of adjectives, with higher numbers reflective of more negative reactions, (i.e., reflective of cynicism).

Along the same lines of the format utilized in the helping situations, subjects also responded (1-7) to the following:

1. This person is really deserving of help or assistance to the following extent

2. This person is basically responsible for the problem situation in which he or she is in to the following extent

3. I can really feel the plight of this person and his or her problem situation to the following extent

4. I find myself being sympathetic to the following degree

Following this, each behavior depicted in each of the ten situations (five helping and five empathy) was presented out of context to the subject and subjects were asked to indicate how unlikely (1) or likely (7) it is that each of the behaviors would occur in real life.

The final materials contained in the experimental

packet consisted of the self-reference portion of the study. Subjects were asked to describe two real life situations: one in which they themselves had helped someone, and one in which they had observed someone else involved in helping behavior. They were asked to describe not only the actual behavior, but the reasons for the behavior as well. The subjects were given a full sheet of paper for each description and were told that they could use as much or as little of the space as they deemed necessary (see Appendix VI).

As previously mentioned, subjects were told at the start of the session to remain in their seats for the entire period. Besides avoiding the disruption that occurs when people get up to leave at varying times, this instruction was necessary to avoid the possibility that the length of some descriptions could be accounted for by a desire to leave the experiment and get on to other things rather than by a tendency to engage in self-reference.

At 10 minutes before the end of the session (each session consisted of a total of 80 minutes), the experimenter announced that all materials would be collected in five minutes. At the end of five minutes the subjects then passed in their materials, while the experimenter requested that they remain in their seats for one last item.

The experimenter then passed out to each subject a self-addressed, unstamped envelope containing a 75-item questionnaire. The questionnaire consisted of relatively innocuous items that made no direct reference to the ind-ividual who was filling it out (see Appendix VII).

Subjects were asked to fill out the questionnaire as a favor to the experimenter, with the added comment that the sooner they were returned the easier it would be for the experimenter to analyze the results, and that, in any case, the experimenter needed to have them returned within two weeks. They were told that they could not receive credit for completing and returning the question-naire, but that their participation would be appreciated. When questions arose as to the purpose of the questionnaire, the experimenter explained that she was collecting the data for a firm in Topeka as a means of earning a little extra money.

The return of this questionnaire, then, constituted the dependent variable in an examination of the helping behavior of selfistic persons. Compliance with the request required completing the questionnaire, of course. In addition, compliance required that the subject either spend 15 cents for a stamp and a walk to the mailbox, or personally deliver it which required walking to the second floor of the psychology building and placing the question-

naire in the experimenter's mailbox.

Design and Analysis

Each portion of the present study required separate procedures. As such, each portion essentially constituted a separate experiment and was therefore treated accordingly.

Helping-Empathy Situations. In the attribution portion of the study, the design was a 2(selfism) X 2(sex) analysis of variance. ANOVA was used to study the attributions of subjects based on their agreement and disagreement with behavioral explanations, the extent to which they perceived the actors as worthy of praise, blame, etc., and their adjective ratings of the actors. The dependent variable in this portion of the study was the subjects' cynicism score. Subjects received a total cynicism score derived from computing all responses across both kinds of situations, as well as a situational cynicism score derived from computing all responses within each kind of situation.

Self-Reference. The design of the self-reference portion of the study was a 2(selfism) X 2(sex) analysis of variance. Difference scores were used to analyze the data in such a way that (N words, self)-(N words, other) = self-reference.

Subjects' Compliance. In regard to the final portion of the study, in which subjects were asked to fill out and

return an innocuous questionnaire to the experimenter, the design was a 2(selfism) X 2(sex) ANOVA, with number of days taken to return the questionnaire as the dependent variable. In addition, chi square was used to determine whether any differences existed between high and low selfists in complying with the request.

RESULTS

Helping and Empathy Situations

Each of the 10 situations described in the vignettes (5 helping and 5 empathic) was followed by 14 items: 4 items related to the actor's motives, 6 items related to the actor's personality characteristics, and 4 items related to subjects' judgments regarding the actor's praiseworthiness, blameworthiness, etc.

These 14 items (each rated on a 7 point scale) per story result in a total of 140 items across both kinds of situations (70 items for helping situations and 70 items for empathic situations). Adding the responses to the 140 items served to provide each subject with a "total cynicism" score. The mean total cynicism score for the two groups revealed that, as expected, high selfists (M = 454.07) tended to react with greater overall cynicism than did low selfists (M = 417.35).

A 2(selfism) X 2(sex) analysis of variance performed on the total cynicism scores resulted in a significant main effect for selfism, $F(1,76)$ = 7.16, p <.01. There were no sex differences found.

The next step in the analysis was to determine whether the total cynicism observed across both helping and empathic situations was equally representative of the responses made within each situation type. For purposes of this analysis,

"situational cynicism" scores were computed for each subject by adding the 70 responses made to each situation type.

Helping Situation. As expected, the mean scores for each group revealed that high selfists were more cynical than low selfists in their reactions to situations depicting individuals who help others. The mean situational cynicism score was 206.72 for high selfists and 179.30 for low selfists.

A 2(selfism) X 2(sex) analysis of variance performed on the situational cynicism score resulted in a significant main effect for selfism; $F(1,76) = 17.79$, $p < .001$. Again, parallelling the results of the aforementioned total cynicism analysis, there were no sex differences found.

Empathic Situation. The situational cynicism mean for empathic stories was greater for high selfists (247.35) than for low selfists (238.05). However, the difference between these means was not found to be statistically significant. These results indicate that the major portion of the total cynicism effect is to be found in the responses made to helping stories rather than in the empathic stories.

Analyses by Section Groups

Given that each story was followed by 14 items and that these items consisted of 3 separate sections (i.e., actor's motive, actor's personality, and subjects' judgments), it was possible that statistically significant differences

in cynicism between the groups did exist within empathic
stories, but that these differences were differentially
divided among the 3 sections of items. It was hoped that
the results of this analysis would be fruitful in providing
a clearer picture of the relationship between selfism and
the perception of people who help as compared to people
who need help. Therefore, let us consider the analyses
performed on each of these sections separately for help-
ing and empathy stories.

For the sake of convenience, these item sections
will be referred to as follows: the first 4 items per
story will constitute the motive section, the next 6 items
per story will constitute the personality section, and
the last 4 items per story will constitute the judgment
section. The sectional scores used in the analysis were
derived by adding the responses in each section across all
5 helping stories, and in each section across all 5 empathy
stories (see Appendix IV for further clarity).

Helping Situation. The 2(selfism) X 2(sex) analysis
of variance performed on item sections within helping sit-
uations showed high selfists to be consistently more
cynical in their reactions to helpers. The strength of
the effect, however, varied as a function of the specific
section addressed.

From weakest to strongest effect, greater cynicism

was found among high selfists in response to: (1) the
personality section, $F(1,76) = 4.43$, $p < .05$; (2) the judg-
ment section, $F(1,76) = 12.18$, $p < .001$; and (3) the motive
section, $F(1,76) = 24.34$, $p < .001$.

Empathy Situation. An analysis of variance performed
on the cynicism scores for the sections within empathy
situations resulted in a significant main effect for selfism
in the motive section, $F(1,76) = 4.00$, $p < .05$, indicating
that the tendency for high selfists to perceive a greater
number of ulterior motives holds across helping-empathy
situations. There were no sex differences found. Nor was
there any main effect for selfism found in responses made
to either the personality or judgment sections.

It is interesting to note that the only significant
effect found in analyses of empathic situations was in the
motive section. This corresponds to the strongest effect
found for the helping situations. This may indicate that
although the tendency for high selfists to perceive a
greater number of ulterior motives is at least somewhat
generalizable across helping and empathic situations it
does not necessarily follow that high selfists are equating
the attribution of ulterior motives with something "bad"
about the actor. That is, the perception of ulterior
motives among high selfists does not preclude the possibi-
lity that high selfists are simultaneously perceiving the

presence of altruistic motives as well. To examine this possibility, the responses made to altruistic reasons (see motive sections for helping) were analyzed in terms of selfism level and sex of subject. No differences were found.

The responses made to "victim of circumstance" reasons for needing help (see motive sections for empathy) were similarly analyzed and no differences between groups were found. The implications of this finding will be examined further in the Discussion Section.

Subjects' Compliance to a Request for Help. Also of interest in this study was the relationship between selfism and the helping behavior of the subjects themselves. It will be recalled that subjects were given a long, rather boring questionnaire and asked to return it as a favor to the experimenter. The questionnaire was secretly coded so that subjects would presume that their compliance or noncompliance with the request was anonymous.

A chi square was performed to determine if low selfists were more likely to engage in a helping behavior for which they could derive no apparent benefit.

The questionnaire was returned by 24 low selfists and 19 high selfists. However, this difference did not prove to be significant. A closer examination of the data revealed that a significant effect might be shown if sex

of subject is taken into account. Therefore another chi

square was performed on the data with the population

divided in terms of sex of subject within levels of selfism.

The results are shown in Table 2.

Table 2
Subject compliance with a request for help

COUNT ROW PCT COL PCT TOT PCT	LOW SELFISM FEMALE	LOW SELFISM MALE	HIGH SELFISM FEMALE	HIGH SELFISM MALE	ROW TOTAL
COMPLY	8 18.6 40.0 10.0	16 37.2 80.0 20.0	9 20.9 45.0 11.2	10 23.3 50.0 12.5	43 53.8
NO COMPLY	12 32.4 60.0 15.0	4 10.8 20.0 5.0	11 29.7 55.0 13.7	10 27.0 50.0 12.5	37 46.3
COLUMN TOTAL	20 25.0	20 25.0	20 25.0	20 25.0	80 100.0

$$x^2 = 7.79, \quad \underline{p} < .05$$

The results demonstrate that there is a significant

relationship between selfism and helping behavior. However,

as examination of the cells in Table 2 reveals, the effect

is due to the compliance on the part of low selfist males.

This suggests a possible confounding variable involving

subject-experimenter interactions among low selfism males,

or possibly among low selfism females.

The relationship between selfism and number of days taken to comply with the request was also examined. The mean number of days taken to comply was 8.47 for high selfists and 5.96 for low selfists; the means are in the expected direction, but not, however, significantly different from one another. Nor were there any sex by selfism interactions present.

SELF REFERENCE

In regard to the self-reference portion of the study, in which subjects described themselves and others in helping situations, no significant differences in number of words used for their descriptions were found. In fact, low selfists tended to use more words than high selfists in describing themselves as well as in describing others.

The mean number of words used by low selfists to describe themselves was 110.10, compared with 86.85 among high selfists. The mean number of words used to describe others was 105.20 for low selfists and 84.75 for high selfists. Despite the lack of statistical significance, the respective means may be indicative of a stronger help-related orientation among low selfists than among high selfists. This point will be pursued in the Discussion Section.

DISCUSSION

The results of this study suggest that, as expected, high selfists do differ from low selfists in their perception of people who engage in helping behavior. High selfists professed themselves to be more suspicious of the actors, perceived the actors as serving ulterior motives, and attributed less positive personality characteristics than did low selfists.

Although there were few significant effects found in responses made to empathic stories, the results do suggest some differences between high and low selfists in their perceptions of people who need help. Specifically, once again, high selfists tended to attribute more ulterior motives than did low selfists. They did not, however, show themselves to be any less sympathetic (judgment section), nor any more critical in regard to personality characteristics than low selfists.

Taken together, the above results suggest the possibility that high and low selfists may base their judgments of others on different sets of criteria. High selfists may, in fact, be basing their judgments on a somewhat "psychological" orientation, whereas low selfists may be more inclined to base their judgments on somewhat "moralistic" grounds.

For instance, a finer analysis of responses revealed

that even though high selfists perceive helpers as
basically serving their own needs as much as anyone
else's, they do not perceive such ulterior motivating
factors as precluding the presence of altruistic motives
as well. For low selfists, however, the perception of
altruistic motives does appear to preclude the perception
of helpers as simultaneously serving their own needs.

Support for the notion that high and low selfists
may differ in the criterion upon which they base judgments
comes from a further analysis of the judgment section.
This analysis revealed that even though high selfists
perceived the helpers as more self-serving, $F(1,76) = 10.15$,
$p < .001$, and professed themselves to be more suspicious of
the actors' motives for helping, $F(1,76) = 14.88$, $p < .001$,
they were as willing as low selfists to acknowledge that
the helpers were deserving of praise and that the helpers
were self-sacrificing as well.

The empathy results have demonstrated that high
selfists were more inclined to perceive ulterior motives
as underlying the actor's trouble. However, an analysis
of positive motives alone (i.e., motives suggestive of a
victim-of-circumstance orientation) showed no difference
between the groups. Further, although there were rather
clear differences between the mean sectional responses of
the two groups in regard to helping stories, the mean sec-

tional responses to empathy stories were not only statist-

ically nonsignificant for the most part but in the case of

the personality and judgment sections were virtually

identical (see Figure 1).

Figure 1
A comparison of low and high selfist responses to sectional
items addressed to the actors' motives and personalities,
and the subjects' judgments about the actors.
High score = cynicism.
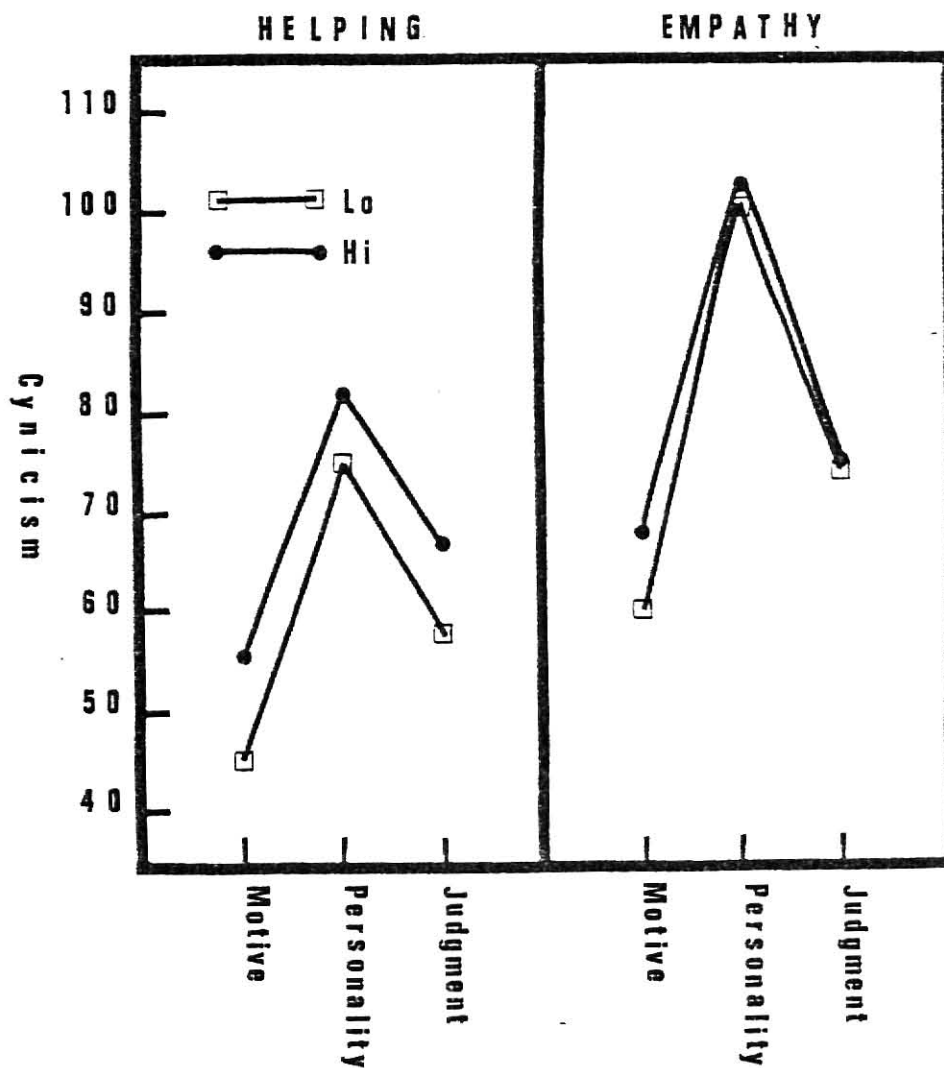
More than a semantic play on words, the interpretation that high and low selfists are working from different perceptual bases may have heuristic value, not only in terms of future research but in a discussion of the results (or lack thereof) found in responses made to empathic stories.

If one construes high selfists as basing judgments on psychological criteria and low selfists as basing judgments on moralistic criteria, the findings of this study become clearer. To explicate, it is necessary to define what is meant by moralistic and psychological perspectives. A moralistic perspective would influence one to equate the deed with the person -- that is, good deed = good person, and bad deed = bad person. A psychological perspective, although not immune from the influential effects of good and bad deeds, would nevertheless take into consideration other possibilities in an overall evaluation of the person.

This view is similar in part to Kelly's construct of level of cognitive awareness (1955), and to the notion of cognitive complexity (Bieri, 1955) which grew out of Kelly's theory of personal constructs. According to this view people form impressions of others by "...ordering aspects of the other's appearance or behavior to one or more constructs in the subject's interpersonal cognitive

system, and...inferring the presence of other attributes in consequence of the relationships that exist among constructs in his cognitive system" (Crockett, 1965, p.48).

The relative complexity of a cognitive system is based on the number of constructs held by a given individual and the degree to which these constructs are hierarchically integrated. A person with low cognitive complexity, then, is thought to have relatively few constructs which are not hierarchically bonded to one another in an integrative fashion. The consequence of such a cognitive system would be the formation of impressions based on a relatively few distinguishing characteristics.

With respect to the present interpretation, a psychological perspective may be indicative of a higher level of cognitive complexity than would be afforded by a moralistic perspective. This is to suggest that a psychologically oriented person would not perceive the attribution of altruistic and self-serving motives to the same person in regard to the same behavior as being inherently contradictory. From a moralistic perspective, however, such a dynamic interplay of good and bad would be perceived as contradictory. The import attached by an individual to a few personal constructs (e.g., good and bad) would promote absolute judgments in disregard of other information which

might be available.

It will be recalled that the situations presented to subjects were of an ambiguous nature. Helping situations contained elements suggestive of altruism as well as opportunism. Empathy situations contained elements suggestive of circumstantial as well as self-victimization. The purpose of presenting the situations in an ambiguous way was to force subjects to rely on generalized selfistic expectations in the formulation of their judgments about the actors. The results show that this ambiguous format served its purpose since high selfists did tend to exhibit overall reactions which were in accord with their generalized selfism. Nevertheless, an inherent possibility in an ambiguous format is that persons who are more cognitively complex will be more sensitive to the nuance of ambiguity than will persons of lower cognitive complexity.

Specifically, low selfists respond less critically to helpers than high selfists (good deed = good person). High selfists perceive the helpers as being motivated by altruistic intentions, and consider the helpers to be worthy of praise and as self-sacrificing. At the same time, they see the helpers as having ulterior motives, as self-serving, and, in addition, profess themselves to be suspicious of the motivations involved (good deed = good person + other factors).

In regard to empathy stories, low selfists are no longer less critical than high selfists (bad deed = bad person). High selfists continue to perceive more ulterior motives as a basis for the behavior, but agree with low selfists in respect to all other dimensions.

In other words, it appears that for high selfists the doing of a good deed does not necessarily preclude the presence of negative aspects relevant to the person involved. Similarly, the doing of a bad deed (or finding oneself in trouble) does not necessarily preclude the presence of positive aspects relevant to the person involved. For low selfists this same evaluative process does not appear to hold. From the viewpoint of cognitive complexity, low selfists may employ constructs of good and bad which over-ride other evaluative considerations.

Regarding a discussion of the helping behavior of the subjects themselves, the results are unclear. Certainly low selfistic males were more willing to help the experimenter than other subjects, but the lack of a significant finding among low selfistic females suggests a possible experimenter effect. Whether this potentially confounding variable had the effect of causing low selfist males to be more helpful or low selfist females to be less helpful than might other-wise have been the case is unclear. However, the fact that high selfistic males did not comply with the request any

more readily than did high or low selfistic females suggests that the confound, if it exists, resides in an experimenter effect with low selfist females rather than with low selfist males.

The mean time taken by high and low selfists to help (i.e., return the questionnaire), although not statistically significant, did suggest that low selfists will work more quickly to comply with a request than will high selfists. An unexpected finding which is relevant to the issue of time taken by selfists to accomplish a task is also of interest. It will be recalled that subjects who had scored in the upper and lower quartile of pretest scores on the Selfism Scale were sent a letter requesting their participation in an experiment. They were told that experimental sessions would be available over the course of the next two weeks, and to contact the experimenter if they wanted to participate (see Appendix I).

The ratio of signing up for the experiment for low and high selfists was 2:1 for the first two days after subjects had received their notification. Given that experimental participation is a requirement for General Psychology students, quickly signing up for this experiment cannot be construed as an example of subjects "helping" an experiment. However, the ratio of low to high selfist sign-up does suggest that low selfists procrastinate less than high

selfists. With this in mind and in regard to the sampling
of helping behavior employed in this study, it is suggested
that high selfists are just as willing to do favors for
others as low selfists are. However, they may tend to be
more casual in the time they take to do it.

The final topics of relevance to this discussion
are the written descriptions of helping behavior provided
by the subjects. As mentioned previously, there were no
significant differences found in the number of words used
by high and low selfists to describe themselves and others
in helping situations. In fact, the direction of the results
was opposite to that expected, with low selfists using the
greater number of words to describe themselves. The original
expectation that high selfists would use the greater number
of words in their self-descriptions was based on the assump-
tion that the favorite topics of conversation for high
selfists are themselves. The assumption was not borne out
by the results.

It is conceivable that the experimental procedure
actually served to work against an examination of general-
ized self-reference tendencies among high selfists. That
is, if low selfists are more cognitively oriented toward
helping behaviors, then it makes sense that low selfists
would devote more words than high selfists in expounding
on the topic of helping. Therefore, the suggestion is that

this part of the study may have been addressing the cog-
nitive orientation of subjects regarding helping behavior
and not tendencies to indulge in self-reference per se.

The experiment was not designed to allow for an
objective evaluation of the qualitative aspects of the
subjects' self and other descriptions. However, this exp-
erimenter did take note of two seeming differences between
the groups which are worthy of mention.

First, there were a few comments which were suggestive
of a lack of concern, or experience, with helping behavior.
In each case that this kind of comment was made, the subject
was a high selfist. Two of these comments were as follows:
"I don't generally help people I don't know" and "I don't
think that I have ever seen anybody help another person."

Second, in giving their reasons for helping (or their
perceived reasons for another's helping) a number of
subjects made references to religious doctrine. Most of the
persons making these references tended to be low selfists.
Such a qualitative finding may serve as added support for
the notion that low selfists are more inclined than high
selfists to base their judgments of others on moral grounds.

CONCLUSIONS AND IMPLICATIONS

The present study was proposed when little more
than some of the psychometric properties of the Selfism
Scale had been explored. For this reason, an attempt was
made to sample a broad range of attributional and judg-
mental processes among selfists while confining the specific
focus to just a few behaviors. The following represents
a retrospective evaluation of the procedures employed in
this study and their success, or lack thereof, in providing
insight into the scale's utility. In this regard, suggest-
ions for future directions in selfism research will also
be addressed.

Foremost in this post hoc evaluation is a concern
with the means by which subjects were chosen for the exper-
iment. Subject selection was based on pretest scores on
the Selfism Scale, with those individuals who had scored
in the upper and lower quartiles being requested to parti-
cipate. Approximately three weeks elapsed between the time
that subjects responded to the Seflism Scale and their
subsequent participation in the study. The time span between
the pretest and the actual experiment coupled with the fact
that the experiment was purposely dissociated from the
pretest session speaks well for the scale. It suggests
that the scale's predictive power carries across time and
that it is not unduly tapping into momentary or highly

transitory cognitions.

The sampling of subjects from the upper and lower
ends of the distribution was desirable because it allowed
an examination of the construct in its "purer" form. It
can be argued that the closer you get to the middle of a
normal distribution The more error you are introducing into
subsequent analyses. That is, it is conceptually logical
to assume that those people who score relatively high or
low on a personality inventory are more representative of
the predictive potential of the particular construct under
consideration than are those people who tend to cluster
around the mean. However, it must also be recognized that
by focusing on the extremes of a distribution a large por-
tion of the population is being overlooked. For this reason
the results observed in a study using only the upper and
lower quartile of a distribution may not be generalizable
across the entire population of scores.

In the present study it was concluded that low and
high selfists are relying on different sets of judgmental
criteria in the formulation of their impressions about
others. Had the middle portion of the population been
included the results may have suggested a different inter-
pretation, and this possibility should be kept in mind in
determining the course of future investigations of selfism.

Nevertheless, the information that was provided by

using an upper and lower quartile split does have heuristic value. For instance, if the conclusion is correct that low selfists are essentially equating the deed with the person, then this scale could prove useful in distinguishing those persons who are more influenced in their judgments by situational criteria than by personality variables. Take as an example the just world construct (Lerner, Miller, and Holmes, 1976). It may be that low selfists are more inclined than high selfists to employ this notion in their decision making.

Another investigation suggested by the present interpretation involves the area of memory. If it can be assumed that people tend to remember those details of an event which are consistent with their subsequent judgment, then in recalling the specifics surrounding a helping behavior a low selfist would be likely to have a better memory for the positive aspects, as opposed to the negative aspects of a helper. By contrast, a high selfist would be likely to have good recall for those details suggestive of a helper's ulterior motives. It would not necessarily be predicted, however, that a high selfist would remember significantly fewer positive details than low selfists.

All-in-all, the procedures employed in this study can be viewed as having been successful in addressing the primary question concerning the cynicism of selfists. The

use of ambiguous helping and empathy situations succeeded
in forcing subjects to rely on their generalized expecta-
tions regarding selfism, although this is more the case
with helping than with empathy situations.

Further, the use of a series of items addressing
different kinds of attributions and judgments served to
discriminate those dimensions which seem to have relevance
for selfists from those that do not. For instance, the
perception of ulterior motives appears to be a consistent,
distinguishing characteristic of high selfists, whereas
the denial of altruistic motives does not.

Apart from the primary issue of selfist cynicism,
the procedures employed in this study fell short in their
ability to address two specific areas of interest. These
areas were concerned with the helping behavior of low
selfists, and a tendency to engage in self-reference among
high selfists.

Prior to the present study, central tendency measures
(i.e., means and medians) of total Selfsim scores were
examined and no differences between males and females were
found. Therefore, it was not deemed necessary to divide
experimental sessions according to sex, nor to counter-
balance the sex of the experimenter across subjects.
However, in the examination of subjects' willingness to
help the experimenter the post hoc analysis suggests that

this investigation would have benefitted from the use of same and opposite-sex experimenters counterbalanced across subjects.

A possible confound is also thought to have entered into the examination of self-reference tendencies among high selfists. In this instance it is suggested that the topic of helping provided to subjects interferred with an independent evaluation of self-reference. Low selfists may actually have been unwittingly encouraged to write more than high selfists due to a higher degree of interest and/or concern with helping. As a consequence, the assumption that high selfists tend to engage in self-reference to a greater extent than low selfists cannot be totally ruled out.

An investigation of self-reference by means of simply counting the number of words used in a written description was recognized before the start of the experiment as being limited in the kinds of conclusions that could be inferred from the results. However, the desire to sample as broad a range of behaviors as possible within a limited time frame seemed to justify the inclusion of the self-reference portion in the larger context of the investigation.

The topic of helping was provided to subjects for two reasons. First, it obscured the real purpose of the

writing task and made this portion of the study consistent with other portions that also seemed to be dealing with helping. Second, it was desirable to have subjects write on helping for the purpose of a post hoc qualitative perusal of their beliefs. As previously stated, little is known about the construct validity of the Selfism Scale due to the recency of its development. In that sense, qualitative evaluations of selfist behavior can prove quite useful in the attempts to understand the implications of the construct.

Unfortunately, the instructions given to subjects served to thwart a systematic qualitative and quantitative evaluation of the written responses. On the one hand, by requiring subjects to write on a topic which may have had more cognitive salience for one group than the other an analysis of self-reference (as defined by the number of words used in a description) was confounded with other factors. On the other hand, by not requiring subjects to write their descriptions according to a specific set of criteria, a qualitative analysis becomes so highly generalized and unsystematic as to be virtually useless.

A more exacting method for investigating self-reference tendencies would be to run subjects separately and have them provide verbal or written responses to some general topic. Using this method a quantitative measure using the number of words employed by subjects as well as the number

of spontaneous and specific references made to the self could be determined. In the present study subjects were instructed to write about themselves and about another. Therefore, as would be expected, all self-descriptions contained a lot of self-reference and all other-descriptions contained very little.

The actual time spent by subjects in presenting their beliefs could also prove to be a useful measure, particularly if there were found to be a significant positive correlation between the number of specific references made to the self and the time taken to make the descriptions.

A more exacting procedure for making qualitative evaluations of selfist beliefs would be to have subjects verbalize on a topic such as helping according to a specified set of criteria. For instance, subjects could be asked to supply information on the importance given the behavior in determining friendships, and how much influence the behavior has in influencing one's own sense of worth. By utilizing a specific set of criteria a foundation is provided upon which a qualitative evaluation can then be developed along particular lines of inquiry. Without it, the qualitative evaluation is based solely on the interpreter's intuition and, as such, is much more subject to interpreter bias.

SUMMARY

The results of this study are generally supportive
of the Selfism Scale as a viable predictor of individuals'
reactions to certain behaviors and is thus supportive of
the scale's construct validity. High selfists tend to
view helpers as more self-serving and tend to perceive more
ulterior motives for people's actions regardless of whether
the actions are positive (helping) or negative (in need of
help).

They do not, however, appear to equate the insti-
gating properties of an ulterior motive with any reason
for denying the praiseworthiness of the individual perform-
ing a helping behavior. Nor do they equate such ulterior
motives with any reason for denying assistance for people
in need of help.

It was suggested that low selfists may tend to
equate the behavior in question with the person involved.
Such an equation would influence low selfists to be overly
generous in their praise of helpers and overly critical in
their judgments of people in need of help -- at least when
the situations presented are of an ambiguous nature.

Further, it was suggested that high and low selfists
may base their judgments of people on differing sets of
criteria. High selfists may be more "psychological" and
low selfists may be more "moralistic" in their respective

orientations. This, in turn, was associated with the notion of cognitive complexity. It is felt that this interpretation of the results has heuristic value in guiding future research on selfism, and some suggestions for that research were made.

The remainder of this study's findings offered few clear-cut conclusions. Nevertheless, it appears that high selfists are as willing as low selfists (or as willing as low selfist females) to help an experimenter, although they may take a little longer to do it.

A quantitative analysis of the self-reference portion of the study showed no significant differences between the two groups. It is not known if this lack of significance is due to a faulty assumption, or due to a faulty experimental procedure which precluded an independent examination of self-reference tendencies. A more exacting means for quantitatively assessing self-reference was proposed.

The study was not designed to offer qualitative interpretations of the subjects' descriptions. However, a few casual observations were submitted, and a procedure that would allow a more objective qualitative evaluation was suggested.

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APPENDIX I

Dear Student,

Your name has been randomly selected for participation in an opinion survey. For participation in the study you will receive 1.5 credits towards completion of your 2.0 experimental requirements.

I have arranged a series of meeting times over the course of the next two weeks -- hopefully one of these times will be convenient for you. If not, we can try to arrange another time.
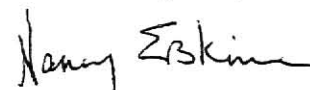
To insure your spot in this study contact me soon -- preferably this week.

<div align="center">HOW TO CONTACT ME</div>

1. Come to my office: 201B Anderson Hall; hours 9-3 T,TH,F
<div align="right" style="margin-right:20%">9-2 M,W</div>
<div align="center">or</div>
2. Call me at home: 776-5917 (after five is best on week days, or in the morning on week-ends).

<div align="center">or</div>
3. Call the psychology main office: 532-6850 and leave me a message with your name, telephone number and best time to call.

<div align="center">or</div>
4. Give your teacher a note with the same information as above and I will call you.

I'd like to thank you in advance for your time and attention to this matter. Do not "share" this notice. Only those of you who have received this letter will be allowed to participate.

Thanx again,

Nancy Erskine
Nancy Erskine

APPENDIX II

DEPARTMENT OF PSYCHOLOGY

Title of Experiment: _____

I UNDERSTAND THAT I AM VOLUNTEERING TO ANSWER THIS
QUESTIONNAIRE, AND SHOULD I DECIDE NOT TO FILL IT OUT,
I WILL NOT BE PENALIZED IN ANY WAY.

Signed_____

Date_____

APPENDIX III

INSTRUCTIONS

As psychologists we are interested in the reasons why people behave as they do. For instance, why does one person help another person in need? Obviously, the relationship between the people and the circumstances involved have something to do with the answer to that question. But going beyond a specific relationship or a specific circumstance, in general why do people help each other? Is it simply for the 'joy of giving' or are other factors playing a role in how and why we help?

Another question of interest is: Why do people find themselves in need of help? In general, are we victims of circumstance, or do most of us somehow cause our own problems?

These are very difficult questions to answer, and no single answer can ever account for all behavior or all people. Nevertheless, we can attempt to determine general reasons for behavior. Although it would be much easier for me to simply state my own beliefs on the matter, as an empirical researcher my particular opinion doesn't account for much. The analysis of many people's beliefs do however, and this is where you come in.

On the following pages you will be presented with brief descriptions of a number of situations. Following each description you will be asked to answer a number of statements about the people in these situations. You will notice that the descriptions lack detailed characterizations. This has been done on purpose to avoid confusing a specific personality "type" with a generalized motive that can relate to many types of people in many kinds of situations.

Please answer each statement as objectively and honestly as you can. Do not answer in terms of how you wish the world would be, but rather in terms of how you believe the world is. Similarly, do not answer in terms of what you think is the "right" answer as far as psychologists are concerned. Psychologists don't know anything more about this than you do, and in that sense the only right answer is what you personally believe.

Thank you for your cooperation. If you have any questions, please feel free to ask.

APPENDIX IV

John is a professor of sociology at a major university. Last semester as he was computing the grades for his class in sociological research techniques, he noticed that one of his students, Karen, was missing an 'A' by 3 points. He knew that Karen was applying for graduate training in Sociology and, in fact, he had just mailed off a recommendation for her the day before. He also knew that this particular class in research techniques is generally considered an important one for graduate applicants to have done well in. When students refer to John as a teacher, they generally say that he is a very good lecturer, but very rigid in his standards for excellence. For instance, when he says that a paper is due by Friday he means it, and will accept no excuses for its being late. When John handed in his grades for last semester, Karen received an 'A' even though her grades computed out to a 'B'.

INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS AS A POSSIBLE EXPLANATION FOR THE SITUATION YOU HAVE JUST READ ABOUT. CIRCLE THE NUMBER WHICH MOST REFLECTS YOUR BELIEF, USING THE FOLLOWING SCALE:

                    1 = very much disagree
                    2 = disagree somewhat
                    3 = disagree
                    4 = neither disagree nor agree
                    5 = agree
                    6 = agree somewhat
                    7 = very much agree

1. John gave Karen an 'A' because despite his rigid standards he still plays favoritism and Karen has always been the teacher's pet.

         1 — 2 — 3 — 4 — 5 — 6 — 7

2. John gave Karen an 'A' because he would hate to see something like 3 little points keep someone with Karen's abilities out of the graduate school of her choice.

         1 — 2 — 3 — 4 — 5 — 6 — 7

3. John gave Karen an 'A' because they are having an affair.

         1 — 2 — 3 — 4 — 5 — 6 — 7

4. John gave Karen an 'A' because she came to his office and cried and pleaded until he finally gave in.

         1 — 2 — 3 — 4 — 5 — 6 — 7

ILLEGIBLE DOCUMENT

THE FOLLOWING DOCUMENT(S) IS OF POOR LEGIBILITY IN THE ORIGINAL

THIS IS THE BEST COPY AVAILABLE

BELOW ARE A SERIES OF ADJECTIVES WHICH MIGHT BE USED TO DESCRIBE SOMEONE. USE THESE ADJECTIVES TO DESCRIBE HOW YOU PERSONALLY PERCEIVE THE PERSON WE HAVE JUST BEEN TALKING ABOUT.

Example: If you perceived this person as slightly positive you would place your checkmark like this:

POSITIVE:_____:_____: X :_____:_____:_____:_____:NEGATIVE

(Note that the checkmark is placed between the dotted lines.)

SINCERE:_____:_____:_____:_____:_____:_____:_____:INSINCERE

UNINTELLIGENT:_____:_____:_____:_____:_____:_____:_____:INTELLIGENT

ALTRUISTIC:_____:_____:_____:_____:_____:_____:_____:OPPORTUNISTIC

WORTHY:_____:_____:_____:_____:_____:_____:_____:UNWORTHY

DISHONEST:_____:_____:_____:_____:_____:_____:_____:HONEST

AMBITIOUS:_____:_____:_____:_____:_____:_____:_____:UNAMBITIOUS

BELOW ARE A NUMBER OF REACTIONS THAT YOU MIGHT HAVE IN RESPONSE TO A PERSON LIKE THIS. INDICATE HOW YOU FIND YOURSELF REACTING TO THIS PERSON. BE OBJECTIVE. (ASSUME THAT '1' MEANS TO A VERY LITTLE EXTENT AND THAT '7' MEANS TO A VERY LARGE EXTENT.) CIRCLE YOUR RESPONSE.

1. This person is deserving of praise to the following extent

    1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

2. This person is self-sacrificing to the following extent

    1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

3. This person is serving his or her own needs to the following degree

    1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

4. I find myself feeling suspicious of this person's motives to the following degree

    1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

Ann is a nurse at Shore Memorial Hospital. She has recently volunteered for the "graveyard shift" in the emergency room. This shift is particularly unpopular among most nurses because it requires them to work from 10 pm to 6 am of the following morning. It also happens to be the time when some of the more greusome accident victims are brought in. Nevertheless, Ann took the shift because eventually she wants to apply to the Paramedics Degree Program at the hospital and she figures that this emergency room experience will provide her with valuable training. One night when she wasn't working there was a party being given for all hospital personnel and she decided to go. Everyone at the party seemed to be having the time of their life, except for Dr. Thomas. Dr. Thomas is known as one of the best surgeons and one of the shyest individuals this side of the Mississippi. Everytime he goes to a party he just stands at the bar with his eyes downcast and doesn't speak for the entire evening. At this party the same thing was happening. He was just standing by the bar, looking at the floor. He made no efforts to speak to anyone even though Dr. Lachman, the Paramedic's Director, was standing not more than a foot away, and also was not talking to anyone in particular. Ann decided that she would go up and talk with Dr. Thomas.

INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS AS A POSSIBLE EXPLANATION FOR THE SITUATION YOU HAVE JUST READ ABOUT. CIRCLE THE NUMBER WHICH MOST REFLECTS YOUR BELIEF, USING THE FOLLOWING SCALE:

1 = very much disagree
2 = disagree
3 = disagree somewhat
4 = neither disagree nor agree
5 = agree somewhat
6 = agree
7 = very much agree

1. Ann went up to speak with Dr. Thomas because it would put her within a foot of Dr. Lachman, with whom she really wanted to talk to because of his paramedic connections.

    1 — 2 — 3 — 4 — 5 — 6 — 7

2. Ann went up to Dr. Thomas because she hates to see people all alone and not having a good time when they so easily could.

    1 — 2 — 3 — 4 — 5 — 6 — 7

3. Ann wanted to speak with Dr. Thomas because she is as insecure and afraid of people as he is. Therefore, he seemed like the safest one to go to.

    1 — 2 — 3 — 4 — 5 — 6 — 7

4. Ann went up to speak with Dr. Thomas because she always feels superior around him.

    1 — 2 — 3 — 4 — 5 — 6 — 7

BELOW ARE A SERIES OF ADJECTIVES WHICH MIGHT BE USED TO DESCRIBE SOMEONE. USE THESE ADJECTIVES TO DESCRIBE HOW YOU PERSONALLY PERCEIVE THE PERSON WE HAVE JUST BEEN TALKING ABOUT.

Example: If you perceived this person as slightly positive you would place your checkmark like this:

POSITIVE:_____:_____: X :_____:_____:_____:_____:NEGATIVE

(Note that the checkmark is placed between the dotted lines.)

SINCERE:_____:_____:_____:_____:_____:_____:_____:INSINCERE

UNINTELLIGENT:_____:_____:_____:_____:_____:_____:_____:INTELLIGENT

ALTRUISTIC:_____:_____:_____:_____:_____:_____:_____:OPPORTUNISTIC

WORTHY:_____:_____:_____:_____:_____:_____:_____:UNWORTHY

DISHONEST:_____:_____:_____:_____:_____:_____:_____:HONEST

AMBITIOUS:_____:_____:_____:_____:_____:_____:_____:UNAMBITIOUS

BELOW ARE A NUMBER OF REACTIONS THAT YOU MIGHT HAVE IN RESPONSE TO A PERSON LIKE THIS. INDICATE HOW YOU FIND YOURSELF REACTING TO THIS PERSON. BE OBJECTIVE. (ASSUME THAT '1' MEANS TO A VERY LITTLE EXTENT AND THAT '7' MEANS TO A VERY LARGE EXTENT.) CIRCLE YOUR RESPONSE.

1. This person is deserving of praise to the following extent
   1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

2. This person is self-sacrificing to the following extent
   1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

3. This person is serving his or her own needs to the following degree
   1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

4. I find myself feeling suspicious of this person's motives to the following degree
   1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

Bill is an agent for a large firm. He has done very well in his job since he entered the firm, and is coming up for promotion consideration. If he gets promoted he will be earning more money and will be taking on more responsibility than he has ever experienced. He has a series of reports which, if he gets them in on time, can serve to clinch the position for him. He was reserving the week-end in his mind to polish off the reports so he could have them in by Monday; on Tuesday the firm's executives will be meeting to decide if he gets the position. After work on Friday, his wife reminded him that he had promised to take their son on the annual camping trip, which is sponsored each year by the Boy Scouts. She also reminded him that last year he was unable to make it because he had gotten the flu. Going on the week-end trip will mean not getting the reports in on time. Nevertheless, that night Bill packed up their camping gear so they could leave first thing in the morning as planned.

INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS AS A POSSIBLE EXPLANATION FOR THE SITUATION YOU HAVE JUST READ ABOUT. CIRCLE THE NUMBER WHICH MOST REFLECTS YOUR BELIEF, USING THE FOLLOWING SCALE:

                1 = very much disagree
                2 = disagree somewhat
                3 = disagree
                4 = neither disagree nor agree
                5 = agree
                6 = agree somewhat
                7 = very much agree

1. Bill has decided to take his son camping despite the possible consequences it could have on getting his promotion. If he doesn't go camping he knows his wife will use it against him every chance she gets.

    1 — 2 — 3 — 4 — 5 — 6 — 7

2. He has decided in favor of going camping because nothing is more important than the happiness of his family.

    1 — 2 — 3 — 4 — 5 — 6 — 7

3. He has decided to go because he's a weakling who allows others to control his life.

    1 — 2 — 3 — 4 — 5 — 6 — 7

4. He has decided to go because a part of him is afraid of all the added responsibility that this promotion would bring.

    1 — 2 — 3 — 4 — 5 — 6 — 7

BELOW ARE A SERIES OF ADJECTIVES WHICH MIGHT BE USED TO DESCRIBE SOMEONE. USE THESE ADJECTIVES TO DESCRIBE HOW YOU PERSONALLY PERCEIVE THE PERSON WE HAVE JUST BEEN TALKING ABOUT.

Example: If you perceived this person as slightly positive you would place your checkmark like this:

POSITIVE:_____:_____:__X__:_____:_____:_____:_____:NEGATIVE

(Note that the checkmark is placed between the dotted lines.)

SINCERE:_____:_____:_____:_____:_____:_____:_____:INSINCERE

UNINTELLIGENT:_____:_____:_____:_____:_____:_____:_____:INTELLIGENT

ALTRUISTIC:_____:_____:_____:_____:_____:_____:_____:OPPORTUNISTIC

WORTHY:_____:_____:_____:_____:_____:_____:_____:UNWORTHY

DISHONEST:_____:_____:_____:_____:_____:_____:_____:HONEST

AMBITIOUS:_____:_____:_____:_____:_____:_____:_____:UNAMBITIOUS

BELOW ARE A NUMBER OF REACTIONS THAT YOU MIGHT HAVE IN RESPONSE TO A PERSON LIKE THIS. INDICATE HOW YOU FIND YOURSELF REACTING TO THIS PERSON. BE OBJECTIVE. (ASSUME THAT '1' MEANS TO A VERY LITTLE EXTENT AND THAT '7' MEANS TO A VERY LARGE EXTENT.) CIRCLE YOUR RESPONSE.

1. This person is deserving of praise to the following extent
   1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

2. This person is self-sacrificing to the following extent
   1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

3. This person is serving his or her own needs to the following degree
   1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

4. I find myself feeling suspicious of this person's motives to the following degree
   1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

Laura works in the promotion department of Curtus & Franks Design, Inc. Except for a minor squabble which she got into with the manager of her department over a particular advertising campaign, her standing in the company is quite good. She is creative and seems to have a lot of insight into promotion techniques. This afternoon as she was taking down some promotion copies to the art department, she happened to see a wallet in the corner of an empty corridor. Laura picked it up and looked inside where she saw a great deal of money. She looked at the identification cards and found that the wallet belonged to the manager of her department. She placed the wallet on top of the promotion copies which she was already carrying and continued on the art department. Later on in that afternoon she took the wallet to the manager's office and returned it.

INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS AS A POSSIBLE EXPLANATION FOR THE SITUATION YOU HAVE JUST READ ABOUT. CIRCLE THE NUMBER WHICH MOST REFLECTS YOUR BELIEF, USING THE FOLLOWING SCALE:

1 = very much disagree
2 = disagree somewhat
3 = disagree
4 = neither disagree nor agree
5 = agree
6 = agree somewhat
7 = very much agree

1. Laura returned the wallet because she figured that it would put her back into the manager's good graces.

1 — 2 — 3 — 4 — 5 — 6 — 7

2. Laura returned the wallet because first and foremost she is honest.

1 — 2 — 3 — 4 — 5 — 6 — 7

3. Laura returned the wallet because she's a sucker.

1 — 2 — 3 — 4 — 5 — 6 — 7

4. Laura returned the wallet, but only after she thought about it for a long time. She was afraid someone might have seen her pick it up.

1 — 2 — 3 — 4 — 5 — 6 — 7

BELOW ARE A SERIES OF ADJECTIVES WHICH MIGHT BE USED TO DESCRIBE SOMEONE. USE THESE ADJECTIVES TO DESCRIBE HOW YOU PERSONALLY PERCEIVE THE PERSON WE HAVE JUST BEEN TALKING ABOUT.

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(Note that the checkmark is placed between the dotted lines.)

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ALTRUISTIC:_____:_____:_____:_____:_____:_____:_____:OPPORTUNISTIC

WORTHY:_____:_____:_____:_____:_____:_____:_____:UNWORTHY

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3. This person is serving his or her own needs to the following degree

        1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

4. I find myself feeling suspicious of this person's motives to the following degree

        1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

Jerry is a student at a state university. This semester he is taking a course in philosophy under a professor who is reputed to be a tough grader. It's a large class, and although there hasn't been much time for any classroom discussion to clear up some of the harder points being made in the lectures, so far Jerry seems to be holding his own. On his way to lunch one day, he happened to see his professor walking in the opposite direction. His professor was burdened down with a projector, two reels of film, a briefcase, and a sheaf of papers. Jerry watched him as he approached and was about to let him pass by. But at the last moment, Jerry decided to ask if he could be of any assistance.

INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS AS A POSSIBLE EXPLANATION FOR THE SITUATION YOU HAVE JUST READ ABOUT. CIRCLE THE NUMBER WHICH MOST REFLECTS YOUR BELIEF, USING THE FOLLOWING SCALE:

1 = very much disagree
2 = disagree somewhat
3 = disagree
4 = neither disagree nor agree
5 = agree
6 = agree somewhat
7 = very much agree

1. Jerry helps the professor because he figures that this will give him a good opportunity to ask some of the questions he has had on his mind.

1 — 2 — 3 — 4 — 5 — 6 — 7

2. Jerry helps the professor because he's an 'operator' and wants to earn Brownie points.

1 — 2 — 3 — 4 — 5 — 6 — 7

3. Jerry helps the professor for no other reason than that he is a nice person.

1 — 2 — 3 — 4 — 5 — 6 — 7

4. Jerry helps the professor because he hates the man and plans to "accidentally-on-purpose" drop the projector.

1 — 2 — 3 — 4 — 5 — 6 — 7

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USE THESE ADJECTIVES TO DESCRIBE HOW YOU PERSONALLY PERCEIVE THE PERSON WE
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POSITIVE:_____:_____: X :_____:_____:_____:_____:NEGATIVE

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ALTRUISTIC:_____:_____:_____:_____:_____:_____:_____:OPPORTUNISTIC

WORTHY:_____:_____:_____:_____:_____:_____:_____:UNWORTHY

DISHONEST:_____:_____:_____:_____:_____:_____:_____:HONEST

AMBITIOUS:_____:_____:_____:_____:_____:_____:_____:UNAMBITIOUS

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2. This person is self-sacrificing to the following extent

      1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

3. This person is serving his or her own needs to the following degree

      1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

4. I find myself feeling suspicious of this person's motives to the
following degree

      1 --- 2 --- 3 --- 4 --- 5 --- 6 --- 7

Jane has been receiving welfare checks for 4 years. She was injured in an auto accident and was not eligible for workman's compensation. There is disagreement among physicians about her present physical condition. She still complains about severe dizziness and low back pains. She says that she can no longer work as a beautician, as she used to, because the job requires her to be on her feet all day making her dizzy. She tried working as a secretary, but said she had to quit because of the amount of back pain that resulted from sitting all day. The Welfare Office has sent Jane a notice saying that because of budget limitations and cutbacks her benefits will have to be discontinued effective in 90 days. Jane is upset and has gone back to her doctor to see if he can intervene on her behalf. She says that she has sought suitable employment for months, but cannot find a job because of her health.

INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS AS A POSSIBLE EXPLANATION FOR THE SITUATION YOU HAVE JUST READ ABOUT. CIRCLE THE NUMBER WHICH REFLECTS YOUR BELIEF, USING THE FOLLOWING SCALE:

1 = very much disagree
2 = disagree somewhat
3 = disagree
4 = neither disagree nor agree
5 = agree
6 = agree somewhat
7 = very much agree

1. Jane is just plain lazy and doesn't want to work.

    1 — 2 — 3 — 4 — 5 — 6 — 7

2. Jane would like to work, but can't because of the amount of pain she's in.

    1 — 2 — 3 — 4 — 5 — 6 — 7

3. Jane is like everybody else who wants to take advantage of our welfare system.

    1 — 2 — 3 — 4 — 5 — 6 — 7

4. Jane is probably just very neurotic.

    1 — 2 — 3 — 4 — 5 — 6 — 7

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Example: If you perceived this person as slightly positive you would place your checkmark like this:

POSITIVE:_____:_____: X :_____:_____:_____:_____:NEGATIVE

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ALTRUISTIC:_____:_____:_____:_____:_____:_____:_____:OPPORTUNISTIC

WORTHY:_____:_____:_____:_____:_____:_____:_____:UNWORTHY

DISHONEST:_____:_____:_____:_____:_____:_____:_____:HONEST

AMBITIOUS:_____:_____:_____:_____:_____:_____:_____:UNAMBITIOUS

BELOW ARE A NUMBER OF REACTIONS THAT YOU MIGHT HAVE IN RESPONSE TO A PERSON LIKE THIS. INDICATE HOW YOU FIND YOURSELF REACTING TO THIS PERSON. BE OBJECTIVE. (ASSUME THAT '1' MEANS TO A VERY LITTLE EXTENT AND THAT '7' MEANS TO A VERY LARGE EXTENT.) CIRCLE YOUR RESPONSE.

1. This person is really deserving of help or assistance to the following extent

     1 — 2 — 3 — 4 — 5 — 6 — 7

2. People like this are basically responsible for their own problems to the following extent

     1 — 2 — 3 — 4 — 5 — 6 — 7

3. I can really feel the plight of this person to the following extent

     1 — 2 — 3 — 4 — 5 — 6 — 7

4. I find myself being sympathetic to the following extent

     1 — 2 — 3 — 4 — 5 — 6 — 7

Jim is a man of modest means. He works steadily and is generally liked by friends and colleagues. Last week he met a girl to whom he was immediately attracted. She, too, seemed to be attracted to him. Therefore, Jim asked her out for a date and she accepted. On Friday they went to one of the finest restaurants in town, where they dined on lobster and French wine. After dinner they went to an exclusive jazz club, which also happened to be fairly expensive. On Saturday they went out again. They decided to try another restaurant which they had both heard about and which was supposed to be terrific. In fact it was terrific, although again somewhat expensive. Dinner was followed by a number of clubs where they drank and danced until the small hours of the morning. All in all it was a great week-end and they decided to do it again the next week-end. Jim woke up Sunday morning feeling happy and rested and decided to spend the morning getting his bookkeeping in order. It was then that Jim realized he had spent so much money on his dates with this girl that he used a substantial portion of the money that he needed to buy a stereo he very much wanted. He spent, in fact, over $200.00 in just two days. The result is that Jim can't buy the stereo for at least another month or perhaps even more.

INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS AS A POSSIBLE EXPLANATION FOR THE SITUATION YOU HAVE JUST READ ABOUT. CIRCLE THE NUMBER WHICH REFLECTS YOUR BELIEF, USING THE FOLLOWING SCALE:

1 = very much disagree
2 = disagree somewhat
3 = disagree
4 = neither disagree nor agree
5 = agree
6 = agree somewhat
7 = very much agree

1. Jim spent so much money because he's too insecure to rely on his own personality to impress women.

1 — 2 — 3 — 4 — 5 — 6 — 7

2. Jim is a generous and giving person and that's why he spent so much money.

1 — 2 — 3 — 4 — 5 — 6 — 7

3. Jim spent so much money because he's a jerk.

1 — 2 — 3 — 4 — 5 — 6 — 7

4. Jim spent so much money because he's always trying to "buy" the love of others.

1 — 2 — 3 — 4 — 5 — 6 — 7

BELOW ARE A SERIES OF ADJECTIVES WHICH MIGHT BE USED TO DESCRIBE SOMEONE.
USE THESE ADJECTIVES TO DESCRIBE HOW YOU PERSONALLY PERCEIVE THE PERSON WE
HAVE JUST BEEN TALKING ABOUT.

Example: If you perceived this person as slightly positive you would place
your checkmark like this:

POSITIVE:_____:_____:_X_:_____:_____:_____:_____:NEGATIVE

(Note that the checkmark is placed between the dotted lines.)

SINCERE:_____:_____:_____:_____:_____:_____:_____:INSINCERE

UNINTELLIGENT:_____:_____:_____:_____:_____:_____:_____:INTELLIGENT

ALTRUISTIC:_____:_____:_____:_____:_____:_____:_____:OPPORTUNISTIC

WORTHY:_____:_____:_____:_____:_____:_____:_____:UNWORTHY

DISHONEST:_____:_____:_____:_____:_____:_____:_____:HONEST

AMBITIOUS:_____:_____:_____:_____:_____:_____:_____:UNAMBITIOUS

_____

BELOW ARE A NUMBER OF REACTIONS THAT YOU MIGHT HAVE IN RESPONSE TO A PERSON LIKE
THIS. INDICATE HOW YOU FIND YOURSELF REACTING TO THIS PERSON. BE OBJECTIVE.
(ASSUME THAT '1' MEANS TO A VERY LITTLE EXTENT AND THAT '7' MEANS TO A VERY
LARGE EXTENT.) CIRCLE YOUR RESPONSE.

1. This person is really deserving of help or assistance to the following extent

   1 — 2 — 3 — 4 — 5 — 6 — 7

2. People like this are basically responsible for their own problems to the
   following extent

   1 — 2 — 3 — 4 — 5 — 6 — 7

3. I can really feel the plight of this person to the following extent

   1 — 2 — 3 — 4 — 5 — 6 — 7

4. I find myself being sympathetic to the following extent

   1 — 2 — 3 — 4 — 5 — 6 — 7

_____

Carolyn has been married to her husband for 10 years. Except for occasionally coming home drunk, her husband has been a good provider and a good father to their two kids. Around 5 years ago, however, his occasional drunks began to get more frequent, and within the last two years he has become verbally and physically abusive to his wife when intoxicated. Not long ago he came home drunk and hit his wife so hard that she fell and broke her arm. While in the hospital, Carolyn was visited by her closest friend. This friend tried to convince Carolyn to leave her husband, but Carolyn refused. She told her friend that the vows she took said "for better or for worse", and that, in any case, her husband was so upset about what happened that he has promised to get help for his drinking problem.

INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS AS A POSSIBLE EXPLANATION FOR THE SITUATION YOU HAVE JUST READ ABOUT. CIRCLE THE NUMBER WHICH REFLECTS YOUR BELIEF, USING THE FOLLOWING SCALE:

        1 = very much disagree
        2 = disagree
        3 = disagree somewhat
        4 = neither disagree nor agree
        5 = agree somewhat
        6 = agree
        7 = very much agree

1. If Carolyn didn't somehow want to be abused she wouldn't stay.

        1 — 2 — 3 — 4 — 5 — 6 — 7

2. Carolyn stays because she really loves her husband and believes in his ultimate goodness.

        1 — 2 — 3 — 4 — 5 — 6 — 7

3. Carolyn would like to go, but figures she hasn't got anything better to go to.

        1 — 2 — 3 — 4 — 5 — 6 — 7

4. Carolyn is staying, and will no doubt continue to stay regardless of the circumstances because she likes the sympathy she gets after one of their bouts.

        1 — 2 — 3 — 4 — 5 — 6 — 7

BELOW ARE A SERIES OF ADJECTIVES WHICH MIGHT BE USED TO DESCRIBE SOMEONE. USE THESE ADJECTIVES TO DESCRIBE HOW YOU PERSONALLY PERCEIVE THE PERSON WE HAVE JUST BEEN TALKING ABOUT.

Example: If you perceived this person as slightly positive you would place your checkmark like this:

POSITIVE:_____:_____:__X__:_____:_____:_____:_____:NEGATIVE

(Note that the checkmark is placed between the dotted lines.)

SINCERE:_____:_____:_____:_____:_____:_____:_____:INSINCERE

UNINTELLIGENT:_____:_____:_____:_____:_____:_____:_____:INTELLIGENT

ALTRUISTIC:_____:_____:_____:_____:_____:_____:_____:OPPORTUNISTIC

WORTHY:_____:_____:_____:_____:_____:_____:_____:UNWORTHY

DISHONEST:_____:_____:_____:_____:_____:_____:_____:HONEST

AMBITIOUS:_____:_____:_____:_____:_____:_____:_____:UNAMBITIOUS

BELOW ARE A NUMBER OF REACTIONS THAT YOU MIGHT HAVE IN RESPONSE TO A PERSON LIKE THIS. INDICATE HOW YOU FIND YOURSELF REACTING TO THIS PERSON. BE OBJECTIVE. (ASSUME THAT '1' MEANS TO A VERY LITTLE EXTENT AND THAT '7' MEANS TO A VERY LARGE EXTENT.) CIRCLE YOUR RESPONSE.

1. This person is really deserving of help or assistance to the following extent

    1 — 2 — 3 — 4 — 5 — 6 — 7

2. People like this are basically responsible for their own problems to the following extent

    1 — 2 — 3 — 4 — 5 — 6 — 7

3. I can really feel the plight of this person to the following extent

    1 — 2 — 3 — 4 — 5 — 6 — 7

4. I find myself being sympathetic to the following extent

    1 — 2 — 3 — 4 — 5 — 6 — 7

Bob is a 30 year old man who had dropped out of high school when he was 16. He worked in a factory until two years ago, at which time he was fired for getting into a fist fight with the foreman. Since that time he has been on unemployement compensation. Feeling more ambitious than he felt at 16, he decided to take a correspondence course, get his high school diploma, and apply to college. He succeeded in getting his high school diploma and he applied to the local college. However, the college rejected him. On the day that he got his rejection notice he decided to go out and get drunk. He did so, and was beginning to feel a little better about his future prospects. However, while driving home he lost control of his car and smashed into the front of a store. Now he stands in jeopardy of losing his license for drunk driving, which will make finding a job more difficult.

INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS AS A POSSIBLE EXPLANATION FOR THE SITUATION YOU HAVE JUST READ ABOUT. CIRCLE THE NUMBER WHICH REFLECTS YOUR BELIEF, USING THE FOLLOWING SCALE:

                    1 = very much disagree
                    2 = disagree
                    3 = disagree somewhat
                    4 = neither disagree nor agree
                    5 = agree somewhat
                    6 = agree
                    7 = very much agree

1. Society offered Bob a chance and he blew it, so he'll just have to make the best of it just like the rest of us. Society doesn't owe him anything.

          1 — 2 — 3 — 4 — 5 — 6 — 7

2. Everybody makes a mistake once in a while. Bob is just a victim of circumstance.

          1 — 2 — 3 — 4 — 5 — 6 — 7

3. Bob is a born loser.

          1 — 2 — 3 — 4 — 5 — 6 — 7

4. If Bob was smart enough, he would have been able to make it with or without a formal education.

          1 — 2 — 3 — 4 — 5 — 6 — 7

BELOW ARE A SERIES OF ADJECTIVES WHICH MIGHT BE USED TO DESCRIBE SOMEONE.
USE THESE ADJECTIVES TO DESCRIBE HOW YOU PERSONALLY PERCEIVE THE PERSON WE
HAVE JUST BEEN TALKING ABOUT.

Example: If you perceived this person as slightly positive you would place
your checkmark like this:

POSITIVE:_____:_____:__X__:_____:_____:_____:_____:NEGATIVE

(Note that the checkmark is placed between the dotted lines.)

SINCERE:_____:_____:_____:_____:_____:_____:_____:INSINCERE

UNINTELLIGENT:_____:_____:_____:_____:_____:_____:_____:INTELLIGENT

ALTRUISTIC:_____:_____:_____:_____:_____:_____:_____:OPPORTUNISTIC

WORTHY:_____:_____:_____:_____:_____:_____:_____:UNWORTHY

DISHONEST:_____:_____:_____:_____:_____:_____:_____:HONEST

AMBITIOUS:_____:_____:_____:_____:_____:_____:_____:UNAMBITIOUS

_____

BELOW ARE A NUMBER OF REACTIONS THAT YOU MIGHT HAVE IN RESPONSE TO A PERSON LIKE
THIS. INDICATE HOW YOU FIND YOURSELF REACTING TO THIS PERSON. BE OBJECTIVE.
(ASSUME THAT '1' MEANS TO A VERY LITTLE EXTENT AND THAT '7' MEANS TO A VERY
LARGE EXTENT.) CIRCLE YOUR RESPONSE.

1. This person is really deserving of help or assistance to the following extent

        1 — 2 — 3 — 4 — 5 — 6 — 7

2. People like this are basically responsible for their own problems to the
    following extent

        1 — 2 — 3 — 4 — 5 — 6 — 7

3. I can really feel the plight of this person to the following extent

        1 — 2 — 3 — 4 — 5 — 6 — 7

4. I find myself being sympathetic to the following extent

        1 — 2 — 3 — 4 — 5 — 6 — 7

_____

BELOW ARE A SERIES OF ADJECTIVES WHICH MIGHT BE USED TO DESCRIBE SOMEONE. USE THESE ADJECTIVES TO DESCRIBE HOW YOU PERSONALLY PERCEIVE THE PERSON WE HAVE JUST BEEN TALKING ABOUT.

Example: If you perceived this person as slightly positive you would place your checkmark like this:

POSITIVE:_____:_____: X :_____:_____:_____:_____:NEGATIVE

(Note that the checkmark is placed between the dotted lines.)

SINCERE:_____:_____:_____:_____:_____:_____:_____:INSINCERE

UNINTELLIGENT:_____:_____:_____:_____:_____:_____:_____:INTELLIGENT

ALTRUISTIC:_____:_____:_____:_____:_____:_____:_____:OPPORTUNISTIC

WORTHY:_____:_____:_____:_____:_____:_____:_____:UNWORTHY

DISHONEST:_____:_____:_____:_____:_____:_____:_____:HONEST

AMBITIOUS:_____:_____:_____:_____:_____:_____:_____:UNAMBITIOUS

BELOW ARE A NUMBER OF REACTIONS THAT YOU MIGHT HAVE IN RESPONSE TO A PERSON LIKE THIS. INDICATE HOW YOU FIND YOURSELF REACTING TO THIS PERSON. BE OBJECTIVE. (ASSUME THAT '1' MEANS TO A VERY LITTLE EXTENT AND THAT '7' MEANS TO A VERY LARGE EXTENT.) CIRCLE YOUR RESPONSE.

1. This person is really deserving of help or assistance to the following extent

    1 — 2 — 3 — 4 — 5 — 6 — 7

2. People like this are basically responsible for their own problems to the following extent

    1 — 2 — 3 — 4 — 5 — 6 — 7

3. I can really feel the plight of this person to the following extent

    1 — 2 — 3 — 4 — 5 — 6 — 7

4. I find myself being sympathetic to the following extent

    1 — 2 — 3 — 4 — 5 — 6 — 7

APPENDIX V

Below are a number of questions. Respond to each in terms of how likely it is that most people will behave in the ways indicated. To determine your response, rely on your own experiences with people and your own observations in life. Use a 1-7 point scale, assuming that '1' means very unlikely and '7' means very likely.

GIVEN YOUR OWN EXPERIENCES AND OBSERVATIONS IN LIFE, HOW UNLIKELY (1) OR LIKELY (7) IS IT THAT PEOPLE IN GENERAL WILL...

(1-7)

_____ (1) ...go out of their way to help other people feel less lonely?

_____ (2) ...return lost objects to their owners?

_____ (3) ...offer their aid to people carrying cumbersome objects?

_____ (4) ...keep their word even if in doing so they could be creating problems for themselves?

_____ (5) ...go against their own standards or beliefs in order to help someone else?

_____ (6) ...take advantage of welfare and relief systems?

_____ (7) ..."oversell" themselves in the early stages of a relationship?

_____ (8) ...create and maintain their own unhealthy relationships?

_____ (9) ...be the major cause of their own failures in life?

_____ (10) ..."invite" their own victimization (through being too trusting or through stupidity or what-have-you)?

APPENDIX VI

PLEASE USE THIS SPACE TO DESCRIBE A REAL LIFE SITUATION IN WHICH
YOU YOURSELF HAVE HELPED SOMEONE IN NEED. DESCRIBE THE CIRCUMSTANCES
INVOLVED AND THE REASONS WHY YOU HELPED. USE AS MUCH OR AS LITTLE OF
THE AVAILABLE SPACE AS YOU THINK IS NECESSARY.

PLEASE USE THIS SPACE TO DESCRIBE A REAL LIFE SITUATION IN WHICH
YOU OBSERVED SOMEONE ELSE HELPING ANOTHER IN NEED. DESCRIBE THE
CIRCUMSTANCES INVOLVED AND THE REASONS WHY (AS FAR AS YOU ARE CONCERNED)
THIS PERSON HELPED. USE AS MUCH OR AS LITTLE OF THE AVAILABLE SPACE AS
YOU THINK IS NECESSARY.

_____
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APPENDIX VII

POLICY SURVEY

INSTRUCTIONS: The statements which follow deal with a number of topics. We would like you to respond to each of the statements in terms of whether you believe that it is true or false. In the space provided put 'T' to indicate true, and 'F' to indicate false. If you are neutral to the statement, put 'N' in the space provided.

___ 1. If we put capable men into office, most of our social problems would be solved.

___ 2. There is nothing fundamentally wrong with our society; all we need to do is to introduce a few reforms which will correct abuses and make some institutions more humane.

___ 3. The abolition of poverty in America is a technical impossibility.

___ 4. Our national health would suffer if physicians were made civil servants like the public-school teachers and placed on the government payroll.

___ 5. Current social practices are fundamentally sound because they lead to the survival of the fittest.

___ 6. Production for use and present day capitalism are incompatible systems.

___ 7. No government has a right to experiment with different social policies.

___ 8. The largest possible amount of business competition is necessary to national welfare.

___ 9. More severe punishment of criminals will reduce crime.

___ 10. Public business enterprises are always inefficient.

___ 11. Fascism is essentially a means of saving capitalism by abolishing political democracy.

___ 12. Transport service would deteriorate if all railroads were owned and managed by the Federal government or one of its agencies.

___ 13. Consumers cooperatives are detrimental to a country's posperity.

___ 14. The United States Supreme Court should be deprived of its power to declare Acts of Congress unconstitutional.

___ 15. War should be declared only after a popular referendum shows that a majority of the nation's voters favor such a step.

___ 16. Efficiency and responsibility in government would be promoted by the uniform establishment of a one-chamber legislature.

___ 17. The initiative, referendum, and recall are perversions of sound democratic procedure.

___ 18. All schemes for economic betterment are bound to be wrecked by the fact that there is only a limited amount of money in the world.

___ 19. No school-teacher in active service should be permitted to be a candidate for political orrice on any party ticket.

___ 20. A common international currency is desirable.

___ 21. A classless society is desirable.

___ 22. The economic future for youth in 1936 was brighter than it ever was before.

___ 23. Considering the present price level, no adult workman should be paid less than $400.00 monthly for his services if an adequate American standard of living is to be sought.

___ 24. It is as difficult for a man of property to support basic social change as for a camel to go through the eye of a needle.

___ 25. A classless society is possible.

___26. All school-teachers should be hired and promoted according the the merit system.

___27. As the economic crisis lengthens and deepens, society tends to divide into two mutually-opposed sections.

___28. Free speech should be granted to everyone without exception.

___29. All human and social progress is an illusion.

___30. Free speech should be granted to all except to opponents of free speech.

___31. Three meals a day will always be the best general rule.

___32. We should celebrate Pasteur's birthday rather than Washington's, as he has done the world a greater service.

___33. The proposal to change the present calendar to one having 13 months of 28 days is unsound.

___34. Even in an ideal world there should be protective tariffs.

___35. In the Sunday School, chiefly the Bible should be taught.

___36. Cat meat is out of the question for the human diet.

___37. Conscience is an infallible guide.

___38. Our universities should have as many research workers as teachers.

___39. A commission form of government would not be desirable for the nation.

___40. Skirts which do not come to the knee should not be worn by grown women.

___41. It is to be hoped that men will improve the comfort of their dress by abandoning or replacing the present necktie and collar.

___42. Trial by jury has been, and always will be, the most effective way of securing justice.

___43. Our spelling should be revised and simplified.

___44. The average person needs greater caution more than greater daring.

___45. At the age of 21 people should have the privilege of changing their given names.

___46. Freedom of teaching, that is, allowing teachers to teach what they think is the truth, is necessary for real education.

___47. It is not probable that wood ever will be converted into humanly edible food.

___48. National boundaries may some day become as truly obliterated as state lines have become in the United States.

___49. Our present system of athletics in America is at fault in that it does not provide for mass participation.

___50. The A.B. degree should continue to require 4 and only 4 years above high school.

___51. Our present system of law, based upon outgrown conditions, should be replaced by a progressive system based upon the conditions of our present order.

___52. The age of six is the logical time to start school.

___53. Free Trade is economically unsound.

___54. Science will never be able to create life.

___55. In presidential campaigns, the nominee receiving the second greatest number of votes should become the Vice-President.

___56. Advertising is worthwhile because it increases purchasing power.

___57. Historic heroes should be 'debunked'.

___58. The presidential term of office of four years is as it should be.

___59. Science should endeavor to discover and develop a harmless liquor, retaining almost all the good features, but lacking the harmful ones, of alcoholic drinks.

___60. Criminals retard our moral progress more than all other people combined.

___61. It is not fitting that a statue of Einstein should occupy a niche on church grounds.

___62. The Federal government should attempt to cut its annual spending.

___63. Labor unions should become stronger and have more influence generally.

___64. It is up to government to make sure that everyone has a secure job and a good standard of living.

___65. The reason that many advocate "free enterprise" is because it will enable them to continue exploiting the workers.

___66. I am against parts of the Medicare Bill.

___67. The national budget should be balanced.

___68. I believe in a tax increase when it is justified.

___69. A system that has worked as well as capitalism has in this country for the last 150 years should not be changed now.

___70. All banks and insurance companies should be run on a non-profit basis like the schools.

___71. Much more energy should be expended in conserving what mankind does know, than in discovering what it doesn't know.

___72. We should change our minds and policies progressively and constantly.

___73. The local courts are sometimes unfair to the little man.

___74. The most rewarding organizations a person can belong to are local organizations serving local needs.

___75. Big cities may have their place, but when you get right down to it, the local community is the backbone of America.

THANK YOU FOR RESPONDING TO THIS QUESTIONNAIRE. PLEASE RETURN IT TO THE PERSON WHOSE NAME APPEARS AT THE BOTTOM OF THIS PAGE.

Nancy Erskine
207 Anderson Hall
KSU
Manhattan, Ks 66506

APPENDIX VIII

The NS Scale (Form 3)

Listed below are 40 statements that deal with personal attitudes and feelings about a variety of things. Obviously, there are no right or wrong answers - only opinions. Read each item and then decide how you personally feel.

Mark your answer card according to the following scheme:

> 5 = Strongly agree
> 4 = Mildly agree
> 3 = Agree and disagree equally
> 2 = Mildly disagree
> 1 = Strongly disagree

Do not make any marks on these test sheets. Mark the answer cards only.

1. The widespread interest in professional sports is just another example of escapism.

2. In times of shortages it is sometimes necessary for one to engage in a little hoarding.

3. Thinking of yourself first is no sin in this world today.

4. The prospect of becoming very close to another person worries me a good bit.

5. The really significant contributions in the world have very frequently been made by people who were preoccupied with themselves.

6. Every older American deserves a guaranteed income to live in dignity.

7. It is more important to live for yourself rather than for other people, parents, or for posterity.

8. Organized religious groups are too concerned with raising funds these days.

9. I regard myself as someone who looks after his/her personal interests.

10. The trouble with getting too close to people is that they start making emotional demands on you.

11. Having children keeps you from engaging in a lot of self-fulfilling activities.

12. Many of our production problems in this country are due to the fact that workers no longer take pride in their jobs.

13. It's best to live for the present and not to worry about tomorrow.

14. Call it selfishness if you will, but in this world today we all have to look out for ourselves first.

15. Education is too job oriented these days; there is not enough emphasis on basic education.

16. It seems impossible to imagine the world without me in it.

The NS Scale
(Form 3)   -2-

                        5 = Strongly agree
                        4 = Mildly agree
                        3 = Agree and disagree equally
                        2 = Mildly disagree
                        1 = Strongly disagree

17. You can hardly overestimate the importance of selling yourself in getting ahead.

18. The difficulty with marriage is that it locks you into a relationship.

19. Movies emphasize sex and violence too much.

20. If it feels right, it is right.

21. Breaks in life are nonsense. The real story is pursuing your self-interests aggressively.

22. An individual's worth will often pass unrecognized unless that person thinks of himself or herself first.

23. Consumers need a stronger voice in governmental affairs.

24. Getting ahead in life depends mainly on thinking of yourself first.

25. In general, couples should seek a divorce when they find the marriage is not a fulfilling one.

26. Too often, voting means choosing between the lesser of two evils.

27. In striving to reach one's true potential, it is sometimes necessary to worry less about other people.

28. When choosing clothes I generally consider style before matters such as comfort or durability.

29. I believe everyone has the right to live any damn way they please.

30. Too many people have given up reading to passively watch TV.

31. Owing money is not so bad if it's the only way one can live without depriving oneself of the good life.

32. Not enough people live for the present.

33. I don't see anything wrong with people spending a lot of time and effort on their personal appearance.

34. Physical punishment is necessary to raise children properly.

35. The Peace Corps would be a good idea if it did not delay one's getting started along the road to a personal career.

36. It simply does not pay to become sad or upset about friends, loved ones, or events that don't turn out well.

The NS Scale
(Form 3)   -3-

         5 = Strongly agree
         4 = Mildly agree
         3 = Agree and disagree equally
         2 = Mildly disagree
         1 = Strongly disagree

37. A definite advantage of birth control devices is that they permit sexual
    pleasure without the emotional responsibilities that might otherwise result.

38. Doctors seem to have forgotten that medicine involves human relations and
    not just prescriptions.

39. I believe that some unidentified flying objects have actually been sent from
    outer space to observe our culture here on earth.

40. In this world one has to look out for oneself first because nobody else
    will look out for you.

AN INVESTIGATION INTO THE CONSTRUCT VALIDITY

OF THE SELFISM SCALE

by

Nancy Erskine

B. A., Indiana University, 1972

_____

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Psychology

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1981

ABSTRACT

Evidence related to the psychometric development and reliability of The Selfism Scale (Phares, 1979) is reviewed, and an examination into the construct validity of the scale is made. Specifically, the present investigation examines the relationship between selfism and four behaviors: (a) cynical reactions to helpers, (b) cynical reactions to people in need of help, (c) tendencies to engage in self-reference, and (d) the willingness of selfists to help another in the absence of personal gain. The results indicate that high and low selfists differ in their perceptions of helpers and people in need of help. However, for high selfists the degree of cynicism appears to vary as a function of the kind of situation addressed and the quality of the judgment made. For low selfists the degree of cynicism appears to vary as a function of the kind of situation addressed. It is suggested that high and low selfists may be formulating judgments of others according to different sets of criteria. The possibility that high selfists are more psychologically oriented is discussed. The results concerning tendencies to engage in self-reference and the willingness of selfists to help another are not clear. The possible intrusion of confounds in the analyses is discussed and more independent means of addressing the areas are suggested. Finally, the question regarding the predictive utility of the Selfism Scale is addressed and future avenues of inquiry are proposed.