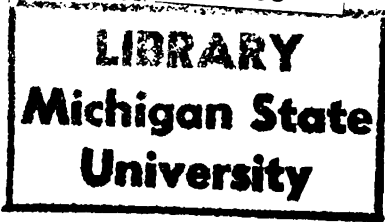






3 1293 00065 5138



This is to certify that the

thesis entitled

INDIVIDUAL DIFFERENCES IN TASK PERFORMANCE  
BASED ON PERSONAL SPACE AND ATTRIBUTION THEORY

presented by

SCOTT ALAN COHEN

has been accepted towards fulfillment  
of the requirements for

M.A. degree in PSYCHOLOGY

Major professor

Date FEBRUARY 23, 1987





INDIVIDUAL DIFFERENCES IN TASK PERFORMANCE  
BASED ON PERSONAL SPACE AND ATTRIBUTION THEORY

By

Scott Alan Cohen

A THESIS

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

MASTER OF ARTS

Department of Psychology

1987

ABSTRACT

INDIVIDUAL DIFFERENCES IN TASK PERFORMANCE BASED ON  
PERSONAL SPACE AND ATTRIBUTION THEORY

By

Scott Alan Cohen

This study attempted to replicate Worchel and Yohai's (1979) findings utilizing an individual level of analysis. Specifically, it was predicted that subjects who were aroused by having their personal space violated would experience less crowding and exhibit fewer performance decrements if they were led to believe that some other factor was responsible for the arousal. After individual measures of personal space were collected, groups of subjects were placed in a room in which they sat either close together or far apart. Some subjects were told that the reading task they would be conducting should create much eyestrain. Other subjects were told nothing. While subjects seated close together reported feeling crowded, neither the seating positions nor the eyestrain manipulation had the predicted effects on task performance. Suggested explanations included the noninteractive nature of the utilized task, the level of perceived task difficulty, and the limitations of influencing subjects' attributions in the laboratory. (Worchel, S. &

Yohai, S. (1979). The role of attribution in the experience of crowding. Journal of Experimental Social Psychology, 15, 91-104.)

FOR ADAM, JASON

AND JESSICA

May you strive for your wildest dreams ...  
and reach them!

## ACKNOWLEDGMENTS

Many students acknowledge few after the completion of a thesis and render most of their acknowledgements after completing the dissertation. I just love breaking traditions!

I would like to thank my Committee Members, Drs. Neal Schmitt, Steve Kozlowski, and Dan Ilgen for helping me learn how to analyze and critique my own work and the work of others. I am most grateful to them for allowing me the freedom to follow my research interests so I could begin exploring and developing my career goals.

I feel indebted and especially grateful to the Chairperson of my Committee, the all-too-modest Dr. Neal Schmitt. Throughout the past year and a half, Neal has often put his own work aside as I barged into his office asking questions related to this or any other project on which I was working. This is only a small example of his genuine love for his students' quest for knowledge. Thank you for all you have taught and given to me, Neal! I hope that learning process can continue long into the future.

Thank you to all my Michigan State colleagues who were most helpful in offering advice and suggestions to strengthen my study. I'd like to single out Sue, Mike (IIIIke), Mary, and MaryBeth for occasionally serving as confederates in

pilot studies and offering insightful comments. Four undergraduate students, Amy, Laurie, Mark, and Pat, diligently served as confederates in the final study and did a good job of pretending to be interested.

Loving family and friends in Boston and New York were always offering moral support when my spirits were low, and sharing in my excitement when my spirits were high. While I can't possibly acknowledge all of them here ... on second thought, sure I can! The closest members of my Brandeis University family, Denise, Lewis, Michele, Mike, Joe, Martin, and Dave, will be an important part of my life "for the longest time." A small Syracuse contingency, Marc and Jill, also are always in my thoughts. Mark, Len, Joy and Sharman have showered their "baby brother" with love for many years. All I can say is thanks, and I love and care for you very much! I feel a special love for my parents. I don't think I've ever met two people who are more successful in all aspects of life (and without any fancy college degree letters following their names). Mom and dad, although my pen has written the words in this thesis, you supplied me with the ink. Thank you for years of love and support.

Finally, last but not least I want to offer a special thanks to Sue. Far beyond any suggestions you have given me, Sue, you were always there for me. You have made life in East Lansing much more enjoyable and bearable than it would have been without you. Aside from a simple thanks, I want to take this opportunity to publicly express my love for you!

Maybe someday we'll get to collaborate .....  
.....  
..... on a study  
(I just know you're going to kill me for writing this).

If I've left you, the reader, thinking I'll have no one left to acknowledge in a dissertation, you obviously do not know me well. I'm sure I'll find something to say. Therefore, these acknowledgements are ...

TO BE CONTINUED  
(in a couple of years)



## TABLE OF CONTENTS

	Page
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
INTRODUCTION.....	1
Distinguishing Between Crowding, Density, and Proximity.....	2
Conceptualizing Crowding in Terms of Personal Space Theory.....	5
Situational Variables Which Affect One's Personal Space.....	8
Actual Interpersonal Distance.....	8
Social Interference/Necessity for Interpersonal Interaction.....	10
Expectation of Encountering Limited Resources.....	12
Degree of Interpersonal Liking/Familiarity.....	13
A Cognitive Explanation of Why Feelings of Arousal From a Personal Space Violation Lead to Performance Decrements.....	14
Attribution Theory.....	14
Individual Differences in Perceived Crowding and Task Performance: Hypotheses.....	15
METHOD.....	22
Subjects.....	22
Setting.....	23
Independent Variables.....	23
Interpersonal Distance Manipulation.....	23
Attribution Manipulation.....	24
Measures.....	25
Dependent Variables.....	25
Task Performance Measure.....	25
Perceived Stress Associated with Crowding.....	26
Manipulation Check for Attribution.....	27
Moderator.....	27
Comfortable Interaction Distance Measure.....	27
Procedure.....	29
Analysis.....	35

RESULTS.....	37
Manipulation Check.....	37
Hypothesis 1.....	43
Hypothesis 2.....	46
Hypothesis 3.....	46
Hypothesis 4.....	46
DISCUSSION.....	49
APPENDICES	
A. Dimensions of Conference Room.....	65
B. Ergonomic Data Pertaining to Chair Structure.....	66
C. Oral Explanation for Seating Position.....	67
D. Oral Attributional Explanation.....	68
E. Previous Exposure to Eyestrain Question.....	70
F. Task Stimuli (reduced copies), Accompanying Questions, and Answer Keys.....	71
G. Perceived Stress Associated with Crowding Measure.....	106
H. Manipulation Check for Attribution.....	108
I. Comfortable Interaction Distance Measure and Oral Instructions for Completing This Measure.....	111
LIST OF REFERENCES.....	113

## LIST OF TABLES

Table	Page
1. Item Intercorrelations and Reliability of Personal Space Measure.....	38
2. Item Intercorrelations and Reliability of Task Performance Measure.....	39
3. Item Intercorrelations and Reliability of Perceived Stress Associated with Crowding Measure.....	40
4. Intercorrelations of All Variables.....	41
5. Manipulation Check for Attribution.....	42
6. Analysis of Variance on Perceived Stress Associated with Crowding Measure.....	44
7. Analysis of Variance on Task Performance Measure.....	45
8. Moderator Analysis for Perceived Stress and Task Performance.....	48

## LIST OF FIGURES

Figure	Page
1. The Conceptual Model.....	6
2. Hypothesized Relationship Between Interpersonal Distance and Perceived Stress Associated with Crowding.....	19
3. Hypothesized Relationship Between Interpersonal Distance and Task Performance.....	20
4. Seating Position in the Close Interpersonal Distance Condition.....	32
5. Seating Position in the Far Interpersonal Distance Condition.....	33
6. Proposed New Conceptual Model (without Attributional Interpretation).....	57
7. Proposed New Conceptual Model (with Attributional Interpretation).....	58
8. Dimensions of Conference Room.....	65
9. Ergonomic Data Pertaining to Chair Structure.....	66
10. Comfortable Interaction Distance Measure.....	111

## INTRODUCTION

Several researchers have demonstrated that subjects exhibit poorer performance on various tasks when they are working in very close proximity than when they are more distant from each other (Paulus & Matthews, 1980); Worchel & Teddlie, 1976; Worchel & Yohai, 1979). One explanation for this effect is that people experience increased levels of stress when they are crowded together. The increased stress is accompanied by a reduction of energy devoted to conducting their tasks. This results in a reduced level of successful performance.

Although feelings of crowding generally result in poor task performance, the degree to which performance levels decrease under increasingly crowded conditions can be curtailed. Studies have demonstrated that this is accomplished by providing subjects with a plausible explanation for the cause of the stress which they experience under crowded conditions (Langer & Saegert, 1977; Paulus & Matthews, 1980; Worchel & Teddlie, 1976; Worchel & Yohai, 1979).

This paper describes an attempt to replicate and extend this previous research in order to answer two questions:

1) Can we identify those individuals who are most easily stressed under crowded conditions, and 2) Are there differences in individuals' level of task performance when an attributional explanation for the cause of their stress is offered as opposed to instances when no attributional explanation is offered.

#### Distinguishing Between Crowding, Density, and Proximity

Throughout the literature, there have been ambiguities in the concept of crowding. These ambiguities have prevented researchers from developing a unified theory from which they could predict the effects of crowding. Much of the equivocacy centers around a failure to distinguish between the concepts of density and crowding. For instance, Lawrence (1974) defines crowding as a spatial limitation and Freedman (1975) defines crowding as high population density. Both of these researchers have defined social density (the number of people in a particular area) and spatial density (the amount of space per person) as synonymous with crowding. However, other researchers have determined that high social and spatial density do not always produce the feelings of stress associated with feelings of crowding (Altman, 1975; Freedman, 1975; Stokols, 1975; Sundstrom, 1975). It is more appropriate to view density as an antecedent condition that may, in certain situations, precipitate feelings of crowding.

While density is a spatial limitation, crowding is the subjective and experiential state of perceived limitation of space (Stokols, 1972).

The subjective state of crowding appears to arise only when one experiences excess or undesirable contact with others and a perceived loss of control over these interactions (Desor, 1972; Rapoport, 1975; Valins and Baum, 1973). One would be more likely to experience these feelings under conditions of high density. However, this may only be true if one is engaging in a task where s/he cannot avoid the presence of others (e.g., the presence of others disrupts his/her concentration) or is not pleased by their presence (e.g., they are not his/her friends). Density only precipitates feelings of crowding when it is associated with perceived excess or undesirable contact with others and a perceived loss of control over this contact.

Proximity more appropriately describes the spatial limitations associated with feelings of crowding (Knowles, 1978). Proximity is the interpersonal closeness of people. Density has been loosely defined as the number of people in a given amount of space. Density alone may not be an appropriate measure because unequal spacing usually does occur when people congregate. For instance, at a social gathering (e.g., a cocktail party), various groups of people gather in a room. People do not congregate in one large group, but break off into many smaller groups differing in size. Greater physical distance is often maintained between

these groups than is maintained between individuals standing in any one group. Close friends speaking to one another may stand closer together than acquaintances or strangers (e.g., Little, 1965). Furthermore, some people in the room may stand apart from everyone else, preferring to be alone. It is obvious that everyone does not maintain the same degree of contact with each other. Proximity provides a vehicle in which density can be described in terms of each individual's interactions with all the others present. Increasing the number of people in a given room does not necessarily lead one to feel stressed since the people can spread out provided that the room is not small (Worchel & Teddlie, 1976). Increasing the number of people may even reduce feelings of stress if these other people are friends (Evans & Howard, 1973; Edney & Grundman, 1979). More people may make an event more exciting and enjoyable (e.g., a football game, a concert). Not everyone would necessarily feel crowded in a particular environment -- only those whose excess or undesirable proximity lead to feelings of uncontrollable contact with others.

Crowding can be described within an attributional framework. Worchel & Teddlie (1976) proposed that crowding is a function of arousal and the attribution that the arousal is caused by other people in an individual's environment. The arousal state results from a limitation of space caused by the excess or undesirable proximity of others. In order for crowding to be experienced, an attribution must be made



that this perceived arousal is caused by the close presence of others. This relationship is demonstrated in Figure 1. Also illustrated in this figure is the notion that excess or undesirable proximity (i.e., a violation of personal space) can increase one's level of arousal. This proposition is discussed in the next section.

### Conceptualizing Crowding in Terms of Personal Space Violations

Individual differences in preference for personal space may affect whether or not a particular degree of interpersonal contact (proximity) will be desirable or undesirable for a given individual. Several researchers have defined personal space as an invisible bubble which surrounds people wherever they go and provides a boundary of their most comfortable interaction distances with others. Once a person approaches someone close enough to penetrate this boundary, the person being approached begins to feel uncomfortable (Hall, 1963; Little, 1965; Sommer, 1959). The specific size of this invisible boundary is determined by individual and situational variables. The individual variables (e.g., cultural background, personal background, personality traits) are stable across different situations. The situational variables (e.g., actual interpersonal distance, expectations of encountering limited resources, social appropriateness, one's relationships with the others

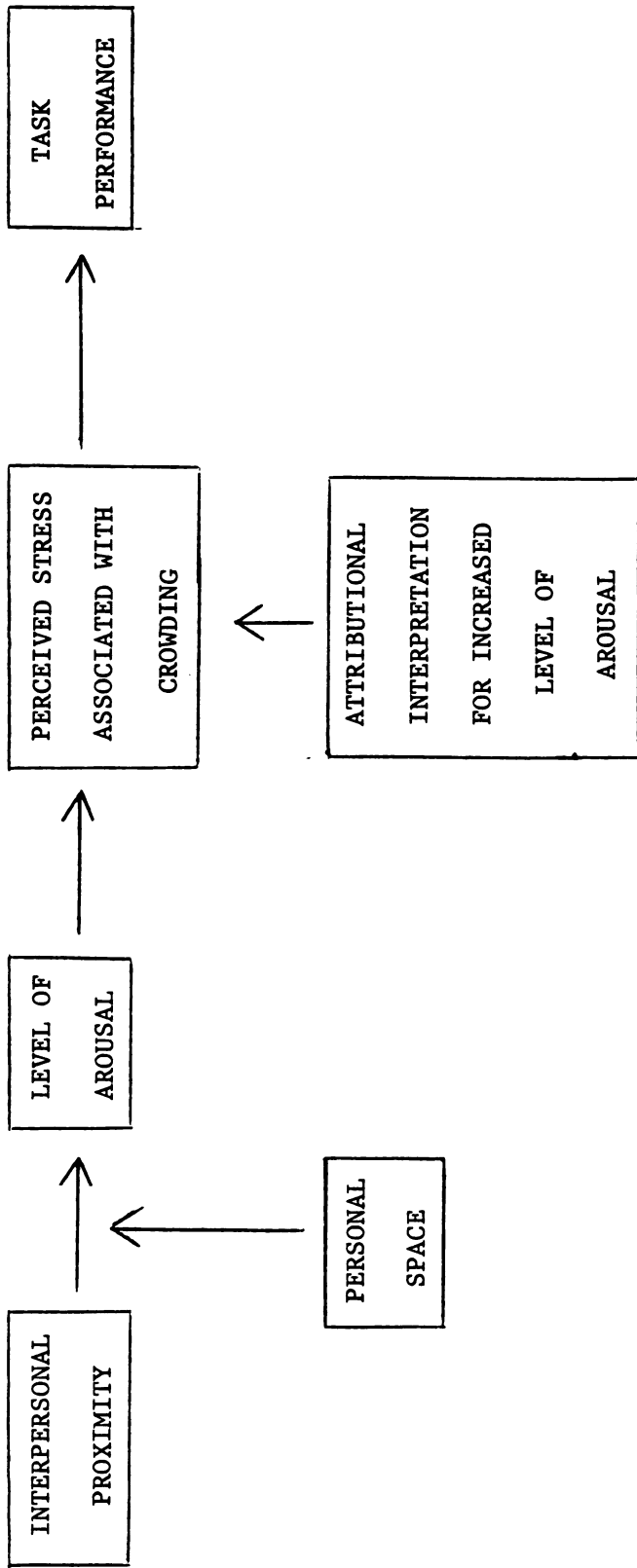


Figure 1. The conceptual model.

present) will vary across different situations. Therefore, small variations in the size of one's personal space "bubble" are due solely to variances across the situational variables.

It is probable that in a given situation everyone's personal space will be different due to variations across both the individual (e.g., different background experiences and personality traits) and situational variables (e.g., different relationships with the others present). In some environments (e.g., school, workplace) people are placed in a physical location where they may have a fairly stable interaction distance with others. These people have highly limited mobility and are not free to change their physical location, the amount of interaction with others, nor with whom they interact. If their comfortable interaction distance (personal space) is smaller than the actual interpersonal distance to which they are subjected in that situation, they would suffer a personal space violation. This violation would create a feeling of stress (Hall, 1966) -- the stress that is associated with feelings of crowding.

Including the consideration of personal space preference as a moderator of the relationship between interpersonal proximity and level of arousal in Figure 1 allows one to conceive of crowding as a subjective and experiential state since one's personal space is determined by individual subjectivity and previous experiences. Personal space violations represent a loss of control over one's interactions and undesirable or excess contact with others.

Once again, preference for personal space is dependent upon various individual variables. Cultural background (e.g., Hall, 1966), personal background (e.g., Cozby, 1972), and several personality traits (e.g., Eberts, 1972) have been found to be significantly related to one's preference for personal space. In this study, preference for personal space is measured directly rather than through its personality or demographic proxies.

#### Situational Variables Which Affect One's Personal Space

The research literature suggests that there are four situational variables which create some variation in an individual's feelings about personal space. These variables are actual interpersonal distance, necessity for interpersonal interaction, expectation of encountering limited resources, and degree of interpersonal liking. The levels of each of these variables were manipulated by the experimenter in this study to maximize the probability that those subjects experiencing high interpersonal proximity would also experience the stress associated with crowding.

Actual Interpersonal Distance. Personal space violations occur when preferred interpersonal distance exceeds actual interpersonal distance in a given situation. Many researchers have also demonstrated that excessive interpersonal proximity leads to feelings of stress associated with feelings of crowding (e.g., Hall, 1966). However, much of the previous research which has examined crowding has manipulated room size but has not manipulated



interpersonal distance. A movement from a large to a small room does not necessarily imply a decrease in interpersonal distance (Knowles, 1978; 1980). Subjects can actually move further away from each other in a small room if they were previously close to each other in a large room. When subjects have high interpersonal distance in very small rooms, they will not feel stress from high interpersonal proximity. However, they may feel stress as they move closer to physical constraints in the environment such as walls (Worchel & Teddlie, 1976) or partitions (Desor, 1972). This stress results because these constraints limit freedom of movement (Stokols, Smith, & Proster, 1975; Stokols, 1976).

It is difficult to determine just why subjects felt stressed in many previous studies examining crowding because of three major limitations of these studies (which also explain many equivocal findings in this area). First, most researchers have not published descriptions of the experimental rooms which were used (e.g., the presence or absence of walls, partitions, doors, and windows, etc. and how far each subject was positioned from these environmental variables). Second, most researchers have not even examined actual interpersonal distance when only room size was manipulated. Therefore, subjects were not necessarily seated at the same interpersonal distances within rooms of different sizes. Third, no one has examined actual interpersonal distances when only social density -- number of people present in the room -- was manipulated. In this research



there has been no way of knowing whether or not an increase in social density decreased actual interpersonal distances between subjects. Therefore, any attempt to accurately explain the source of variance (or lack there of) of perceived stress in these studies is impossible. The source could have been room size, proximity to environmental constraints, interpersonal proximity, or some combination of these variables. Furthermore, in studies reporting to be "replications of previous studies", there is no way of assessing the degree to which the environmental conditions have been accurately replicated since the experimental designs of many of these studies have been insufficiently reported. If one wishes to study the effects of interpersonal proximity on perceived crowding, it is important to realize that the room be large enough so that subjects who are interpersonally distant will not experience stress from close physical proximity to environmental constraints.

Social Interference/Necessity for Personal Interaction.

Some researchers (Freedman, Klevansky, & Ehrlich, 1971; Rawls, Trego, McGaffrey, & Rawls, 1972) have found no ill effects of crowding even when subjects are all placed close together. This was probably because of the noninteractive nature of the tasks which the subjects were conducting. For instance, in Freedman, et al.'s research, subjects placed within groups worked on many individualistic tasks in conditions that appeared to the researcher to be





crowded and uncrowded. However, subjects never had to interact with others in their respective groups, so the crowding did not directly interfere with their performance. In contrast, other studies have required participants to conduct interactive tasks that are more difficult to solve under crowded conditions (e.g., Heller, Groff, & Solomon, 1977; Paulus, Annis, Seta, Schkade, & Matthews, 1976). Heller, et al. conducted a study where a collating task was conducted under low or high interactive conditions. In the low interactive condition, subjects did not interact with each other at all. In the high interactive condition, subjects had to move around a room and frequently bumped into each other. Pronounced decrements in task performance were exhibited in this condition.

Interaction would not likely have these effects if it were necessary in order to complete the task. For example, one cannot carry on a group conversation without input from the group members. It appears that a feeling of stress from a personal space violation would most likely be felt by an individual in this situation when: 1) there were too many group members trying to talk at once so that the task could not be accomplished, or 2) a particular member of this group did not like the other members.

Subjects should have a smaller personal space (or a smaller likelihood of experiencing a personal space violation) in situations where greater interaction with others is appropriate and/or necessary. It appears that



social interaction only leads to a personal space violation and creates stress when this interaction interferes with an activity, or leads to "goal-blocking." This is readily apparent when there is competition over limited resources (McCallum, Rusbult, Hong, Walder, & Schopler, 1979; Sundstrom, 1975).

Expectation of Encountering Limited Resources. Some studies have examined the stress a subject experiences when a stranger approaches an adjacent seat in the library (Felipe & Sommer, 1966; Patterson, Mullens, & Romano, 1971) or an adjacent urinal in a men's room (Middlemist, Knowles, & Matter, 1976). The experienced stress should be moderated by the number of people with whom the subject expects to interact in the situation. For example, a student would probably not feel stressed if a stranger approached an adjacent seat in a university library during Final Examination Week since there are few vacant seats available. However, if the library is virtually empty, this same student might feel uncomfortable if this stranger selected an adjacent seat. In this latter case, the student is likely to expect or prefer more personal space because of what s/he believes is "socially appropriate" given the nature of the task and the environment in which s/he is conducting this activity. Most researchers fail to provide accurate descriptions of the environments in which they conduct their



studies. These descriptions may explain differences across studies in reference to personal space preferences in various situations.

Degree of Interpersonal Liking/Familiarity. The more people like each other, the closer their preferred interpersonal distance. This has been demonstrated for children (King, 1966), college students (Kleck, 1967; Little, 1965), and for males (King, 1966) as well as females (Little, 1965). It also is true for people who are attracted to members of the opposite sex, even if they are not acquaintances (Allgeier & Byrne, 1973; Byrne, Ervin, & Lamberth, 1970). In general, friends exhibit smaller personal space zones than those who are strangers or not considered friends (Gottheil, Corey, & Paredes, 1968; Guado & Meisels, 1971; Kuethe, 1962; Little, 1965; Seguin, 1967; Willis, 1966).

There are then both individual and situational determinants of crowding. However, some research has suggested that feelings of overcrowding may be minimized if the subject is provided an alternate explanation for his/her discomfort. In the next section, the manner in which acceptance of such an explanation can affect one's level of task performance is discussed.



A Cognitive Explanation of Why Feelings of Increased Arousal  
From a Personal Space Violation Lead to Performance

Decrements

Attribution Theory. Schacter and Singer (1962)

theorized that emotions are comprised of two components -- a physiological or arousal component and a cognitive component in which an attribution is made about the cause of that arousal. Once the individual becomes aroused, s/he searches for an explanation for the arousal. The explanation or interpretation of the arousal determines the particular emotion s/he will experience. Schacter and Singer were able to demonstrate that mild levels of arousal could be experienced either as a positive state (euphoria) or a negative state (anger).

Worchel (1978) describes how this process can be related to crowding. An individual would first be aroused by violations of his/her personal space. S/he then seeks to explain this arousal. If this arousal is properly attributed to the close presence of other people, s/he will experience "crowding." Once an individual determines that s/he is feeling crowded, s/he becomes motivated to reduce this uncomfortable state. His/her attention and efforts become mobilized in this endeavor. The quality of performance on tasks on which the individual is working should suffer since s/he will not be able to give as much attention to these tasks. Worchel has obtained support for this proposal in several studies in which the presence of pictures and chimes



or "subliminal" noise reduced the negative impact that high proximity of others has on a subject's task performance (Worchel & Teddlie, 1976; Worchel & Yohai, 1979).

Apparently, when a subject expects to feel aroused from a distractor (e.g., chimes) or from a perceived source of stress (e.g., "subliminal" noise), the negative effects that crowding has on one's task performance are reduced. In such a situation, an individual is motivated to reduce his/her uncomfortable state by avoiding its plausible source. Even if an individual experiences a personal space violation, the plausible source to which s/he more readily attributes his/her source of stress is the distractor or the perceived source of stress. The individual then attempts to avoid and/or ignore these stimuli. However, if either of these stimuli are not available in the individual's environment, s/he is forced to attribute any stress s/he might experience to a personal space violation, which is much more difficult to avoid.

#### Individual Differences in Perceived Crowding and Task Performance: Hypotheses

Worchel & Yohai (1979) examined the effects of interpersonal distance and attributional determinants of arousal on task performance. Interpersonal distance was manipulated by varying the distance between the front legs of adjacent chairs. In the Far Interpersonal Distance condition the front legs of adjacent chairs were spaced 20 inches apart. In the Close Interpersonal Distance condition the



front legs of each chair touched those of the two adjacent chairs. One of three attributional explanations were given to the group of subjects once they were seated. In the Arousing Explanation condition the experimenter told subjects that subliminal noise would be played into the room while they worked on the assigned task. This noise would be undetectable to the naked ear but previous studies had shown that this noise may cause individuals to feel somewhat stressed and uncomfortable. In the Relaxing Explanation condition subjects were also told that undetectable noise would be played into the room but that previous research had shown that this noise tended to relax and calm individuals. A No Explanation condition was run in which subjects were told nothing about subliminal noise or its effects on individuals. They were simply told that the experimenter was studying group performance and intragroup interactions. Actually, there was no subliminal noise in any of the conditions. Before the experiment began, subjects spent a minimum of five minutes in a waiting room filled with chairs and a large table covered with electronic amplifiers and recording equipment in order to add face validity to the explanations. The adjacent laboratory where they were eventually seated was bare except for a small "transmitter" in a corner.



Group performance was measured on a task that required subjects to derive as many words as possible from the master word "observationally." The group members worked on a single group list in the allocated time (10 minutes).

This thesis replicated Worchel & Yohai's study with a few modifications. First, each subject's comfortable personal space was measured. Second, in order to measure individual differences in task performance, an individual task was utilized. Although the amount of interaction required for an individual task is less than the amount required for a group task, interaction with others and competition over a limited resource (i.e., a lottery prize for the best two performers in each group) was built into this task to create "social interference and goal blocking". This should have increased the probability of obtaining personal space violations in the experimental manipulations. Third, the number of attributional manipulations was reduced. There were no significant differences between the Relaxing and No Explanation conditions in Worchel & Yohai's study so the Relaxing condition was not replicated.

Since the major manipulations of the Worchel & Yohai study were reproduced in the present study, support for the following hypotheses were expected:

Hypothesis 1: Subjects should perceive more stress associated with crowding and exhibit poorer performance in the close interpersonal distance condition than in the far interpersonal distance condition.



Hypothesis 2: Subjects should perceive less stress associated with crowding and exhibit better performance when an attributional explanation is offered than when one is not offered.

The higher personal space violations in the close condition should create greater stress which will have negative effects on task performance. An attributional explanation should alleviate most of the stress associated with feelings of crowding.

Hypothesis 3: An attribution by interpersonal distance interaction is expected such that those subjects in the close interpersonal distance condition who are not given an attributional explanation should perceive more stress associated with crowding and exhibit poorer performance than those subjects who are given an attributional explanation (see Figures 2 & 3). No similar difference between attributional conditions is expected in the far interpersonal distance condition.

Since all subjects' personal space will be violated in the close distance condition, all should perceive more stress associated with crowding and exhibit poorer performance. However, those who receive a reasonable explanation for their arousal should perceive less stress associated with crowding and should perform better.





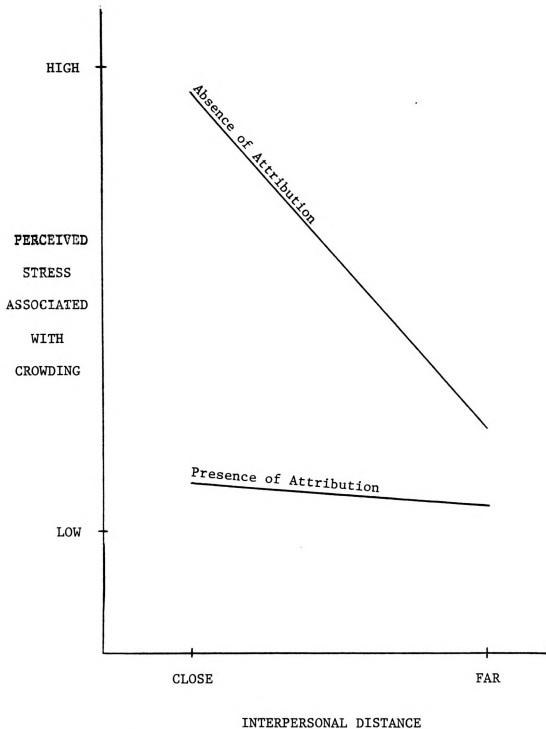


Figure 2. Hypothesized relationship between interpersonal distance and perceived stress associated with crowding.

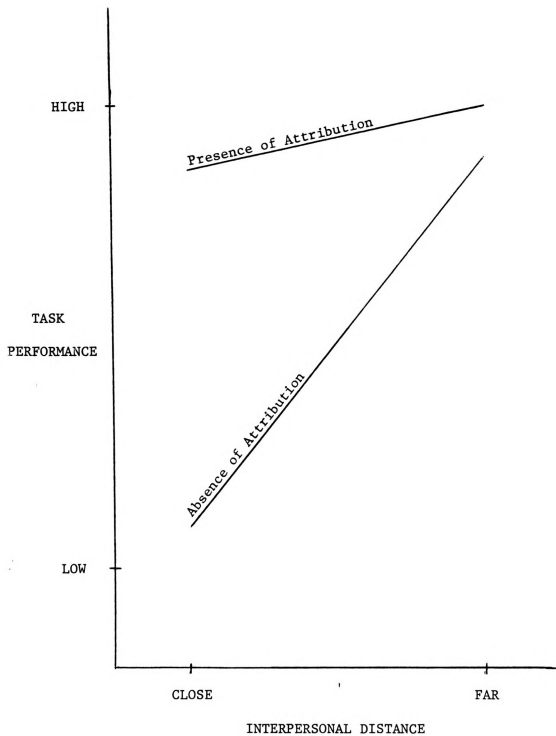


Figure 3. Hypothesized relationship between interpersonal distance and task performance.



An additional hypothesis based on research indicating individual differences in tolerance for personal space violations that is investigated in this study reads as follows:

Hypothesis 4: Personal space preferences will serve as a significant moderator of the relationship between interpersonal proximity and the two major dependent variables: perceptions of stress associated with crowding and task performance.

## METHOD

### Subjects

Seventy-eight (40 male, 38 female) undergraduate psychology students participated in this study. The study was conducted with a group of ten same sex, unacquainted subjects at a time. The groups were composed of same sex subjects in an attempt to minimize any confounding due to perceived attractiveness between subjects. Unacquainted subjects were used to maximize the probability that many of the subjects experiencing high interpersonal proximity would also experience the stress associated with crowding. To satisfy this criterion, subjects were asked not to sign up with friends. Furthermore, subjects were seated randomly so they did not choose whom they sat beside during the experiment. In order to ensure a group size of ten, two experimental confederates attended each session. These confederates were instructed to sit through the study and complete all the measures if any of the expected subjects did not arrive. If all the subjects did arrive, the experimenter asked if anyone forgot to sign up for the study. The confederates were told to sign up for another time, and dismissed. Therefore, four confederates (two males and two



females) were available for participation. Two female confederates were used on one occasion. Therefore, the number of males and females in this study are not equivalent.

### Setting

Two conference rooms in a Psychological Research Building on a university campus were used in this study. Subjects were brought into the first conference room to complete a consent form and the Comfortable Interaction Distance Measure described below. When they had completed this measure, the experimenter brought them to a second conference room that had been arranged for this study. Ten chairs were lined up in the middle of the room with all the remaining tables and chairs stacked against the wall. The layout and dimensions of this room, to ease any future replications, are diagrammed in Appendix A. Ergonomic data pertaining to the type of chair the subjects used can be found in Appendix B. The chairs did not possess a desktop or armrest which could offer structural (and psychological) barriers between oneself and others.

### Independent Variables

Interpersonal Distance Manipulation. The Interpersonal Distance (ID) manipulation was satisfied through a replication of Worchel & Yohai's (1979) study. In the far ID condition the chairs were arranged in a circle facing the middle of the room so that the front legs of adjacent chairs were spaced 20 inches (50.8 cm.) apart. In the close ID condition, the front legs of adjacent chairs were touching.





Subjects in the close ID condition were given an oral explanation for their seating arrangement to reduce any demand effects created by the physical environment. This explanation is printed in Appendix C. Two groups of males and two groups of females were placed in the close ID condition, while the remaining subjects were placed in the far ID condition. The experimenter checked the subjects' chair placement periodically (i.e., every seven minutes) throughout the procedure to ensure that the subjects remained seated in their original positions. Subjects had to be reminded not to move their chairs on only four occasions.

Attribution Manipulation. The attribution manipulation consisted of an oral scenario delivered by the experimenter explaining why the subjects might experience feelings of stress during the experiment. The complete scenario is printed in Appendix D. It suggested that an optical scanning device was used to select pages of newspaper that have a high potential of creating much eyestrain. The subjects were led to believe that these were the same pages they would be reading during the experimental task. Two groups of males (one high ID and one low ID) and two groups of females (one high ID and one low ID) received this attributional explanation. The remaining subjects received no explanation.

After several pilot studies utilizing different attributional explanations failed, the oral scenario described in this section was piloted on twenty students (ten females in the close ID - attribution condition and 10



females in the far ID - no attribution condition). Although the manipulation was not significant on the whole sample, it was significant when the subjects who claimed that their eyes had been exhausted before they began the experiment were eliminated from the analysis ( $t = 2.50$ ,  $p \leq .05$ ). Therefore, at the end of the study, subjects were asked if they were suffering from a great deal of eyestrain before they began the study (see Appendix E) with the intent of eliminating these subjects from the final data analysis.

#### Measures

##### Dependent Variables

Task Performance Measure. Three pages from a national newspaper (Business, Career Opportunities, and Weather) and two pages from a university newspaper (Classified and Sports) were used as task stimuli. Since there were ten subjects in each group, two copies of each of the pages were available. A list of forty questions which required a search for information printed somewhere on the page was developed for each page. Therefore, each subject was confronted with two hundred questions spanning information printed across the five pages of newspaper. A subject's measure of performance on this task was equal to the total number of questions answered correctly. Since this measure was developed for this study, no previous data concerning its internal consistency reliability was available. A copy of the task stimuli and the accompanying questions is in Appendix F.



In a pilot study consisting of twenty females, this measure's internal consistency reliability was sufficient (coefficient alpha = .84).

Perceived Stress Associated with Crowding. A six item questionnaire was developed asking the subjects how confined, comfortable, crowded, ill at ease, stressed, and aware they were of the presence of other people during the course of the experiment. The first four questions were adapted from a four-item questionnaire developed by Worchel & Teddlie (1979). They did not provide any data regarding its internal consistency reliability, so two questions possessing face validity were added to increase the measure's length and, hopefully, its reliability. Responses to each of these items were made on a 7-point Likert scale. Half of the items were reverse scored to eliminate errors associated with a subject's response style (Anastasi, 1980). A summed total score could range from six (low perceived stress) to forty-two (high perceived stress). A copy of this measure is in Appendix G. To minimize any potential demand effects the measure was simply titled, Attitudes Toward the Experiment.

The pilot study confirmed that this measure was internally consistent (coefficient alpha = .83). The measures of task performance and perceived stress were not negatively correlated as Figure 1 suggests, but they were sufficiently uncorrelated to be treated as independent measures in the analyses ( $r = .27$ ; corrected for attenuation,  $r = .32$ ).



Manipulation Check for Attribution. Twelve 7-point Likert scale items were developed to rate twelve plausible explanations for perceived stress during the experiment. Once again, half of the items were reverse scored. However, only item four, the manipulation check for attribution, was scored in the final analysis. A high score on this item meant that the individual perceived the attributional explanation offered earlier by the experimenter to be a plausible reason for perceiving stress during the experiment. A low score meant that the attribution was not perceived to be stressful. A copy of this measure is in Appendix H.

Moderator

Comfortable Interaction Distance Measure. Comfortable Interaction Distance (CID) is a measure of personal space developed by Duke & Nowicki (1972). A copy of this measure and the oral instructions given to complete it are in Appendix I.

The measure is comprised of four, 160 millimeter lines intersecting at a common, central point. The lines are equidistant from each other and resemble the spokes of a wheel. The measure is scored by summing the distance (in millimeters) between the central point and markings a subject makes on each of the eight radii. Since the length of each radius is 80 millimeters, the potential total score can range from 8 to 640 millimeters. A high score typifies an

individual with high personal space (i.e., a need for a lot of space) while a low score typifies an individual with low personal space (i.e., a need for little space).

Duke and Nowicki (1972) assessed the test-retest reliability of this measure and determined it was .86 for males and .84 for females using same sex stimuli. Despite these high reliability coefficients, the measure is in need of further development. More specifically, Hayduk (1978) commented that it is cognitively demanding for subjects to "...determine a scaling transformation that relates the size of figures to a real-life stop distance." Therefore, the measure was redeveloped for this study with three adaptations. First, measurement references of one to six feet were added on each of the eight radii to help the subject make this scaling transformation on paper. Second, the experimenter described some reference distances in the room (e.g., while the subjects were completing the measure, the experimenter told them how far they were standing apart from each other so they could develop a better understanding of the actual distances they were required to use for the transformations required by the measure). Third, subjects were given a photograph of a same sex stranger. It was believed such a photograph may not only make the completion of this measure (see instructions in Appendix I) less cognitively demanding, but would also ensure that all subjects completed the measure with the same "same sex person" in mind. The head and shoulders color photographs of



the male and female were equally attractive and approximately the same age. They were models cut out of a larger picture in an advertising supplement in a university newspaper.

#### Procedure

Subjects were told to wait for the experimenter to meet them at the outside doorway of an academic building. At a scheduled time, the experimenter met the subjects at this location and brought them into a conference room. The experimenter counted the number of subjects present and, if more than ten were present, he unobtrusively dismissed his confederate(s).

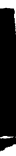
All the subjects completed a consent form and included their phone numbers. This latter information was needed so winners of two \$25 lotteries could be contacted. This form was then passed forward to the experimenter.

Each subject was administered the CID measure and given a photograph depicting an individual of the same sex. All the subjects were asked to stand in place, and given the oral instructions (see Appendix I).

Subjects were then shown how to map their preference for personal space on the top spoke of the measure, using the provided foot-increment lines as a guide. The oral instructions were then repeated seven more times for each of the other spokes, with the direction of the pictured person's approach corresponding to the radius' orientation toward the center. For example, the bottom spoke (i.e., facing south) corresponds with the pictured person's approach from behind,

while the subject is imagining him/herself facing forward, never turning around or glancing over his/her shoulders. Rather, the subject is supposed to imagine feeling the presence of someone approaching from behind. The order of directions from which the subject was told to imagine the pictured person's approach (while the subject was always imagining him/herself facing forward) was north (front), south (behind), east (right side), west (left side), northeast, northwest, southeast, southwest. After this measure was completed, subjects were asked to pass their pictures forward to the experimenter. Then they took the completed CID measure and followed the experimenter to a second conference room.

When they entered this room, ten chairs had been lined in a row in the middle of the room. They each sat down, and the experimenter proceeded to deliver the attributional explanation to those subjects in the attribution condition (see Appendix D for a copy of this manipulation) and the explanation for the circular seating arrangement in both the high and low ID conditions (see Appendix C). He then told all the subjects about the task. They were told that they would have seven minutes to look at a particular page of newspaper and answer as many questions regarding information printed on that page as they could. At the conclusion of seven minutes, the experimenter would stop them, ask them to trade newspapers, and begin working on a new page for seven minutes. This procedure would continue three more times



until all the subjects had an opportunity to examine each of the five pages. Furthermore, in order to create a competitive atmosphere (see McCallum, et al, 1979; Sundstrom, 1975) subjects were told that the highest two scorers (i.e., total number of questions answered correctly) in the group would have their names entered into two \$25 lotteries.

All the subjects were then moved into position for the rest of the study. The experimenter called their code numbers in a random order and asked them to bring their chairs forward and position the front legs of their chairs on tape markings which were previously placed on the carpet. When a subject's code number was called, s/he gave the experimenter his/her CID measure which s/he had previously completed. These measures were not collected earlier because the subject's code number was printed at the top of the measure. The subject had to reference this number so the experimenter could seat him/her in the proper position. Diagrams of the seating positions in the close and far ID conditions are presented in Figures 4 and 5, respectively.

When all the subjects were seated in a circular arrangement facing each other in the middle of the room, the experimenter offered lapboards to anyone who wanted one. These lapboards measured approximately 17" X 25". The experimenter distributed packets to each subject which contained the five sets of questions (40 questions/page). Each set of questions was numbered in a different order for each subject, corresponding to the order of pages on which

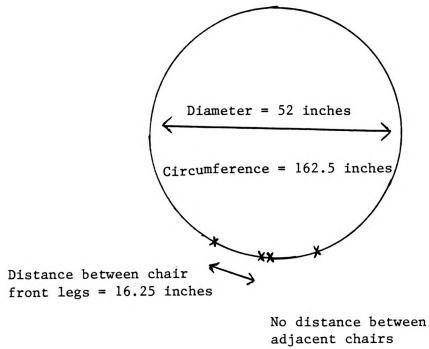


Figure 4. Seating position in the close interpersonal distance condition.

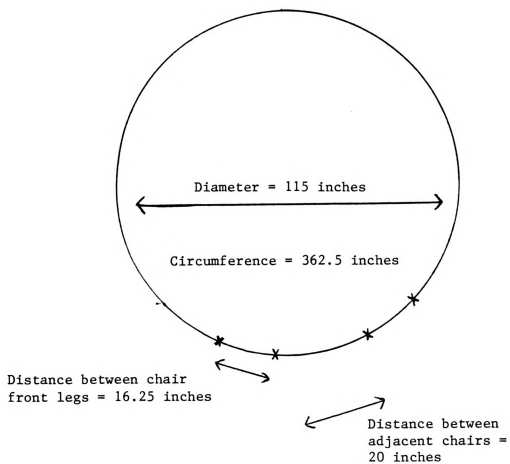


Figure 5. Seating position in the far interpersonal distance condition.



they should work during the five, seven minute sessions. This order was different for each subject so that they would not be fighting over the same page. By specifying the order in which each subject should work through the pages, the experimenter was ensuring that all ten pages of newspaper (two copies of each of the five previously described pages) would be used during each seven minute session.

The experimenter summarized the instructions and explained that given a particular set of forty questions, the subjects could work on the questions in any order they wished. He also explained that the answers could only be found on one side of each page of newspaper. This side of each page was clearly marked. When the subjects did not have any further questions pertaining to the task they were about to begin, the experimenter placed the ten pages of newspaper face down in the middle of the circle. Subjects were asked to retrieve the first page they needed from the pile and to place it face down on their lapboards with its corresponding answer sheet. When they had all done this, the experimenter told them to begin. At the end of seven minutes, he asked them to retrieve their second answer sheet and to trade newspapers until they got the corresponding page that was needed. When they had accomplished this, he once again asked them to begin and timed them for seven minutes. This procedure continued three more times.



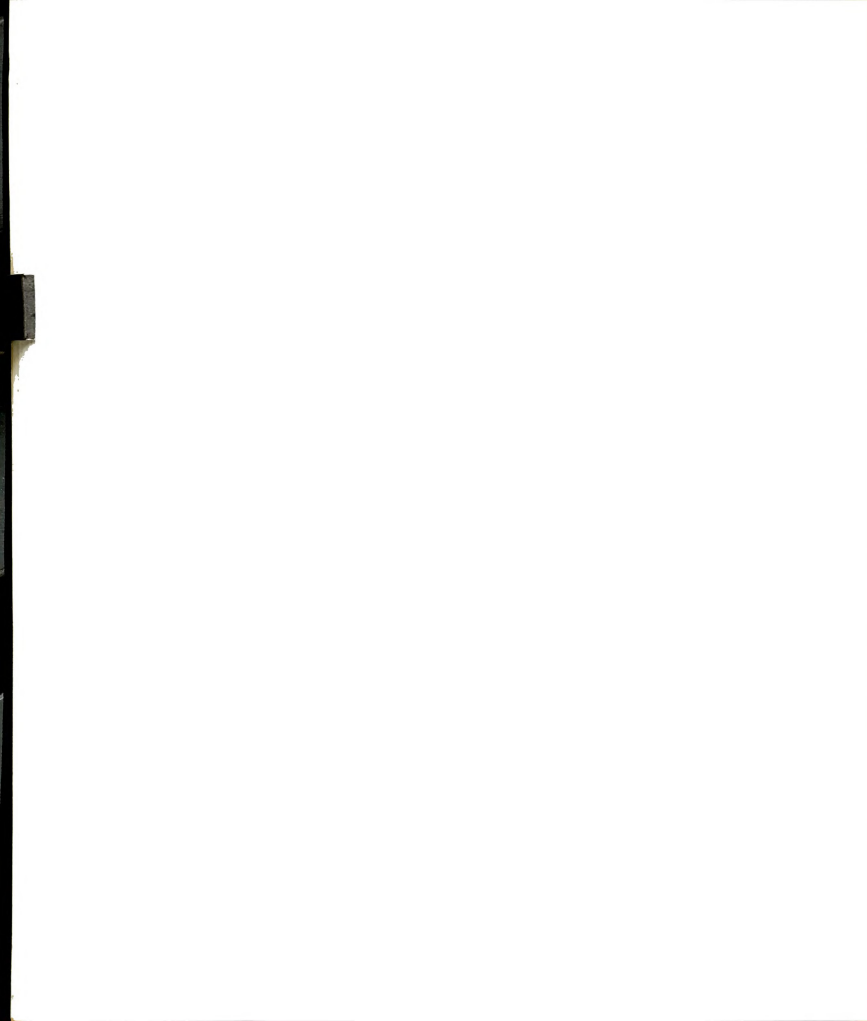


When the subjects had completed the five sections of this task, they were told to put the newspaper back on the floor and to put their answer sheets back into their original test packets. The experimenter distributed the Manipulation Check measure. Before subjects completed this measure, the experimenter gave oral instructions pertaining to the proper manner in which Likert Scale items are completed. He also forewarned them to read each item carefully since half of the items were reverse scored. When the subjects had finished completing this measure, the experimenter asked them to place it back in their test packets.

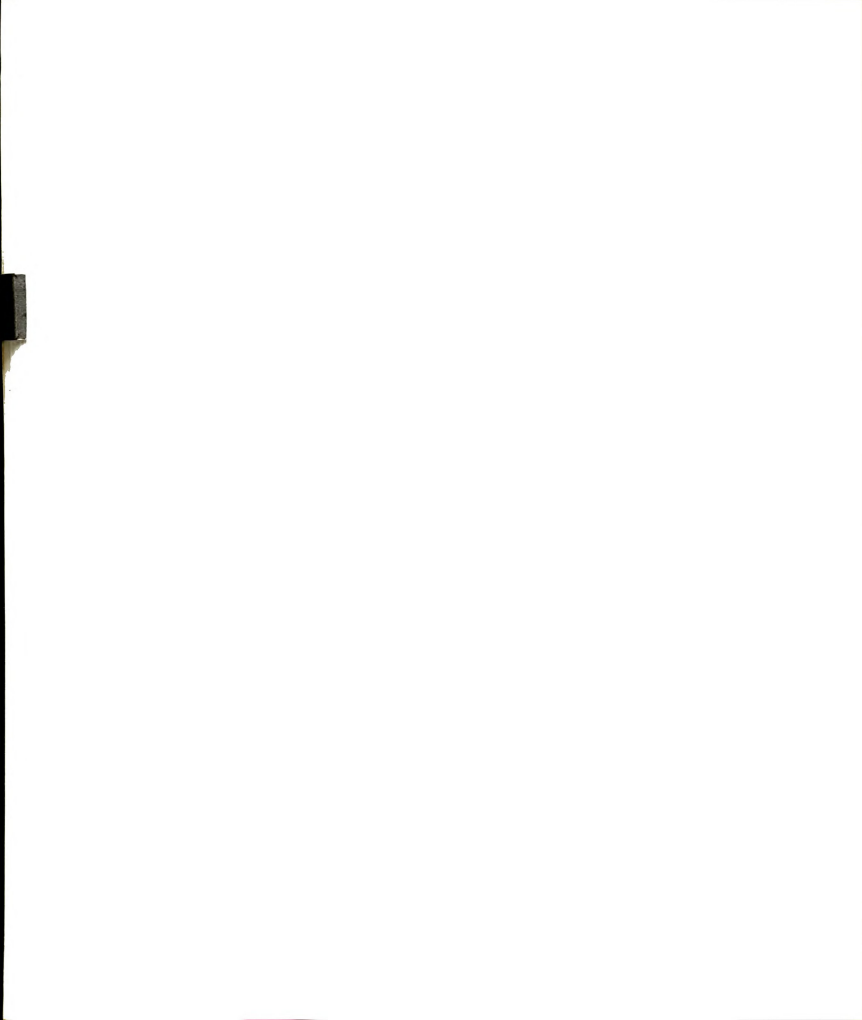
Next, the experimenter distributed the Perceived Stress Associated with Crowding Measure. Subjects were once again forewarned to carefully read all the items. After they had completed this measure and placed it in their test packets, they were fully debriefed by the experimenter.

#### Analysis

The means, standard deviations, and internal consistency reliabilities for all the measures were computed. An analysis of variance was conducted on the attributional manipulation check to determine if the subjects believed that the attributional explanation was plausible. Analysis of variance was used to examine the first three hypotheses. These analyses incorporated the use of two independent variables, Interpersonal Proximity (close or far) and Attribution (presence or absence), as well as two dependent measures, Perception of Stress Associated with Crowding and



Task Performance. The effect of the moderator, Comfortable Interaction Distance Measure, was examined using a multiple regression analysis. A significance test for the product of Interpersonal Proximity and Comfortable Interaction Distance in this regression analysis represented the test of the moderator hypothesis. Preliminary analysis was conducted to examine the assumption that the two dependent measures were negatively correlated (i.e., when perceived stress was high, performance would be low; when perceived stress was low, performance would be high). A test of gender effect was conducted to determine if the data obtained from males and females should be analyzed independently. Furthermore, a test of a previous exposure to eyestrain effect (see Appendix E) was conducted to see if the data obtained from those subjects previously experiencing a great deal of eyestrain should be withheld from the analyses.



## RESULTS

Tables 1, 2, and 3 display the means, standard deviations, and item intercorrelations for the CID, Task Performance, and Perceived Stress Measures, respectively. Each measure was highly internally consistent (coefficient alpha of CID = .93; coefficient alpha of Task Performance = .82; coefficient alpha of Perceived Stress Associated with Crowding = .88). Table 4 displays the correlations between all the independent and dependent variables. The two dependent measures (Task Performance and Perceived Stress Associated with Crowding) were not negatively correlated ( $r = .03$ ) as Figure 1 suggests.

There were no significant effects for gender or previous exposure to eyestrain on the manipulation check, or either of the dependent measures. Therefore, all the data was combined in order to test each of the hypotheses.

### Manipulation Check

The results of an analysis of variance conducted on the manipulation check of the acceptance of the attributional explanation are in Table 5. Those subjects given the attributional explanation did indeed find the attribution a more likely cause of perceived stress than those subjects



Table 1

Item Intercorrelations and Reliability of Personal SpaceMeasure

Item	Mean	Std. Dev.	Intercorrelations							
			PS1	PS2	PS3	PS4	PS5	PS6	PS7	PS8
PS1	33.53	18.91	1.00							
PS2	32.91	14.82	.76	1.00						
PS3	36.87	16.31	.68	.73	1.00					
PS4	45.27	16.70	.39	.56	.68	1.00				
PS5	52.15	20.23	.32	.44	.50	.72	1.00			
PS6	44.26	16.20	.40	.55	.66	.99	.73	1.00		
PS7	36.74	16.10	.69	.71	.99	.67	.48	.67	1.00	
PS8	32.97	14.61	.81	.97	.76	.58	.45	.58	.76	1.00

Note. Scale mean = 314.71. Scale standard deviation = 110.75. Coefficient alpha = .93. N = 78.





Table 2

Item Intercorrelations and Reliability of Task Performance Measure

Item	Mean	Standard Deviation	Intercorrelations				
			Bus.	Career	Classfd.	Sports Weath.	
Bus.	5.00	2.28	1.00				
Career	6.78	2.58	.58	1.00			
Classfd.	7.24	2.83	.51	.49	1.00		
Sports	11.60	3.55	.52	.47	.50	1.00	
Weath.	7.24	2.68	.59	.42	.37	.50	1.00

Note. Scale mean = 37.87. Scale standard deviation = 10.72.  
Coefficient alpha = .82. N = 78.

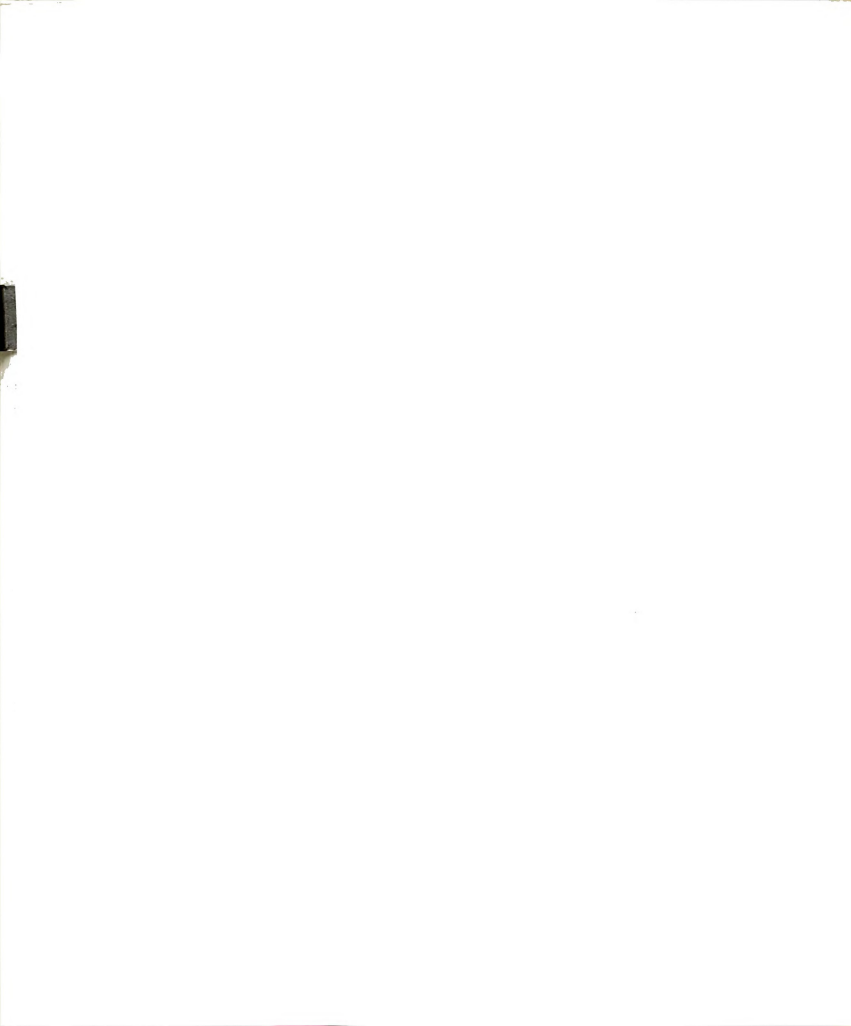


Table 3

Item Intercorrelations and Reliability of Perceived Stress  
Associated with Crowding Measure

Item	Mean	Standard Deviation	Intercorrelations						
			1	2	3	4	5	6	
<sup>a</sup> 1	3.90	2.08	1.00						
<sup>b</sup> 2	4.21	1.71	.49	1.00					
<sup>c</sup> 3	3.82	2.29	.76	.50	1.00				
<sup>d</sup> 4	3.54	1.70	.54	.61	.60	1.00			
<sup>e</sup> 5	3.64	1.68	.49	.55	.54	.72	1.00		
<sup>f</sup> 6	4.50	2.11	.62	.31	.65	.48	.37	1.00	

Note. Scale mean = 23.60. Scale standard deviation = 9.18.

Coefficient alpha = .88. N = 78.

<sup>a</sup> How confined did you feel?                                      <sup>b</sup> How comfortable did you feel?  
<sup>c</sup> How crowded did you feel?                                      <sup>d</sup> How ill at ease did you feel?  
<sup>e</sup> How stressed were you?                                      <sup>f</sup> How aware were you of the presence  
of others?



Table 4

Intercorrelations of All Variables

Variables	Intercorrelations					
	1	2	3	4	5	6
1. Interpersonal Distance <sup>a</sup>	1.00					
2. Comfortable Interaction Distance Measure	.25*	(.93) <sup>b</sup>				
3. Comfortable Interaction Distance Measure (as moderator)	.76**	.79**	1.00			
4. Attribution <sup>c</sup>	.03	-.09	.002	1.00		
5. Perceived Stress Assoc. with Crowding	-.55**	-.05	-.39**	-.04	(.88) <sup>d</sup>	
6. Task Performance	-.17	-.08	-.12	-.05	.03	(.82) <sup>e</sup>

Note.  $N = 78$ .

<sup>a</sup> Close = 1, Far = 2. <sup>b</sup> Internal consistency of Comfortable Interaction Distance Measure. <sup>c</sup> Present = 1, Absent = 2.

<sup>d</sup> Internal consistency of Perceived Stress Associated with

Crowding Measure. <sup>e</sup> Internal consistency of Task Performance Measure.

\*  $p \leq .05$ . \*\*  $p \leq .01$ .

Table 5

Manipulation Check for Attribution

SOURCE	SS	df	MS	F	$\eta^2$
Attribution	15.51	1	15.51	4.52*	.04
Error	260.45	76	3.43		
Total	275.96	77			

Note.  $N = 78$ .

\*

$p \leq .05$ .





not given this explanation ( $F(1,76) = 4.52$ ,  $p \leq .05$ , omega squared = .04). The mean and standard deviation of the attribution condition were 4.55 and 1.60. The mean and standard deviation of the no attribution condition were 3.66 and 2.08.

### Hypothesis 1

It was hypothesized that subjects in the close ID condition should perceive more stress associated with crowding and exhibit poorer performance than subjects in the far ID condition. The results presented in Tables 6 and 7 show support for this hypothesis only for the crowding measure. Table 6 displays a significant main effect for interpersonal distance (ID) on the Perceived Stress Measure ( $F(1,74) = 31.41$ ,  $p \leq .05$ ,  $\omega^2 = .29$ ). Furthermore, the effect is in the hypothesized direction (mean and standard deviation of close interpersonal distance -- attribution condition = 29.20 and 8.05; mean and standard deviation of far interpersonal distance -- attribution condition = 18.65 and 7.08; mean and standard deviation of close interpersonal distance -- no attribution condition = 28.17 and 11.02; mean of far interpersonal distance -- no attribution condition = 18.85 and 7.26).

Table 7 does not depict a significant effect for interpersonal distance on the Task Performance Measure. Therefore, although subjects did perceive more stress, they did not exhibit poorer performance in the close ID condition

Table 6

Analysis of Variance on Perceived Stress Associated with  
Crowding Measure

SOURCE	SS	df	MS	F	$\omega^2$
Interpersonal Distance	1927.94	1	1927.94	31.41*	.29
Attribution	3.12	1	3.12	.05	-.01
ID x Attrib. Interaction	7.40	1	7.40	.12	-.01
Error	4542.80	74	61.39		
Total	6486.68	77			

Note.  $N = 78$ .

\*

$p \leq .05$ .

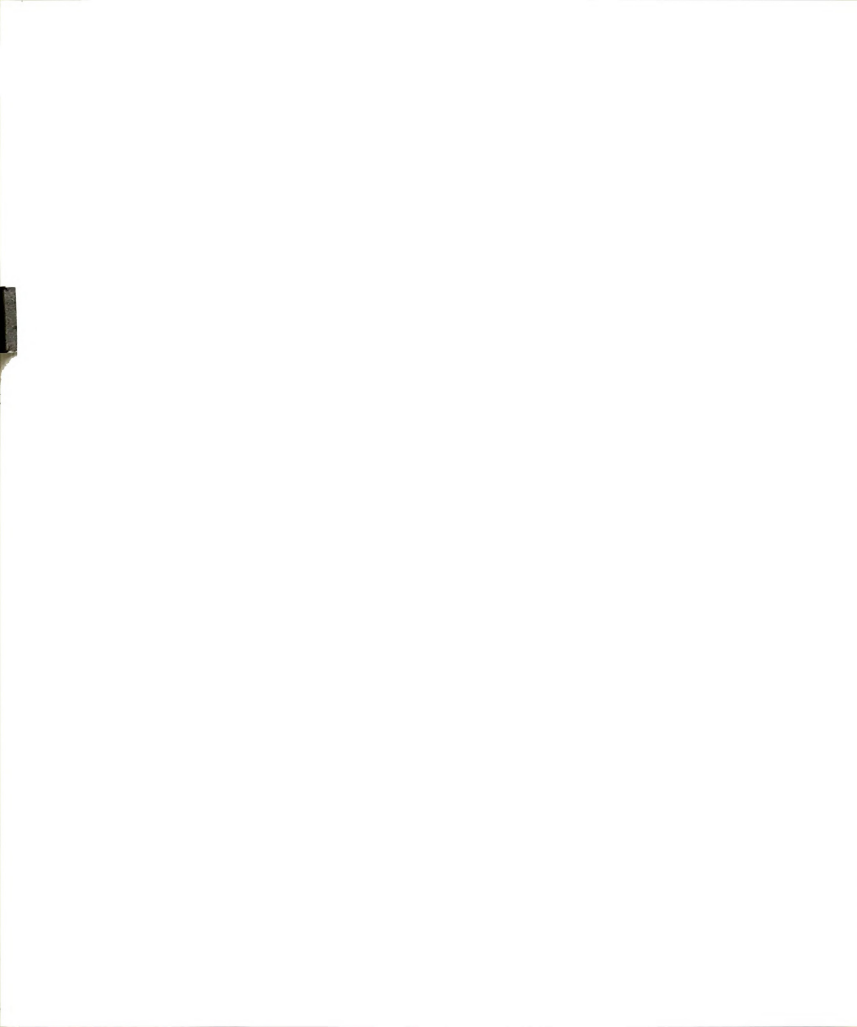


Table 7

Analysis of Variance on Task Performance Measure

SOURCE	SS	df	MS	F	$\omega^2$
Interpersonal Distance	256.54	1	256.54	2.15	.02
Attribution	21.14	1	21.14	.19	-.01
ID x Attribution Interaction	107.97	1	107.97	.94	.00
Error	8475.08	74	114.53		
Total	8854.72	77			

Note.  $N = 78$ .



than in the far ID condition (mean and standard deviation of close interpersonal distance -- attribution condition = 41.35 and 10.72; mean and standard deviation of far interpersonal distance -- attribution condition = 35.50 and 11.30; mean and standard deviation of close interpersonal distance -- no attribution condition = 37.89 and 11.02; mean and standard deviation of far interpersonal distance -- no attribution condition = 36.75 and 9.74).

### Hypothesis 2

The failure to find a significant main effect for attribution in either Table 6 or 7 represents a failure to find support for Hypothesis 2. Therefore, subjects perceived the same amount of stress and performed equally well whether or not an attributional explanation was offered for their situation.

### Hypothesis 3

Since a significant attribution by interpersonal distance interaction is not present in either Table 6 or 7, there is no support for Hypothesis 3. Therefore, those subjects in the close ID condition who heard the attributional explanation did not perceive more stress or exhibit poorer performance than those subjects who did not hear the explanation in the far ID condition.

### Hypothesis 4

No support was found for hypothesis 4. The data displayed in Table 8 demonstrate that the moderator (CID Measure) was not significantly related to perceived stress



associated with crowding ( $F(3,74) = 2.06$ , multiple  $R$  squared = .32, multiple  $R$  squared change = .02, N.S.) nor to task performance ( $F(3,74) = 1.93$ , multiple  $R$  squared = .05, multiple  $R$  squared change = .02, N.S.).



Table 8

Moderator Analysis for Perceived Stress and Task Performance

Dependent Variable	Independent Variable	$R^2$	$R^2$ Change	F	df
Perceived Stress Associated With Crowding	Interpersonal Distance	.30	.30	32.27*	1,76
	Comfortable Interaction Distance Measure	.31	.01	.83	2,75
	Interpersonal Distance X CID Measure	.32	.02	2.06	3,74
Task Performance	Interpersonal Distance	.03	.03	2.21	1,76
	Comfortable Interaction Distance Measure	.03	.001	.09	2,75
	Interpersonal Distance X CID Measure	.05	.02	1.93	3,74

\*

 $p \leq .05$

## DISCUSSION

This study tested several hypotheses. First, it was hypothesized that subjects should perceive more stress and exhibit poorer performance on a task in a close interpersonal distance condition than in a far interpersonal distance condition. Second, it was hypothesized that subjects would perceive more stress and exhibit higher task performance when an attributional explanation was offered than when one was not offered. Third, an attribution by interpersonal distance interaction was expected where those subjects who were not given an attributional explanation should have perceived more stress and exhibited poorer task performance than those subjects who were given an attributional explanation in the close interpersonal distance condition. Fourth, personal space was expected to serve as a significant moderator in the analyses of both the perceived stress and task performance dependent variables.

The results presented earlier only suggested that subjects perceived more stress in the close interpersonal distance condition than in the far interpersonal distance condition. This finding, in and of itself, is of little interest. Without any support for a relationship between interpersonal distance and task performance, this finding



only appears to be a valid manipulation check for the interpersonal distance independent variable. It suggests that subjects placed physically close to one another perceive more stress associated with crowding than subjects placed further away from each other. Therefore, there is little utility in discussing this finding. Rather, explanations are offered for a failure to obtain support for the other hypotheses. The discussion which follows provides two conceptual models which could guide further research.

Several pilot studies were conducted in an attempt to closely replicate Worchel & Yohai's (1979) attributional explanation (i.e., subliminal noise). Subjects were shown an electronic modulator that had needles vibrating back and forth. The modulator was connected to loudspeakers and produced tones of different frequencies. The experimenter would lower the frequency of the tone by turning two knobs (actually increasing the wavelength of the sound and turning the volume down). When the volume was turned down in such a manner, the modulator gave no output. However, the needles continued to vibrate. The subjects were told that the modulator was generating extremely low frequency radio waves, similar to the type used by naval submarines for communication. The subjects were given some factual data demonstrating that brief exposure to the radiation associated with these waves often creates feelings of perceived stress, while prolonged exposure (i.e., several months) may lead to physiological changes. Although some subjects accepted this

attributional explanation (e.g., one pregnant student decided to withdraw from the study for fear of exposing her fetus to these conditions), the manipulation check demonstrated that most did not. During the debriefing period following the experiment many subjects expressed the view that they did not think "...they [Human Subject Committee] would have allowed this to take place." In an attempt to eliminate this disbelief, the attributional explanation was changed and radio waves were mentioned in place of radiation. However, the manipulation check still demonstrated that this new explanation was not accepted. Some students claimed that they did not think the small modulator was capable of producing strong waves. Therefore, the modulator was no longer used.

An open-ended question was used in the pilot studies to determine what the subjects believed to be the prime cause of stress during the experiment. Many mentioned the time constraint on the task as quite stressful. However, since subjects in both the attribution and no attribution conditions found this stressful, it was not a successful explanation.

Despite the fact that Worchel & Yohai's attributional explanation could not be replicated, the use of a manipulation check is considered one of this study's strengths. None of the reviewed studies which examined the use of attribution theory reported the use of a manipulation check. Therefore, only this study can confidently state that

the attributional explanation used here was accepted by the subjects. Furthermore, this study provides a realistic view of the difficulty one encounters when s/he attempts to study attribution theory in the laboratory.

All of the measures used were sufficiently reliable, and great care was taken to minimize response set biases and demand characteristics which may have existed. Response set biases were eliminated by reverse scoring half of the items on the Manipulation Check for Attribution and the Perceived Stress Associated with Crowding Measures. Furthermore, the Comfortable Interaction Distance Measure was completed in a separate room prior to the Interpersonal Distance Manipulation to minimize the extent to which subjects' responses on this measure would be affected by this manipulation (i.e., observing the close placement of chairs before this measure was completed could have affected one's responses to items in the close interpersonal distance condition). As an added experimental control, the eight sessions were always conducted at the same physical location during the same time of day. This procedure was followed to eliminate any differences the physical layout of different rooms and/or different levels of arousal related to different times of day may have upon the subjects' perceived stress and level of task performance.

Failure to support most of the hypotheses in this study might be due to the difference between the task used by Worchel & Yohai (1979) and the task utilized in this study.

This difference is observable in the type and level of intragroup interactions that occur when subjects engage in a group task as opposed to an individual task. In a group task, subjects are continuously aware of each other's presence through the ongoing interactions. While some subjects may become more involved in the task, all group members interact with each other constantly. Therefore, an individual's performance is not only dependent upon his/her knowledge, skills, and abilities, but also largely a function of the existing group processes. For instance, one group member may be more likely to find a solution to a problem with the help and input from other group members. However, when a group of people are conducting individual tasks, input from other group members may be nonexistent. Individuals may be aware of the presence of others, but only through limited interactions with them. Performance is only a function of individuals' efforts.

Perhaps the limited amount of intragroup interactions required for completing the task in this study best accounts for the failure to replicate Worchel & Yohai's (1979) findings. Although subjects in both studies perceived more stress associated with crowding when they were sitting closer together, only Worchel & Yohai demonstrated the negative relationship between perceived stress and performance. In their group task, this stress hindered the behaviors (i.e., appropriate intragroup interactions) which were required for performing successfully on the task.

It is interesting to note that task performance in the Close ID condition (mean = 39.71, standard deviation = 10.86) was actually better than that of the Far ID condition (mean = 36.82, standard deviation = 10.43), though this difference was not significant ( $F(1,74) = 2.15$ , N.S.). The direction of this trend is opposite from that hypothesized. The use of lapboards may partly explain this finding. When the lapboards were used in the far interpersonal distance condition, they were large and cumbersome. The subjects had to keep the boards carefully balanced. However, in the close interpersonal proximity condition, adjacent subjects' lapboards overlapped. This simulated a round table surface for the whole group. Like sections of a bridge, the overlapping boards helped support each other with little effort. Therefore, in this condition, it was apparent that subjects did not have to exert as much effort balancing their work surface.

It may be useful to determine if there is a theoretical explanation for findings which contradict those hypothesized. Given there is some support for the model presented in Figure 1 in the literature, an attempt will be made to incorporate an additional theoretical construct in this model which may provide an explanation for these unexpected findings.

The high interpersonal distance condition was meant to create a stressful distraction for the subjects exposed to that condition. This distraction was expected to impair performance by decreasing the amount of time and/or attention



one could comfortably devote to the task. However, Spence, Taylor, and Ketchel (1956) have suggested that distraction can increase one's drive level. It does so through overcompensation, as described by Allport (1924) in his classic work on social facilitation: "We work so hard to overcome the distraction incident to group activity that we actually accomplish more than we would without these hindrances" (pg. 284). Previous research has suggested that an increase in drive, resulting from distraction, facilitates a dominant response on a task. The dominant response for a simple, well-learned task is the correct response, while the dominant response for a complex, poorly-learned task is the incorrect response (Sanders & Baron, 1975; Zajonc, Heingartner, & Herman, 1969). It is quite possible that the task employed in this study was a simple task for all the subjects. They were all university students, and had undoubtedly been exposed to similar types of tasks throughout their studies. For example, conducting research for term papers and studying for examinations often entails the need to rapidly skim literature in order to access pertinent information. Therefore, subjects experiencing the most distraction (i.e., stress) during the experiment may have been facilitated in producing the dominant response on the task (i.e., a more rapid search across the newspaper to locate answers). This is only true if the subjects believed that the task was simple. Since this information is not available, one can only speculate whether the subjects



perceived the task as simple or complex. This may be a useful variable to add to the conceptual model for future research.

Two new models are suggested, since it is not clear where the level of task difficulty would have an impact on task performance. Figure 6 is the simpler of the two models. It suggests that level of task difficulty may moderate the relationship between perceived level of arousal and task performance. Figure 7 suggests the same type of relationship, but introduces the importance of the attributional interpretation that is made for one's perceived level of arousal. At this time, it is not clear whether an attributional interpretation has an important effect on task performance. Figure 6 suggests that it is not important. This would be most consistent with the findings of this study, where no main or interaction effects for attribution were found. However, the noninteractive nature of the type of task utilized in this study may have impeded these findings. Theoretically, the attributional interpretation should directly affect the level of perceived stress one associates with the increased level of arousal (Worchel & Yohai, 1979). If the attributional interpretation can succeed in lowering perceived stress, then it is important to keep this in the model. Both conceptual models are presented here as potential guides for future research.

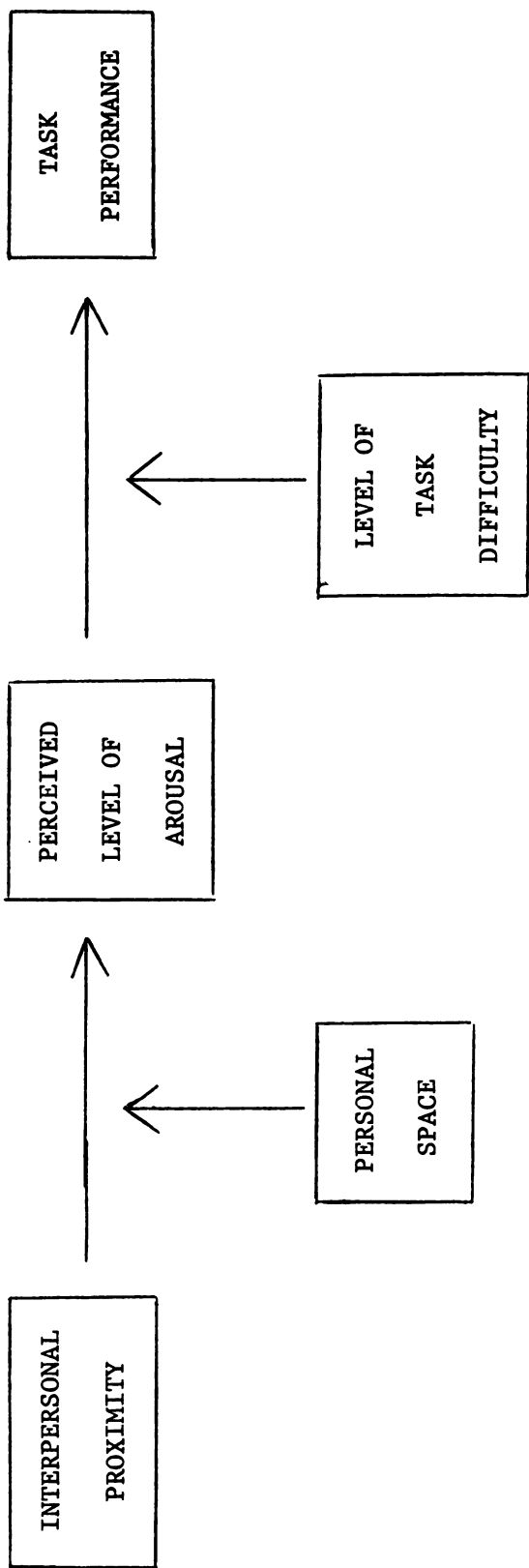


Figure 6. Proposed new conceptual model (without attributional interpretation).



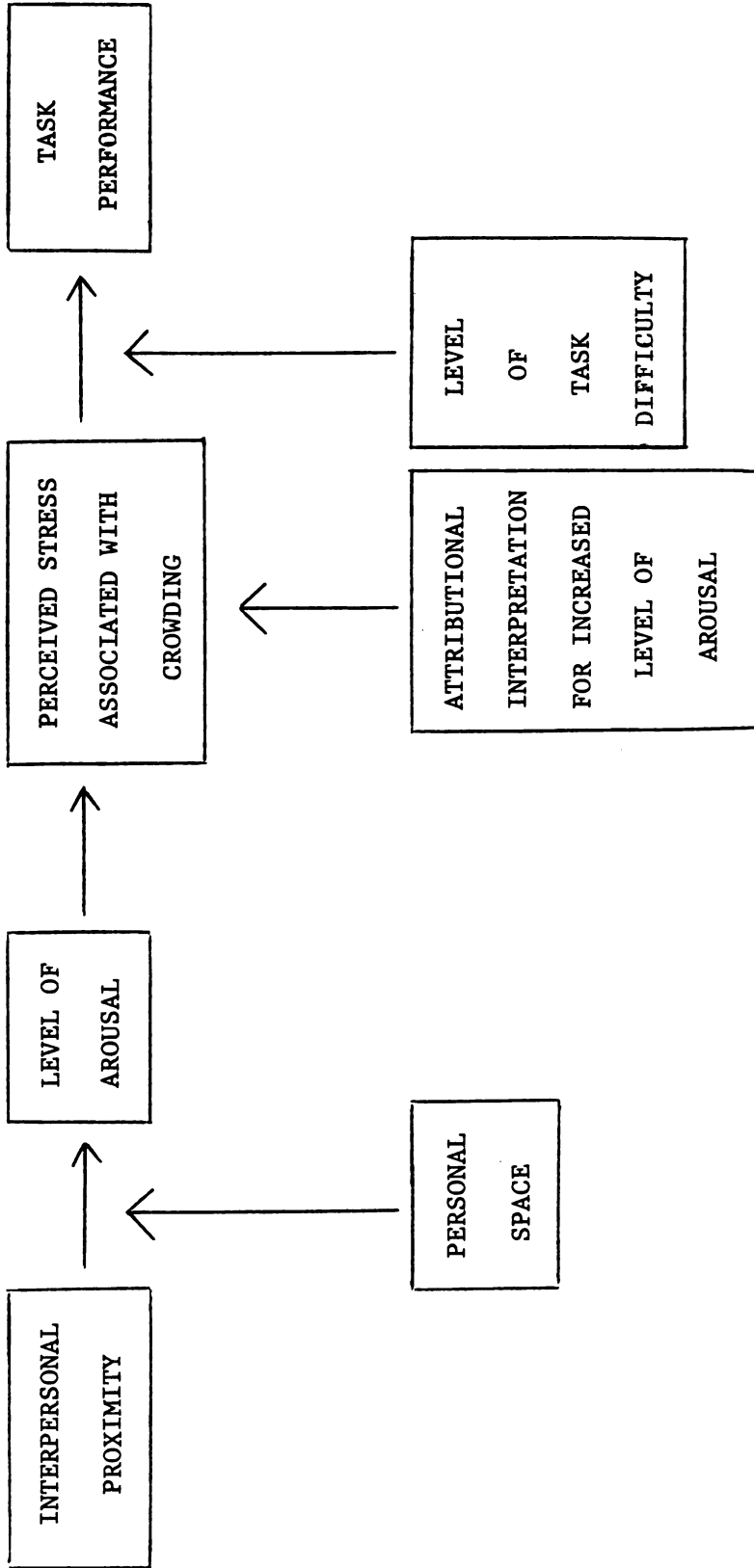


Figure 7. Proposed new conceptual model (with attributional interpretation).



The failure to obtain any significant findings for the attribution may largely be a function of the attributional explanation that was used. Although the manipulation check was significant (see Table 5), a closer examination of the means and standard deviations of this variable offer evidence that most of the subjects believed the interpretation was plausible (mean and standard deviation of Attribution condition = 4.55 and 1.60; mean and standard deviation of No Attribution condition = 3.66 and 2.08). This variable, the degree to which one believed the attributional explanation could have served as a potential source of stress, was measured on a 7-point scale ranging from not at all stressful to very stressful. Therefore, even those subjects not provided with the attributional explanation believed it was plausible. Although a significant difference was found between the two groups, only 4% of the total variance in the scores was explained by this difference. Given this small difference between the two groups, the presence or absence of the attributional explanation may have had little impact on the perceived stress and task performance scores of the subjects.

The attributional explanation which was adopted in this study can also be defended. It was used because previous research has adopted explanations which are costly and/or impossible to replicate. This study did not have the facilities which enabled the experimenter to expose his



subjects to "...a large waiting room filled with chairs and a large table covered with electronic amplifiers and recording equipment...." (Worchel & Yohai, 1979). A university's Human Subject Committee probably would not have allowed a graduate student to administer a drug or placebo to his subjects as Schacter & Singer (1962) had done. Therefore, attributional explanations such as these which offered high face validity were not available in this study. However, the explanation which was adopted here was developed through several pilot studies, which suggests that attributional explanations which are plausible to some subjects (i.e., subjects in the attribution condition) and not plausible to others (i.e., subjects in the no attribution condition) are not easily developed in the laboratory. Previous researchers have not discovered this limitation, or have not chosen to report it. It is quite possible that it has never limited studies conducted previously if more plausible explanations have been used. Even so, these published studies do not report the number or type of pilot studies which had to be conducted before the actual research data was collected, nor do they report the results of manipulation checks. This leads one to question the generalizability of any reported findings. If enough pilot studies are conducted on a theoretically sound construct, one is bound eventually to obtain hypothesized results solely on the basis of chance. The extent to which this is true of previous research in this area needs to be examined through further attempts to replicate the use of



attributional explanations offered in the literature. The only attempt to date was conducted by Marshall & Zimbardo (1979). They failed to replicate the results obtained by Schacter & Singer (1962) in their classic study. Additional replications should be used to question our understanding of attribution theory. However, the theoretical concepts may not be at fault. Instead, the typical undergraduate student who participates in psychology experiments may be less naive and more knowledgeable today than s/he was twenty years ago. This would suggest that an experimenter today may have less of an influence on the attributional interpretation a subject adopts during the course of a study. While this notion cannot be tested, it serves as a means to defend the results from many previous studies in the literature, yet limits their generalizability.

In the future it might also be useful to begin examining the attributional process more closely to determine the conditions under which an individual will perceive a particular stimulus as stressful. It may be possible that stimuli are perceived as more stressful during different time periods. For example, a stimulus may become less stressful over the course of time as an individual has the opportunity to adapt to its presence. Measurement which ignores process and focuses only on outcomes impedes our ability to study these issues.

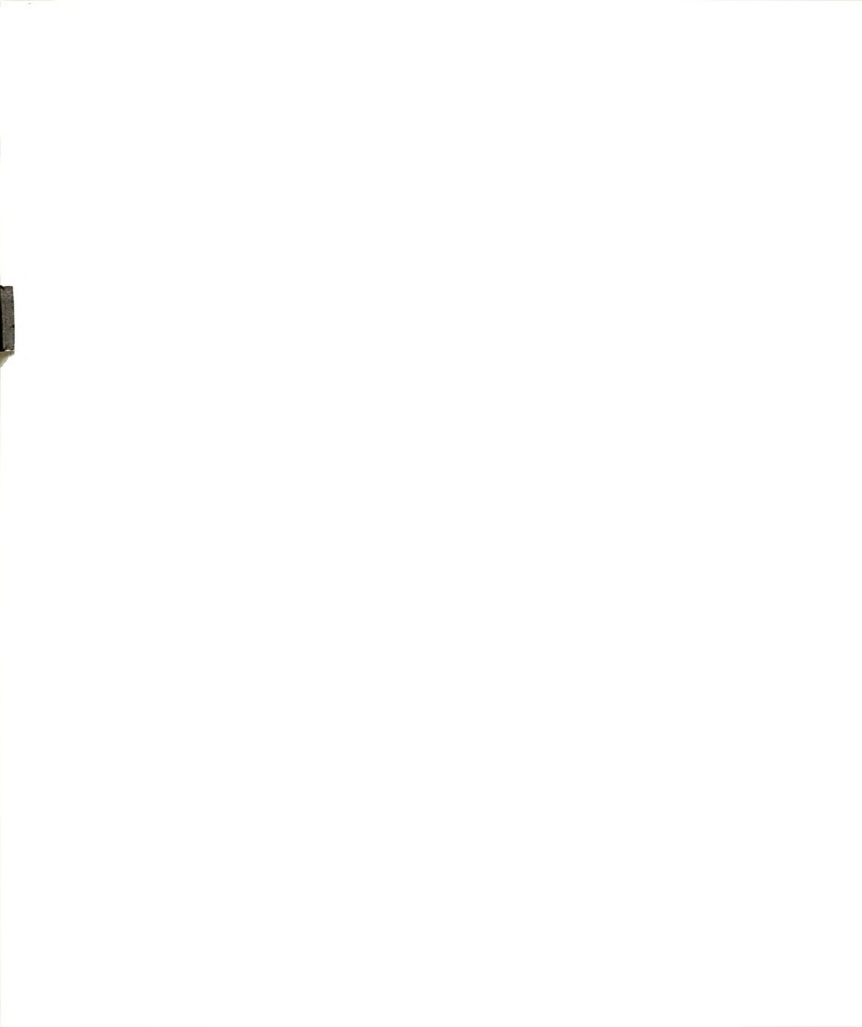


The personal space measure was not a significant moderator in any of the analyses. It is argued that the conceptual development of personal space is not at fault, but the instrument that was used to measure this construct may not be appropriate. The Comfortable Interaction Distance Measure requires one to imagine him/herself standing in the middle of a large, round room as s/he is slowly approached by another person (see Appendix I). This is a difficult scenario to imagine, since few (if anyone) have ever been placed in a similar situation. Therefore, determining how close one would allow someone to approach him/her from different directions may be extremely difficult. While the internal consistency of this measure reported in Table 1 is high, it may simply represent a person's consistent response to items that bear little relationship to their actual behavior in a physically crowded situation. Perhaps a better conceptualized measure may be appropriate. Personal space was earlier described as a function of the social interactions one expects to encounter in a given situation. Therefore, it might be useful to construct a measure which is less abstract and more directly applicable to a given situation (e.g., this study). One might ask how close or far subjects would want other members of a group to sit from them while concentrating on the task. A correlation coefficient could be computed between this proposed measure and the subjects' scores from their Comfortable Interaction Distance measure. The data from these two instruments would need to



be collected at different times to minimize any demand effects that one measure might have on the other. A low correlation between the two would suggest that an abstract instrument like the CID does not generalize to a specific situation. A new measure of personal space would have to be developed with the situational task in mind. A high positive correlation between the two would suggest the need for further conceptualization and development of the personal space construct (i.e., since this study provided no basis for believing that the CID is a useful moderator).

In summary, several areas of future research are suggested. First, a replication of this study should be conducted with a task requiring more intragroup interactions. However, individual contributions to group task performance must be quantifiable in order to hypothesize about individual differences in task performance. Second, the original conceptual model (see Figure 1) should be retested with the inclusion of a measure of "perceived level of task difficulty" moderating the relationship between perceived level of arousal (see Figure 6) or perceived level of stress after an attributional interpretation is adopted (see Figure 7) and task performance. Third, replications of previous attributional explanations offered in the literature need to be conducted to determine the utility of examining attribution theory in the laboratory. These replications should include an accurate account of the ease with which attributional explanations are accepted by subjects (i.e., a





description of the number and type of pilot studies conducted). Fourth, studies of attribution theory should begin focusing on the processes under which various attributions are made, rather than just attributional outcomes. Finally, a situation-specific measure of personal space should be developed and correlated with the instrument used in this study (i.e., CID) to determine the generalizability of this abstract measure to various situations. The results of this analysis would be utilized to determine the role personal space should have in similar future research.

## APPENDICES

APPENDIX A

Dimensions of Conference Room

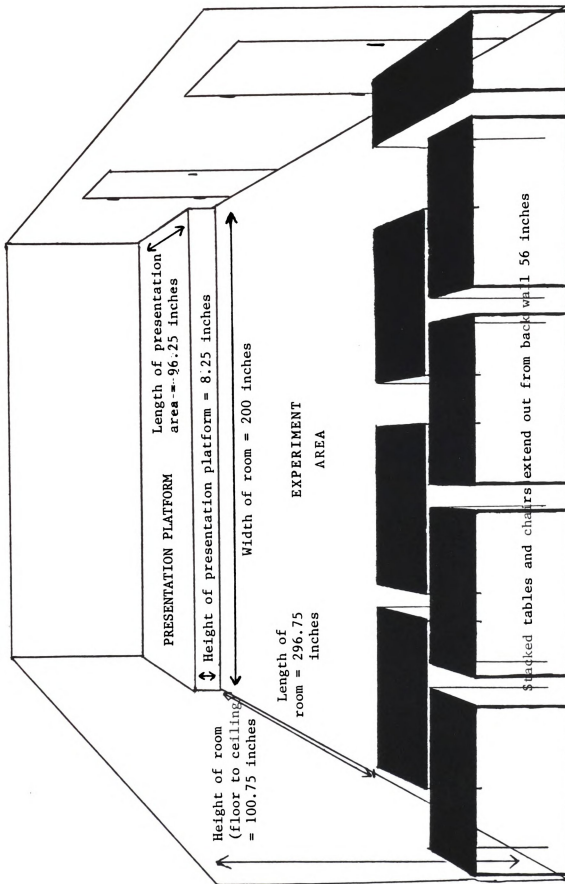


Figure 8. Dimensions of conference room.

**APPENDIX B**

**Ergonomic Data Pertaining to Chair Structure**



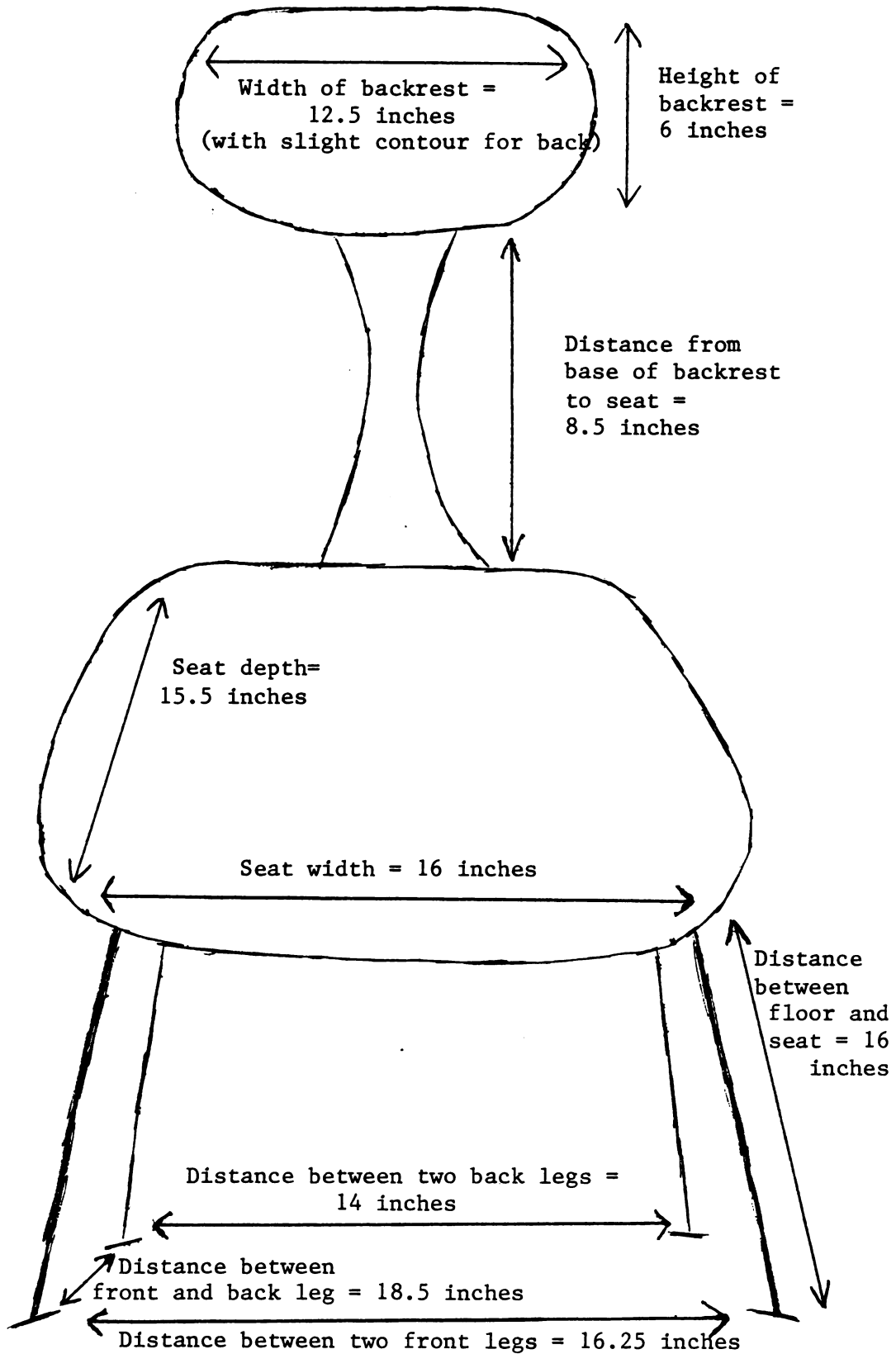


Figure 9. Ergonomic data pertaining to chair structure.

APPENDIX C

Oral Explanation for Seating Position





## APPENDIX C

### Oral Explanation for Seating Position

#### Close Interpersonal Distance Condition

Subjects in the high ID condition were told the following:

"During this experiment, we wish to try to control any amount of additional stimulation your eyes could receive from looking around the room. Therefore, you will not be allowed to leave your seat during the experiment. I have seated you close enough so that you may be able to trade pages of newspaper between yourselves during the experiment without ever having to leave your seat."

#### Far Interpersonal Distance Condition

Subjects in the low ID condition were told the following:

"During this experiment you will be seated in a circle to facilitate trading information among yourselves during the task you are about to begin."

APPENDIX D

Oral Attributional Explanation

## APPENDIX D

### Oral Attributional Explanation

Subjects in the attribution conditions were told the following:

"Many people must make a careful, daily reading of the newspaper for their jobs. Some examples of such people are newspaper copy editors, business and financial analysts, and newscast writers for television and radio. If the newspaper's format (i.e., clarity of print and layout) is of poor quality, one can suffer from much eyestrain when s/he spends a great deal of time reading the paper. Therefore, this can become a stressful task to perform.

Many people believe that a greater number of pictures, tables, and graphs on a page, as well as the use of colored print, will significantly decrease the amount of eyestrain one experiences when s/he reads the paper. However, recent research has demonstrated that this is not the case. Rather, the average length of words per page, the average number of words on a line per page, and the average column width per page affect the amount of eyestrain. This is because these three factors determine the speed at which your eyes can scan a page and allow you to comprehend what you've read.



We have programmed an optical scanning device in the Scoring Office of the Computer Center to scan pages of newspaper and provide us with a numerical Eyestrain - Stress Index based on a mathematical function of the three factors I just described. The Scanning Device scanned an issue of the school newspaper and an issue of U.S.A. Today. We found five pages that have a high potential of leading to eyestrain.

This evening, you'll be asked to search for information printed on these pages. We'll be comparing your performance on this task to students who will be searching for information on pages that have little potential for causing eyestrain. Once again, since there is a great potential that you'll feel eyestrain, I remind you that you may withdraw from this experiment at any time."



APPENDIX E

Previous Exposure to Eyestrain Question



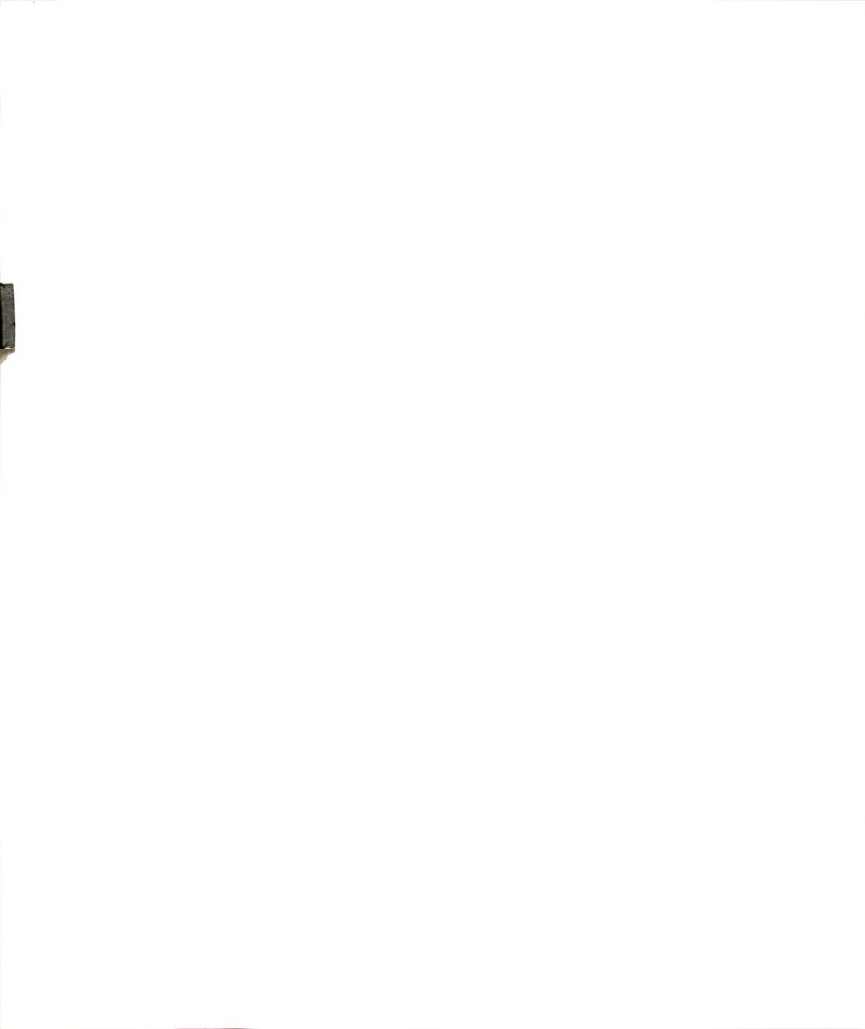
## APPENDIX E

### Previous Exposure to Eyestrain Question

There is good reason for me to believe that I was suffering from a great deal of eyestrain even before I began this experiment this evening (e.g., I had been sitting in front of a personal computer monitor all day long, my contact lenses have been giving my eyes a lot of trouble lately, etc.)

\_\_\_\_\_ YES, the above is true

\_\_\_\_\_ NO, the above is false



APPENDIX F

Task Stimuli (reduced copies), Accompanying Questions,  
and Answer Keys



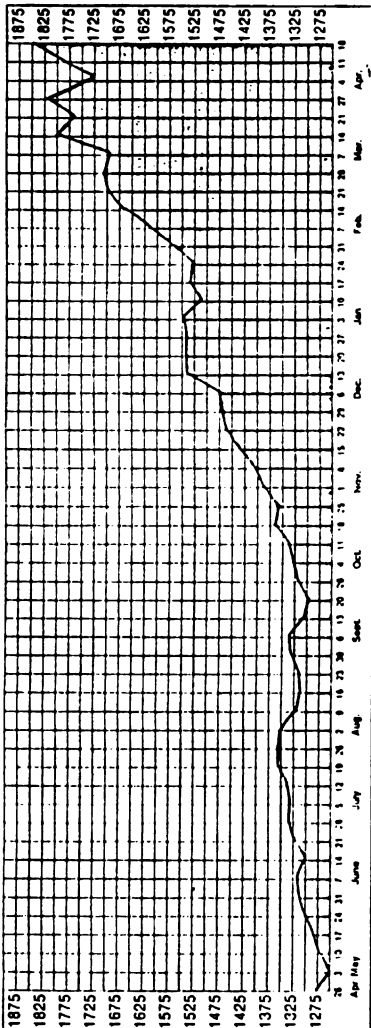
APPENDIX F

Task Stimuli (reduced copies)

USA TODAY MONDAY, APRIL 21, 1986 - 3B

**A SPECIAL MONDAY REPORT ON MARKET TRENDS**

**DOW JONES INDUSTRIAL AVERAGE**



**Discount cut might ignite stocks**

**By Jane Kaye USA TODAY**

Such a move has already rallied smartly in anticipation for so long. Much of the gains have already been taken place, some investors expect a "lower interest rate cut" by the Fed. "The Fed's move to ease interest rates from 9% to 8.5% or even 8%... That will be good news for corporate borrowers, and for consumers with loans pegged to the prime rate." Other experts said Friday's Fed cut was merely another in a long line of cuts ushering in around the globe. "It'll Street will be content with what the Fed has done for now and will wait it out," until more data gives a clearer picture of the economy's strength and lower interest rate environment means "a good day" for the Dow by Labor Day," said economist Allan Shal at Shearson Lehman Brod Inc.

But for now, some analysts say last week's stock market advance to new highs was a bore, suggesting it is time for another breather. "We could get back on the winning track early this week," said George Pirrone, head of the investment department at the brokerage firm of the Dow Jones Industrial Average, which has risen 50 to 60 points as the market consolidates, he said.

**THE WEEK AHEAD**

**NEW YORK** — The stock market could get a short-lived boost this week from the Federal Reserve Board's cut in the discount rate, experts say. The Fed's move to ease interest rates was expected on Wall Street. Japan followed Saturday with a discount rate cut of its own, as part of a coordinated effort to stimulate economic growth worldwide. "It's a wash" for the bond market, said 82 Niles Fed has cut its rate to 8.5% from 9% last week to 8.25 points. But bonds continued trading

**INDUSTRY SPOTLIGHT**

EACH DAY USA TODAY SPOTLIGHTS DEVELOPMENTS IN A COMPANY AN INDUSTRY OR A MAJOR MARKET AREA

Company	Stock Price	Change	% Change	52-week High	52-week Low
Amgen	44 1/4	+1/4	+0.5	44 1/2	37 1/2
Boehringer	34 1/2	-1/2	-1.4	35 1/2	28 1/2
Boehringer Mannheim	32 1/2	-1/2	-1.5	33 1/2	27 1/2
Boehringer Ingelheim	31 1/2	-1/2	-1.6	32 1/2	26 1/2
Boehringerwerke	30 1/2	-1/2	-1.6	31 1/2	25 1/2
Boehringerwerke	29 1/2	-1/2	-1.7	30 1/2	24 1/2
Boehringerwerke	28 1/2	-1/2	-1.8	29 1/2	23 1/2
Boehringerwerke	27 1/2	-1/2	-1.8	28 1/2	22 1/2
Boehringerwerke	26 1/2	-1/2	-1.9	27 1/2	21 1/2
Boehringerwerke	25 1/2	-1/2	-1.9	26 1/2	20 1/2
Boehringerwerke	24 1/2	-1/2	-2.0	25 1/2	19 1/2
Boehringerwerke	23 1/2	-1/2	-2.1	24 1/2	18 1/2
Boehringerwerke	22 1/2	-1/2	-2.2	23 1/2	17 1/2
Boehringerwerke	21 1/2	-1/2	-2.3	22 1/2	16 1/2
Boehringerwerke	20 1/2	-1/2	-2.4	21 1/2	15 1/2
Boehringerwerke	19 1/2	-1/2	-2.5	20 1/2	14 1/2
Boehringerwerke	18 1/2	-1/2	-2.6	19 1/2	13 1/2
Boehringerwerke	17 1/2	-1/2	-2.7	18 1/2	12 1/2
Boehringerwerke	16 1/2	-1/2	-2.8	17 1/2	11 1/2
Boehringerwerke	15 1/2	-1/2	-2.9	16 1/2	10 1/2
Boehringerwerke	14 1/2	-1/2	-3.0	15 1/2	9 1/2
Boehringerwerke	13 1/2	-1/2	-3.1	14 1/2	8 1/2
Boehringerwerke	12 1/2	-1/2	-3.2	13 1/2	7 1/2
Boehringerwerke	11 1/2	-1/2	-3.3	12 1/2	6 1/2
Boehringerwerke	10 1/2	-1/2	-3.4	11 1/2	5 1/2
Boehringerwerke	9 1/2	-1/2	-3.5	10 1/2	4 1/2
Boehringerwerke	8 1/2	-1/2	-3.6	9 1/2	3 1/2
Boehringerwerke	7 1/2	-1/2	-3.7	8 1/2	2 1/2
Boehringerwerke	6 1/2	-1/2	-3.8	7 1/2	1 1/2
Boehringerwerke	5 1/2	-1/2	-3.9	6 1/2	1/2
Boehringerwerke	4 1/2	-1/2	-4.0	5 1/2	0 1/2
Boehringerwerke	3 1/2	-1/2	-4.1	4 1/2	0 1/4
Boehringerwerke	2 1/2	-1/2	-4.2	3 1/2	0 1/8
Boehringerwerke	1 1/2	-1/2	-4.3	2 1/2	0 1/16
Boehringerwerke	1/2	-1/2	-4.4	1 1/2	0 1/32

**INDUSTRY SPOTLIGHT**

EACH DAY USA TODAY SPOTLIGHTS DEVELOPMENTS IN A COMPANY AN INDUSTRY OR A MAJOR MARKET AREA

Company	Stock Price	Change	% Change	52-week High	52-week Low
Boehringerwerke	18 1/2	-1/2	-2.7	19 1/2	17 1/2
Boehringerwerke	17 1/2	-1/2	-2.8	18 1/2	16 1/2
Boehringerwerke	16 1/2	-1/2	-2.9	17 1/2	15 1/2
Boehringerwerke	15 1/2	-1/2	-3.0	16 1/2	14 1/2
Boehringerwerke	14 1/2	-1/2	-3.1	15 1/2	13 1/2
Boehringerwerke	13 1/2	-1/2	-3.2	14 1/2	12 1/2
Boehringerwerke	12 1/2	-1/2	-3.3	13 1/2	11 1/2
Boehringerwerke	11 1/2	-1/2	-3.4	12 1/2	10 1/2
Boehringerwerke	10 1/2	-1/2	-3.5	11 1/2	9 1/2
Boehringerwerke	9 1/2	-1/2	-3.6	10 1/2	8 1/2
Boehringerwerke	8 1/2	-1/2	-3.7	9 1/2	7 1/2
Boehringerwerke	7 1/2	-1/2	-3.8	8 1/2	6 1/2
Boehringerwerke	6 1/2	-1/2	-3.9	7 1/2	5 1/2
Boehringerwerke	5 1/2	-1/2	-4.0	6 1/2	4 1/2
Boehringerwerke	4 1/2	-1/2	-4.1	5 1/2	3 1/2
Boehringerwerke	3 1/2	-1/2	-4.2	4 1/2	2 1/2
Boehringerwerke	2 1/2	-1/2	-4.3	3 1/2	1 1/2
Boehringerwerke	1 1/2	-1/2	-4.4	2 1/2	1/2
Boehringerwerke	1/2	-1/2	-4.5	1 1/2	0 1/2

**ASK MONEY**

ANSWERS TO READERS QUESTIONS ABOUT MONEY

**ASK MONEY** consults financial experts including Thomas A. Albo, tax partner with the national accounting firm KPMG Peat Marwick Main & Co., and P. Kemp Fann Jr., of KPMG Peat Marwick Main & Co., a partner and past president of the Institute of Certified Financial Planners.

**IRACOUNTS**  
Can I switch my individual retirement account funds to another account in my wife's name, or both names? My wife is a non-working spouse.

— Thomas Schoenecker, Cambridge, Minn.

No, you are not allowed to switch your IRA funds into someone else's account. The money must stay in the name of the original contributor. An exception to this rule is divorce. IRA accounts can be exchanged tax-free as part of a divorce or separation agreement. Joint IRA accounts are not allowed. For example, if a one-earner couple takes the full \$2,500 IRA deduction for a worker and a non-working spouse, the \$2,000 annual maximum for one account still applies, and each of the two must have separate IRAs totaling \$2,500.

**WITCHING DAYS**  
Four times a year, as I understand it, there are likely to be wide swings in the stock market due to the combination of futures trading and some other factor. What is the other factor?

— Vivian Turcott, Portland, Maine

You are thinking of the "impulse trading days" when contracts for stock options, stock-index options and stock-index futures expire on the same day. This happens four times a year — on the third Friday of March, June, September and December. Complete buy-sell strategies on these days by the investors can have a dramatic effect on the stock market — especially on blue-chip stocks included in the Standard & Poor's 500 stock index. Last time around, on March 21, the Dow Jones industrial average lost 35.83 points — 28 points in the last 30 minutes of trading. Your stockbroker might warn you away from the market on these days — especially in the last hour of trading, called the triple witching hour. On the other hand, investors should also be alert to blue-chip stock bargains after a sell-off.

**MICKEY MOUSE WATCH**  
In 1938 my parents gave me a Mickey Mouse watch made by Ingersoll. It is still running. What is it worth and how do I sell it?

— Frank Valdes, Des Moines, Wash.

An original Mickey Mouse watch by Ingersoll, which is worth \$200 to \$250 today in good condition, says Kansas City clock and watch historian Roy Ehrhardt. Make sure your watch has Mickey embossed in the back of the case and Mickey on the rotating dial that tells the seconds. Sell the watch through an ad in *Time* magazine's *Time* Weekly, Attn: P.O. Box 1050, Dubuque, Iowa 52001.

**DIRECTOR'S FEES**  
Can I fund an IRA out of bank director's fees? Can I deduct related travel expenses on my income tax?

— Russell Archibold, Sarasota, Fla.

Director's fees do qualify for an IRA contribution, says certified public accountant Thomas Albo. Your pay for being an independent director is considered self-employment



**LOTTERY WINNINGS:**

If you won \$1 million in a lottery, what would you pay in taxes?

— W.L. Daugherty, Fort Stewart, Ga. Lottery winnings are taxed as ordinary income, and \$1 million would push you into the top tax bracket, so you would owe nearly half the \$1 million in taxes. Most winners would get a tax break through income averaging. However, most lottery prizes are paid to winners over time — say, \$50,000 a year for 20 years — so in that case the winner would pay taxes on just \$50,000 a year.

**BURGER KING FRANCHISE:**

Where can I get Burger King restaurant franchise information?

— Jerry De Leonardi, Maple Shade, N.J. Of the 4,600 Burger King restaurants in operation, about 80% are owned by franchisees. Patience is a prime requirement for applicants, because there is a two-year wait for a franchise, company officials say. Applicants should have \$250,000 in liquid assets. The one-time franchise fee is \$40,000. Other non-refundable start-up costs average \$307,000; land costs can be from \$275,000 to \$875,000 and more. Burger King says. For more information, write: Burger King Corp., Franchise Affairs, Burger King Corp., 738 N. Kendall Drive, Miami, Fla. 33136.

**NATIONAL DEBT:**

The U.S. government owes \$2 trillion in debt. Who did we borrow this from and what interest rate are we paying?

— Donald Chronister, Biglerville, Pa. The federal government owes you part of the debt if you hold a U.S. Savings Bond. The national debt, which Treasury officials say stood at \$1,879,133,000,000 on Feb. 23, consists mainly of interest-paying Savings Bonds and Treasury bills, notes and bonds sold by the government to investors on the open market. Interest rates are competitive. Savings Bonds yield adjusted every six months, 8.36% for investors holding the bonds five years or more.

**GIFTS AND LAND:**

My mother gave my wife and me some land appraised at \$180,000. Gift tax was paid by my mother. Later we raised \$230,000 on the sale of the land. Do we owe tax on the \$230,000?

— L.G., Ultes, N.Y. You might owe additional tax, depending on what is referred to as your "basis" in the property. Basis usually is the original cost of something plus out-of-pocket expenses, is the value of property for tax purposes and is used to determine the cost of sale. If you had a \$180,000 basis and sold the land for \$230,000, you would have a \$50,000 gain for a week later for \$6,000 and you have a \$570,000 taxable gain. The basic rules for gifts are complicated. If as little as your own mother's gift, your basis is the same as your mother's — the original land cost, plus adjustments for other expenses including gift taxes paid. If the \$120,000 sale price is more than your basis, you have a taxable gain.

Got a financial question? Each Monday, we'll answer selected readers' questions with the help of financial experts. Include your name, address and daytime phone number. Mail to: Ask Money, USA TODAY, P.O. Box 500, Washington, D.C. 20044.

Compiled by William Gleason

**Hope, not profit, feeds biotech stock growth**

By Kathy Rebold USA TODAY

Investors eschewed away from biotech stocks Friday, but not before pushing the prices almost into orbit. Analysts say the 1% to 7% declines in biotech stocks Friday will soon give way to more frenzied buying, as early as today. "This is just a pause," says Jim McCamant, editor of the Medical Technology Stock Letter. "They'll go high — then higher," predicts analyst Scott R. King at Montgomery Securities Inc.

Even after a surge in his own stock, biotech analyst Robert J. Paine of PaineWebber Group Inc. says there are no products or profits to speak of today, no promises for this year, and even next year is iffy. But investors seem certain biotech will be a hot industry, he says.

Some biotech analysts call the "bubble" in the industry "irrational exuberance." Some stocks that analysts favor now: Chiron Corp. \$27 1/2, last 31 cents a share in 1985, but analysts say it will make money by 1988. It's expected to get approval of a hepatitis B vaccine.

Amgen, \$24 1/4, which lost 72 cents a share in fiscal 1985, is expected to earn 12 cents in fiscal 1987, then 75 cents in 1988, Drake says.

Genentech may be only modestly profitable this year, but analysts expect the activator company to reap a \$500 million annual sales potential — could be on the market in 1987.

Even so, Genentech's earnings potential over the next two years still makes the stock super-pricey. Analysts estimate the South San Francisco company

will earn 23 cents to 44 cents a share by 1987, but stock sells for 186 times that price, up from 18 cents in 1985. At \$17, the stock sets for 186 times the price.

For 1987, the estimates are to be between 35 cents and 90 cents a share. But, boosted by I.P.A. sales earnings could hit \$2.50 in 1988, says analyst Peter Drake at Kidder, Peabody & Co.

Centocor Inc., another Wall Street darling, has risen from \$31 to \$44 1/4 in recent weeks. It dropped 4 1/2 Friday, closing at \$39 1/4 — 79 times 1986 estimated earnings of 50 cents a share.

Analysts concede that biotech is such a fledgling field of unknown potential that it is tough to say when a stock is overvalued. Industrywide annual sales now are \$300 million, but are projected to reach as much as \$3 billion by 1990.

Some experts say half of all new pharmaceutical products will be genetically engineered by 1995. "It's at the heart of these things," says Martin Feldstein at Hambrick & Quist Inc.

Some stocks that analysts favor now: Chiron Corp. \$27 1/2, last 31 cents a share in 1985, but analysts say it will make money by 1988. It's expected to get approval of a hepatitis B vaccine.

**Even without hits, Cannon earnings are sure-fire**

By David Craig USA TODAY

Investors should enjoy watching the profits reel in at Cannon Group Inc. (NYSE: F-), the producer of the Goldsmith & Harris brokerage firm says.

Cannon, a maker of low-cost motion pictures for USA and foreign markets, home video and cable TV, is "virtually free" of the risks normally involved in movie production, analysts say.

Advances paid for Cannon's movies (recent release: Death

**INVESTOR ADVICE**

ADVISE FROM NEWSLETTERS AND SERVICES

at Combustion Engineering Inc. (NYSE: Merril Lynch Market Letter says.

This major supplier of power-generation equipment and engineering services should be a "prime beneficiary" of the ongoing recovery in the engineering and construction industry, Merrill says.

The company has been slashing expenses, and should

**INDUSTRY LARGERS LAST WEEKS**

The bottom industry groups by percent change in share prices

Industry	Market Value Index (1975=100)	% Change	30 Days	1 Year	% Change in Volume
Automotive	117	-1.9	-1.9	-1.9	14
Chemicals	117	-1.9	-1.9	-1.9	14
Consumer products	117	-1.9	-1.9	-1.9	14
Energy	117	-1.9	-1.9	-1.9	14
Food and kindred products	117	-1.9	-1.9	-1.9	14
Health care	117	-1.9	-1.9	-1.9	14
Industrial machinery	117	-1.9	-1.9	-1.9	14
Insurance	117	-1.9	-1.9	-1.9	14
Intergovernmental	117	-1.9	-1.9	-1.9	14
Metals and allied products	117	-1.9	-1.9	-1.9	14
Oil and gas extraction	117	-1.9	-1.9	-1.9	14
Other non-ferrous metals	117	-1.9	-1.9	-1.9	14
Textiles and apparel	117	-1.9	-1.9	-1.9	14
Transportation	117	-1.9	-1.9	-1.9	14
Utilities	117	-1.9	-1.9	-1.9	14
Wool, silk and kindred products	117	-1.9	-1.9	-1.9	14
Yarns and textiles	117	-1.9	-1.9	-1.9	14
Other	117	-1.9	-1.9	-1.9	14
All industries	117	-1.9	-1.9	-1.9	14

**SHARES TRADED LAST WEEKS**

The top issues by percentage of outstanding shares traded

Company	% of Outstanding Shares Traded
Amgen	1.5
Chiron	1.2
Genentech	1.1
Centocor	1.0
Boehringer	0.9
Abbott	0.8
Novartis	0.7
Schering	0.6
Upjohn	0.5
Parke-Davis	0.4
SmithKline	0.3
Wampole	0.2
Wyer	0.1
Other	0.1

**SHARES TRADED LAST WEEKS**

The top issues by percentage of outstanding shares traded

Company	% of Outstanding Shares Traded
Amgen	1.5
Chiron	1.2
Genentech	1.1
Centocor	1.0
Boehringer	0.9
Abbott	0.8
Novartis	0.7
Schering	0.6
Upjohn	0.5
Parke-Davis	0.4
SmithKline	0.3
Wampole	0.2
Wyer	0.1
Other	0.1

**Even without hits, Cannon earnings are sure-fire**

benefit as more industrial companies seek to provide their own sources of power, the analyst says.

It predicts earnings of \$2.25 a share this year, vs. \$1.36 (from operations) in 1985, and says Cannon could top \$5 a share in three years.

SafeCard Services Inc. (NYSE: over-the-counter) looks like a safe bet for strong growth. The Cabot Market Letter says.

SafeCard operates a credit-card loss notification service, and also markets other services to credit-card holders via mail and phone marketing.

Earnings of 21 cents a share were up from 10 cents from last quarter. Cabot says.

It says future earnings should benefit from SafeCard's buying exclusive rights to sell LAW — Hyatt Legal Services prepaid plan that provides limited legal consultation for personal matters.

Cabot says SafeCard's earnings should grow at least 35% annually through 1988.

# CAREER OPPORTUNITIES



## TRANS WORLD AIRLINES IS HIRING FLIGHT ATTENDANTS

APPLICATIONS ARE NOW BEING ACCEPTED  
STARTING SALARY NO LESS THAN \$1,007.50  
PER MONTH BASE PAY PLUS EXPENSES

- Minimum Age, 18 years
- High School Graduate
- Height Between 5'7" and 6'2"
- Weight Proportional to Height
- Vision not to exceed 20/200 uncorrected corrected 20/50 or better
- US Citizen or Permanent Resident Visa
- Willing to Relocate
- Possess Excellent Communication Skills
- Able to attend tuition-based training

TWA is looking for dedicated, talented, hard-working individuals,  
if these words describe you, then . . .

ATTEND A FREE ONE-HOUR SEMINAR AT  
THE FOLLOWING LOCATIONS AND TIMES:

All Seminars at 7:00 P.M.  
unless otherwise noted.  
4/21 Springfield Marriott  
Vernon & Columbus Street  
Springfield, MA  
Holiday Inn SW  
2580 S. Ashland Ave.  
Green Bay, WI  
La Font Inn  
US 90 East  
Pasadena, MS  
Holiday Inn  
1399 Birch St.  
Pocahontas, IL

Offices open to accommodate those people  
who wish to apply.  
Hours 10am-4pm  
Mon-Fri unless otherwise noted.

Boston: Embassy Suites Hotel  
605 South Field Road  
Boston, MA

Kansas City: Host Flye Training Center  
1301 E. 10th St.  
Kansas City, Mo. 64105  
11am-4pm Mon-Fri

St. Louis: Park Terrace Airport Hotel  
10330 Natural Bridge Road  
St. Louis, Mo.  
10am-4pm Mon-Sat

Los Angeles: Embassy Suites Hotel  
1440 East Imperial Ave.  
B. Segundo, Ca.

San Francisco: Clayton Airport Hotel  
201 North 17th Avenue

4/22 Holiday Inn Airport  
3300 Vicks Avenue  
Besse, ID  
Ramada Inn  
1001 Foster Street  
Tucson, AZ  
Bancroftier Beach Hotel  
3600 W. Beach Blvd.  
Biloxi, MS  
Holiday Inn  
3005 College Hwy.  
Clarksville, TN

4/23 Holiday Inn  
201 North 17th Avenue

### LOOK

**OVERSEAS OPPORTUNITY**  
TAX FREE  
INCOME

- EMPLOYERS WORLDWIDE  
A PLACEMENT  
GUARANTEE
- Excitement
  - Complete Medical Insurance
  - Free Housing
  - Free Travel
  - Free Food
  - Free Medical
  - Vacation's Rest & Recreation
  - GUARANTEED IMMEDIATE OVERSEAS EXPOSURE
- All Skills All Fields  
VISA Many Others  
Free Flight Free Housing  
Free Food Free Medical  
Vacation's Rest & Recreation  
GUARANTEED IMMEDIATE  
OVERSEAS EXPOSURE

Call Now Or  
Send Resume To:  
**305-925-4700**  
OPEN DAILY  
8AM-9PM  
OPEN SUNDAY  
11AM-7PM

OVERSEAS OPPORTUNITY  
Call Now Or  
Send Resume To:  
**305-925-4700**  
OPEN DAILY  
8AM-9PM  
OPEN SUNDAY  
11AM-7PM  
Overseas Company  
2245 Highway 100, Suite 100  
Highway 100, Florida 33020  
Experience Inc.

**FINANCIAL  
INDEPENDENCE**  
We have the only program in the world  
that gives you the ability to work from  
home. No experience necessary. We  
provide you with the training and  
support you need to succeed. We  
offer you a chance to earn \$100,000  
per year. This is a real opportunity.  
Call today for more information.  
Full Time Positions  
\$100,000-\$150,000 per year  
Part Time Positions  
\$25,000-\$50,000 per year  
Call Today For More Information  
1-800-368-8888  
We have the only program in the world  
that gives you the ability to work from  
home. No experience necessary. We  
provide you with the training and  
support you need to succeed. We  
offer you a chance to earn \$100,000  
per year. This is a real opportunity.  
Call today for more information.

## In the face of change, one thing remains constant. The success of ESL.

- Mission Assessment
  - Real-Time Imbedded Systems Software
  - RF/Microwave Systems
  - Software Systems
  - Spacecraft Analysis
  - Synthetic Aperture Radar
- Please direct your resume to  
Clarence A. Strapp
- Management Information  
Systems (MIS)
- Sr. Administrative Programmer/Analyst (IDMS, ADS/O, CICS)
- Please direct your resume to  
Marie O'Connor
- All ESL you'll find excellent salaries and benefits complemented by a stimulating, team-oriented environment. Please send your resume to the attention of the Human Resources Department, ESL, 11345 Co. 500, P.O. Box 3510, Sunnyvale, CA 94088-3510. An equal opportunity employer.
- U.S. CITIZENSHIP REQUIRED FOR ALL POSITIONS  
There's a formula for the future  
And it's ESL



**JOB  
HUNTING**  
We're a leading, professional & prestigious agency  
with over 1000 openings in 1986.

- AI/Computer Vision
  - AI/Expert Systems
  - Control Systems
  - Digital Signal Processing Systems
  - Distributed Systems
  - Software/Hardware
  - Firmware Design
  - Image Processing
  - Man-Machine Interface & Graphics Software
  - Mechanical Engineering/  
Antenna Systems
  - Microprocessor Applications  
Hardware/Software
- ESL  
A Subsidiary of TRW

No matter which means or methods we employ to meet the ever changing needs of tomorrow in programs of national significance, our formula for the future yields consistently successful results. We achieve them year after year, using the most advanced digital signal processing technologies. Creating the most advanced strategic and tactical reconnaissance and communication systems solutions. And now, with over \$300 million in new contract awards, our formula is stronger than ever.  
With ESL, you'll also follow a clear and certain path of progress. Regardless of your area of concentration, your successes complement and complete the achievements of others. It's team interaction at its very best.

**TAX FREE INCOME** ★  
GERMANY ★ S. AMERICA ★ S.E. ASIA  
MIDEAST ★ EUROPE ★ KOREA  
S. PACIFIC ★ EGYPT ★ TURKEY  
WE HAVE MORE JOBS AVAILABLE THAN  
ANY OTHER AGENCY IN THE COUNTRY  
11,500+ OPENINGS





713-531-1904  
713-556-9955  
No experience necessary, enthusiastic  
personnel International BDC

713-531-1904  
713-556-9955  
No experience necessary, enthusiastic  
personnel International BDC

**NUCLEAR POWER PLANT MECHANICAL MAINTENANCE TECHNICIANS**

Minimum 3 years experience in nuclear power plant maintenance. Must be able to read and interpret blueprints. Good communication skills. Excellent benefits. Relocation assistance available. Reply to: I & E DIVISION N.S.S., INC., 100 N. 11th St., Milwaukee, WI 53211. Equal Opportunity Employer.

**When High Tech Professionals Analyze Fast-Track Success, BOEING COMES TO MIND.**

It's easy to understand why we're always one step ahead of the competition in the high-tech industry. And being a leader means being uncommonly sophisticated, progressive and constantly state-of-the-art. We're looking for high-tech professionals to join our team. We offer a challenging environment, excellent benefits, and a career path that leads to the top. For a complete description of our opportunities, contact us today. Call 1-800-323-7702.

**Job Seekers—Recruiters—Hiring Firms**

Job Seekers—Recruiters—Hiring Firms  
We are currently seeking qualified individuals for various positions. If you are interested, please send your resume to: [Address].

**Supervisor, Engineering Laboratory**

Requires an individual who can assume a leadership role in planning the maximization of artificial intelligence in a technical environment. We are seeking a highly motivated professional with a strong background in AI and computer systems. Excellent benefits and growth opportunities. Reply to: [Address].

**BOEING COMPUTER SERVICES**

A Division of The Boeing Company  
We are seeking individuals for various computer-related positions. Excellent benefits and growth opportunities. Reply to: [Address].

**HIRING**

**NEW OPENINGS \$9,041-\$87,698**

Call 1-800-323-7702  
CALL NOW: 24 HOURS A DAY

**LONG DISTANCE TRUCKING**

No Experience Necessary  
Toll Free 1-800-348-2191  
Ask for Dept. 9

**THE DIG BLUE WORLD LOOKS UP TO.**

**IT'S THE SYSTEMS SOFTWARE**

Call 1-800-323-7702

**713-531-1904**  
**713-556-9955**

**NUCLEAR POWER PLANT MECHANICAL MAINTENANCE TECHNICIANS**

**Supervisor, Engineering Laboratory**

**BOEING COMPUTER SERVICES**

**LONG DISTANCE TRUCKING**

**THE DIG BLUE WORLD LOOKS UP TO.**



# Classified

355-8255

355-8255

747 Student Services Building

## CLASSIFIED ADVERTISING INFORMATION REGULAR RATES

1-800-347-7635  
355-8255 (M-F 9:00 AM-5:00 PM)  
355-9555 (M-F 9:00 AM-5:00 PM)  
355-8255 (SAT 10:00 AM-4:00 PM)

### SPECIAL RATES

24 HOUR SERVICE  
4 WEEKS or more  
Special rates for  
long-term advertising  
Special rates for  
classified advertising  
Special rates for  
classified advertising

### PERSONAL NOTES ADS

2-600-0000  
2-600-0000  
2-600-0000  
2-600-0000

### RUMMAGE SALES / ROUND TOWN ADS

6-000-0000  
6-000-0000  
6-000-0000

### LOST TRANSPORTATION

1-800-347-7635  
1-800-347-7635  
1-800-347-7635

### FOUND ADS

1-800-347-7635  
1-800-347-7635  
1-800-347-7635

### DEADLINES

1-800-347-7635  
1-800-347-7635  
1-800-347-7635

### IMPORTANT—PLEASE NOTE

1-800-347-7635  
1-800-347-7635  
1-800-347-7635

AUTO USED TRUCK  
1-800-347-7635  
1-800-347-7635

FOR FOREIGN CAR  
REPAIR MANUALS  
1-800-347-7635  
1-800-347-7635

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

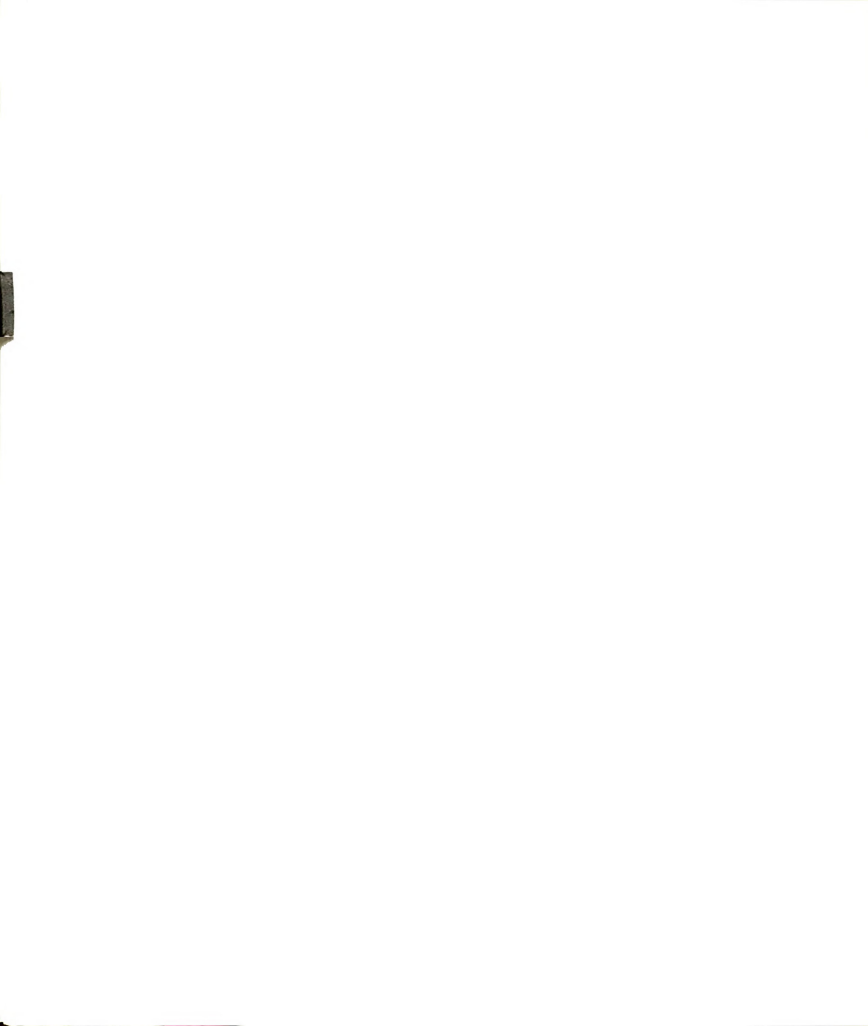
Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...

Handwritten text...



Dates effective Sep. 1, 1995

**CLASSIFIED INDEX**

**Transperties**  
 Automobile  
 Auto Service  
 Auto Sales  
 Employment  
**Education**  
 Education  
 Degree  
 Hours  
 Rooms  
 Roommates  
 Misc. Repair  
**For Sale**  
 Articles  
 Autos  
 Artwork

**Automotive**

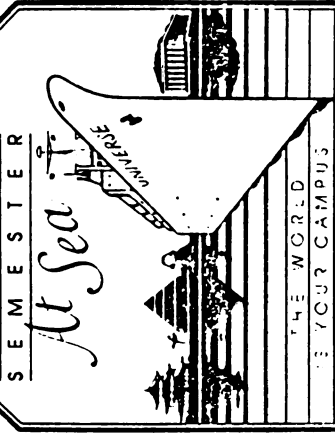
**ALL STUDENT AIDS MUST BE PREPAID DURING SPRING TERM**  
 BUICK '92, Silver, 1 owner, cruise, power steering & power brakes 82,000 mi.; 400 332-5173  
**CASH** '96 buy late model imported & domestic cars Bill Burcham - Williams Auto World 484-1311  
**CHEVETTE** 1977 Runs great looks good 4 speed 1900 cc. best offer 882 228-Carl Inverette  
**CITATION** '90 Excellent cond. New 2m 1m 2000 mi. 232-8200  
**OLDSMOBILE** '88 54,000 mi. 232-5173  
 needs some work but is reliable 1100 Call 349 3073 after 4 p.m.  
**DODGE CART** '75, 113,000 mi. reliable new snow tires asking \$490 Call 327-0902 evenings  
**FORD FIESTA** 1979 Very good cond. 13,000 miles 11500 349-2778  
**FORD LTD** '84 Top name day excellent cond. Low mileage. 3.0 liter 19800  
**FORD** '76 BIRD '951 very good condition, 4 door car 228-5209, 232-334 334-6718 after 4  
**FORD VAN, '79**  
**\$700, 355-8091.**  
**GENIE** '75 runs well, 2 door, 13,000 miles 332-6171  
**HONDA** SPRL 84 325 Low miles, like new. Fast fun and now legal. Call Scott 355-2028  
**WHEN IT'S** too good to throw away Classified will help you find a buyer.

**GOVERNMENT JOBS**

2 job Men-Fri. at the Ground Round 3224 E. Slinger, 351-8803  
**OFFICE HELP** phone sales, highest paid in town. Call 482-3278  
**HANDYMAN/PART-TIME** work & repairs. Call 482-3278  
**HOUSE KEEPER** Child care, no smoke. Permanent position. 339-9500  
**HOUSE MANAGER** for 15 hours per week in exchange for room and board. 372-5972  
**MORNINGS, general cleaning, some physical labor. Call 332-5200**  
**PHONE REPS** hourly wage plus bonus incentive, full experience necessary. Call 616-538-2200  
**WORK STUDY Volunteer coordinator. Tenants Rest source Center. 332-2897**

**Washburn at Capital**

1 block S. from State Capitol Bldg.  
**WAITER/STAFF** full part time. Experience preferred. Call 955-587-6000  
**STUDENTS** One and Two Bedrooms 351-5180  
**UNIVERSITY VILLA** Two Bedroom at one bedroom prices 351-1667  
**HASLETT ARMS** Night next to classes. Spacious Two Bedroom Apts. 351-5180  
**delishers** swimming pool 351-7212



**At Sea**  
**SEMESTER**  
 THE WORLD IS YOUR CAMPUS  
 Study around the world, visiting Japan, Korea, Taiwan, Hong Kong, Sri Lanka, India, Egypt, Turkey, Greece and Spain. Our 100 day voyages sail in January and September offering 12-15 transferrable hours of credit from more than 30 voyage-related courses.  
**The S.S. UNIVERSE** is a 300 passenger American-built ocean liner, resistered in Liberia. Semester at Sea admits students without regard to color, race or creed.  
 For details call toll-free **(800) 854-0195** or write:  
**Semester at Sea**  
**Institute for Shipboard Education**  
**University of Pittsburgh, 2E Forbes Quadrangle**  
**Pittsburgh, PA 15260**  
 Representative will be in the International Center, Villanova - Philadelphia, April 21 - 23 from 10 a.m. - 4 p.m. on Thursdays. April 22, 3, 4 p.m. in the Natural Resources Building. Natural Resources Building. Natural Resources Building.

**Need an apartment for next term?**

**COME OVER TO OUR PAD**

351-8631  
**CEDAR GREENS APTS.**  
 FURNISHED 2, 3, & 4 BEDROOM APARTMENTS  
 CALL TODAY 351-7166  
 NOW LEASING FOR SUMMER & FALL

**Don't Miss the Bus . . . CAMPUS HILL APTS.**

349-3530  
 Dept. of Career Power Quarterly!

**Washburn at Capital**  
 1 block S. from State Capitol Bldg.  
**WAITER/STAFF** full part time. Experience preferred. Call 955-587-6000  
**STUDENTS** One and Two Bedrooms 351-5180  
**UNIVERSITY VILLA** Two Bedroom at one bedroom prices 351-1667  
**HASLETT ARMS** Night next to classes. Spacious Two Bedroom Apts. 351-5180  
**delishers** swimming pool 351-7212

**Washburn at Capital**  
 1 block S. from State Capitol Bldg.  
**WAITER/STAFF** full part time. Experience preferred. Call 955-587-6000  
**STUDENTS** One and Two Bedrooms 351-5180  
**UNIVERSITY VILLA** Two Bedroom at one bedroom prices 351-1667  
**HASLETT ARMS** Night next to classes. Spacious Two Bedroom Apts. 351-5180  
**delishers** swimming pool 351-7212



# Sports

## Laxers lose 13-5 to Ohio-Westleyan

By Bob McVey  
Mansfield, Ohio

Back down and over all of a level. The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter.

The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter. The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter.

The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter. The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter.

The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter. The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter.

The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter. The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter.

The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter. The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter.

## Spartans split with OSU in 4-game weekend set

By Richard Conroy  
New York Sports Editor

Including defeat of the season when the Spartans lost to the Ohio State team. The game which took place on Saturday night in Columbus, Ohio, was a 12-minute game. The Spartans scored the winning point on a 12-minute game. The Spartans scored the winning point on a 12-minute game.

The Spartans scored the winning point on a 12-minute game. The Spartans scored the winning point on a 12-minute game. The Spartans scored the winning point on a 12-minute game.

The Spartans scored the winning point on a 12-minute game. The Spartans scored the winning point on a 12-minute game. The Spartans scored the winning point on a 12-minute game.

The Spartans scored the winning point on a 12-minute game. The Spartans scored the winning point on a 12-minute game. The Spartans scored the winning point on a 12-minute game.

The Spartans scored the winning point on a 12-minute game. The Spartans scored the winning point on a 12-minute game. The Spartans scored the winning point on a 12-minute game.

The Spartans scored the winning point on a 12-minute game. The Spartans scored the winning point on a 12-minute game. The Spartans scored the winning point on a 12-minute game.

The Spartans scored the winning point on a 12-minute game. The Spartans scored the winning point on a 12-minute game. The Spartans scored the winning point on a 12-minute game.

## M-nine drop 2, hang in vs. Purdue

By Bob McVey  
Mansfield, Ohio

When a fellow never tells you something is different than what it is, it's a good sign. The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter.

The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter. The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter.

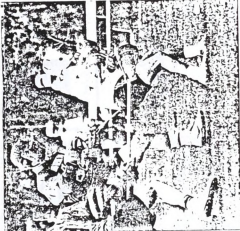
The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter. The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter.

The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter. The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter.

The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter. The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter.

The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter. The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter.

The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter. The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter.



OSU freshman Mike Daniels tries to go after the loose ball in Saturday's contest with Ohio-Westleyan at Old College Field.

I THOUGHT THE difference in the game, maybe the game would have had different complexion.

The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter. The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter.

The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter. The Spartans' defense was helped by a strong offensive that was able to score 13 goals in the first quarter.

The State News, East Lansing, Michigan Monday, April 21, 1966 9

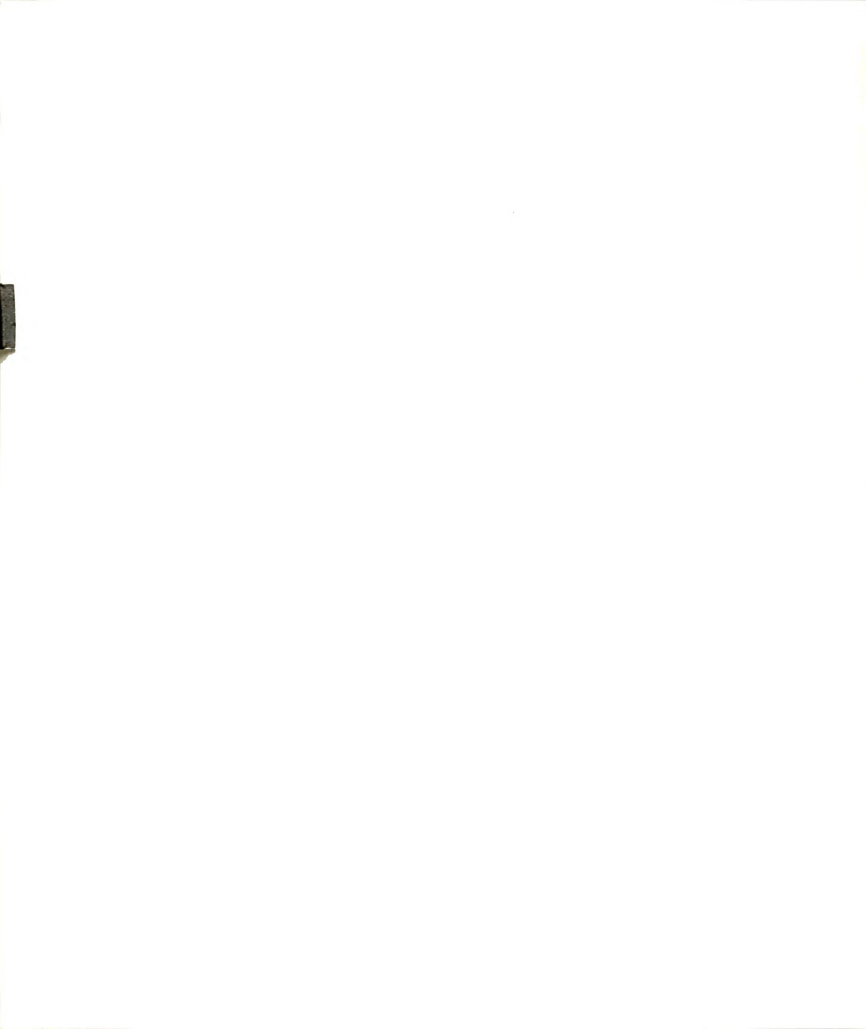
### THE MEN OF SIGMA ALPHA MU

would like to congratulate  
their brothers for a  
3.5 GPA Winter Term.

Glen Charles  
Mike Rustin

Garry Adelman  
Phil Arbit






**Brad Warren**  
**Dave Bolton**

**you earned it, now flaunt it!**

**Hurry!** ATTENTION PH.D. CANDIDATES & FACULTY:  
Commencement Apparel  
Central orders due by  
5pm, April 25 — \$30.00  
All late orders: \$45.00

Order now to avoid disappointment  
SPARTAN SPIRIT, MSU UNION for more info: 385-8279



from the game at noon today. The game will be broadcast on the radio on the main campus. Last game will be followed by the fourth and final home game of the season.

MSU opened up the Princeton game on the radio. The game will be broadcast on the main campus. Last game will be followed by the fourth and final home game of the season.

From what I saw yesterday, it appeared to find when spectators were seated in the stadium. The game was a close one. The Spartans have a very strong defense. The game was a close one. The Spartans have a very strong defense.

**"Is It Only Rock 'n' Roll?"**  
A multi-media experience of the music and roots. Seen by Thousands.  
**TUES, 2:00 p.m.**  
Erickson Kiva - No admission Charge



**SPRING FEVER?**  
Hear World Campus Speaker  
GREG BALL  
"LOVE, SEX, AND DATING"  
Tuesday, 7:30pm - Ezzon Bldg. J04 - Main Building



**BEFORE THE SHOW UP NEXT TO ME**  
THE PRESIDENT AND SOME OF HIS OTHER FRIENDS  
in Richard M. Long VLD

**"THINK THIN"**  
Lose weight and improve your figure. A complete diet program. Common sense diet, additional menus, special recipes, even tasty snacks. Everything you need to meet extra pounds away. Plus secrets to make sticking to your diet simple and easy.  
Please send \$3.00 and \$5.00 for shipping and handling to  
**Adams Marketing Incorp.**  
410 E. Oak  
Freemont, Ill. 61442  
Satisfaction Guaranteed



**J.J. WINNERS**  
FEATURES  
• Award Winning Desserts  
• Fish & Chicken Entrees  
• Unique & Large Salads  
• Sandwiches  
• Late Night Menu  
8:30 till 11:30  
Burgers, pizza, munchies  
• No Cover - 4.25 MF  
• Daily Specials 9:00 MF  
• Over 60 Brands of Bottle Beer



127 W. Washenaw  
1 Blk. South of the Capitol  
**482-5771**

**PRESENTS:**  
*John J. Winners*  
Lansing's Favorite Entertainer  
Restaurant & Lounge

**DONN DOWLAND**  
with the NEW

**Downland Dancers**

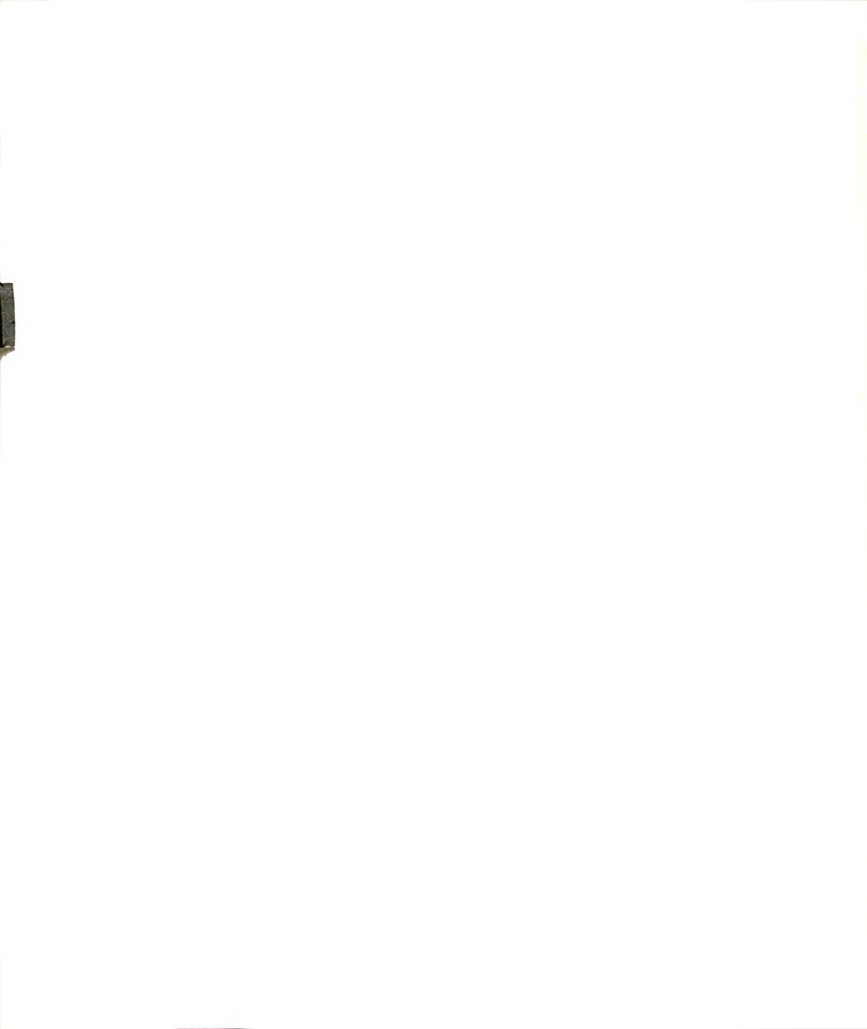
- April 22nd-May 3, 1986
- Tuesday thru Saturday Night
- 8 p.m. till 12:30 p.m.
- Outstanding Comedy

- Funny
- Unique
- Naughty & Nice











1.A. New Orleans 71-73

Baton Rouge 71-73

Mobile 71-73

Montgomery 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

Mobile 71-73

1.A.

1.B.

1.C.

1.D.

1.E.

1.F.

1.G.

1.H.

1.I.

1.J.

1.K.

1.L.

1.M.

1.N.

1.O.

1.P.

1.Q.

1.R.

1.S.

1.T.

1.U.

1.V.

1.W.

1.X.

1.Y.

1.Z.

1.AA.

1.AB.

1.AC.

1.AD.

1.AE.

1.AF.

1.AG.

1.AH.

1.AI.

1.AJ.

1.AK.

1.AL.

1.AM.

1.AN.

1.AO.

1.AP.

1.AQ.

1.AR.

1.AT.

1.AU.

1.AV.

1.AW.

1.AX.

1.AY.

1.AZ.

1.BA.

1.BB.

1.BC.

1.BD.

1.BE.

1.BF.

1.BG.

1.BH.

1.BI.

1.BJ.

1.BK.

1.BL.

1.BM.

1.BN.

1.BO.

1.BP.

1.BQ.

1.BR.

1.BS.

1.BT.

1.BU.

1.BV.

1.BW.

1.BX.

1.BY.

1.BZ.

1.CA.

1.CB.

1.CC.

1.CD.

1.CE.

1.CF.

1.A.

1.B.

1.C.

1.D.

1.E.

1.F.

1.G.

1.H.

1.I.

1.J.

1.K.

1.L.

1.M.

1.N.

1.O.

1.P.

1.Q.

1.R.

1.S.

1.T.

1.U.

1.V.

1.W.

1.X.

1.Y.

1.Z.

1.AA.

1.AB.

1.AC.

1.AD.

1.AE.

1.AF.

1.AG.

1.AH.

1.AI.

1.AJ.

1.AK.

1.AL.

1.AM.

1.AN.

1.AO.

1.AP.

1.AQ.

1.AR.

1.AT.

1.AU.

1.AV.

1.AW.

1.AX.

1.AY.

1.AZ.

1.BA.

1.BB.

1.BC.

1.BD.

1.BE.

1.BF.

1.BG.

1.BH.

1.BI.

1.BJ.

1.BK.

1.BL.

1.BM.

1.BN.

1.BO.

1.BP.

1.BQ.

1.BR.

1.BS.

1.BT.

1.BU.

1.BV.

1.BW.

1.BX.

1.BY.

1.BZ.

1.CA.

1.CB.

1.CC.

1.CD.

1.CE.

1.CF.

1.A.

1.B.

1.C.

1.D.

1.E.

1.F.

1.G.

1.H.

1.I.

1.J.

1.K.

1.L.

1.M.

1.N.

1.O.

1.P.

1.Q.

1.R.

1.S.

1.T.

1.U.

1.V.

1.W.

1.X.

1.Y.

1.Z.

1.AA.

1.AB.

1.AC.

1.AD.

1.AE.

1.AF.

1.AG.

1.AH.

1.AI.

1.AJ.

1.AK.

1.AL.

1.AM.

1.AN.

1.AO.

1.AP.

1.AQ.

1.AR.

1.AT.

1.AU.

1.AV.

1.AW.

1.AX.

1.AY.

1.AZ.

1.BA.



## BUSINESS/WALL STREET

1. What month did the Dow Jones Industrial Average break 1500?  
\_\_\_\_\_
2. In what city does Burger King have its Office of Franchise Affairs?  
\_\_\_\_\_
3. Where is Genentech, Inc. located?  
\_\_\_\_\_
4. What corporation is expected to get approval for a hepatitis B vaccine?  
\_\_\_\_\_
5. Who is the past president of the Institute of Certified Financial Planners?  
\_\_\_\_\_
6. Which type of industry has done the worst over the past year (measured by the Market Value Index)?  
\_\_\_\_\_
7. What company is a major supplier of power-generation equipment?  
\_\_\_\_\_
8. Where does Roy Ehrhardt live?  
\_\_\_\_\_
9. Which Biotech stock company closed the lowest on the OTC Stock Exchange Friday?  
\_\_\_\_\_
10. On what date did the Dow Jones industrial average lose 35.68 points?  
\_\_\_\_\_





## BUSINESS/WALL STREET

11. Who is the head trader at Dreyfus, Corp.?  
\_\_\_\_\_
12. Was a higher percentage of shares traded last week on the American or New York Stock Exchange?  
\_\_\_\_\_
13. Was a higher percentage of shares traded last week Over the Counter or on the American and New York Stock Exchanges combined?  
\_\_\_\_\_
14. How many biotech stock companies are mentioned on this page?  
\_\_\_\_\_
15. Where does S. Robert Kupor work?  
\_\_\_\_\_
16. Who compiles the "Ask Money" column?  
\_\_\_\_\_
17. What does t-PA stand for?  
\_\_\_\_\_
18. How many points could the Fed's rate cut add to the Dow today?  
\_\_\_\_\_
19. How much (in %) was the discount rate cut by?  
\_\_\_\_\_
20. What is Allen Sinai's occupation?  
\_\_\_\_\_
21. What was the national debt on February 28?  
\_\_\_\_\_



## BUSINESS/WALL STREET

22. What company's first name begins with a small letter (instead of a capital letter)?

---

23. Name another company whose first name begins with a small letter (instead of a capital letter).

---

24. What is the difference between the percentages of outstanding shares traded between the companies you listed in #22 and #23 (answer to two places after the decimal point)?

---

25. Who interviewed major analysts of biotech stocks?

---

26. In what city is the Antique Trader Weekly published?

---

27. What would be the annual growth rate based on last week's reported U.S.A. economic trend?

---

28. Whose wife does not work?

---

29. What city has a 33156 zip-code?

---

30. What type of industry had a Market Value Index equal to 86 a month ago?

---

31. What company markets services to credit-card holders?

---



## BUSINESS/WALL STREET

32. How much higher was textile products' closing Market Value Index yesterday compared to garden supplies' closing MVI?

---

33. What is Thomas Alto's occupation?

---

34. What city/town in Minnesota is mentioned on this page?

---

35. How many squares are totally colored in the Dow Jones Industrial Average graph on the top of the page?

---

36. What is Eugene's last name?

---

37. How many squares are there in the Dow Jones Industrial Average graph on the top of the page?

---

38. Which stock lost 72 cents a share in fiscal 1985?

---

39. How many times a week will readers' questions be answered in the "Ask Money" column?

---

40. Where does t-PA dissolve blood clots?

---

## CAREER OPPORTUNITIES

1. What is Patrick McGuire's phone number?  
\_\_\_\_\_
2. What is the man looking up at the globe holding in his left hand?  
\_\_\_\_\_
3. In what state would you find the city/town of Vienna?  
\_\_\_\_\_
4. What is TWA's motto?  
\_\_\_\_\_
5. What is the State of California's Licence Identification Number for one of these businesses?  
\_\_\_\_\_
6. Which business has a special toll-free number for residents of Indiana?  
\_\_\_\_\_
7. How many TWA offices are listed on this page?  
\_\_\_\_\_
8. What does Pansophic manufacture?  
\_\_\_\_\_
9. How much does a subscription to National Job Market cost?  
\_\_\_\_\_
10. In what city/town will you find 21031 Ventura Blvd.?  
\_\_\_\_\_
11. How much money do you have to put down to purchase a truck from one of these advertisers?  
\_\_\_\_\_

## CAREER OPPORTUNITIES

12. How many countries are mentioned where you can earn money without paying any taxes?

---

13. What company allows you to "set your own hours?"

---

14. What is the nine digit zip-code of Sunnyvale, CA?

---

15. What does Gannett publish?

---

16. Which company offers "protected territories?"

---

17. What is located at 10330 Natural Bridge Road?

---

18. Which business has been around since 1947?

---

19. What phone number should you dial from Lansing if you are interested in becoming an engineer in Tel Aviv?

---

20. How many pages does each issue of National Job Market contain?

---

21. Correspondence should be addressed to the attention of what department number for the Central Region in one of these advertisements?

---



## CAREER OPPORTUNITIES

22. In how many days will companies in all areas of the country have over 150,000 career openings that must be filled?
- 
23. To whom should you direct your resume if you are interested in Mechanical Engineering/Antennal Systems?
- 
24. The name of a hotel is incorrectly spelled on this page. In what town/city is this hotel located?
- 
25. What phone number would you dial to get a recorded message?
- 
26. How many airline-related companies have advertised on this page?
- 
27. In what section of this newspaper can you usually find Career Opportunities?
- 
28. In what state would you find Landmark Square?
- 
29. What kind of experience is "a plus" for working at a corporation in Hershey?
- 
30. What hours on Sunday is Overseas Unlimited open during Eastern Standard Time?
- 
31. What phone number should you dial to receive a Resume Writing Kit?
-

CAREER OPPORTUNITIES

32. What position requires at least an MS in computer science?

---

33. What city has a zip-code of 55426?

---

34. What do you think Mr. Haldane's first name is?

---

35. What company has over \$300 million in new contract awards?

---

36. What town/city in New Hampshire is mentioned on this page?

---

37. What is the "formula for the future?"

---

38. To which city should you mail an application if you cannot attend a seminar?

---

39. What company is looking for your IBM Sales Talent?

---

40. Name something located on US 90 East in Mississippi.

---

## CLASSIFIED

1. What is the address of Woody's Oasis?  
\_\_\_\_\_
2. What is the person's name who buys late model domestic cars?  
\_\_\_\_\_
3. In what building can you see a film about studying overseas?  
\_\_\_\_\_
4. What is the phone number of Jobs Hotline?  
\_\_\_\_\_
5. How much is the one bedroom apartment at 323-4787?  
\_\_\_\_\_
6. What will Classified help you find "when it's too good to throw away?"  
\_\_\_\_\_
7. Where is the Murray Hotel?  
\_\_\_\_\_
8. Who lives at 351-6789?  
\_\_\_\_\_
9. Who has repair manuals for over 120 foreign car titles?  
\_\_\_\_\_
10. What time should you call 349-4084?  
\_\_\_\_\_
11. What's located "just off Grand River -- Okemos?"  
\_\_\_\_\_



## CLASSIFIED

12. What is the most you should spend for a 1976 Plymouth Stationwagon?

---

13. What is the name of an apartment resident who might play tennis?

---

14. What word is missing a hyphen?

---

15. What can you get by calling a certain phone number and asking for extension R-9440?

---

16. Who has asked the reader to call a certain number collect?

---

17. How many flagpoles are on the castle?

---

18. Name one thing for which Scott and Lori are looking.

---

19. What phone number should you call if you are familiar with archery?

---

20. What is located at 355-8255?

---

21. For what extension should you ask if you want to be in T.V. commercials?

---

22. Which apartment complex overlooks a golf course?

---

## CLASSIFIED

23. A local announcement on this page will reach how many students?

---

24. What is located at 2900 Northeast St.?

---

25. To what state should you move in order to "get ahead?"

---

26. What does Mr. Hall need?

---

27. How many columns does the front of the Parthenon have?

---

28. What can you buy for \$44 from the U.S. government?

---

29. With what type of package does the 1978 Toyota Celica GT coupe come equipped?

---

30. What is at the corner of Abbott and Grand River?

---

31. What is in Suite 303?

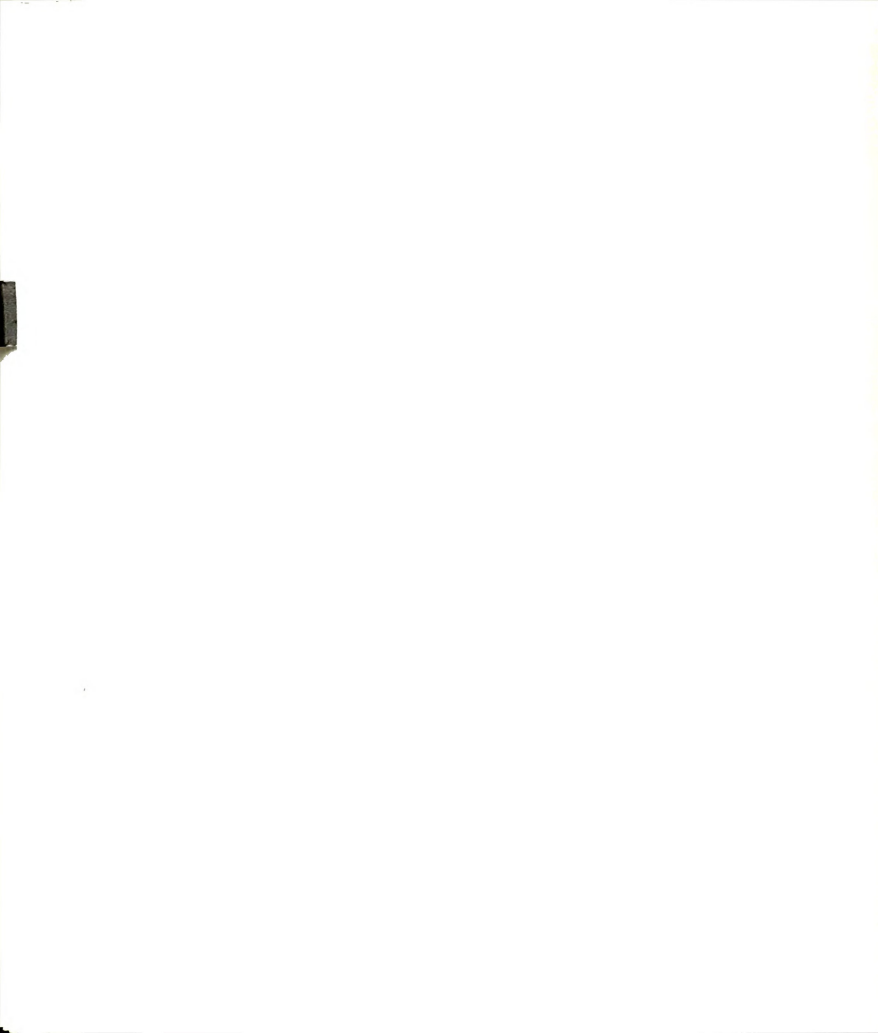
---

32. In what year was the "Florida car" manufactured?

---

33. How long will you have to be in the area in order to take the job offered at 339-2464?

---



## CLASSIFIED

34. For how many years has the Mason Body Shop been in business?

---

35. How many passengers can fit on the ocean liner?

---

36. You must have "reliable transportation" for a particular job offered on this page. Where should you apply for this job (where is the Personnel Office located)?

---

37. Who is looking for an Arts and Crafts Show Coordinator?

---

38. To whom besides Karen can you speak by dialing 353-5143?

---

39. How much can you earn by working at midnight in an apartment in Lansing?

---

40. With what do you need experience to get a job at the store located at Frandor?

---



SPORTS

1. Who improved her record to 6-2?  
\_\_\_\_\_
2. How many people are honored for receiving a 3.5 GPA winter term?  
\_\_\_\_\_
3. Who is the MSU baseball team coach?  
\_\_\_\_\_
4. Who wrote a book available at Logos?  
\_\_\_\_\_
5. Where did the Spartans play the Bishops?  
\_\_\_\_\_
6. What is the State News' photographer's full name?  
\_\_\_\_\_
7. Where can you get munchies?  
\_\_\_\_\_
8. How many people have seen a slide presentation about the roots of rock-n-roll?  
\_\_\_\_\_
9. Who made two brilliant saves in the first quarter?  
\_\_\_\_\_
10. Who was leadoff hitter in the sixth inning?  
\_\_\_\_\_
11. What number is on the sleeve of the white jersey?  
\_\_\_\_\_

## SPORTS

12. How much money should you send for shipping and handling?  
\_\_\_\_\_
13. What should you "order now?"  
\_\_\_\_\_
14. How long will Don Dowland be in the area?  
\_\_\_\_\_
15. When will the Spartans play a non-conference double-header?  
\_\_\_\_\_
16. Who was the MSU senior catcher?  
\_\_\_\_\_
17. On what side of the graduate's head is the tassel hanging?  
\_\_\_\_\_
18. What do they "think" in Fremont?  
\_\_\_\_\_
19. Who scored the Bishop's second goal?  
\_\_\_\_\_
20. Who knows quite a bit about sex?  
\_\_\_\_\_
21. What is "outstanding?"  
\_\_\_\_\_
22. What kind of pitch ended the long game?  
\_\_\_\_\_

## SPORTS

23. How many flowers are on the page?

---

24. Who is Ricardo Cooney?

---

25. If it wasn't happenstance, what was it that made the Spartans show renewed vigor?

---

26. Who made a sacrifice bunt?

---

27. Who is Brad Warren?

---

28. Who scored off a walk?

---

29. What kind of "fever" could you catch?

---

30. What is "guaranteed?"

---

31. What is the name of the "fine hitting team?"

---

32. Who tried to go after the loose ball?

---

33. How many hits did Tracy get?

---

34. On what street would you find the Cooley Law School?

---

## SPORTS

35. How many brands of bottled beer are available?

---

36. What can you "improve" for \$3.50?

---

37. What was the score of the game that "could have had a different complexion?"

---

38. What is Phil's last name?

---

39. What building should you go to if you want to ask what "marantha" means?

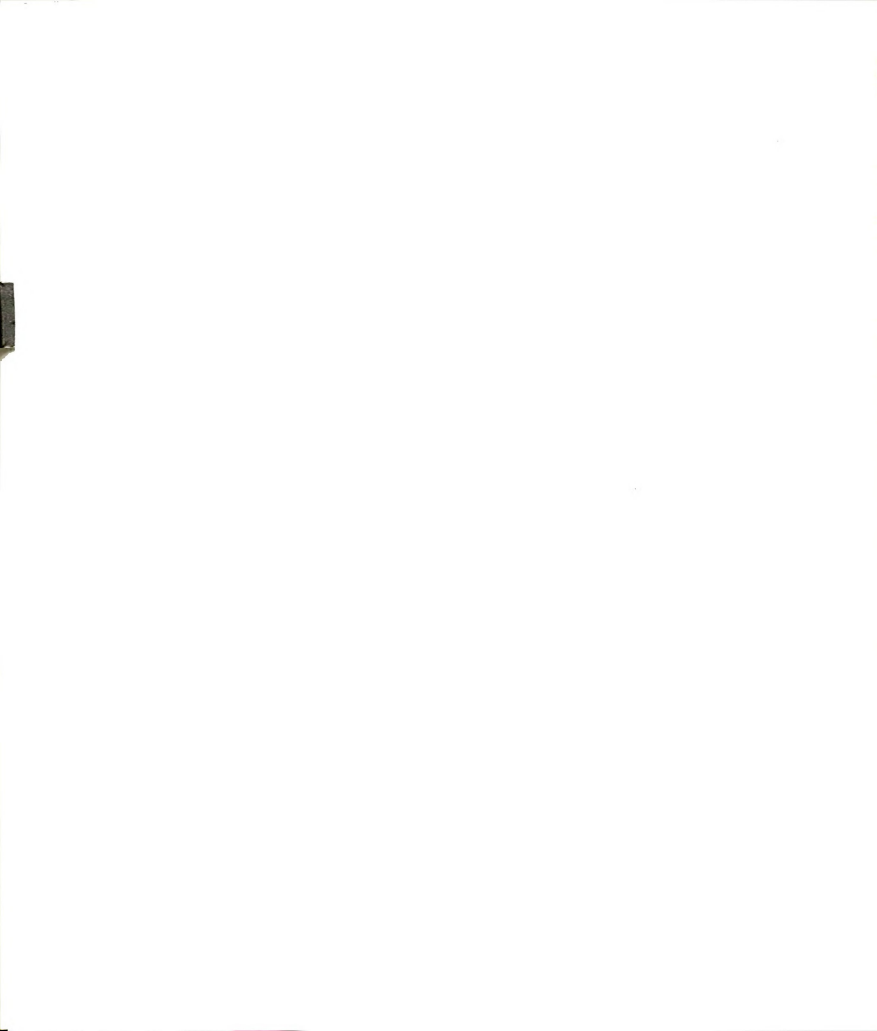
---

40. Who "took a beautiful feed" from junior Kevin Rice?

---

## WEATHER

1. What city "could be colder than Boston Tuesday night?"  
\_\_\_\_\_
2. Name yesterday's hottest city in California?  
\_\_\_\_\_
3. What city has 617 as its area code?  
\_\_\_\_\_
4. What is 80 Farenheit degrees equal to on the Celsius scale?  
\_\_\_\_\_
5. How many states will be totally submerged in 70 degree temperatures?  
\_\_\_\_\_
6. In which direction is the warm air moving this week?  
\_\_\_\_\_
7. How many states will experience temperatures above 79 degrees?  
\_\_\_\_\_
8. What city will be over 100 degrees today?  
\_\_\_\_\_
9. What color is the girl's shirt?  
\_\_\_\_\_
10. How many states are totally covered with purple in the inset in the middle of the page?  
\_\_\_\_\_
11. What phone number should you dial for more weather details in Tulsa?  
\_\_\_\_\_



## WEATHER

12. What city in the continental U.S. will have "beach weather" today?

---

13. How many cities are named on this page?

---

14. From your answer to #13 above, how many of these cities are not in North, Central, or South America?

---

15. Name one city that will have a 31 degree difference between its high and low temperatures tomorrow.

---

16. Name another city that will have a 31 degree difference between its high and low temperatures tomorrow.

---

17. Name a third city that will have a 31 degree difference between its high and low temperatures tomorrow.

---

18. Of the three cities listed (questions 15-17), which city had the lowest temperature today?

---

19. What city in Florida pictured on the map should have the highest low temperature today?

---

20. Who "makes the very best?"

---

21. Given your answer to #20 above, what are they known for making?

---

## WEATHER

22. According to the map, which state has the highest predicted range of temperatures today?
- 
23. How many cities named on this page begin with the letter 'L'?
- 
24. What is -1 degree Celsius equal to on the Fahrenheit scale?
- 
25. On what page can you read about picking up the wreckage from a previous tornado?
- 
26. How many cities are expecting snow today?
- 
27. Name the city (or cities) from item #26.
- 
28. How many cities are expecting snow flurries today?
- 
29. Name the city (or cities) from item #28.
- 
30. What state will be humid today?
- 
31. Name a Weather Services Corp. meteorologist.
- 
32. Who is the baseball player pictured on this page?
-



WEATHER

33. How many cities have area weather close-ups?

---

34. What is Julie's last name?

---

35. Which American city that legally operates gambling casinos will have the highest temperature today?

---

36. Which American city that legally operates gambling casinos will have the lowest temperature today?

---

37. Name an American city not already mentioned (in questions 35 and/or 36) that legally operates gambling casinos?

---

38. What will the "warmth bring?"

---

39. How many cities will be sunny for four days in a row?

---

40. Frosts and freezes will extend tonight to the northern part of which state?

---

## BUSINESS/WALL STREET -- ANSWER KEY

- |   |  |
|---|--|
| 1. December                                   | 23. countrywide cr<br>Inds. or conchemco<br>Inc.           |
| 2. Miami                                      | 24. 3.86 or -3.86  |
| 3. South San Francisco                        | 25. Kathy Rebello  |
| 4. Chiron                                     | 26. Dubuque  |
| 5. P. Kemp Fain, Jr.                          | 27. 3.2%   |
| 6. petroleum and coal<br>products             | 28. Thomas Schoenecker                                     |
| 7. Combustion<br>Engineering, Inc.            | 29. Miami  |
| 8. Kansas City                                | 30. Pipelines, except<br>natural gas                       |
| 9. Bio-Response                               | 31. SafeCard or<br>SafeCard Services<br>Inc.               |
| 10. March 21                                  | 32. 210  |
| 11. George Pirrone                            | 33. certified public<br>accountant or<br>accountant or CPA |
| 12. New York                                  | 34. Cambridge  |
| 13. over the counter                          | 35. accept any answer<br>between 375-390                   |
| 14. 10  | 36. Peroni   |
| 15. Cable House & Ragen                       | 37. 1326 or (26 X 51)                                      |
| 16. William Giese                             | 38. Amgen  |
| 17. tissue plasminogen<br>activator           | 39. once   |
| 18. 10-12                                     | 40. in the heart   |
| 19. .5% or from 7% to 6.5%                    |  |
| 20. economist                                 |  |
| 21. \$1,979,143,000,000                       |  |
| 22. countrywide cr Inds.<br>or conchemco Inc. |  |

## CAREER OPPORTUNITIES -- ANSWER KEY

- |  |  |
|--|--|
| 1. 1-800-523-7366 or<br>523-7366                           | 21. 36 or 036  |
| 2. briefcase or suitcase                                   | 22. 30   |
| 3. VA or Virginia  | 23. ESL or Clarence<br>Kastrop or Prof.<br>Employ. Dept. |
| 4. A Career in the Sky is<br>Like None on Earth            | 24. Clarksville  |
| 5. E-4561  | 25. 816-234-8202 or TWA                                  |
| 6. northAmerican van<br>lines or long distance<br>trucking | 26. 2  |
| 7. 5 or 17   | 27. Classified or<br>Classified Across<br>the USA        |
| 8. computer software or<br>peak performance<br>software    | 28. CT or Connecticut                                    |
| 9. \$29  | 29. valve  |
| 10. Woodland Hills   | 30. 12-6   |
| 11. \$2500   | 31. 1-800-323-7702                                       |
| 12. 3 or 4 or 5  | 32. Supervisor of<br>Artificial<br>Intelligence          |
| 13. Spectrum International<br>EOE                          | 33. Minneapolis  |
| 14. 94088-3510   | 34. Bernard  |
| 15. USA Today  | 35. ESL or TRW   |
| 16. North American Roofing<br>Systems, Inc.                | 36. Manchester   |
| 17. Park Terrace Airport<br>Hilton or TWA office           | 37. ESL  |
| 18. Haldane Assoc.   | 38. Kansas City  |
| 19. (213) 739-8080   | 39. Pansophic  |
| 20. 64   | 40. La Font Inn  |

## CLASSIFIED -- ANSWER SHEET

1. 970 Trowbridge or Trowbridge Rd.
2. Bill Burcham
3. Natural Resources
4. 887-2178
5. \$310
6. a buyer
7. Mackinac Island, MI
8. Linda
9. Checquered Flag
10. after 5
11. Campus Hill Apts.
12. \$600
13. Karin
14. cosmetics
15. current federal list or govn. jobs
16. Naval Reserve
17. 4
18. Programmers or DBA's or system programmers
19. 616-938-2200
20. Classified Office or 347 Student Services Building
21. 117
22. Cedar Greens
23. 39,000
24. Connxtions Comedy Club
25. Texas
26. Handyman or Parttime Handyman
27. 7 or 8
28. Jeeps
29. sport or 5 speed, air, am/fm
30. Evergreen Arms
31. Health Care Clinic
32. 1961
33. 2 years
34. 45 or 46 or since 1940
35. 500
36. Community Mental Health Board
37. MSU Union Activities Board
38. Carolyn
39. \$3.50
40. clothing sales

## SPORTS -- ANSWER SHEET

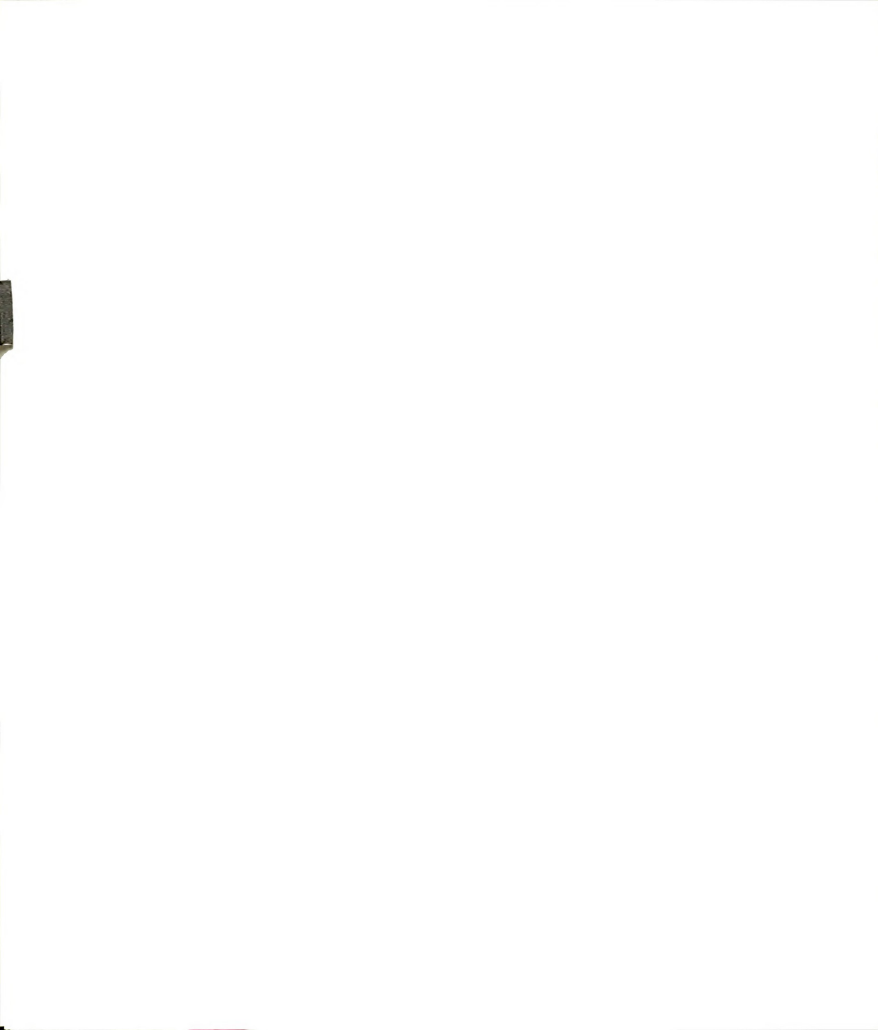
1. Dianne Kennett
2. 6
3. Tom Smith
4. Richard M. Czop, M.D.
5. Old College Field or East Lansing
6. Michael Honeywell
7. J.J. Winners
8. thousands
9. O'Neil
10. Kevin Dalson
11. 4
12. \$0.50
13. Commencement apparel
14. 2 weeks or April 22 - May 3
15. Tuesday
16. Bill Hanis
17. left
18. thin
19. Rich White
20. Greg Ball
21. comedy
22. wild
23. 2
24. State News Writer or Writer
25. team pep-talk
26. Aimesbury
27. lives at Sigma Alpha Mu or he got a 3.5 GPA
28. Steve Preston
29. spring
30. satisfaction
31. Boilermakers
32. Mike Daniels
33. 2
34. Capitol Ave. or Capitol
35. 60 or over 60
36. your figure
37. 13-5
38. Arbit
39. Engineering
40. Dave Stein

## WEATHER -- ANSWER SHEET

- |   |                   |
|---|-------------------|
| 1. Atlanta                                      | 23. 8             |
| 2. Palm Springs                                 | 24. 30            |
| 3. Boston                                       | 25. 3A or 3       |
| 4. 27   | 26. 1             |
| 5. 2  | 27. Stockholm     |
| 6. east or NE or up                             | 28. 1             |
| 7. 8  | 29. Dublin        |
| 8. New Delhi                                    | 30. Florida       |
| 9. yellow                                       | 31. Mark Nichols  |
| 10. 4 or 5                                      | 32. Pete Rose     |
| 11. 405-685-5577 or<br>685-5577                 | 33. 31            |
| 12. San Francisco                               | 34. Stacey        |
| 13. 143   | 35. Las Vegas     |
| 14. 25  | 36. Reno          |
| 15. Denver or Bend or<br>Cheyenne               | 37. Atlantic City |
| 16. Denver or Bend or<br>Cheyenne               | 38. rain          |
| 17. Denver or Bend or<br>Cheyenne               | 39. 14            |
| 18. Cheyenne                                    | 40. Arkansas      |
| 19. Key West                                    |                   |
| 20. Nestle                                      |                   |
| 21. chocolate or candy<br>bars or the very best |                   |
| 22. Alaska                                      |                   |

APPENDIX G

Perceived Stress Associated With Crowding Measure





APPENDIX G

Perceived Stress Associated With Crowding Measure

ATTITUDES TOWARD THE EXPERIMENT  
(Please read each question carefully)

1. How confined did you feel during the experiment?

|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|  
Not at all Confined Very Confined

2. How comfortable did you feel during the experiment?

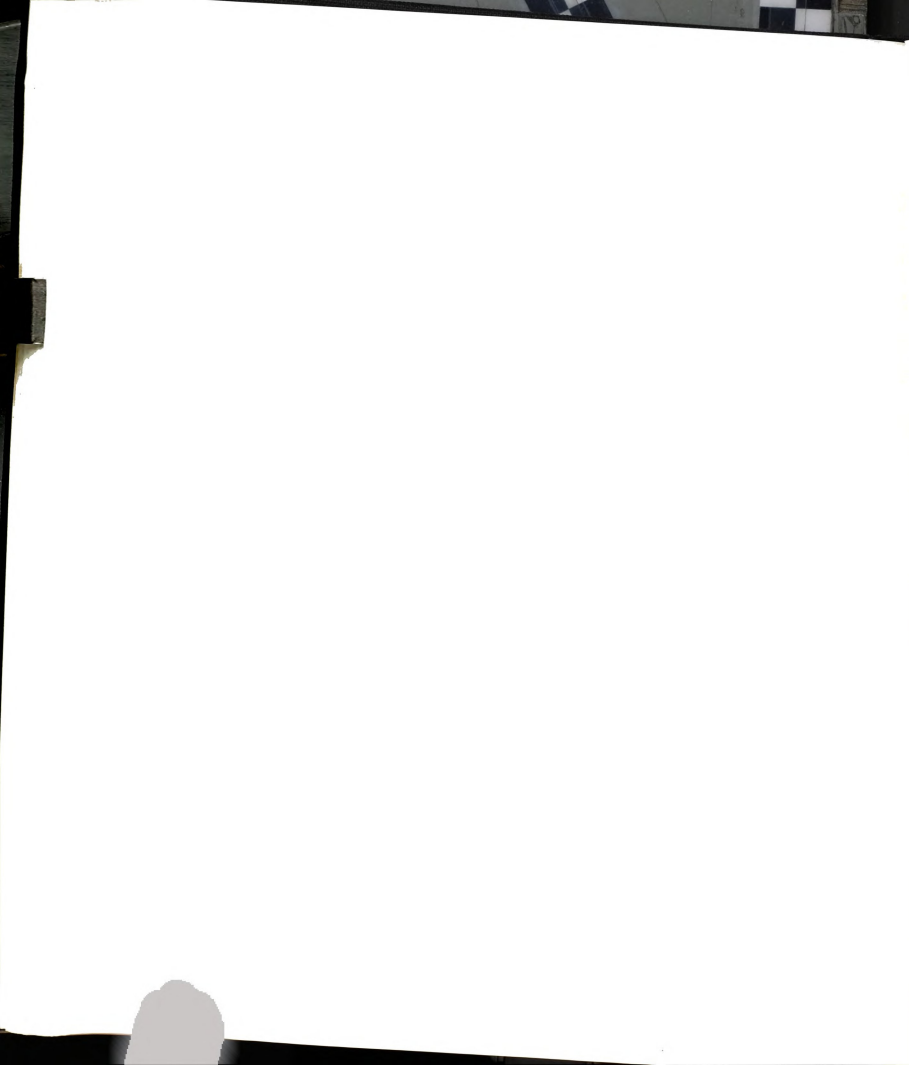
|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|  
Very Comfortable Not at all Comfortable

3. How crowded did you feel during the experiment?

|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|  
Not at all Crowded Very Crowded

4. How ill at ease did you feel during the experiment?

|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|  
Very Ill at Ease Not at all Ill at Ease







APPENDIX H

Manipulation Check for Attribution



APPENDIX H

Manipulation Check for Attribution

While many people enjoy participating in psychological experiments, some people feel stressed during the experience. The list below contains many explanations describing why you might have felt stressed this evening. Please rate how stressful you perceived each of them to be:

1. I had a fight with my girl/boyfriend earlier.

|\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||  
Not at all Very  
Stressful Stressful

2. The room was too hot.

|\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||  
Very Not at all  
Stressful Stressful

3. I had too much caffeine today.

|\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||  
Not at all Very  
Stressful Stressful

4. The newsprint I had to review was creating some strain on my eyes.

Very						Not at all
Stressful						Stressful

5. I was afraid the experimenter might single me out of the group.

Not at all						Very
Stressful						Stressful

6. The experiment was boring.

Very						Not at all
Stressful						Stressful

7. The room was too cold.

Not at all						Very
Stressful						Stressful

8. I felt very crowded in this room.

Very						Not at all
Stressful						Stressful

9. I feel sick today.

Not at all						Very
Stressful						Stressful



10. I was nervous about looking foolish in front of my peers.

|\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||  
Very Not at all  
Stressful Stressful

11. I was nervous that the experimenter may evaluate my performance.

|\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||  
Not at all Very  
Stressful Stressful

12. I was tired.

|\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||\_\_\_\_\_||  
Very Not at all  
Stressful Stressful

APPENDIX I

Comfortable Interaction Distance Measure and Oral  
Instructions for Completing This Measure

1

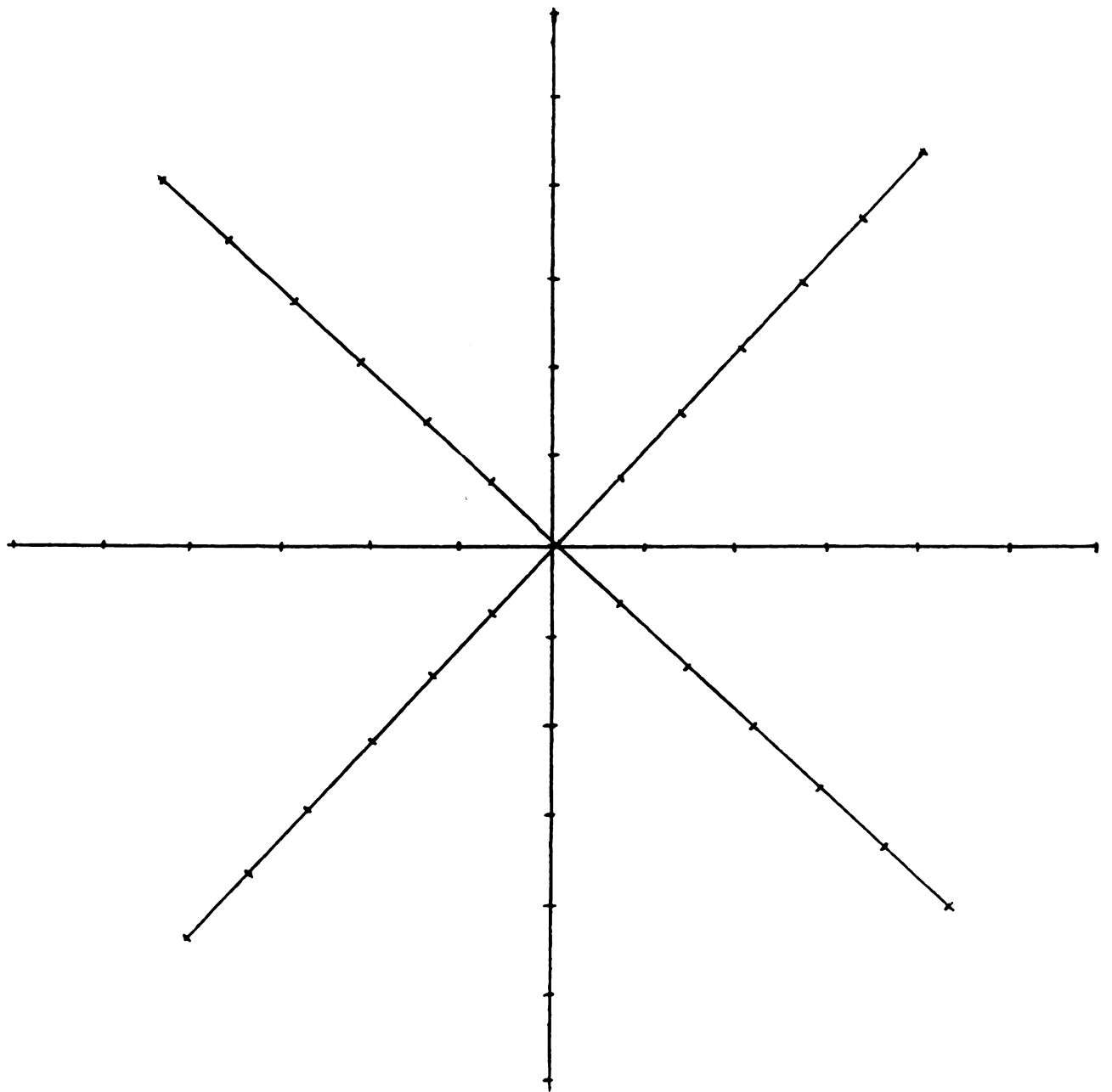


Figure 10. Comfortable Interaction Distance Measure.

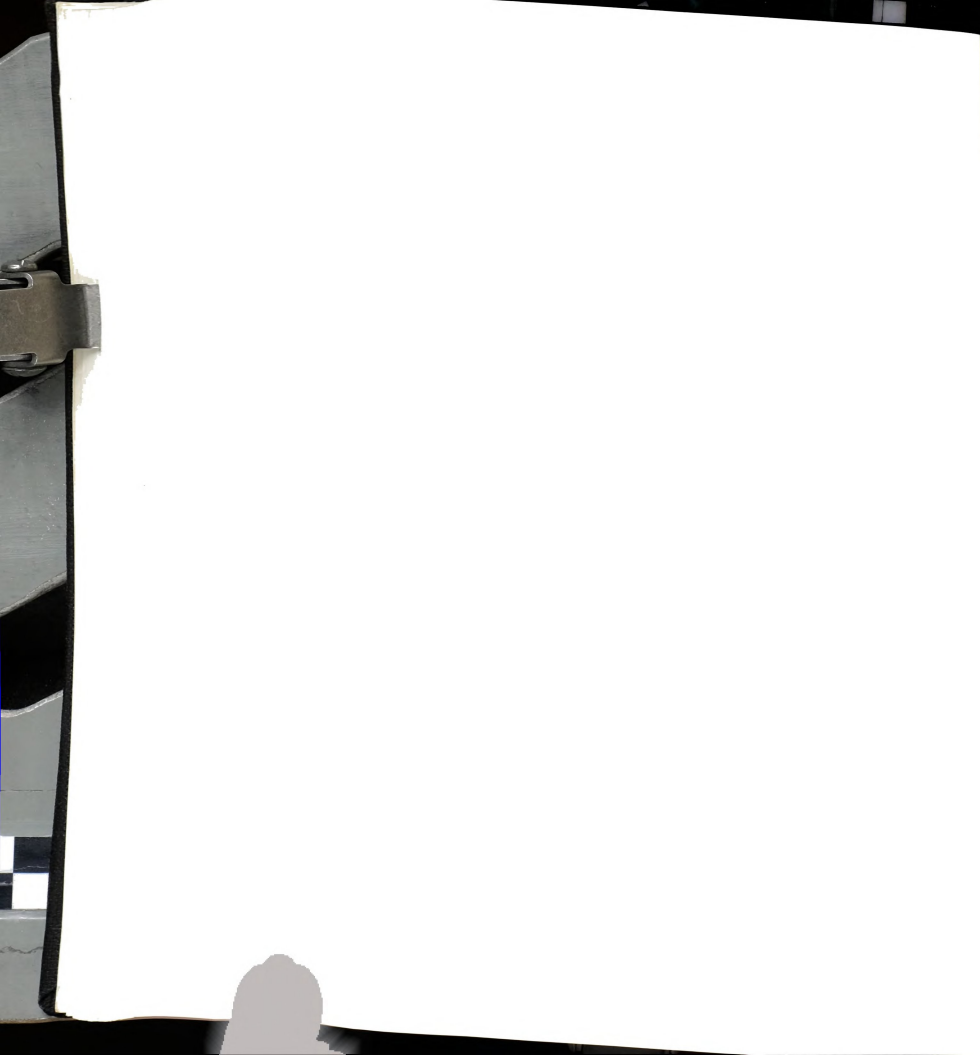
Oral Instructions for Completing  
Comfortable Interaction Distance Measure

"Please take a good look at the photograph you are holding...Imagine yourself standing in the middle of a large, round room. Straight in front of you is the only doorway to the room. I would like you to imagine that the person who you see pictured is slowly walking through that doorway towards you. Try to determine how close you would allow that person to approach you before you begin to feel uncomfortable. In other words, at what distance would you want that person to stop and not come any closer. That distance can range anywhere from a few inches (i.e., touching distance) up to six feet [mention to the subjects the distances they are currently standing apart from each other]...."

## BIBLIOGRAPHY

## BIBLIOGRAPHY

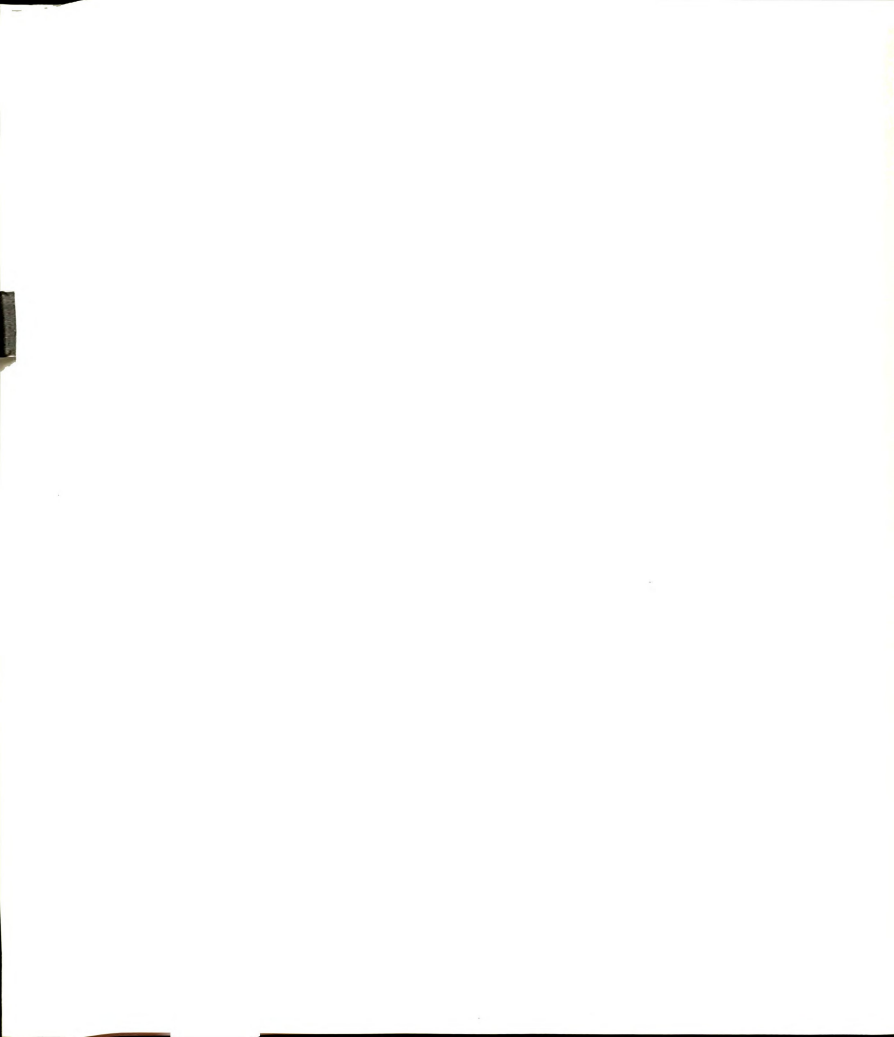
- Allgeier, A. R. & Byrne, D. (1973). Attraction toward the opposite sex as a determinant of physical proximity. Journal of Social Psychology, 90, 213-219.
- Allport, F. (1924). Social psychology. Boston: Houghton Mifflin.
- Altman, I. (1975). The environment and social behavior. Monterey, Calif.: Brooks/Cole.
- Anastasi, A. (1982). Psychological testing (5th Ed). London: MacMillan.
- Byrne, D., Ervin, C. R., & Lamberth, J. (1970). Continuity between the experimental study of attraction and real-life computer dating. Journal of Personality and Social Psychology, 16, 1, 157-165.
- Cohen, J. & Cohen, P. (1975). Applied regression/correlation analysis for the behavioral sciences. Hillsdale, N. J.: Lawrence Erlbaum Associates.
- Cozby, P. C. (1973). Effects of density, activity, and personality on environmental preferences. Journal of Research in Personality, 7, 45-60.
- Desor, J. A. (1972). Toward a psychological theory of crowding. Journal of Personality and Social Psychology, 21, 79-83.
- Duke, M. P. & Nowicki, S., Jr. (1972). A new measure and social-learning model for interpersonal distance. Journal of Experimental Research in Personality, 6, 1-16.
- Eberts, E. H. (1972). Social and personality correlates of personal space. In Mitchell, W. J. (Ed.), Environmental design: Research and practice. Los Angeles: University of California Press.
- Edney, J. J. & Grundmann, M. J. (1979). Friendship, group size, and boundary size: Small group spaces. Small Group Behavior, 10, 124-135.
- Evans, G. W. & Howard, R. B. (1973). Personal space. Psychological Bulletin, 80, 334-344.





- Felipe, N. J. & Sommer, R. (1966). Invasions of personal space. Social Problems, 14, 206-214.
- Freedman, J. L. (1975). Crowding and behavior. San Francisco: Freeman.
- Freedman, J. L., Klevansky, S., & Ehrlich, P. R. (1971). The effect of crowding on human task performance. Journal of Applied Social Psychology, 1, 7-25.
- Gottheil, E., Corey, J., & Paredes, A. (1968). Psychological and physical dimensions of personal space. Journal of Psychology, 69, 7-9.
- Guado, C. J. & Meisels, M. (1971). Child-parent spatial patterns under praise and reproof. Developmental Psychology, 5, 365.
- Hall, E. T. (1963). Proxemics: The study of man's spatial relations. In Goldston, I. (Ed.), Man's image in medicine and anthropology. N. Y.: International Universities Press.
- Hall, E. T. (1966). The hidden dimension. Garden City, N. Y.: Doubleday.
- Hayduk, L. A. (1978). Personal space: An evaluative and orienting overview. Psychological Bulletin, 85, 117-134.
- Heller, J. F., Groff, B. D., & Solomon, S. H. (1977). Toward an understanding of crowding: The role of physical interaction. Journal of Personality and Social Psychology, 35, 183-190.
- Keppel, G. (1982). Design and analysis: A researcher's handbook (2nd ed). Englewood Cliffs, N. J.: Prentice-Hall.
- King, M. (1966). Interpersonal relations in preschool children and average approach distance. Journal of Genetic Psychology, 109, 109-116.
- Kleck, R. (1967). The effects of interpersonal affect on errors made when reconstructing a stimulus display. Psychonomic Science, 9, 449-450.
- Knowles, E. S. (1978). The gravity of crowding: Application of social physics to the effects of others. In Baum, A. & Epstein, Y. (Eds.), Human response to crowding. Hillsdale, N. J.: Lawrence Erlbaum Associates.
- Knowles, E. S. (1980). An affiliative conflict theory of personal and group spatial behavior. In Paulus, P. B. (Ed.), Psychology of group influence. Hillsdale, N. J.: Lawrence Erlbaum Associates.

- Kueth, J. (1962). Social schemas. Journal of Abnormal and Social Psychology, 64, 31-36.
- Langer, R. & Saegert, S. (1977). Crowding and cognitive control. Journal of Personality and Social Psychology, 35, 175-182.
- Lawrence, J. E. (1974). Science and sentiment: Overview of research on crowding and human behavior. Psychological Bulletin, 81, 10, 712-721.
- Little, K. B. (1965). Personal space. Journal of Experimental Social Psychology, 1, 237-247.
- Marshall, G. D. & Zimbardo, P. G. (1979). Affective consequences of inadequately explained physiological arousal. Journal of Personality and Social Psychology, 37, 970-988.
- McCallum, R., Rusbult, C. E., Hong, G. K., Walden, T., & Schopler, J. (1979). Effects of resource availability and importance of behavior on the experience of crowding. Journal of Personality and Social Psychology, 37, 1304-1313.
- Middlemist, R. D., Knowles, E. S., & Matter, C. F. (1976). Personal space invasions in the lavatory: Suggestive evidence for arousal. Journal of Personality and Social Psychology, 33, 541-546.
- Patterson, M. L., Mullens, S. & Romano, J. (1971). Compensatory reactions to spatial intrusion. Sociometry, 34, 114-121.
- Paulus, P. B., Annis, A. B., Seta, J. J., Schkade, J. K., & Matthews, R. W. (1975). Density does affect task performance. Journal of Personality and Social Psychology, 34, 248-253.
- Paulus, P. B. & Matthews, R. W. (1980). Crowding, attribution, and task performance. Basic and Applied Social Psychology, 1, 1, 3-13.
- Rapoport, A. (1975). Toward a redefinition of density. Environment and Behavior, 7, 133-158.
- Rawls, J. R., Trego, R. E., McGaffrey, C. N., & Rawls, D. J. (1972). Personal space as a predictor of performance under close working conditions. Journal of Social Psychology, 86, 261-267.
- Sanders, G. S. & Baron, R. S. (1975). The motivating effects of distraction on task performance. Journal of Personality and Social Psychology, 32, 6, 956-963.



- Schacter, S. & Singer, J. E. (1962). Cognitive, social, and physiological determinants of emotional state. Psychological Review, 69, 379-399.
- Seguin, C. A. (1967). The "individual" space. International Journal of Neuropsychiatry, 108-117.
- Sommer, R. (1959). Studies in personal space. Sociometry, 22, 247-260.
- Spence, K. W., Taylor, J., & Ketchel, R. (1956). Anxiety (drive) level and degree of competition in paired-associates learning. Journal of Experimental Psychology, 52, 306-310.
- State News (1986). April, 21, pp. 9, 11.
- State News (1986). September, 29, Shopping Supplement, p. 12.
- Stokols, D. (1975). Toward a psychological theory of alienation. Psychological Review, 82, 26-44.
- Stokols, D. (1976). The experience of crowding in primary and secondary environments. Environment and Behavior, 8, 49-86.
- Stokols, D., Smith, T. E., & Proster, J. J. (1975). Partitioning and perceived crowding in a public place. American Behavioral Scientist, 18, 792-814.
- Sundstrom, E. (1975). An experimental study of crowding: Effects of room size, intrusion, and goal-blocking on nonverbal behavior, self-disclosure, and self-reported stress. Journal of Personality and Social Psychology, 32, 645-654.
- U. S. A. Today (1986). April 21, pp. 14A, 3B, 7E.
- Valins, S. & Baum, A. (1973). Residential group size, social interaction, and crowding. Environment and Behavior, 5, 4, 421-440.
- Willis, F. N., Jr. (1966). Initial speaking distance as a function of the speakers' relationship. Psychonomic Science, 5, 221-222.
- Worchel, S. (1978). The experience of crowding: An attributional analysis. In Baum, A. & Epstein, Y. (Eds.), Human response to crowding. Hillsdale, N. J.: Lawrence Erlbaum Associates.
- Worchel, S. & Teddlie, C. (1976). The experience of crowding: A two-factor theory. Journal of Personality and Social Psychology, 34, 30-40.

- Worchel, S. & Yohai, S. (1979). The role of attribution in the experience of crowding. Journal of Experimental Social Psychology, 15, 91-104.
- Zajonc, R. B., Heingartner, A., & Herman, E. M. (1969). Social enhancement and impairment of performance in the cockroach. Journal of Personality and Social Psychology, 13, 83-92.





MICHIGAN STATE UNIV LIBRARIES



31293000655138