
The primary aim of this study was to investigate one aspect of territoriality in man, namely his use of space in interactional communication. Specifically, perceived interaction distances were measured to determine whether differences might be found between three cultural groups: Native Japanese, Hawaii Japanese, and American Caucasians. Type of relationship and conversational content were varied to determine what effect each variable has on the distances maintained within each cultural group. The instrument for eliciting distance was a modification of Kuethe’s Felt Figure free placement technique and consisted of six scenes of interaction involving a student with a father, professor, and friend. Interaction distance between dyads was then analyzed as a function of relationship, sex, conversational content, and culture.

Results indicated that culture is a significant determinant of interaction distance. The data confirmed the hypothesis of greater interaction distance among Native Japanese than among either Hawaii Japanese or American Caucasians. There were, however, no significant differences between the interaction distance of Hawaii Japanese and American Caucasians, a finding interpreted as evidence of acculturation among the Hawaii Japanese to a cultural norm shared with American Caucasians. Both sex and conversational content were non-significant variables.

The most powerful determinant of interaction distance within a cultural group was relationship. Native Japanese and Hawaii Japanese held the same increasing order of distance across relationships: friend, father, professor, with the Hawaii Japanese patterning more similar to that of American Caucasians. For Caucasians, significantly greater distances were demonstrated for the authority figures of father and professor than for friend.

In summary, different cultural groups had significant differences in interaction distance. Within each cultural group, however, the relationship was the most profound determiner of interaction distance.


This study investigates alienation among middle-class drug users in terms of personal relationships with significant others and with significant social institutions. Linear distance between symbols of self and significant others in a circle placement task is used as a definition and measure of personal relationship. Statements describing interest and participation in religion and politics are used to assess social alienation.

Results indicate that personal alienation is not characteristic of drug users in comparison with non-drug users, there being no significant differences in interactional distance from either one peer or a group of peers. The user is not isolated at the personal level and his peer relationships do not deviate from the cultural norm.

Social alienation, however, is characteristic of drug users. Greater interactional distance from father, sibling, and authority figure; greater attitudinal distance from father, mother, and society; and greater degree of “leftness” on a political continuum combined with lack of interest in politics, religion, and dissatisfaction with school are interpreted as evidence of social alienation characteristic of the young, middle-class drug user.

The Camp Kawailoa experience was designed to assist potential dropouts in placing a positive value on continuing school and in becoming restimulated by the learning process. Four separate two-week camps were held, the first two for boys and the last two for girls, staffed by adult and junior camp counselors and a counseling consultant. For the boys a work therapy program with intensive individual and group counseling services was provided. The program stressed four broad areas: informal activities, work projects, craft projects, and guidance. For the girls basic areas were similar, with emphasis on work groups instead of projects. The intents of activities were success orientation, exposure to new ideas and places, the development of effective work skills and habits, and the development of cohesiveness among campers and counselors. Evaluation measures used were the Shapiro Adjective Check List, to assess discrepancy between self and ideal self, the Arts and Crafts Work Attitude Inventory, to tap pleasure or displeasure in certain aspects of work, an Attitudinal Inventory, to assess interpersonal relationships, and subjective evaluations by the camp consultant.

Results indicated significant reduction in the discrepancy between self description and ideal self description for both boys and girls. Not only were these results true for each camp but the effects were even more pronounced for those campers participating for four weeks instead of two. There was also substantial alteration in work attitudes in the direction of widespread increase in positive attitudes. No changes were measured by the Attitude Inventory. Spuriously high pre-test scores and the fact that all items were positively balanced may account for the lack of significance. All campers reported an increased desire to work with adults, a feeling that adults understood them, an increased ability to talk in large groups, and an increased desire to learn new things, and a renewed view of school work as helpful. The study recommends that a year-round program for teachers and counselors, in-service trainees to aid dropouts, and potential dropouts be implemented.


What are the specific treatment conditions which will induce academic achievement behavior among male high school underachievers is the problem investigated in this study. Four specific objectives of intervention are delineated: Improving 1) academic motivation to achieve, 2) study habits and skills, 3) grade point average, and 4) school attendance, through a treatment program of planned group reinforcement counseling. Subjects, who scored more than one standard error of estimate below their predicted grade point average using score on the School and College Ability Test (S.C.A.T.) as predictor, comprised three groups: 1) unaware group, those neither informed of their academic potential nor invited to or given group counseling, 2) the aware group, those informed of their academic potential, invited to counseling, but who declined, and 3) the counseled group, those informed of their academic potential, invited to counseling, accepting of and given group counseling using verbal reinforcement techniques. Seventeen counseling sessions were held, with topics planned in advance and focusing on motivation to achieve as well as effective study habits.

Results indicated that the counseled group performed significantly better than either the aware group or the unaware group on the criterion measures of academic motivation to achieve and effective study habits and skills. The counseled group was significantly superior to the unaware group, but not to the aware group, in academic performance as measured by grade point average. There were no significant differences among the three groups on the school attendance criterion. There were no significant differences between the aware and unaware groups on all criterion measures.

Results indicate that planned group reinforcement counseling may be a productive technique for improving the motivation to achieve, study habits and skills, and grade point average of male high school underachievers.
Kunimoto, Elizabeth N. “Effects of nonverbal experiences on interpersonal communication.”

The primary purpose of this study was to investigate whether small-group experiences in nonverbal activities could improve interpersonal relationships between peer dyads and teacher-pupil dyads as defined by interactional distance and credibility. The two comparison groups emphasized nonverbal behaviors: (1) proxemic activities, emphasizing body contact and the reduction of interactional distance to zero, and (2) kinesic activities, emphasizing the visual aspects of communication, such as eye-contact, gestures, bodily actions, without body contact. The control group emphasized verbal behaviors, without body contact. Subjects were 325 students from 28 intact sections in the University of Hawaii’s Interpersonal Speech-Communication course who were randomly assigned to the three groups. The instrument was a booklet measuring interactional distance and credibility. Distance was measured in centimeters between stationary dots and mobile, self-adhesive dots representing interacting dyads. Credibility was measured by means of a seven-point rating scale.

Reports showed that the interventions did not bring about a significant difference in decreased interactional distance among the three groups. However, the increase in credibility was significantly greater for peer dyads who participated in nonverbal rather than verbal activities, with a slightly greater increase for the proxemic group over the kinesic group. Credibility for teacher-pupil dyads was also significantly greater for dyads participating in nonverbal activities.

Although there were no significant differences in overall mean decreases in interactional distance among the groups, among subjects having an ongoing relationship, nonverbal activities did result in decreased interactional distance. This decrease, however, occurred only in the informal picnic context and not in the formal classroom context. Furthermore, among subjects having an ongoing relationship, kinesic activities, rather than proxemic activi-

ties, brought about a significant increase in perceived credibility.

Across subjects, changes in credibility were negatively correlated with interactional distance.

This study supports the hypothesis that nonverbal experiences improve interpersonal relationships between peer and teacher-pupil dyads, providing a context for enhanced communication.