

Under this heading appear summaries of studies which, in 500 words or less, provide comparable data from two or more societies through the use of a standard measuring instrument; additional details concerning the results can be obtained by communicating directly with the investigator or, when indicated, by requesting supplementary material from Microfiche Publications.

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EFFECTS OF NONVERBALLY COMMUNICATED PERSONAL
WARMTH ON THE INTELLIGENCE TEST PERFORMANCE
OF INDIAN AND ESKIMO ADOLESCENTS*

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Many studies have found a relationship between teacher warmth and the intellectual performance of white Americans. Whether warmth has similar effects on Indians and Eskimos, however, has not been examined. The strong value these groups tend to place on harmonious interpersonal relationships strongly raises the possibility.¹

This study examined the influence of nonverbally communicated personal warmth on the intelligence test performance of Indian and Eskimo students. Prior studies have used the nonverbal cues of smiling, leaning toward, and direct eye contact to connote personal warmth for white Americans.² However, not all these cues might communicate warmth to Indians and Eskimos. Indeed, direct eye contact, which tends to connote anger in these cultures,³ might serve as a cue of coldness. For this reason, nonverbal cues were selected which ethnographic analysis had suggested were central to communicating personal warmth to Indian and Eskimo adolescents—smiling, close body distance, and a mutually seated posture.

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¹ Albert, E. M. The classification of values: A method and illustration. *Amer. Anthropol.*, 1956, **58**, 221-248.

² Reece, M. M., & Whitman, R. N. Expressive movements, warmth, and verbal reinforcements. *J. Abn. & Soc. Psychol.*, 1962, **64**, 234-236.

³ Hall, E. T. Listening behavior: Some cultural differences. *Phi Delta Kappan*, 1969, **50**(7), 379-380.

The subjects were 15 Athabascan Indian and Eskimo students from remote Alaskan villages who attended an urban high school. These students had been given the Wechsler Adult Intelligence Scale by their school counselors, and these scores served as baseline measures. Students were randomly assigned to the nonverbal cold or nonverbal warmth conditions and retested on the Digit-Symbol and Information subtests about three weeks later by a counselor-trainee, a black male. Eskimo often regard blacks, who are less familiar to them than whites, as especially frightening. Had the examiner been white, the effects of warmth may have been greater because the warmth factor would not have had to overcome the effects of black racial status. In the nonverbal warmth condition, the examiner smiled and sat 30 inches from the student, defined as personal distance that generates a kinesthetic sense of closeness.⁴ The examiner and student sat at right angles, a posture that connotes more a cooperative than competitive interaction.⁵ In the nonverbal cold condition, the examiner did not smile and stood 80 inches from the student, defined as an impersonal distance. The examiner stood while the subject was seated, which tends to have a domineering effect.

Change scores, ranked according to degree of change, were analyzed through the Mann-Whitney U test. On the Digit-Symbol subtest, six of the seven subjects scored higher than before when retested in the warmth condition, while one remained the same. In the cold condition, three of the eight subjects lost points, while four remained the same, and one gained points ($U = 9, p = .014$). On the Information subtest, five of the seven subjects gained points, while one lost points, and one remained the same when retested in the nonverbal warmth condition. In the nonverbal cold condition, five of the eight subjects lost points, while two remained the same, and one gained points ($U = 10.5, p < .027$). While this study must be regarded as exploratory, it does suggest the importance of nonverbally communicated warmth to Indian and Eskimo students and also the generalizability of findings on warmth to these groups.

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⁴ Hall, E. T. *The Hidden Dimension*. New York: Anchor, 1969.

⁵ Sommer, R. Further studies of small group ecology. *Sociometry*, 1965, 28, 337-348.