

PERCEPTIONS OF PRETTY PEOPLE: AN EXPERIMENTAL STUDY OF
INTERPERSONAL ATTRACTIVENESS

By

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To the Faculty of Washington State University:

The members of the Committee appointed to
examine the thesis of GEORGE ANTHONY POTEET find it
satisfactory and recommend that it be accepted.

Chair

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Abstract

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Objective: The purpose of this study is to test, expand upon, and explore the variables involved in the hypothesis of *what is beautiful is good*.

Method: Experimental data was collected. Participants were college students at Washington State University. The experiment involved viewing a slide show of photos while filling out a survey regarding the photos. A self evaluation form was also completed.

Results: The hypothesis of *what is beautiful is good* was well supported. The comparison between the participants' self evaluation form and their evaluations of photos depicted a relationship between the degree of similarity regarding the variable attractiveness and a corresponding similarity with happiness, intelligence, and especially success.

Conclusions: One's judgment of another's attractiveness influences their beliefs in relation to other variables such as character traits and life outcomes. Judging another's level of attractiveness is a relative phenomenon. The self perceived level of our own attractiveness has an effect on the judgments made of others.

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Introduction

Previous research:

Modern research on the topic of attractiveness began in the late 1960s and flourished by the mid 1970s. Sociologists, psychologists, and social psychologists alike worked toward understanding the impact of beauty in our society. The widely recognized notion of attractiveness being associated with beneficial qualities has become known as the 'what is beautiful is good' thesis. This philosophy claims that levels of attractiveness are positively correlated with other socially desirable traits such as intelligence, happiness, or friendliness.

The study of physiognomy may be the very earliest attempt to link physical attributes to personality and behavior. This course of study was pursued by scholars such as Aristotle (Cornelia, 1905), Lavater (Corsini, 1959), and Lombroso (1911). The deterministic view of physiognomy as a science has long since been ignored and this study is in no way attempting to revive it. However, the influence of attractiveness and beauty is one that should not be overlooked.

The contemporary attempts to ascertain the extent of the influence of attractiveness were first used with concern to dating (Walster et al., 1966). The focus on

attractiveness has been continued in scholarly work in recent journals (Baker-Sperry & Grauerholz, 2003; Wickham & Morris, 2003). The ground-breaking work was done by a handful of researchers in the early 1970s. Beauty being conclusively associated with the perception of character traits by peers (Miller, 1970; Dion et al. 1972) became well established as was beauty as it related to heterosexual attraction (Walster et al., 1966; Berscheid et al. 1971).

The phrase 'what is beautiful is good' was first published by Dion, Berscheid, and Walster (1972). The testing of perceptions of beauty and corresponding assumptions of success have become very popular. Dion et al. (1972) found that photos of more attractive people were judged to be more successful in their undefined careers. The specific careers of a salesman (Reingen, 1978), advertising model (Baker & Churchill, 1977), and even a psychiatrist/counselor (Cash & Kehr, 1978) were later tested for the association between beauty and success. These trials all showed positive correlations between levels of attractiveness and presumed success.

Researchers of attractiveness have also been interested with specific personality traits. Miller (1970) found that more attractive adults were perceived as being

more sensitive, confident, and friendly. The personal characteristic of intelligence was also noted as being apparent by distinction of physical attractiveness (Sarty, 1975). If more attractive people are presumed to be more intelligent, sensitive, confident, and friendly they would also be assumed to be more persuasive, which was certainly found by Mills and Aronson (1965) and then confirmed a few years later by Snyder and Rothbart (1971).

While examining the thesis 'what is beautiful is good' several researchers found that attractiveness was not always linked with an admiring character association. Krebs and Adinolfi (1975) found that persons considered too pretty were presumed to have the characteristics of being vain, having a large ego, having extramarital affairs, and likely to get a divorce. Dermer and Thiel (1975) came to similar conclusions using photos of attractive and less attractive women. They found that the attractive photos were rated as being snobbish, vain, materialistic, and once again more likely to get a divorce. These negative associations lead one to acknowledge that the characteristics of beauty and attractiveness may not always be coupled with the presumption of favorable personality traits.

While recognizing that the associations may not always be desirable, other studies have successfully shown that beneficial outcomes are demonstrated more often with attractive persons. In a simulated jury situation more attractive defendants received lower amounts of punishment and lower ratings of guilt (Efran, 1974). However, this finding was opposite when the suggested crime was related to attractiveness in some form (Sigall & Ostrove, 1975), such as when conning or deceiving behaviors were involved. In a very unique method, Corsini (1959) used inmates as participants for judging photos of other inmates when testing the thesis of 'what is beautiful is good'. The inmates judged more attractive photos as committing crimes that were less offensive than the photos that were less attractive.

Perceptions of attractiveness and its relation to other characteristics influence such a wide range of people-from the criminal population to political officers. No direct link between attractiveness and being voted into office has been established. However, for female candidates, attractiveness did influence the judging of character traits such as being nice, able, and enthusiastic (Sigelman, Sigelman, & Fowler, 1987). The concern for appearance by politicians is probably well known. Yet the

influence of attractiveness and likelihood of election has been more noticeable regarding minority groups and voting patterns (*The Economist*, 2007).

As an institution entrusted with much of the socialization of children, schools were a likely location in which to test the links between beauty and personality assumptions. Teacher expectations play a large role in the behavior of pupils. The first impressions of students are gathered by previous school records and or physical appearance (Rosenthal & Jacobson, 1968). The initial judgment made by teachers regarding attractiveness is correlated with teachers' expectations of intelligence (Clifford & Walster, 1973). Parents and teachers predicted the use of the 'what is beautiful is good' hypothesis by pre-school age boys (Adams & Crane, 1980). Grades, popularity, drop out rates, intelligence, and academic potential with regard to attractiveness are all reviewed by Ritts, Patterson and Tubbs (1992). Within music departments, the appearance and attractiveness of violinists (Wapnick, Mazza, & Darrow, 1998) and vocalists (Wapnick et al. 1997) was shown to have a substantial effect on those judging performances.

The job market has also addressed the 'what is beautiful is good' thesis. The experiments typically

address interview situations in which the more attractive applicant is offered the position (Beehr & Gilmore, 1982). In other experiments, more useful abilities were attributed to more attractive salesmen and these salesmen were treated more warmly than unattractive salesmen (Reingen & Kernan, 1993). Managers who are more attractive also have been found to receive better ratings by their employees without relation to their managerial performance (Beehr & Gilmore, 1982).

In conclusion, the research in the area of interpersonal attractiveness has yielded many results. Nearly all of them find strong support that the general public is using the hypothesis of 'what is beautiful is good.' Attractive people receive more use of sidewalk space (Dabbs & Stokes, 1975), more assistance with car trouble (Athanasίου & Green, 1973), and even the assumption of better mental health (Umberson & Hughes, 1987). They are assumed to be strong in ability, intelligence, and performance. Those that are perceived as more attractive are nearly always seen as more positive concerning their character traits.

Hypotheses:

- I) An increase in the rating of others attractiveness will increase ratings of their other traits.

The increase of attractiveness level, 1 being least attractive and 6 being most attractive, will increase the level of the other traits. The closer the photo is rated to a 6 on attractiveness, the more likely the photo will be rated higher in the areas of friendliness, happiness, intelligence, humor, and success. The opposite association should also be detectable. The lower the rating of attractiveness the lower the other ratings will be.

- II) The more analogous the levels of attractiveness between subject and photo will increase the similarity of other traits.

The more comparable the subjects rate themselves and the photos on the level of attractiveness the more similar the other traits will be rated. The opposite is also expected. As subject and photo are dissimilarly rated on attractiveness the less alike their traits of friendliness, happiness, intelligence, humor, and success will be. For example, if a participant rates themselves as a three and also rates a photo as a three on attractiveness then the trait of humor will be rated more similarly than a subject

who rates themselves as a three and rates the photo as a six.

Methodology

The sample:

The subjects in this experiment were all volunteers. Volunteers were recruited from two upper-division courses: Statistics and The Family at Washington State University. A total of 75 subjects participated in the experiment and the data from all of the subjects was used. The sample population was made up of 35 females and 40 males, having an age range of 18 to 40 and an average of 21.5 years. The racial make up was slightly more diverse than that of the campus at reporting themselves as Caucasian; 84% for this sample and 86% for the Pullman campus of Washington State University.

The experiment environment:

The mid-sized room was located in the basement of Wilson Hall at Washington State University. Chairs for the subjects were left at the rear of the room for them to move to a comfortable viewing position of their choice. The viewing took place by way of a TV monitor placed atop a filing cabinet. A single mid-height shelf was left in the rear of the room, for convenience of the lab assistants were they could rest the evaluation clipboards and pens prior to the commencement of each group within the experiment. The rest of the room was left bare. Two windows existed but the curtains were drawn shut to minimize distractions. A two-way mirror made up nearly an entire wall, which the subjects were not notified of such as it was not used for collecting any type of observational data.

The procedure:

The experiment used photos that were in black and white. The content of the photos was limited to head shots. Five photos of females were used and five photos of males, photos were shown in a female, male, female, male, etc. format for the duration of the viewing. These photos were displayed for 45 seconds, giving the participants time to complete the evaluation form for each photo. A total of 10 photos were evaluated making the viewing time seven and a half minutes.

Subjects were greeted upon arrival and were seated outside the experimentation room. Once a group was filled, the group was then lead into the experimental room where they were instructed to take a chair and sit in it wherever in the room they pleased. When all subjects were seated, a brief description of the experiment and instructions on completion of the evaluation form was given. The evaluation form was attached to a clipboard and subjects were given pens. At this time the subjects were asked to sign a consent form. The lab assistants then started the DVD and exited the experimental room. The lab assistants monitored the slideshow and the subject from a two-way mirror. After the DVD ended, the subjects were thanked for their

participation, received contact information of the experimenters, and escorted from the experimental room.

Data Analysis

The data collection methods used in this experiment produced ordinal data. The questionnaire requested that subjects evaluate the photographs (and themselves) on six different variables: attractiveness, friendliness, happiness, intelligence, humor, and success. Each evaluation used a six-point scale. In ordinal data, classifications are assumed to contain no information beyond that of direction – no assumptions of equal intervals are made.

An ordinal measure of association, Goodman and Kruskal's gamma, a conservative z-test for gamma, and a chi-square test for independence, were calculated for each of the tables. The test results are displayed in Tables 1-5, below. In each table the letter "S" signifies a subject and the letter "O" indicates other, meaning one of the photographs. Only the direction of difference between the "S" and the "O" is considered in the tables. Each table uses *attractiveness* as one of the variables. The other variables, presented in tables 1-5 respectively, are: *humorous*, *friendliness*, *happiness*, *intelligence*, and *success*.

Goodman and Kruskal's gamma varies from -1 to +1 and is based on the standardized difference between concordant

and discordant pairs of observations: tied observations are ignored. The simple equation is,

$$\text{gamma} = (P - Q) / (P + Q),$$

where P is the number of concordant pairs and Q is the number of discordant pairs. In Tables 1-5 the concordant, discordant, and the tied pairs are shown for each table. Further measures of association using the tied pairs (Kendall's measures [tau-a, tau-b, tau-c] or Somers' D) did not yield additional information and are not presented here.

Chi-square is a test for independence in the cross-classification and is designed to address a different question from gamma. It is computed as

$$\chi^2 = \sum\{(O - E)^2/E\},$$

where O represents the observed frequency and E represents the "expected" frequency given independence. This significance test, here used between two variables, will test the extent to which the variables can be described as independent. Departure from independence is commonly taken as an indicator of association between the variables. As a rule, the lower numbered table has less association, measured by gamma, between attractiveness and the variable. Nevertheless, all variables showed positive levels of

association with attractiveness, especially the variable of success.

The results show that all of the variables, included questionnaire [see appendix b], are at least moderately associated with *attractiveness*. The weakest association is between the variables *humorous* and *attractiveness* [gamma = .251; chi-square = 19.6]. Though the association between *friendliness* and *attractiveness*, [gamma = .316; chi-square = 41.4] is considerably higher than that involving *humorous* and *attractiveness*, one should not necessarily consider the variables of *friendliness* and *attractiveness* strongly related. Of all the positively correlated variables in this study *happiness* and *intelligence* fall between high and low correlations. *Happiness* has a gamma of .353 and a chi-square of 53.8. The variable of *intelligence* is slightly higher on both measures at .362 for its gamma and 59.6 for its chi-square. The final variable, *success*, shows a steady increase from the previous variables with regard to its gamma of .467. However, it is in the chi-square measurement of 95.4 that *success* is truly set apart from the other variables. *Success* is the variable most clearly associated with *attractiveness*. Despite the fact that all variables showed positive associations with *attractiveness*, *success* held higher results than the other variables.

In summary, each of the variables is associated with attractiveness such that the photos of persons, relative to the subjects' self-evaluation, follow similar directions. Photos of others who are deemed less attractive than the subject are evaluated as less likely to be as humorous, friendly, happy, intelligent, or successful as the subject. Similarly, those whose photos are seen as more attractive than the subject are considered also to be more humorous, friendly, happy, intelligent, or successful than the subject.

While there is nothing in this data that suggests the causal direction of this effect, or even that there might be one, this study suggests another example of a situation in which attractiveness is associated with additional attributes that seem to have no necessary relation.

Discussion

Previous research on the subject of attractiveness has been an interdisciplinary endeavor. Attractiveness has been shown to be an influential part of interpersonal relationships. The impact of attractiveness on perception of character traits was measured and tested during the process of this thesis. The results of traditional testing showed positive correlation between the variables of humorous, friendliness, happiness, intelligence, and success with attractiveness. These positive correlations justify the acceptance of both hypotheses.

The experimental design of this study attempted to eliminate any other factors which may have influenced perceptions of personality characteristics. It has been hypothesized that personality traits influence what is seen as attractive (Gross & Crofton, 1977). Though causation was not addressed in this study, it is reasonable to suppose that knowing personality traits would influence a rating on attractiveness. There are many complexities that are involved with the topics of attractiveness and perceptions of personality traits. While this study has clearly identified associations among attractiveness and a few personality traits yet there are other questions that are interesting and should be addressed, in order to fully

understand the impact of attractiveness on character perceptions such as: At what point does knowledge of personality begin to influence perceptions of attractiveness? What parts of personality are the most influential for considerations of attractiveness?

In many everyday instances encounters with others do not involve knowing their personality traits. Some of these interactions will have little bearing on our day or our lives. For example, the use of sidewalk space (Dabbs & Stokes, 1975) or other public areas. Other instances may have a more significant impact, such as roadside assistance (Athanasίου & Green, 1973) or criminal cases (Efran, 1974).

A major contribution this thesis offers is the testing of self perceptions involved with interpersonal attractiveness. When individuals rate themselves as more similar to others on the category of attractiveness these individuals rate others as being similar to them on other categories of personality traits. Others' ratings of attractiveness are balanced in this study by taking into account the self perceived level of attractiveness.

Further research in the area of interpersonal attractiveness should consider new areas associated with attractiveness and expand the amount of awareness on cognitive processes dependent on perceptions. There are

numerous new areas which may be explored, including: services rendered to the public and areas, sales, promotions, or negotiation situations. A greater focus can be put on retesting and evaluating previous works that have tested the effect of attractiveness in the areas of education, performance, and criminal sentencing.

The value of this thesis lies in opening the discussion and helping to examine the prejudices made upon physical appearance. A person's ascriptive characteristics often determine the kind of everyday treatment they receive from others. The highly fluid, changing, and relative nature of beauty and attractiveness need to be recognized before perceptions of character are formed. Acknowledging the source of perceptions is essential for understanding interpersonal relationships and communication. With greater recognition of the roots of perceptions many misperceptions may be dealt with accordingly and allow greater freedom of involvement and exchange.

Tables

Table 1 Attractiveness on Humor; S being subject and O being the photos the subject was rating.

| Humorous | Attractiveness | | | Total |
|--------------|----------------|-----|-----|-------|
| | S>O | S=O | S<O | |
| S>O | 257 | 145 | 95 | 497 |
| S=O | 70 | 56 | 48 | 174 |
| S<O | 24 | 26 | 28 | 78 |
| Total | 351 | 227 | 171 | 749 |

| | | | |
|--------------------------|--------|-----------------|-------|
| Concordant Pairs | 56974 | Gamma = | 0.251 |
| Discordant Pairs | 34094 | z = | 2.02 |
| Tied on | | Chi- | |
| Attractiveness | 47748 | square = | 19.6 |
| Tied on Dependent | 87447 | | |
| Tied on Both | 53863 | | |
| Total | 280126 | | |

Table 2 Attractiveness on Friendliness; S being subject and O being the photos the subject was rating.

| Friendliness | Attractiveness | | | Total |
|--------------|----------------|-----|-----|-------|
| | S>O | S=O | S<O | |
| S>O | 207 | 107 | 50 | 364 |
| S=O | 103 | 81 | 80 | 264 |
| S<O | 42 | 39 | 41 | 122 |
| Total | 352 | 227 | 171 | 750 |

| | | | |
|---------------------------|--------|--------------------------|-------|
| Concordant Pairs | 74395 | Gamma = | 0.316 |
| Discordant Pairs | 38647 | z = | 2.89 |
| Tied on Attractiveness | 59670 | Chi- square = | 41.4 |
| Tied on Dependent | 65871 | | |
| Tied on Both | 42292 | | |
| Total | 280875 | | |

Table 3 Attractiveness on Happiness; S being subject and O being the photos the subject was rating.

| Happiness | Attractiveness | | | Total |
|--------------|----------------|-----|-----|-------|
| | S>O | S=O | S<O | |
| S>O | 228 | 113 | 54 | 395 |
| S=O | 82 | 66 | 75 | 223 |
| S<O | 42 | 48 | 42 | 132 |
| Total | 352 | 227 | 171 | 750 |

| | | | |
|-------------------------------|--------|---------------------|-------|
| Concordant Pairs | 76041 | Gamma = | 0.353 |
| Discordant Pairs | 36386 | z = | 3.26 |
| Tied on Attractiveness | 57234 | Chi-square = | 53.8 |
| Tied on Dependent | 66486 | | |
| Tied on Both | 44728 | | |
| Total | 280875 | | |

Table 4 Attractiveness on Intelligence; S being subject and O being the photos the subject was rating.

| Intelligence | Attractiveness | | | Total |
|--------------|----------------|-----|-----|-------|
| | S>O | S=O | S<O | |
| S>O | 204 | 92 | 41 | 337 |
| S=O | 91 | 89 | 74 | 254 |
| S<O | 56 | 46 | 56 | 158 |
| Total | 351 | 227 | 171 | 749 |

| | | | |
|--------------------------|--------|-----------------|-------|
| Concordant Pairs | 80286 | Gamma = | 0.362 |
| Discordant Pairs | 37618 | z = | 3.44 |
| Tied on | | Chi- | |
| Attractiveness | 61072 | square = | 59.6 |
| Tied on Dependent | 60611 | | |
| Tied on Both | 40539 | | |
| Total | 280126 | | |

Table 5 Attractiveness on Success; S being subject and O being the photos the subject was rating.

| Success | Attractiveness | | | Total |
|--------------|----------------|-----|-----|-------|
| | S>O | S=O | S<O | |
| S>O | 197 | 83 | 26 | 306 |
| S=O | 110 | 97 | 77 | 284 |
| S<O | 45 | 47 | 68 | 160 |
| Total | 352 | 227 | 171 | 750 |

| | | | |
|-------------------------------|--------|---------------------|-------|
| Concordant Pairs | 88214 | Gamma = | 0.467 |
| Discordant Pairs | 32088 | z = | 4.72 |
| Tied on Attractiveness | 61002 | Chi-square = | 95.4 |
| Tied on Dependent | 58611 | | |
| Tied on Both | 40960 | | |
| Total | 280875 | | |

PHOTO #1; please rate each person by circling a number under each heading.

Attractiveness

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unattractive | unattractive | somewhat unattractive | somewhat attractive | attractive | very attractive |

Friendliness

| | | | | | |
|--------------------|------------|------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unfriendly | unfriendly | somewhat unfriendly | somewhat friendly | friendly | very friendly |

Happiness

| | | | | | |
|-----------------|----------|---------------------|-------------------|----------|---------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unhappy | unhappy | somewhat unhappy | somewhat happy | happy | very happy |

Intelligence

| | | | | | |
|-----------------------|---------------|---------------------------|-------------------------|-------------|---------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very Unintelligent | unintelligent | somewhat Unintelligent | somewhat intelligent | intelligent | very intelligent |

Humorous

| | | | | | |
|-------------------------|--------------|-----------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very non humorous | non humorous | somewhat non humorous | somewhat humorous | humorous | very humorous |

Success

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unsuccessful | unsuccessful | somewhat unsuccessful | somewhat successful | successful | very successful |

PHOTO #2; please rate each person by circling a number under each heading.

Attractiveness

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unattractive | unattractive | somewhat unattractive | somewhat attractive | attractive | very attractive |

Friendliness

| | | | | | |
|--------------------|------------|------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unfriendly | unfriendly | somewhat unfriendly | somewhat friendly | friendly | very friendly |

Happiness

| | | | | | |
|-----------------|----------|---------------------|-------------------|----------|---------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very Unhappy | unhappy | somewhat unhappy | somewhat happy | happy | very happy |

Intelligence

| | | | | | |
|-----------------------|---------------|---------------------------|-------------------------|-------------|---------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very Unintelligent | unintelligent | somewhat Unintelligent | somewhat intelligent | intelligent | very intelligent |

Humorous

| | | | | | |
|-------------------------|--------------|-----------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very non humorous | non humorous | somewhat non humorous | somewhat humorous | humorous | very humorous |

Success

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unsuccessful | unsuccessful | somewhat unsuccessful | somewhat successful | successful | very successful |

PHOTO #3; please rate each person by circling a number under each heading.

Attractiveness

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unattractive | unattractive | somewhat unattractive | somewhat attractive | attractive | very attractive |

Friendliness

| | | | | | |
|--------------------|------------|------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unfriendly | unfriendly | somewhat unfriendly | somewhat friendly | friendly | very friendly |

Happiness

| | | | | | |
|-----------------|----------|---------------------|-------------------|----------|---------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very Unhappy | unhappy | somewhat unhappy | somewhat happy | happy | very happy |

Intelligence

| | | | | | |
|-----------------------|---------------|---------------------------|-------------------------|-------------|---------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very Unintelligent | unintelligent | somewhat Unintelligent | somewhat intelligent | intelligent | very intelligent |

Humorous

| | | | | | |
|-------------------------|--------------|-----------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very non humorous | non humorous | somewhat non humorous | somewhat humorous | humorous | very humorous |

Success

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unsuccessful | unsuccessful | somewhat unsuccessful | somewhat successful | successful | very successful |

PHOTO #4; please rate each person by circling a number under each heading.

Attractiveness

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unattractive | unattractive | somewhat unattractive | somewhat attractive | attractive | very attractive |

Friendliness

| | | | | | |
|--------------------|------------|------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unfriendly | unfriendly | somewhat unfriendly | somewhat friendly | friendly | very friendly |

Happiness

| | | | | | |
|-----------------|----------|---------------------|-------------------|----------|---------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very Unhappy | unhappy | somewhat unhappy | somewhat happy | happy | very happy |

Intelligence

| | | | | | |
|-----------------------|---------------|---------------------------|-------------------------|-------------|---------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very Unintelligent | unintelligent | somewhat unintelligent | somewhat intelligent | intelligent | very intelligent |

Humorous

| | | | | | |
|-------------------------|--------------|-----------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very non humorous | non humorous | somewhat non humorous | somewhat humorous | humorous | very humorous |

Success

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unsuccessful | unsuccessful | somewhat unsuccessful | somewhat successful | successful | very successful |

PHOTO #5; please rate each person by circling a number under each heading.

Attractiveness

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unattractive | unattractive | somewhat unattractive | somewhat attractive | attractive | very attractive |

Friendliness

| | | | | | |
|--------------------|------------|------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unfriendly | unfriendly | somewhat unfriendly | somewhat friendly | friendly | very friendly |

Happiness

| | | | | | |
|-----------------|----------|---------------------|-------------------|----------|---------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unhappy | unhappy | somewhat unhappy | somewhat happy | happy | very happy |

Intelligence

| | | | | | |
|-----------------------|---------------|---------------------------|-------------------------|-------------|---------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very Unintelligent | unintelligent | somewhat unintelligent | somewhat intelligent | intelligent | very intelligent |

Humorous

| | | | | | |
|-------------------------|--------------|-----------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very non humorous | non humorous | somewhat non humorous | somewhat humorous | humorous | very humorous |

Success

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unsuccessful | unsuccessful | somewhat unsuccessful | somewhat successful | successful | very successful |

PHOTO #6; please rate each person by circling a number under each heading.

Attractiveness

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unattractive | unattractive | somewhat unattractive | somewhat attractive | attractive | very attractive |

Friendliness

| | | | | | |
|--------------------|------------|------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unfriendly | unfriendly | somewhat unfriendly | somewhat friendly | friendly | very friendly |

Happiness

| | | | | | |
|-----------------|----------|---------------------|-------------------|----------|---------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very Unhappy | unhappy | somewhat unhappy | somewhat happy | happy | very happy |

Intelligence

| | | | | | |
|-----------------------|---------------|---------------------------|-------------------------|-------------|---------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very Unintelligent | unintelligent | somewhat unintelligent | somewhat intelligent | intelligent | very intelligent |

Humorous

| | | | | | |
|-------------------------|--------------|-----------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very non humorous | non humorous | somewhat non humorous | somewhat humorous | humorous | very humorous |

Success

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unsuccessful | unsuccessful | somewhat unsuccessful | somewhat successful | successful | very successful |

PHOTO #7; please rate each person by circling a number under each heading.

Attractiveness

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unattractive | unattractive | somewhat unattractive | somewhat attractive | attractive | very attractive |

Friendliness

| | | | | | |
|--------------------|------------|------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unfriendly | unfriendly | somewhat unfriendly | somewhat friendly | friendly | very friendly |

Happiness

| | | | | | |
|-----------------|----------|---------------------|-------------------|----------|---------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very Unhappy | unhappy | somewhat unhappy | somewhat happy | happy | very happy |

Intelligence

| | | | | | |
|-----------------------|---------------|---------------------------|-------------------------|-------------|---------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very Unintelligent | unintelligent | somewhat unintelligent | somewhat intelligent | intelligent | very intelligent |

Humorous

| | | | | | |
|-------------------------|--------------|-----------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very non humorous | non humorous | somewhat non humorous | somewhat humorous | humorous | very humorous |

Success

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unsuccessful | unsuccessful | somewhat unsuccessful | somewhat successful | successful | very successful |

PHOTO #8; please rate each person by circling a number under each heading.

Attractiveness

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unattractive | unattractive | somewhat unattractive | somewhat attractive | attractive | very attractive |

Friendliness

| | | | | | |
|--------------------|------------|------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unfriendly | unfriendly | somewhat unfriendly | somewhat friendly | friendly | very friendly |

Happiness

| | | | | | |
|-----------------|----------|---------------------|-------------------|----------|---------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very Unhappy | unhappy | somewhat unhappy | somewhat happy | happy | very happy |

Intelligence

| | | | | | |
|-----------------------|---------------|---------------------------|-------------------------|-------------|---------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very Unintelligent | unintelligent | somewhat unintelligent | somewhat intelligent | intelligent | very intelligent |

Humorous

| | | | | | |
|-------------------------|--------------|-----------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very non humorous | non humorous | somewhat non humorous | somewhat humorous | humorous | very humorous |

Success

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unsuccessful | unsuccessful | somewhat unsuccessful | somewhat successful | successful | very successful |

PHOTO #9; please rate each person by circling a number under each heading.

Attractiveness

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unattractive | unattractive | somewhat unattractive | somewhat attractive | attractive | very attractive |

Friendliness

| | | | | | |
|--------------------|------------|------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unfriendly | unfriendly | somewhat unfriendly | somewhat friendly | friendly | very friendly |

Happiness

| | | | | | |
|-----------------|----------|---------------------|-------------------|----------|---------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very Unhappy | unhappy | somewhat unhappy | somewhat happy | happy | very happy |

Intelligence

| | | | | | |
|-----------------------|---------------|---------------------------|-------------------------|-------------|---------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very Unintelligent | unintelligent | somewhat unintelligent | somewhat intelligent | intelligent | very intelligent |

Humorous

| | | | | | |
|-------------------------|--------------|-----------------------------|----------------------|----------|------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very non humorous | non humorous | somewhat non humorous | somewhat humorous | humorous | very humorous |

Success

| | | | | | |
|----------------------|--------------|--------------------------|------------------------|------------|--------------------|
| <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> |
| very unsuccessful | unsuccessful | somewhat unsuccessful | somewhat successful | successful | very successful |

PHOTO #10; please rate each person by circling a number under each heading.

Attractiveness

| | | | | | |
|----------------------------------|--------------------------|--------------------------------------|------------------------------------|------------------------|--------------------------------|
| <u>1</u> very Unattractive | <u>2</u> unattractive | <u>3</u> somewhat unattractive | <u>4</u> somewhat attractive | <u>5</u> attractive | <u>6</u> very attractive |
|----------------------------------|--------------------------|--------------------------------------|------------------------------------|------------------------|--------------------------------|

Friendliness

| | | | | | |
|--------------------------------|------------------------|------------------------------------|----------------------------------|----------------------|------------------------------|
| <u>1</u> very Unfriendly | <u>2</u> unfriendly | <u>3</u> somewhat unfriendly | <u>4</u> somewhat friendly | <u>5</u> friendly | <u>6</u> very friendly |
|--------------------------------|------------------------|------------------------------------|----------------------------------|----------------------|------------------------------|

Happiness

| | | | | | |
|-----------------------------|---------------------|---------------------------------|-------------------------------|-------------------|---------------------------|
| <u>1</u> very Unhappy | <u>2</u> unhappy | <u>3</u> somewhat unhappy | <u>4</u> somewhat happy | <u>5</u> happy | <u>6</u> very happy |
|-----------------------------|---------------------|---------------------------------|-------------------------------|-------------------|---------------------------|

Intelligence

| | | | | | |
|-----------------------------------|---------------------------|---------------------------------------|-------------------------------------|-------------------------|---------------------------------|
| <u>1</u> very Unintelligent | <u>2</u> unintelligent | <u>3</u> somewhat unintelligent | <u>4</u> somewhat intelligent | <u>5</u> intelligent | <u>6</u> very intelligent |
|-----------------------------------|---------------------------|---------------------------------------|-------------------------------------|-------------------------|---------------------------------|

Humorous

| | | | | | |
|-------------------------------------|--------------------------|---|----------------------------------|----------------------|------------------------------|
| <u>1</u> very non humorous | <u>2</u> non humorous | <u>3</u> somewhat non humorous | <u>4</u> somewhat humorous | <u>5</u> humorous | <u>6</u> very humorous |
|-------------------------------------|--------------------------|---|----------------------------------|----------------------|------------------------------|

Success

| | | | | | |
|----------------------------------|--------------------------|--------------------------------------|------------------------------------|------------------------|--------------------------------|
| <u>1</u> very unsuccessful | <u>2</u> unsuccessful | <u>3</u> somewhat unsuccessful | <u>4</u> somewhat successful | <u>5</u> successful | <u>6</u> very successful |
|----------------------------------|--------------------------|--------------------------------------|------------------------------------|------------------------|--------------------------------|

Rate yourself; please rate yourself by circling a number under each heading.

Attractiveness

| | | | | | |
|----------------------------------|--------------------------|--------------------------------------|------------------------------------|------------------------|--------------------------------|
| <u>1</u> very Unattractive | <u>2</u> unattractive | <u>3</u> somewhat unattractive | <u>4</u> somewhat attractive | <u>5</u> attractive | <u>6</u> very attractive |
|----------------------------------|--------------------------|--------------------------------------|------------------------------------|------------------------|--------------------------------|

Friendliness

| | | | | | |
|--------------------------------|------------------------|------------------------------------|----------------------------------|----------------------|------------------------------|
| <u>1</u> very unfriendly | <u>2</u> unfriendly | <u>3</u> somewhat unfriendly | <u>4</u> somewhat friendly | <u>5</u> friendly | <u>6</u> very friendly |
|--------------------------------|------------------------|------------------------------------|----------------------------------|----------------------|------------------------------|

Happiness

| | | | | | |
|-----------------------------|---------------------|---------------------------------|-------------------------------|-------------------|---------------------------|
| <u>1</u> very unhappy | <u>2</u> unhappy | <u>3</u> somewhat unhappy | <u>4</u> somewhat happy | <u>5</u> happy | <u>6</u> very happy |
|-----------------------------|---------------------|---------------------------------|-------------------------------|-------------------|---------------------------|

Intelligence

| | | | | | |
|-----------------------------------|---------------------------|---------------------------------------|-------------------------------------|-------------------------|---------------------------------|
| <u>1</u> very Unintelligent | <u>2</u> unintelligent | <u>3</u> somewhat unintelligent | <u>4</u> somewhat intelligent | <u>5</u> intelligent | <u>6</u> very intelligent |
|-----------------------------------|---------------------------|---------------------------------------|-------------------------------------|-------------------------|---------------------------------|

Humorous

| | | | | | |
|-------------------------------------|--------------------------|---|----------------------------------|----------------------|------------------------------|
| <u>1</u> very non humorous | <u>2</u> non humorous | <u>3</u> somewhat non humorous | <u>4</u> somewhat humorous | <u>5</u> humorous | <u>6</u> very humorous |
|-------------------------------------|--------------------------|---|----------------------------------|----------------------|------------------------------|

Success

| | | | | | |
|----------------------------------|--------------------------|--------------------------------------|------------------------------------|------------------------|--------------------------------|
| <u>1</u> very unsuccessful | <u>2</u> Unsuccessful | <u>3</u> somewhat unsuccessful | <u>4</u> somewhat successful | <u>5</u> successful | <u>6</u> very successful |
|----------------------------------|--------------------------|--------------------------------------|------------------------------------|------------------------|--------------------------------|

Appendix B

Photographs:

Photograph #1



Photograph #2



Photograph #3



Photograph #4



Photograph # 5



Photograph #6



Photograph #7



Photograph #8



Photograph #9



Photograph #10



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