by the E and rebuild it many times at the original site.

Thus, it appears that, given a choice, an organism will engage in a behavior which is directed toward obtaining a reward but which is also directed toward interaction with and control of the surrounding environment.

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NOTES

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2. Personal communication, February 1969.

Interpersonal attraction as a function of amount of information supporting the subject's opinions*

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Based on the reinforcement theory of attraction and its model (classical conditioning), amount of information given in support of a S's opinions was found to be an analog of magnitude of reinforcement (UCS intensity). As the model predicted, varying amount of information led to significant differences in attraction ($p < .001$).

The theory of interpersonal attraction through attitude similarity-dissimilarity is based upon the hypothesis that attitudinal statements which express views similar to or dissimilar from those of an individual constitute, respectively, reinforcing and punishing stimuli for him (Byrne, 1969). According to Clore & Byrne (in press), attraction is mediated by an implicit classically conditioned affective response: "It is assumed that any stimulus which is reinforcing also serves as an unconditioned stimulus for an implicit affective response. Although initially neutral, any discriminable stimulus (including a person) if consistently associated with reinforcement, becomes a conditioned stimulus evoking an implicit affective response." Clore and Byrne further

state that the strength of the conditioned affective response is affected by manipulations of the independent variables relevant to classical conditioning. In the model proposed by Byrne and Clore¹, reinforcements (agreements) act as unconditioned stimuli (UCS), which determine the implicit affective responses (UCR) and, therefore, the attraction to a CS person.

According to the reinforcement model, the strength of the implicit affective response (measured as an increase in attraction scores) should increase as the magnitude of reinforcement (UCS intensity) increases. This basic assumption of the classical conditioning model has been supported in several studies employing such various analogs of UCS intensity as item interest (Clore & Baldridge, 1968; Lombardo, Libkuman, & Weiss, 1970), personal evaluations vs impersonal opinions (Byrne & Rhamey, 1965), and type of agreement (Lombardo, Weiss, & Buchanan, in press). The present experiment varied magnitude of

reinforcement (UCS intensity) by varying the amount of information given in support of each of the S's opinions.

The typical procedure of presenting an S with a stranger's opinion questionnaire typically does not allow for the study of amount of information given in support of the S's opinions. However, the present study, by using a discrete-trials procedure in which Ss talked with a "live" confederate, lends itself to the study of amount of information as an analog of magnitude of reinforcement (UCS intensity).

Therefore, it was hypothesized that a group of Ss speaking to a stranger who gave three independent arguments in support of each of the S's opinions would be more attracted to that stranger than a group of Ss exposed to a stranger who gave only one argument in support of the S's opinions.

METHOD

There were two groups: high vs low information (UCS intensity), with 42 undergraduate Ss in each group ($N = 84$). In order to select 12 attitude statements that each S agreed with, each S was given a 30-item questionnaire as he reported for the experiment.

The "other person" to whom the Ss spoke was a tape recorder. For this reason, the "other person" was said to be in another room from the S, and the E was, in fact, in another room. The S was told that this would ensure confidentiality of his candid opinions on controversial issues. The S addressed the "other person" and the E over an intercom system and could also hear the E give instructions and occasional comments ("speak a little louder, SA") to the nonexistent "other person."

The S and the "other person" (addressed as "SB" and "SA") received the operating instructions over an intercom. It was explained that the "other person" had been provided with a list of topics. The "other person" would begin with the first topic on his list, stating the topic to the S and then offering his opinion on the topic. The S might then have an opportunity to comment on the "other person's" statement if he wished. The S and the "other person" were always of the same sex.

The S and the "other person" spoke on 12 topics selected from the S's opinion questionnaire. The "other person" (agreeing prerecorded tapes) always spoke first. In the large-magnitude-of-reinforcement group, the tape started out with a statement of the topic, followed by three independent arguments in support of the S's opinion (as stated on the questionnaire). In the

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low-magnitude-of-reinforcement group, the tape also started with a statement of the topic, but this was followed by only one argument in support of the S's opinion.

According to the reinforcement theory of attraction and its model (classical conditioning), the present study is analogous to a 12-trial classical conditioning experiment with 100% reinforcement, the independent variable being UCS intensity (magnitude of reinforcement) and strength of the conditioned affective response (attraction) being the dependent variable. The "other person" was evaluated by all Ss on the Interpersonal Judgment Scale (IJS), the last two items of which are summed to yield the measure of attraction.

RESULTS

As the model predicted, varying the amount of information led to significant differences in attraction, with the large magnitude of reinforcement group being more attracted to the "other person" (large magnitude of reinforcement mean attraction score was 12.73 vs 11.45 for the low-magnitude condition) ($t = 4.41$, $df = 82$, $p < .001$). The results also indicated that the Ss rated the "other person" in the large-magnitude condition as more intelligent (intelligence scores for the high- and low-magnitude groups were 5.68 and 4.79, respectively) ($t = 2.71$, $df = 82$, $p < .01$) and better informed in current events (mean scores were 5.52 and 4.81 for the high- and low-magnitude conditions, respectively) ($t = 2.48$, $df = 82$,

$p < .02$). Analyses of the mean differences for the adjustment and morality items yielded nonsignificant ts ($t < 1$ for both items).

DISCUSSION

By holding percent of reinforcements constant and manipulating amount of information, the present study supports the hypothesis that amount of information is analogous to magnitude of reinforcement. According to the model used by Byrne & Clore¹, the differences found in attraction scores in the present experiment should be due to differences in the amount of positive affect conditioned to the "other person." With percentage of reinforcements (agreements) equated for both groups, the strength of the implicit affective responses which determine attraction should be attributed to differences in amount of information given by the "other person." Therefore, the results of the present study appear to support the assumption that amount of information (with percent of reinforcements held constant) given in support of an opinion is analogous to UCS intensity and adds further support to the classical conditioning account of attraction presented by Byrne and Clore.¹

Palmer (1969) has suggested that agreement from a highly competent person is more reinforcing than agreement from a less competent person. In Palmer's study, competence was manipulated by ascribing different levels of competence to the different communicators. It is possible to interpret the present study in terms of

a competence-attraction relationship because of the greater demonstrated competence of the high-information persons. Such an interpretation is not necessarily different from the interpretation in terms of UCS intensity if only one makes the simple assumption that agreement (UCS) from a highly competent person is a stronger UCS than agreement from a less competent person.

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NOTE

1. Byrne, D., & Clore, G. L. A reinforcement model of evaluative responses. Unpublished paper, 1967.