

1994

Personal Space and Territoriality of Users in an Academic and Public Library

Ruth A. Hamilton
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©1994 Ruth A. Hamilton

Follow this and additional works at: <https://scholarworks.uni.edu/grp>

Recommended Citation

Hamilton, Ruth A., "Personal Space and Territoriality of Users in an Academic and Public Library" (1994).
Graduate Research Papers. 2968.

<https://scholarworks.uni.edu/grp/2968>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

Personal Space and Territoriality of Users in an Academic and Public Library

Find Additional Related Research in UNI ScholarWorks

To find related research in UNI ScholarWorks, go to the collection of [School Library Studies Graduate Research Papers](#) written by students in the [Division of School Library Studies](#), Department of Curriculum and Instruction, College of Education, at the University of Northern Iowa.

Abstract

An observation checklist was used to investigate responses of patrons to intrusion in their personal space. The study was done in a small academic library and a small public library. After the subject was seated an intruder would come in and sit as close to the subject as possible. The responding time was limited to five minutes. The response of the subject was recorded on a detailed checklist. Findings indicated that female subjects make more adjustments than male subjects. In general, adjustments made by subjects were minimal in number and minor in nature.

Personal Space and Territoriality of Users
in an Academic and Public Library

A Graduate Research Paper
Submitted to the
Division of Library Science
Department of Curriculum and Instruction
in Partial Fulfillment
of the Requirements for the Degree
Master of Arts

UNIVERSITY OF NORTHERN IOWA

by

Ruth A. Hamilton

November 11, 1994

ABSTRACT

An observation checklist was used to investigate responses of patrons to intrusion in their personal space. The study was done in a small academic library and a small public library. After the subject was seated an intruder would come in and sit as close to the subject as possible. The responding time was limited to five minutes. The response of the subject was recorded on a detailed checklist. Findings indicated that female subjects make more adjustments than male subjects. In general, adjustments made by subjects were minimal in number and minor in nature.

Table of Contents

	Page
List of Tables.....	v
Chapter	
1. Introduction.....	1
Purpose.....	4
Problem Statement.....	4
Definitions.....	6
Limitations.....	7
2. Review of Related Literature.....	8
3. Methodology.....	14
4. Analysis of Data.....	16
5. Conclusions and Summary.....	20
Bibliography.....	22
Appendix	
Sample Checklist.....	25

List of Tables

Table	Page
1. Responses to Personal Space Intrusions.....	16

Chapter 1

Introduction

The library represents many things to many people. Some look to the library as a source for good books for recreational reading. Others use the library as a source for information. Still others find the library a sanctuary where they may find the peace and quiet they need to read, study or do research. For whatever reason persons choose to use the library, they must first feel comfortable in the library environment.

This feeling of comfort goes beyond adequate temperature, lighting and noise level. A comfortable feeling may also include concepts of personal space and territoriality in the library setting. The understanding of these concepts is being used by interior designers to promote harmony in other settings, such as banks, hospitals and prisons (Dumesnil, 1987). The design of a library should include a regard for the user's personal space and feelings of territoriality. This can be accomplished in the selection and arrangement of tables, chairs and study carrels that promote the feeling of comfort.

Personal space has been given several definitions. Robert Sommer (1969) refers to it as an area with invisible boundaries surrounding a person's body into which intruders may not come. Edward Hall (1959) conceives of personal space as a series of spatial spheres (bubbles) with the

individual person as center. According to Little (1965), personal space may be defined as the area immediately surrounding the individual in which the majority of his interactions with others take place.

Territoriality, a basic concept in the study of animal behavior, is usually defined as behavior by which an organism characteristically lays claim to an area and defends it against members of its own species (Hall, 1969). Schefflen and Ashcraft (1976) state that a territory is not usually a physical thing. It is formed and used by people, but it is not made up of people. In fact, it lies between, around and among them. A territory is instead a relationship or pattern of human behavior and movements. Most people are not necessarily conscious of territorial matters, but they do feel anxious when their territories are violated and often become very angry.

In studies on territoriality, it has been discovered that age has an effect of dominance on given territories. Older children in the home who shared a bedroom with younger children felt stronger about their "territory" (Sebba and Churchman, 1983) while younger children, kindergarten through second grade, seemed to be unaware that a territory existed and thus needed to be defended (Sever, 1987).

The concept of "personal space" can be distinguished from that of "territory" in several ways. The most important difference is that personal space is carried

around while territory is relatively stationary (Sommer, 1959). Edward Hall (1959) coined the term "proxemics," which refers to how people respond to and use distance between themselves and others. Robert Sommer and other researchers have established that people follow firmly established rules in how far apart they stand. This distance varies depending on several factors including the relationship between people and personal characteristics (the more friendly two people are the closer they stand to each other), the formality of the relationship and setting (employees stand closer to other employees than to employer, and persons stand closer at a party than at a business meeting), and cross-cultural differences. People in the United States, Canada and Great Britain stand farther apart than people in South American or Arab countries. These differences can create problems. For example, if an Arab and an Englishman were to have a business meeting each will try to maintain the appropriate distance for his culture. The Englishman will feel the Arab is pushy in trying to stand too close, while the Arab will feel the Englishman is cold and unfriendly in trying to stand farther apart (Freedman, 1975).

Learning other people's personal space by trial and error is a necessity. Accidental intrusions may be permitted, but if they become repetitive there will be a positive reaction or avoidance. Learning how people mark

out and personalize spaces is important, but knowing how they respond to intrusion is a necessity (Yamamoto, 1979). Libraries have been used as laboratories for studies of territoriality which seek to understand how people view the work spaces provided and how far they would go in defending them against intruders (Fine, 1984).

Purpose of the Study

In order to feel comfortable in a given setting, such as an academic or public library, persons must maintain a specific distance of personal space. If this personal space is violated or intruded upon by a stranger, persons will make adjustments to regain their personal space. Personal space in this study refers to the invisible boundary around the self within which the entering of other people causes uncomfortable feelings (Ajdukovic, 1988). The author observed which settings or arrangements of tables, chairs and study carrels required the most reactions for persons using the Wartburg College Library, Waverly, Iowa and the Waverly, Iowa, Public Library.

Problem Statement

1. Will persons using the library compensate for intrusion on their personal space by building barriers, by adjusting body position or by moving to another place?
2. Will a female intruder into someone's personal space cause more frequent reactions by male or female users of the library?

Hypotheses

1. Persons using the library will compensate for intrusion on their personal space by adjusting body position 90% or more of the intrusion instances.
2. Persons using the library will compensate for intrusion on their personal space by building barriers 75% or more of the intrusion instances.
3. Persons using the library will compensate for intrusion on their personal space by moving to another place 50% or more of the intrusion instances.
4. Female users will not compensate for a female intruder in their personal space 50% or more of the intrusion instances.
5. Male users will not compensate for a female intruder in their personal space 50% or more of the intrusion instances.

Assumptions

Persons usually come to the library to read, study or do research, not to socialize. Persons using the library are aware that other people will also be using the library, they will not be the only person using the library. Persons using the library will be considerate of other users.

Importance of the Study

When designing libraries it is important to keep users in mind. Their comfort while using the library may determine the frequency of its use. Understanding the

principles of personal space and using them in the placement of tables, chairs and study carrels has a major impact on library use. The aesthetic appeal is important, but more important is the user's ability to function productively in the library environment. Many stress factors affect people today; the library setting should provide a place of sanctuary where people can function with as little stress as possible.

Definition of Terms

Personal Space - an invisible boundary around the self within which the entering of other people causes uncomfortable feelings (Ajdukovic, 1988).

Public Territories - places allowing citizens freedom of access, but not necessarily action, such as parks, beaches or streets (Sommer, 1969).

Home Territories - public places taken over by particular groups or individuals, such as makeshift clubhouses, gangland turf, or gay bars (Sommer, 1969).

Interactional Territories - areas where social gatherings may occur that have clearly marked boundaries and rules of access as well as egress, such as libraries and theaters (Sommer, 1969).

Body Territories - the very personal spaces, the most private and inviolate, belonging to an individual. These may be large or may describe only spaces around an individual body (Sommer, 1969).

Intimate Distance - zone around an individual's body up to eighteen inches away. These distances are usually reserved for family members, lovers, or extremely good friends (Hall, 1969).

Personal Distance - zone around an individual's body eighteen inches to four feet away. At the closer limits one can still touch another person. The farther limits allow one to keep "an arms length away" (Hall, 1969).

Social Distance - zone around an individual's body four feet to twelve feet away (Hall, 1969).

Public Distance - zone around an individual's body twelve feet to twenty-five feet or more away (Hall, 1969).

Intruder - one who thrusts himself/herself into personal space without invitation, permission or welcome (Webster's Ninth New Collegiate Dictionary, 1991).

Limitations of the Study

The observations for this study were limited to an academic library (Wartburg College Library) and a public library (Waverly Public Library). These libraries were chosen because they are of similar size and in close proximity to the author.

Chapter 2

Review of Related Literature

Factors Influencing Personal Space

The effects of age, gender and setting play an important role in how we view our personal space. Many studies have been conducted to find the impact of these three factors. Personal space and viewpoint change with age. Children have different views of personal space than adults. As children grow they learn how one is to act around others and thus their personal space becomes the same as the majority (Cohen and Cohen, 1979).

Bass and Weinstein (1971) conducted a study and found that grade level had a significant effect on how close a silhouette figure could be placed before it caused discomfort. Kindergarten children were found to have the lowest mean spatial distance in all settings. Younger children stayed closer to the same sex peers than did older children. This interpersonal distance did not become apparent until subjects reached puberty. Prior to that time the relationship between boys and girls in regard to personal space was similar. Tennis and Dabbs (1975) hypothesized that older subjects will maintain greater interpersonal distances than younger subjects. Duke and Nowicki (1972) proposed that prepubescent children prefer opposite gender further away than same gender. They agree with previous findings that decrease in distancing of

opposite gender with the coming of adolescence was significant. Guardo (1969) concluded that these facets of personal space investigated are learned and used by eleven and twelve years of age. Thus it would appear that older subjects are found to prefer significantly greater interpersonal distance than younger subjects.

Elderly people, in good health, are generally less concerned with interpersonal space and more concerned with finding a sturdy chair. They may prefer a soft, comfortable lounge chair, but choose a straight back chair simply because it is easier to get out of (Cohen and Cohen, 1979).

The interaction between age and gender is significant with greater gender difference between older subjects than among younger subjects (Tennis and Dabbs, 1975). An unobtrusive apparatus for measuring interpersonal distance, the Interpersonal Distance Mat, was developed by William Barnard and Paul Bell in 1982. The device is constructed of plywood, 5 ft. x 6.5 ft., with sixty eye bolts, one inch apart, attached to each side. Musical wire is stretched from these bolts through holes on the opposite side to a switch mechanism. The entire device is carpeted to appear like the normal carpet in the room. The IDM measures forward and backward leaning as well as distance between subjects. They developed this instrument to satisfy a need for immediate and accurate measures of interpersonal distances.

Using the apparatus they conducted two experiments which revealed that female subjects approached closer to female assistants and to male assistants. It also revealed that males move closer to female assistants than males to male assistants. The results suggest that, consistent with previous research, among American undergraduates, female/female dyads are comfortable at closer distances than are male/male dyads, although freedom of movement may be necessary to demonstrate the difference (Tennis and Dabbs, 1975).

There is also a significant interaction between age and setting. Physical setting is a factor shown to influence interpersonal distance. In studies conducted by Gay Tennis and James Dabbs in 1975 which were concerned with corner versus center seating at rectangular tables, their hypothesis was that subjects will maintain greater interpersonal distance sitting in a corner place than in a center place. Their findings revealed that from grade five through ten subjects preferred the corner place while students in grades one through four showed greater preference for a center position. Sometime between grade one and five (the onset of puberty) the corner position replaced the center position.

In a study on leadership and group geography Robert Sommer (1961) found that the center position at a table was better for leadership purposes. It allowed and encouraged

the leader to converse with all others at the table. It also made the person appear to have control over the table. This would lead one to believe that choosing a center position at a table is comparable to claiming that table as one's territory. Choosing to sit close reveals a desire to communicate, while choosing a seat six feet or more from others reveals a desire to be alone (Scott, 1984).

Furniture Used In Library

The arrangement of furniture in the library will impact its use. Individual study spaces provided by carrels or study tables should be considered when planning a library facility. Also an informal area with comfortable chairs should be provided for reading (American Association of School Librarians, 1988).

Carrels should be high enough to provide visual privacy. There should be a partition in front of the user and dividers on the sides if the carrels are placed side by side. The side partition should allow for some visibility for the user. Carrels placed in single or double rows should allow four feet from the front of one carrel to the front of the next carrel to provide easy access.

The preferred arrangement of carrels is in lines one behind the other. It is preferred over the side by side set up against the wall with an open walkway. This second arrangement leaves the subject's back unprotected and the carrels will probably remain empty (Cohen and Cohen, 1979).

The chair used at a carrel should have arms since the body position at a carrel is different from that at a table. Users of carrels are able to use several body positions to reinforce territorial boundaries. These include turning away, arm blockage, leaning way into the carrel and sliding the chair away (Sommer, 1978).

Sommer (1978) found that extroverted people did not like carrels. They preferred to be at study tables where they could see other people studying. This seemed to help them study. He reported results from previous studies that there is a sizable number of students who do not prefer carrels - over 50%. They prefer chairs and tables over lounge chairs for studying. One reason for this preference may be the lighting used over carrels. In some instances the lighting level in a carrel is reduced by half when a person is seated at a carrel. Ittleson (1978) suggests the use of incandescent instead of fluorescent lights in carrels.

Many library patrons prefer tables and chairs when using the library. Tables should provide for no more than four seats per table with the exception of index tables (Iowa Department of Education, 1992). These tables may be either round or rectangular. A mixture of tables is recommended. The height of the table should be appropriate to the user. For example, 25-28 inches for elementary students, 27-30 inches for junior high students and 29-30

inches for senior high students and adults. Chairs should be in accordance with table height (Prostano and Prostano, 1982). Sommer (1978) found that chairs with arms are the most desirable and the most used.

In the area designated for recreational reading in the library, chairs selected should be for use by one or two people. Lounges that provide space for three people to sit are generally not recommended (Prostano and Prostano, 1982). Chairs used in this area are ususally cushioned and have a table or foot stool nearby. The foot stools are recommended to discourage people from pulling up another chair to use as a foot stool.

Summary

The design and arrangement of the furniture found in the library will no doubt affect the library's use. Using a knowledge of the concepts of personal space and territoriality along with findings in previous research studies, the author hopes to retest and perhaps update those findings.

Chapter 3

Methodology

The study was conducted in two different environmental settings: an academic library and a public library of comparable size. The academic library located on the Wartburg College campus in Waverly, Iowa, contained study carrels arranged in rows of two side by side, study tables with seating for four or six and lounge chairs arranged with two or three side by side. The second floor was the main floor with index tables, computer terminals and the circulation desk. The Waverly, Iowa, Public Library has three floors. The bottom floor was used for magazine storage and restrooms. The second floor, the main floor, was divided into a children's section and an adult section. The circulation desks were on this floor. There were two tables with four chairs at each and lounge chairs arranged with two and three side by side. The third floor has five tables with seating for four to six at each. There were no study carrels in this library. The subjects were persons of both genders who came to the library independent of a parent or guardian. Subjects were chosen on their selection of isolated seating exhibiting their desire to be alone to read, study or do research. The researcher used fifty (50) subjects from each library. Each subject was given one minute to get settled before the intruder arrived.

The intruder was a woman in her early forties with pale

blonde hair and an unassuming, non-threatening demeanor. She was instructed to sit as close as possible to the subject and pretend to read. Each subject was observed for five (5) minutes or until he/she moved, whichever was shorter.

The procedure consisted of the observer recording the subject's behavior on a detailed checklist (see the appendix). All data recording was performed as unobtrusively as possible. Operational definitions used for variables on the checklist were as follows: (a) Barrier: any object that could be placed between the subject and the intruder, such as coat, purse, book bag, books; (b) Body position: adjustment of the shoulders, back, head, leg movements such as crossing and uncrossing of legs, moving feet, diverting eyes from looking at intruder.

Chapter 4

Analysis of the Data

The responses in this study varied greatly. The responses ranged from looking at, smiling at, speaking to and making room for the intruder to totally ignoring the presence of the intruder. None of the responses, however, could be considered antagonistic or threatening. Age of the subjects did not seem to enter in to the degree of the responses. Table 1 shows the various responses.

Table 1. Responses to Personal Space Intrusions.

Intrusion Responses	Academic		Public	
	Female (N=16) Males (N=34) %	(N=16) (N=34) %	Females (N=24) Males (N=26) %	(N=24) (N=26) %
Body Position Adjustment				
Sitting in Chairs	21	0	66	19
Sitting at Tables	25	23.5	*	*
Sitting at Carrels	25	32	20.5	38
Barrier Building				
Sitting in Chairs	0	0	12.5	8
Sitting at Tables	43	38	12.5	8
Sitting at Carrels	100	23.5	*	*
Move to Another Place				
Sitting in Chairs	4	0	33	4
Sitting at Tables	0	0	12.5	11.5
Sitting at Carrels	0	0	*	*

Note: *Public Library did not have carrels.

The response of the subjects in the study revealed that female subjects make adjustments in body position while sitting in a lounge chair more often than males when a female intrudes in their personal space. In an academic library female subjects made adjustments in body position 21% of the intrusion instances, while male subjects made no adjustments. In a public library female subjects made adjustments in body position 66% of the intrusion instances and male subjects made adjustments in body position only 19% of the intrusion instances. Female subjects sitting at study carrels made adjustments in body position 25% of the intrusion instances in an academic library, while male subjects made adjustments in body position 23.5% of the intrusion instances. When subjects were sitting at tables, however, male subjects made more adjustments in body position than female subjects. Male subjects made adjustments in body position 38% of the intrusion instances in a public library and 32% of the intrusion instances in an academic library while female subjects made adjustments in body position 20.5% of the intrusion instances in a public library and 25% of the intrusion instances in an academic library.

In general, compensations for intrusion in personal space by building barriers revealed that female subjects made more adjustments by building barriers than male subjects. When subjects were observed sitting in chairs in

a public library, male subjects made adjustments by building barriers 8% of the intrusion instances while female subjects made adjustments by building barriers 12.5% of the intrusion instances. Neither male subjects nor female subjects made adjustments by building barriers in an academic library. Response of subjects sitting at tables revealed that in 8% of the intrusion instances male subjects in a public library made adjustments by building a barrier and in 38% of the intrusion instances male subjects in an academic library made adjustments by building barriers. Female subjects made adjustments by building barriers 12.5% of the intrusion instances in a public library and 43% of the intrusion instances in an academic library. Male subjects sitting in study carrels in an academic library made adjustments in their personal space by building barriers 23.5% of the intrusion instances, while female subjects made adjustments 100% of the intrusion instances.

The results when observing subjects making adjustments for intrusion in personal space by moving to another place varied depending on where the subjects chose to sit. Male subjects sitting in lounge chairs made adjustments by moving to another place only 4% of the intrusion instances in a public library while making no adjustments at all in an academic library. Female subjects made adjustments by moving to another place 33% of the intrusion instances in a public library and 4% of the intrusion instances in an

academic library. When subjects were sitting at tables, male subjects made adjustments by moving to another place 11.5% of the intrusion instances in a public library with female subjects making the same adjustment 12.5% of the intrusion instances. In an academic library male subjects made adjustments by moving to another place 2% of the intrusion instance with female subjects making no adjustments at all.

Chapter 5

Conclusions and Summary

This study has assessed the affect of intrusion in personal space by a female intruder on subjects in an academic and public library environment. In general, the data recorded reveals that female subjects make more adjustments for intrusion in their personal space. The hypotheses that intrusions in personal space create compensations by subjects in 90% of the intrusion instances by body adjustment, 75% of the intrusion instances by building barriers and 50% of the intrusion instances by moving to another place were incorrect. However, the hypothesis that female subjects and male subjects would not make compensations, 50% or more of the intrusion instances, for a female intruder was correct with the exception of female subjects sitting in chairs in a public library.

Books and book bags were the barriers used most often by subjects. The books were placed on the table so the subject could have easy access to them. The book bags were placed in the next chair rather than on the floor. These barriers were usually in place when the intruder arrived. Most subjects moved the barriers slightly. One young man in the academic library not only smiled and spoke to the intruder, but also moved all of his books to the other side of the table to make room for the intruder. He was wearing

a tee shirt that read "Life is Short- Pray Hard".

This would lead one to believe that intrusion in personal space in a library environment does not cause the discomfort the researcher had hypothesized. In general, people who use the library are very considerate and tolerant of others who use the library whether it be an academic or public library. This feeling of comfort is what the library hopes to generate, so all who enter will find the setting they need to read, study or do research.

BIBLIOGRAPHY

- Ajdukovic, Dean. "A Contribution to the Methodology of Personal Space Research." Psychologische Beitrage 30 (1988): 198-208.
- American Association of School Librarians. Information Power: Guidelines for School Library Media Programs. Chicago: American Library Association; Washington, D.C.: Association for Educational Communications and Technology, 1988.
- Barnard, William A., and Paul A. Bell. "An Unobtrusive Apparatus for Measuring Interpersonal Distances." Journal of General Psychology 107 (July 1982): 85-90.
- Bass, Marian H., and Malcolm S. Weinstein. "Early Development of Interpersonal Distance in Children." Canadian Journal of Behavioral Science 3 (1971): 368-376.
- Cohen, Aaron, and Elaine Cohen. Designing and Space Planning for Libraries: A Behavioral Guide. New York: R.R. Bowker, 1979.
- Duke, Marshall P. and Stephen Nowicki, Jr. "A New Measure and Social-Learning Model for Interpersonal Distance." Journal of Experimental Research in Personality 6 (1972): 119-132.
- Dumesnil, Carla D. "Office Case Study: Social Behavior in Relation to the Design of the Environment." Journal of Architectural and Planning Research 4 (March 1987): 7-13.
- Fine, Sara. "Research and the Psychology of Information Use." Library Trends 32 (1984): 441-460.
- Freedman, Jonathan L. Crowding and Behavior. New York: Viking Press, 1975.
- Guardo, Carol J. "Personal Space in Children." Child Development 40 (1969): 143-151.
- Hall, Edward T. The Hidden Dimension. Garden City, NY: Anchor Books, 1969.
- The Silent Language. Garden City, NY: Doubleday & Company, 1959.

- Iowa Department of Education. Plan for Progress in the Library Media Center PK-12: a Guide to Planning for School Library Media Programs and for District, AEAMC, and Support of Those Programs. Des Moines: Department of Education, 1992.
- Ittleson, William H. "Environmental Psychology: Factors in Library Environments." In User Encounters the Library. An Interdisciplinary Focus on the User/System Interface. Ed. Martin B. Steffenson and Larry D. Larason. Bethesda, MD: ERIC Document Reproduction Service, ED 266791, 1978.
- Little, K.B. "Personal Space." Journal of Experimental Psychology 1 (1965): 237-247.
- Prostano, Emmanuel T., and Joyce S. Prostano. The School Library Media Center. 4th ed. Littleton, CO: Libraries Unlimited, 1987.
- Schefflen, Albert E., and Norman Ashcraft. Human Territories: How We Behave in Space-Time. Englewood Cliffs, NJ: Prentice-Hall, 1976.
- Scott, Joseph E. "Comfort and Sitting Distance in Living Rooms: The Relationship of Interactants and Topics of Conversation." Environment and Behavior 16 (January, 1984): 35-53.
- Sebba, Rachel, and Arza Churchman. "Territories and Territoriality in the Home." Environment and Behavior 15 (March, 1983): 191-210.
- Sever, Irene. "Children and Territory in a Library Setting." Library and Information Science Research 9 (1987): 95-103.
- Sommer, Robert. "Personal Space and Facilities Usage." In User Encounters the Library. An Interdisciplinary Focus on the User/System Interface. Ed. Martin B. Steffenson and Larry D. Larason. Bethesda, MD: ERIC Document Reproduction Service, ED 266791, 1978.
- . Personal Space: The Behavioral Basis of Design. Englewood Cliffs, NJ: Prentice Hall, 1969.
- . "Leadership and Group Geography." Sociometry 24 (1961): 99-110.
- . "Studies in Personal Space." Sociometry 22 (1959): 247-260.

- Tennis, Gay H., and James M. Dabbs, Jr. "Sex, Setting and Personal Space: First Grade Through College." Sociometry 38 (1975): 385-394.
- Yamamoto, Akira Y. Culture Spaces in Everyday Life: An Anthropology of Common Sense Knowledge. Lawrence, KA: Kansas University, 1979.

APPENDIX

Sample Checklist

Type of Library: Academic_____ Public_____

Gender of Subject: Male_____ Female_____

Subject Chose to Sit: Chair_____ Table_____ Carrel_____

Time Subject Arrives: _____

Time Intruder Arrives: _____

Time Subject Makes Response: _____

Subject Response: Build Barrier_____

Adjust Body Position_____

Move to Another Place_____

Comments: