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Submitted by Beverly Dianne Eads in partial fulfillment of the requirements for
the degree of Doctor of Philosophy specializing in Psychology.

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LIST OF ABBREVIATIONS AND SYMBOLS

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- a* Cronbach's index of internal consistency
- df* Degrees of freedom: number of values free to vary after certain restrictions have been placed on the data
- F* Fisher's *F* ratio: A ration of two variances
- M* Mean: the sum of a set of measurements divided by the number of measurements in the set
- p* Probability associated with the occurrence under the null hypothesis of a value as extreme as or more extreme than the observed value
- r* Pearson product-moment correlation
- t* Computed value of *t* test
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- = Equal to

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ACKNOWLEDGMENTS

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I am pleased to have this opportunity to thank the many colleagues, friends, and faculty members who have helped me with this research project. I am most indebted to Ron Rogers, the chairman of this dissertation, for sharing his research expertise and wisdom regarding motivational theory. I would also like to thank all of my committee members, Bill Chaplin, Ed Merrill, Jean Spruill, and Beverly Thorn for their invaluable input, inspiring questions, and support of both the dissertation and my academic progress. I would like to thank Beverly Roskos-Ewoldsen for her assistance in screening psychology students for inclusion in this study and Ann Jones, Jill Martin, and Judy McCollum for their assistance in collecting data and distributing AIDS education pamphlets to those students. After my computer went down three weeks prior to the dissertation proposal deadline, the School of Social Work on campus thankfully allowed me to use their computer center over several nights. I am indebted to Carl Clement, Steve Prentice-Dunn, and Forrest Scogin for granting needed extensions and for their understanding of my disability during trying times.

This research would not have been possible without the support of my friends and fellow graduate students and of course of my family who never stopped encouraging me to persist. Finally I thank all of the psychology student volunteers at both The University of Alabama and the University of South Florida.

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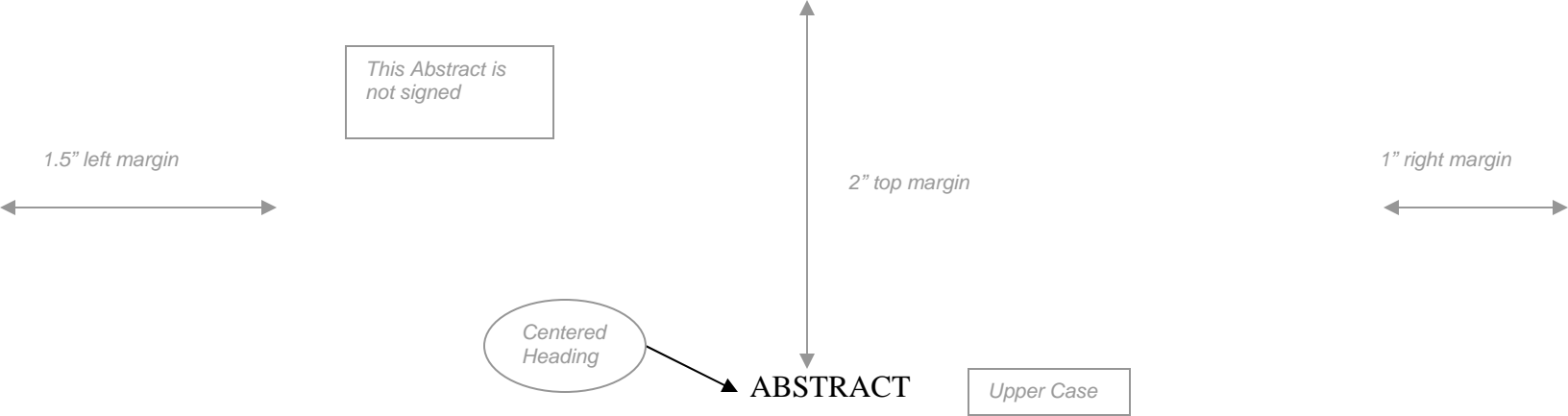
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The differences in recall among students with either an analytic or holistic style were investigated. The styles were determined by the amount of bilateral alpha activity (8-13 Hz) measured from the cerebral cortex of the brain during 2 eyes-open baseline recordings. The results indicated that the analytical group (who produced less bilateral alpha activity than did the holistic group) recalled more of the logically or semantically important information from structured expository text than did the holistic group.

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Holistic individuals recalled more of the semantically important information from high-imagery poetry than did analytical individuals. The findings are congruent with the bimodal theory of conscious processing and support the position that individual differences are important factors in memory research.

Further testing is warranted in order to validate the determinate elements of the statistical analyses especially in light of the unexpected inverse correlation between the primary variables examined. Similar studies have supported the original theories regarding the interrelationship of the most commonly used measures, however these results give considerable weight to calls to establish new testing criteria.

All research in this matter will now focus on the prime candidates affecting these relationships, namely the variable factors considered in the first part of this project. Only time will tell if the hypotheses are in any way affected by the operation of skewing factors uncovered during testing.

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ABSTRACT OF DISSERTATION

The University of Alabama Graduate School

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Degree: Doctor of Philosophy

Major Subject: Psychology

Name of Candidate: Beverly Dianne Eads

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Title of Dissertation: Effective Stress Management in the Graduate Environment

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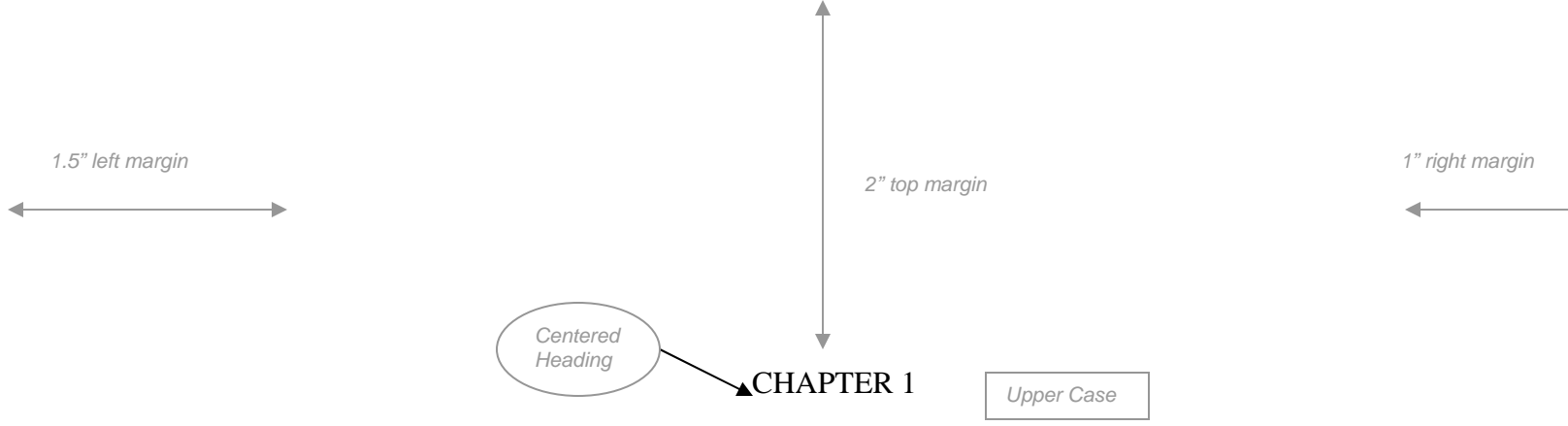
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This is where the dissertation begins.