

FRIENDLY RELATIONSHIPS IN A SELECTED GROUP OF  
NURSERY SCHOOL CHILDREN

by

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## INTRODUCTION

Study of the friendly relationships among preschool children is important in its contribution to a better understanding of the personality development of the child and his interrelationships with other children. During these preschool years the behavior patterns which are to influence the child's later life are rapidly being established.

In order to gain a better understanding of friendly behavior and to guide young children in their relationships with others, it is necessary to consider the factors which influence such behavior. Previous workers have considered such factors as the child's stage of development, the interests of the individuals in the group and the influence of dominant personalities in it. Teachers and parents have tried to control relationships involving conflicts but have given little guidance in the formation of friendships. It is necessary to recognize the importance of positive, warm feelings between individuals and to allow spontaneous friendships to grow as a basis for the adjustment and development that must underlie education and reformation. When close companionship with other children is under wise guidance, friendliness and cooperativeness will develop and the social experiences of the group will prove to be worthwhile and valuable.

Thus a knowledge of the types of friendly responses elicited by children, the length of a child's friendships and the relation of friendliness to age, sex, and intelligence should be of primary importance to parents and teachers in guiding friendly relationships among nursery school children. Relatively few studies have been made on the specific subject of friendliness among preschool children.

Murphy (1937) found that while there are certain definite characteristics of group structure at the nursery school level, these structures are quite unstable and groupings quickly shift during a limited period of time. She (1937) stated that while chronological age was related positively to responsibility for self, selfishness, and an understanding of property rights, mental age was a better index of motherliness, criticism, responsibility for others, participation, cooperation, affection and lack of imitation.

Green (1933) in her study of friendships and quarrels among preschool children found that friendship indices increase regularly with age; from two to three years of age there is an increase in the number of friends and from three to five years there is an increase in the depth of friendships. The depth of friendships was measured by studying the increasing friendships for a few particular children in contrast with a former increasing number of playmates.

Baruch (1939) reported that children who have attended

nursery school have become more skilled in the use of techniques found to bring about successful contacts, they are more adept at conversing with each other, are more cooperative and have achieved greater all-round social maturity.

In a study by Kavin (1938) it was found that socially well-adjusted children (of the group studied) were considerably more intelligent according to the Merrill-Palmer and Stanford-Binet tests than were the children who made a poor social adjustment to other children.

Black (1941) stated that "whether or not a child is friendly and adjusts easily to new situations and new people depends on his home preparation."

The present study is concerned with spontaneous friendly behavior in a selected group of nursery school children. The objectives were to ascertain what kinds of spontaneous friendly relationships were exhibited by a group of 16 nursery school children, to note the development and trends in the kinds of friendly relationships among individual children during four successive periods of observation, and to ascertain some of the factors in each child's background and present situation which seemed to contribute to the expression of friendly relationships.

The 488 incidents of friendly behavior observed in this study fall into 13 categories. These categories included greetings, physical affection, sharing materials, sharing ideas, sympathy, concern, missing an absent child or a child

who was out of the situation, appreciation, helpfulness, protection, verbal expression of liking or affection, favoritism, and helping a younger child.

#### DEFINITION OF TERMS

Some incidents fell strictly into one category, and many incidents were included in two or three categories. For example, Ann was struggling to take off her snowsuit and Helen said, "I'll help you, Ann". Helen pulled off Ann's snowsuit and galoshes for her. "Thank you," Ann said gratefully. "You're a nice girl, I like you Helen". This incident included helping another child, appreciation and expression of liking or affection. No records of incidents were discarded. For the purpose of clarification, each category is listed and an example given to illustrate the term used.

1. Greeting - recognition at meeting another child.

Example - Elsie came up the stairs and Jane called, "There's Elsie". "Hi," Elsie replied, "I'll play with you".

2. Physical affection - hugging, kissing, patting another child.

Example - Bill was crying. Ann went and put her arms around him and asked, "Do you have a cold, Bill?" He shook his head and she replied, "Then I'll kiss you", which she promptly did.

3. Sharing materials - a spontaneous give-and-take of materials between two or more children, including choosing companions with whom to share.

Example - Dale was riding a tricycle. Bill went up to him and asked for a ride. Dale said, "You get on the back and I'll ride you". Bill climbed on and Dale rode away.

4. Sharing ideas - a spontaneous give-and-take of ideas between two or more children.

Example - Ann joined Ray at the clay table. Ray said, "I pull it off and put it back together again; see here's a little hole". Ann said, "I can make one of those." Ray said, "Look at my thumb" (he had poked his thumb through the clay). "Look at my sunbonnet". Ann took Ray's clay and gave it back to him by breaking it off in little pieces and then continued to give him pieces of her clay.

5. Sympathy - act of sharing the feelings of another so as to induce pity or tenderness.

Example - Amy dropped a stack of doll dishes and started to cry. Ann went over, put her arms around her and patted her saying, "Don't cry, Amy". Ann helped her pick up the dishes.

6. Concern - an interest in that which affects the welfare or happiness of another.

Example - Don heard someone crying and ran from another room to see who it was. When he discovered it was not Amy, his twin, he returned to his original play.

7. Missing an absent child or one who is out of the situation (at home, in another room or outdoors).

Example - Bill was standing in the block room doing nothing. When an adult asked, "What's the matter, Bill?" he replied, "Dick's gone away and he went far off and he's never coming back and I'll never see him again."

8. Appreciation - an awareness or favorable comment concerning that which someone has made or done.

Example - 1. Lois said to an adult, "Amy gave me one of her red beads, Wasn't that nice? Didn't you, Amy?" And Amy smiled.

2. Lois was painting at the easel and Dick walked into the room, saw her painting and said, "Oh Lois, that's a pretty painting." "It's red", replied Lois and continued to paint.

9. Helpfulness - aid or assistance given by one child to another.

Example - Fay was putting on her snowpants when Ann appeared and said, "Are you having trouble, Fay?" "Here, I'll help you", she said pulling the snowpants for Fay. Fay smilingly accepted help.

10. Protection - defending or shielding another from injury or harm.

Example - Amy was playing with a doll when Ray went up and took it away from her. Ann quickly ran over, took the doll away from Ray and gave the doll back to Amy. "Here,



Amy", she said sympathetically and Amy beamed through her tears.

11. Expression of affection or liking - a verbalization of affection or liking by one child to another.

Example - Dick and Bill were moving their wraps and Dick remarked, "I'm a soldier. I have a shirt like yours". Bill said, "I knew you'd be here today, Dick, I like you". Dick smiled.

12. Favoritism - partiality shown for one child, or discrimination against another child.

Example - Mark wanted to play with Lois' kangaroo but Lois refused to let him. When she was told that she must share the kangaroo or put it away in her locker, she ran and gave it to Bill saying, "You can play with it, Bill". "Thank you", he said, accepting it.

13. Helping a younger child - giving assistance to a child because he is younger (smaller) and apparently less capable.

Example - Ann walked into the room and noticed that Mark had spilled a pile of doll dishes. She said, "Mark, I'll help you pick them up". To an adult she said, "He's too little, isn't he?"

The terms used to denote the length of time the incidents were sustained included momentary, one minute or less; several minutes, more than one minute but less than five minutes, and five minutes or over, five minutes or any length of time

greater than five minutes.

#### PROCEDURE

The subjects of this study were 16 preschool children in the younger group of a college nursery school. At the beginning of the study the children ranged in age from two years to three years and six months and at the conclusion of the study from two years and one month to three years and ten months. All but one child were born in Fremont, Kansas and all 16 children came from homes of average or above average means. The parents of the children studied ranged in age from 25 years to 45 years. The fathers of all the children were college graduates, and all but three mothers held college degrees. The occupations of the fathers for the greater part included professional positions, six faculty members, nine business men, and one army officer. The majority of the families had lived for several years, at least, in Fremont, a town of approximately 15,000 population.

Fremont is a small mid-western college community located in eastern Kansas. The college nursery school provides a laboratory and training center for college students desiring to enter the nursery school field and offers opportunity for observation and practical experience to those interested in the development of the preschool child. The 30 children enrolled

are under the guidance of a staff trained in the field of child development.

Records were kept for two-week periods during the months of November, December, January, and February. The date, the children's names, the length of time the incidents were sustained and a description of the incident as it occurred were included in the material recorded for each friendly response. Greetings, affection, sympathy, helpfulness, sharing, and other friendly incidents between children were recorded as they occurred from 9:00 a.m. to 11:30 a.m. each morning during free play periods. Assistance was given during a three-week period by another trained observer who was also a member of the nursery school staff. The assistance of another observer facilitated the recording of incidents because the play space was divided into several separate areas.

Material other than that obtained from the daily records was gathered from the child's history blanks and other records on file at nursery school, from daily contacts with each parent, and from at least one visit in the home of each child. The revised edition of the Stanford-Binet test was given to 13 of the children to determine the I. Q. The results of the data obtained are presented by means of tables and discussion. A description was made of each child from the observation of his behavior in nursery school and in the home. Tables were made to show the number of friendly relationships between

members of the group. Black figures indicate the number of responses received, red figures indicate those initiated. The names of all children and places are fictitious.

#### LIMITATIONS

There were several factors which limited the collection of data and influenced the friendly relationships among the children concerned. These limitations included absences of the children being studied, children prohibited from playing out doors with the group because of physical conditions, and withdrawal of two of the original children and the entrance of two new children during the course of the study. The observer was somewhat limited in being the director of the group studied and hampered by the necessity of observing an indoor play space divided into two rooms.

Several factors which may have influenced the choice of friends included children's coming to school and going home together, children's living nearby or in close contact with one another outside of school, the inclusion of twins in the group studied, absences, and the fact that the nursery school play area was divided into small rooms, thus encouraging small groups of children to play together.

## DATA AND DISCUSSION

At the beginning of the study the 16 children observed ranged in age from two years to three years and six months.

Table 1. Age range of children.

Child's name	:	Age - November 1, 1943
Joy		2 years
Mark		2 years
Elsie		2 years, 6 months
Jane		2 years, 7 months
Ray		2 years, 9 months
Dale		2 years, 10 months
Ann		2 years, 11 months
Bill		3 years, 1 month
Dick		3 years, 4 months
Fay		3 years, 4 months
Helen		3 years, 4 months
Lois		3 years, 4 months
Amy		3 years, 6 months
Don		3 years, 6 months
		February 1, 1944
Tom		2 years, 3 months
Betty		2 years, 1 month

As shown by Table 1, Elsie was withdrawn from Nursery School at the end of the first week of observation, Dick was withdrawn at the end of the fifth week of observation and Lois was advanced to the older Nursery School group at the end of the sixth period of observation. Tom and Betty entered Nursery School in February and were included in the last two weeks of the study.

Table 2. The position of the child in the family group.

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Child's name	: Position in the family
Joy	Fifth
Mark	Second
Betty	Third
Tom	Third
Elsie	Only child
Jane	Only child
Ray	Only child
Dale	Second
Ann	Second
Bill	First
Dick	Only child
Fay	Only child
Helen	Fourth
Lois	Second
Amy	Third
Don	Third

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Of the 16 children studied, five were only children. All five were children of young parents. One child ranked fifth in the family, one ranked fourth, three ranked third, five ranked second, and one ranked first.

Table 3. Children's ages with respect to ages of other children in the family.

Child's name:	Age Nov. 1, 1943	Ages of other children in the family
Joy	2 years	Brother - 11 years Sisters - 17, 16, 4, 2 months
Mark	2 years	Brother - 5 years
Elsie	2 yrs. 6 mos.	Only child
Jane	2 yrs. 7 mos.	Only child
Ray	2 yrs. 9 mos.	Only child
Dale	2 yrs. 10 mos.	Sister - 4 years
Ann	2 yrs. 11 mos.	Brother - 5 years
Bill	3 yrs. 1 mo.	Sister - under 1 year
Dick	3 yrs. 1 mo.	Only child
Fay	3 yrs. 4 mos.	Only child
Helen	3 yrs. 4 mos.	Sisters - 6, 8, 10 years
Lois	3 yrs. 4 mos.	Sister - 5 years
Amy	3 yrs. 6 mos.	Brothers - 23, 11 years
Don	3 yrs. 6 mos.	
	Feb. 1, 1944	
Betty	2 yrs. 1 mo.	Brothers - 6, 4, 1 year
Tom	2 yrs. 3 mos.	Brother

All but five of the children studied had at least one brother or sister as shown by Table 3. In one family there were five other children, in two families there were three other children, in two families there were two other children and in six families there was one other child. The majority of the families were small with but one or two children.

Table 4. List of absences during the four periods of observation.

Child's name:	November :	December :	January :	February
Don	3	2	0	0
Amy	3	0	0	1
Helen	0	1	6	0
Elsie	3	withdrawn	-	-
Ann	9	3	5	0
Bill	1	1	3	0
Joy	0	1	0	0
Mark	0	0	0	0
Ray	0	1	1	5
Lois	1	1	1	withdrawn
Jane	1	0	1	1
Dale	5	2	0	0
Fay	6	2	0	3
Betty	-	-	-	0
Tom	-	-	-	2
Dick	2	6	2	withdrawn

Table 4 shows the number of days each child was absent during each successive two-week period. There were more absences during the first period of observation than during any following period. The absences were irregular and inconsistent from one period to another.



Table 5. Range of I. Q.'s as shown by the Stanford-Binet Test.

Name of child	:	I. Q.
Ray		155
Helen		153
Lois		140
Dale		131
Bill		129
Joy		125
Ann		121
Tom		118
Don		117
Mark		114
Fay		114
Jane		108
Amy		87

Form L of the revised edition of the Stanford-Binet Test was given to 13 children of the group studied, as seen in Table 5. One child was too young to be given this particular test, and two children were withdrawn before the group was tested. Each child was given one test, and this test was the first to be given to any child in the group. The I. Q.'s ranged from 87 to 155 points. The average I. Q. for the group was 124.

Table 6. Categories representing the kinds of friendliness exhibited.

Category	:Number of : :incidents :	Percent of incidents
Sharing materials	143	29
Missing an absent child	51	10
Physical affection	49	10
Greeting	43	9
Verbal expression of affection	35	7
Helpfulness	34	7
Helping a younger child	27	6
Sharing ideas	26	5
Sympathy	21	4
Concern	19	4
Appreciation	18	4
Favoritism	12	2
Protection	11	2

In Table 6, the categories have been listed according to their importance as shown by the number of incidents concerned with each one. Sharing materials was associated with the greatest number of friendly incidents; favoritism and protection were associated with the least number of friendly incidents. Helping a younger child, sympathy, sharing ideas, appreciation and concern ranked low average; helpfulness, greeting, verbal expression of affection, physical affection, and missing another child ranked high average in the distribution of the 13 categories. That sharing materials ranked three times as high as any other category suggests the importance of play materials in the development of friendly, cooperative play. Sharing materials ranked six times greater

than did sharing ideas. The language development of the two to two and a half year old child is limited and such limitations of language hinder free expression of ideas. Consequently sharing ideas would tend to rate low at this period. Physical affection and missing an absent child ranked five times as great as did favoritism and protection. The children in the group studied were just beginning to show discrimination in their choice of friends and only a few of the older children in the group expressed favoritism for another child. The group was gradually becoming less self-centered and more aware of the necessity for protecting others as well as themselves; this may account for the fact that protection of others rated low in comparison with other kinds of friendly relationships.

Table 7. A comparison of the number of friendly incidents during the four successive periods of observation.

Category	November		December		January		February	
	Total no. of incidents	Per-cent	Total no. of incidents	Per-cent	Total no. of incidents	Per-cent	Total no. of incidents	Per-cent
Sharing materials	48	41	27	27	32	25	35	23
Missing an absent child	11	9	10	10	14	11	15	10
Physical affection	2	2	11	11	11	9	25	17
Greeting	12	11	9	9	14	11	7	5
Expression of affection	12	11	6	6	9	7	7	15
Helpfulness	8	7	4	4	12	10	12	7
Helping a younger child	9	8	4	4	9	7	5	3
Sharing ideas	3	3	1	1	4	3	18	12
Sympathy	2	2	10	10	3	2	6	4
Concern	2	2	5	5	7	6	5	3
Appreciation	5	4	4	4	5	4	5	3
Favoritism	1	-	1	1	5	4	6	4
Protection	1	-	4	4	-	-	5	3
Total	116		96		125		151	

As shown by Table 7, sharing materials ranked highest in all four periods of observation. Favoritism and helpfulness showed a gradual increase from November to February which might be a result of the child's increasing awareness and understanding of other children. Physical affection and sharing ideas showed a marked increase from November to February. This increase might be explained by the child's greater interest in playmates and his increased ability to express his ideas to others. The number of greetings given and received showed a gradual decrease from November to February. During the November period of observation, the children were still becoming acquainted with each other and interested in calling each other by name upon entrance into the group. During February it was more characteristic of a child to call, "I'll help you take off your snowsuit; then we can build a house with the blocks" than to call "Hi Tom", "Tom's here". Sympathy, concern, missing a child, appreciation, verbal expression of affection and helping a younger child showed little significant variation during the four observation periods. The group had not as yet developed the social maturity necessary to have much influence upon a keener awareness of these particular friendly responses. It was noted that there were less incidents during the December observation period. This may be accounted for by the fact that there was one less day of observation during that period and because of the Christmas

holidays, there were many organized group activities. The children had less time for free play and were more absorbed with specific activities such as making Christmas tree ornaments, cards, and presents.

Table 8. Duration of incidents during the four successive periods of observation.

	November:	December:	January:	February
Momentary incidents				
Number	62	37	53	36
Percent	59	55	53	31
Several minute incidents				
Number	23	20	29	33
Percent	22	30	29	28
Five minute or over incidents				
Number	20	10	18	47
Percent	19	15	18	41

Table 8 shows that momentary incidents were most frequent during the first three periods of observation but during the last observation period the number of incidents lasting five minutes or over were most frequent. There was a gradual decrease in the number and percent of momentary incidents during the four periods and a marked increase in the number and percent of five minute and over incidents during February. The percent of several minute incidents increased from November to December and remained fairly constant thereafter. From the

records it was noted that the length of time the incidents were sustained increased markedly during the four observation periods. The over five minute incidents during the first two observation periods included incidents which were sustained from ten to fifteen minutes. However, during the last two observation periods, these incidents included many ranging from 15 to 45 minutes in duration. During the period from November to February the group studied had become more mature socially, their interest span had lengthened, and their contacts with other children had become more sustained, as shown by the increase in the duration of friendly incidents.

Table 9. Play materials involved in friendly incidents.

Play material	:November:December:January:February			
	: Number of times			
Doll equipment	6	10	11	8
Blocks	9	4	9	16
Sand toys	8	7	9	6
Teeter	6	6	5	7
Clay	14	3	4	1
Climbing equipment	6	2	2	3
Books	2	2	3	4
Tricycle	2	1	1	2
Crayons	1	2	1	3
Puzzle	-	-	1	1
Paints	1	-	-	3
Ball	1	-	-	-
Beads	3	-	-	-
Wagon	1	-	-	-
Jumping rope	-	-	-	1
Pounding board	2	-	-	-
Sled	-	-	1	1

Table 9 shows that during all four periods of observation,

blocks, the teeter, doll equipment, and sand toys ranked high in their connection with the friendly incidents of the group studied. The use of toys other than those just mentioned showed no significant effect as related to friendly relationships. The use of clay ranked high in the first period of observation but decreased throughout the remaining three periods. This seemed to be caused by an abrupt transfer of the interest of the group from playing with clay to block building and doll play. The materials which offered a variety of uses and encouraged cooperative play between two or more children were the ones which showed the greatest relationship to friendliness. It is significant that sharing materials ranked highest in all four periods of observation. This fact indicates the importance of play materials in affecting the friendly relationships among preschool children.

Table 10. The relationship of friendliness to sex.

Number of children:	Sex	:Age range	:Number of responses given	:Number of responses received
7	male	2 years, 3 years & 9 months	349	275
9	female	2 years, 3 years & 9 months	316	222

As shown by Table 10, the boys in the group studied



initiated and were the recipient of a greater number of friendly responses than were the girls. This proved to be true even though there were two more girls included in the study and there was no difference in the range of ages in the group. According to Table 12, the leaders of the group were predominantly boys, which may, in part, account for their greater number of friendly responses both given and received.

Table 11. Relation of friendliness to age of child.

Number of: children:	Age of children	:Number of re- :sponses given	: Number of re- : sponses received
8 (younger half of the group)	2 years, 2 years & 10 months	178	195
8 (older half of the group)	2 years & 11 months 3 years & 6 months	487	302

As shown by the observations made during the four periods of study, the older children of the group initiated and were the recipient of a greater number of friendly responses than were the younger children. According to Woodcock, children of two to two and one-half years of age play near other children, are interested in watching others, and desire to play with the same kind of materials and go through the same actions as

others. From the age of two and one-half to three and one-half these simple kinds of contacts continue to take place. In addition to these relationships, children of the latter age show a keener sense of awareness and understanding of people and a wider range of differentiated social behavior. With increasing chronological age, the child's greater social maturity and language development directly influence the increase of friendly relationships.

Table 12. The number of friendly responses given and received in relation to the child's position in the group.

Name of child	:Number of re- :sponses given	:Number of re- :sponses received
Children who predomi- nately lead		
Dick	41	43
Ann	133	33
Bill	100	55
Elsie	6	8
Ray	57	46
Children who lead and follow		
Dale	63	50
Fay	37	31
Don	71	44
Lois	41	32
Helen	32	20
Children who follow		
Joy	3	27
Mark	12	27
Jane	25	20
Tom	5	10
Amy	32	44
Betty	7	7

The reasons for and explanations of the preceding classifications are given in the individual sketches of each child. As a general rule, the leaders of the group gave and received more friendly responses than did the followers in the group. Elsie's very low number of responses was the result of her withdrawal from Nursery School after the first week of observation. Dale ranks high in the number of responses given and received and was one of the friendliest members of the group. He was not rated as a leader because of his tendency to imitate or follow some other child in the group. Don and Amy ranked high in their number of responses given and received. They were twins and about half of these responses were directed toward each other.

Table 13. Distribution of the total number of friendly responses given and received by each child during a four-month period (r = received, i = initiated).

Name of child	November		December		January		February	
	No. of responses		No. of responses		No. of responses		No. of responses	
Betty			Not enrolled				7 i	7 r
Tom			Not enrolled				5 i	10 r
Mark	0 i	7 r	2 i	3 r	1 i	10 r	9 i	7 r
Joy	0 i	7 r	0 i	7 r	0 i	5 r	3 i	8 r
Elsie	6 i	8 r	Withdrawn					
Jane	10 i	7 r	0 i	1 r	9 i	4 r	6 i	8 r
Ray	15 i	13 r	6 i	8 r	24 i	16 r	12 i	9 r
Dale	10 i	9 r	4 i	3 r	19 i	8 r	30 i	30 r
Ann	2 i	0 r	25 i	6 r	26 i	4 r	80 i	23 r
Bill	18 i	18 r	15 i	15 r	14 i	14 r	53 i	11 r
Dick	23 i	17 r	11 i	11 r	7 i	15 r	Withdrawn	
Fay	10 i	7 r	1 i	6 r	8 i	11 r	18 i	7 r
Lois	16 i	6 r	6 i	18 r	19 i	8 r	Advanced to older group	
Helen	15 i	5 r	6 i	3 r	1 i	8 r	10 i	4 r
Amy	4 i	8 r	2 i	10 r	19 i	6 r	7 i	20 r
Don	9 i	10 r	15 i	3 r	23 i	15 r	24 i	16 r

During the four periods of observation, the 16 children studied initiated a total of 665 friendly responses and were the recipient of 497. Table 13 shows the distribution of the responses of the entire group during November, December, January, and February. The distribution of friendly responses for each particular child is shown by the tables which follow their individual summaries.

JOY

Joy was a tiny, blond-haired girl with a fair complexion and large, wistful dark brown eyes. There was seldom a smile on her face and she remained placid and serious most of the time. She was one of the younger members of the group, played happily alone, and had no difficulty entertaining herself. When another child joined her, she was apt to leave what she was doing for some other activity. She did not welcome cooperative play but would sometimes join several children if she were asked by them to do so. Although she was aware of all that was taking place around her, she remained passive to her environment. When she encountered a new situation or activity, she was confident and unafraid; however, she showed no eagerness or enthusiasm for the new experience. Her language ability was well advanced but she rarely expressed herself to other children. Her talking was reserved to securing assistance or information from adults. Joy was not able to maintain her own rights and had not yet learned to use language to help her to defend herself. It was typical of her to grab what she wanted from others, to refuse to share what she was using and to hold on to a coveted object, utter a firm "No" and resort to random hitting to protect herself. Her shyness and timidity made it difficult for her to derive much pleasure from the rest of the group, but her independence, self-reliance, and contentedness to play

alone helped her to receive a great deal of satisfaction from Nursery School activities. Although she was of an affectionate nature, any display of affection was shown only to adults or members of her own family.

Joy's parents had few outside interests and were concerned mainly with their home and children. Her father was friendly and affectionate; her mother shy and reserved. There were five other children in the family as well as children in the neighborhood with whom to play. Joy sought the companionship of her four-year-old sister to whom she was devoted.

Joy has been classed as a follower because of her lack of ability or inclination to initiate activities in the group. Her I. Q. was 125 as shown by one test, the Stanford-Binet, which placed her in the middle of the group with respect to mental development. She was absent one day out of a possible 40 days and was at a disadvantage by being below average physically. She was thin, susceptible to colds and easily fatigued. It was often necessary to give her an extra rest period during the morning, and this limited her play with other children. Her table clearly shows her lack of friendly responses, as she initiated but three responses during the entire period of observation. She was the recipient of 27 friendly responses, many of which were of a helpful nature, and as shown by the Table, these responses were initiated by

the older children of the group. As Joy was one of many children in the family and devoted to her four-year-old sister, these home contacts may have been sufficient for her. In any case she was not seeking the companionship of the Nursery School children and was showing no signs of immediately doing so.



Table 14. Distribution of Joy's friendly relationships during the four periods of observation.

Name	November	December	January	February
Mark				1
Betty				3
Tom				
Elsie	1			
Jane				
Ray	2			
Dale				1 - 2
Ann		7		
Bill				
Dick	1			
Fay	2		1	2 - 1
Helen				1
Lois			2	
Amy	1	2		
Don		1	2	

MARK

Mark was a short, stocky child with light blond hair and bright blue eyes. He was bursting with energy most of the time and dashed from one activity to another during the entire morning. As he was one of the younger members of the two-year-old group, he still played alone or near others rather than with the group. Mark enjoyed contacts with any child, would go from one child to another, touching and calling them by name, and was eager to do what the group was doing. However, his interest span was short and his expression of ideas so limited by his undeveloped language, that he was prevented from participating in a group activity for any length of time. He was just learning to talk and his vocabulary consisted of a few of the simpler words; consequently he was unable to contribute much to the other children and they in turn treated him as a baby. Mark had not yet learned to respect the rights of others, grabbed what he wanted and refused to share willingly what he was using. He was well able to protect his own rights by using physical force and never hesitated to do so. He was keenly alive to his environment, confident and eager to experiment with any new situation or idea. When thwarted, he either fought for what he wanted or accepted the thwarting calmly and matter-of-factly. Mark was an extremely happy, exuberant child, delighted with all the activities which he encountered, eager to try any new ideas offered him and

anxious to have others accept him in their play.

Mark's parents were shy and reserved. They had few community interests and devoted their time to their home and children. Mark was dominated by a five-year-old brother and played with older children in the neighborhood. He had had much experience with other children, had made rapid social advancement, and had learned to defend himself in the presence of older children.

Mark has been classed as a follower because of his willingness to do what others were doing and his lack of ability to initiate any group activities or contribute any constructive ideas to others. He was favored with excellent physical health and was not absent during the entire period of observation. His I. Q., 114 as shown by one test, the Stanford-Binet, placed him in the lower ranks of the group in respect to mental development. His table shows that he initiated 12 friendly responses and was the recipient of 27 responses. During the last period of observation, he showed a marked increase in respect to friendliness and a wide selection in the choice of friends. By this time Mark had become completely adjusted to Nursery School, felt secure and self-confident and was ready to assert himself socially. A great share of the responses of which he was the recipient were of a helpful nature. The majority of the group, especially the older children, were quite conscious that "little Mark" needed physical help as well as assistance in his use of equipment.

Table 15. Distribution of Mark's friendly relationships during the four periods of observation.

Name	: November	: December	: January	: February
Joy				1
Betty				4 - 2
Tom				
Elsie				
Jane			1	
Ray	3	2		1
Dale				
Ann			3	1
Bill				
Dick				
Fay			1 - 1	2 - 2
Helen	2		1	1
Lois				
Amy		2	2	2
Don	2	1	2	

BETTY

Betty was an unusually tiny child with straight brown hair and bright blue eyes. She was the youngest member of the group, Nursery School was still new to her, and she had not become fully adjusted at the time of observation. She was still in the stage of solitary play, "flitted" from one activity to another and had a short interest span. Betty seemed interested in all the children of the group; was apt to pat them or try to hug them. Most of the group did not respond to these advances but treated her as a breakable doll - something to treat gently or leave alone. She defended her rights with physical force, clinging tenaciously to whatever she wanted. She was unwilling to share what she was using and grabbed what she desired from others with little respect for property rights. Betty was independent and capable but sought affection from adults in an effort to gain what security she needed. She often followed the activities of the group but took an independent part in the midst of a cooperative situation. She was aware of all that was going on around her and seemed self-confident in all that she attempted. It was characteristic of her to try to do many things beyond her ability, but when unsuccessful, she accepted thwarting matter-of-factly. She was stable emotionally, had a constant smile on her face, went happily about her play and seldom expressed much displeasure. As

yet, she had not learned to talk. She did shake her head to indicate "yes" or "no", but any evidence of vocabulary was lacking. Betty represented the average two year old in social development: she spent more time playing with materials than people, she acquired playthings by grabbing for them, she played near other children and showed an interest in being with them, touching them and imitating what they were doing.

Betty was the only girl in a family of three boys and she received much affection and attention from her two older brothers and from her parents. Her mother was reserved and shy, but her father was more outgoing and friendly. Both parents had many interests outside the home. The children had become dependent on one another for companionship because of their father's prolonged illness and the increased duties of the mother resulting from lack of help in the home.

Betty has been classed as a follower as she had not yet developed leadership ability and was happy to imitate what some one else was doing. Because of her lack of vocabulary, it was impossible to give her the Stanford-Binet intelligence test. She did, however, follow suggestions and directions well and comprehended readily, which indicated at least average mental development. Betty was not enrolled in Nursery School until February, so was included only in the last period of observation, during which time her attendance was perfect. Her table shows that she initiated seven

friendly responses and was the recipient of seven. The responses she initiated were directed to the two youngest children in the group and were of an affectionate nature. The responses of which she was the recipient were of a helpful nature.

Table 16. Distribution of Betty's friendly relationships during the four periods of observation.

Name	: November	: December	: January	: February
Joy				3
Mark				2 - 4
Tom				
Elsie				
Jane				
Ray				
Dale				
Ann				1
Bill				4
Dick				
Fay				
Helen				
Lois				
Amy				
Don				

TOM

Tom was a short, stocky child with light brown hair and dark brown eyes. He had just entered Nursery School at the time of the last period of observation; therefore, he was still in a period of adjustment and had not yet become accustomed either to the Nursery School activities or to the children. However, he was interested in all the children, called "Hi" to everyone and went from one to another touching or patting them. Although he expressed much interest and pleasure in being with the group, he played almost entirely alone. Tom was conscious of all that was going on about him, and explored every activity in which the children were participating. When satisfied that he had missed nothing, he was content to play with clay or wheel a doll carriage from one room to another. The other children paid little attention to him and treated him as an intruder rather than a welcome member of the group. Tom was unable to say more than a very few words; consequently he was unable to contribute or convey his ideas to others. It was necessary for him to point or cry for what he wanted and the children of the group were impatient with him. He had no respect for the rights of others, called everything "mine"; fought for or grabbed whatever he wished and was unwilling to give up what did not belong to him. He was well able to defend himself by physical force. As a rule, however, Tom was a happy child, smiled and welcomed all with a cheerful



"Hi", was independent and self-confident.

Tom's mother and father were friendly, interested in people and community activities. Tom's brother was too old to offer much companionship, but his parents provided him with many opportunities to be with other children. As there were few neighborhood children, they took Tom to the homes of friends or invited children to their home. They had a feeling of responsibility in affording him the opportunity for social contacts.

Tom has been classed as a follower because of his lack of ability to initiate activities which others might follow and his lack of ability to express or convey his ideas to others. He was willing to follow, even though his interest span was too short to permit his attention to be sustained but a few minutes. He was not absent during the period of observation and was in good physical condition. His I. Q. was 118 as shown by one test, the Stanford-Binet, which placed him in the lower rank of the group in respect to mental development. This score may not be accurate because of his poor language development. From Tom's table, it is apparent that the friendly responses both given and received concerned the older children of the group. He initiated five responses and was the recipient of ten.

Amy and Don were familiar to him from contacts outside the Nursery School. The majority of the responses from the older children were of a helpful nature. They were very con-

scious that Tom was new in the group and younger than they, so tried to offer him toys to play with or to acquaint him with the Nursery School routine. The younger children seemed to avoid him because of his aggressiveness and his tendency to "snatch" from them whatever he desired.

Table 17. Distribution of Tom's friendly relationships during the four periods of observation.

Name	: November	: December	: January	: February
Joy				
Mark				
Betty				
Elsie				
Jane				
Ray				
Dale				5
Ann				1
Bill				2
Dick				
Fay				1
Helen				2
Lois				
Amy				2
Don				1 - 1

ELSIE

Elsie was a tiny, rosy-cheeked child with light brown pigtailed and large brown eyes. She abounded in energy and "skipped" from one activity to another with great enthusiasm. She enjoyed contacts with all children and she was readily accepted and welcomed by others. Her ready smile and happy disposition made her a popular member of the group. Elsie was cooperative with adults and children alike. She shared willingly with all, respected the rights and properties of other children and possessed a friendly give-and-take attitude toward all. Her language ability was above average, and she expressed herself in a pleasant and convincing manner. She was keenly aware of her environment, anticipated new experiences and was anxious to share her experiences with others. Elsie seldom resorted to emotional behavior, as she was able to solve her difficulties in a rational manner. Although Elsie was included only in the first week of observation, it seemed worthwhile to consider her in this study as she was an unusually friendly child and well liked by all children in the group.

Elsie's parents were devoted to their home and child. They were shy, reserved people and their circle of friends was limited. As they took little or no part in community activities, they spent their free time with Elsie. There were few young children in the neighborhood; therefore, Elsie's contacts were with older children. This may partly explain

her marked social maturity.

Elsie has been classed as a leader because of her ability to initiate and direct many group activities. She was cooperative, friendly, willing to accept suggestions and expressed her ideas in an interesting manner. Consequently the children sought her company and accepted her leadership.

Elsie was not absent during the one week of observation and was in good physical health. There is no record of her I. Q. as she was withdrawn from school before the mental tests were given. As shown by her table, she initiated six friendly responses and was the recipient of eight responses. The direction of her responses indicates a wide range of friends and no preference for one particular child. Had she been included in the remainder of the observation period, I believe she would have been the friendliest member of the group.

Table 18. Distribution of Elsie's friendly relationships during the four periods of observation.

Name	November	December	January	February
Joy		1		
Mark				
Betty				
Tom				
Jane	2	-1		
Ray	1			
Dale				
Ann				
Bill				
Dick				
Fay	1	-2		
Helen	1			
Lois				
Amy				
Don	3	-2		

JANE

Jane was a tiny, fair-skinned child with blue eyes and silky blond hair. She was a carefree, happy-go-lucky little girl who was usually noticed because of her happy disposition. It was quite unusual for Jane to be unhappy, and her happiness radiated from the beaming smile on her face. She was friendly to adults and children alike and would often look up from her play and say "Hi, see what I'm doing". Although she welcomed all advances which the children might make, she was still in the stage of playing alone a good deal of the time and made few advances to others. She had good ideas, as shown by her play activities, but she did not share these ideas with the other children. She was keenly aware of her environment, alert to any new situation, and enthusiastic and eager to explore a new activity but preferred to do so alone. Her language development was superior, but she seldom expressed herself voluntarily except perhaps to greet some one. If she were asked a question, she was able to give a complete reply, but she needed this slight encouragement to express herself. Her main interests seemed to lie in activities conducive to solitary rather than cooperative play. She was independent, capable, and well able to carry through whatever she attempted; consequently she seldom asked for or needed help from anyone. Apparently, she was able to maintain her own rights, but she was more apt to give up what

she may have been defending to please the other child. Ray was her only sought-after companion. Although he was fully as capable as Jane, she assumed a protective and helpful attitude toward him. When he was nearby, she was conscious of no other child; when he was absent, she was happy to be by herself.

Jane's mother and father were reserved until well acquainted with people. Then they were friendly and anxious to be accepted. They spent a great deal of time with Jane, an only child, but provided few playmates for her. Ray was the only child in the neighborhood and her constant companion. This attachment was evident in their behavior at Nursery School, where they were enrolled in the same group.

Jane has been classed as a follower because she seldom initiated any group activity; she remained by herself much of the time and entered the group only when some child was able to draw her in. These characteristics had so far hindered her from becoming a leader. She was absent but three days out of 40 days and was in excellent physical condition. Her I. Q. was 108 as shown by one test, the Stanford-Binet, which rated her in the lower ranks of the group mentally. Her table shows that she initiated 25 friendly responses and was the recipient of 20 which places her at the lower level of the group socially. She was one of the younger children in the group and her social development had been somewhat retarded because of being an only child. Jane was

affectionate and much of her friendliness was of this nature. The table shows her close relationship with Ray with whom she was in close contact at home. Her lack of responses during the December period of observation is puzzling but may have been the result of the stimulation of Christmas activities. She was over-stimulated and completely engrossed by the activities taking place at that time.

Table 19. Distribution of Jane's friendly relationships during the four periods of observation.

Name	November	December	January	February
Joy				
Mark			1	
Betty				
Tom				
Elsie	1 - 2			
Ray	3 - 7		4 - 6	5 - 6
Dale				
Ann				2
Bill	1	1		
Dick				
Fay	1		1	1
Helen				
Lois	2			
Amy			1	
Don				



RAY

Ray was a small, slender, rosy-cheeked child of fair complexion, light hair, and "dancing" eyes. He seemed to abound in energy and flitted from one activity to another with great enthusiasm. His imagination was vivid, and he was bursting with ideas, some fantastic, others realistic. Ray's parents had taken great care to present him with many and rich experiences and give him detailed explanations of the world about him. Consequently he possessed a wealth of knowledge, he comprehended and reasoned well, was curious and inquisitive and was alert to his environment. His disposition was pleasing to adults and children alike when he was calm and busily engaged in some constructive activity. This "sweetness" disappeared when he became the least bit excited, because at that time he resorted to hurting others and became very destructive. Any new experience, situation, or activity involving more than two children was apt to arouse excitability. Ray was well able to maintain his own rights both physically and verbally. He had not yet learned to respect the property of others and was just beginning to share willingly with older children. Ray seemed to feel protective toward younger children, shared more readily with them, and offered to help in the face of difficulty. The group accepted Ray as a welcome member when he was not excited, as he was able to offer interesting and stimulating ideas and was very capable of actively participating in or initiating

activities. When he became excited he was rejected and often compelled to play alone until he became less emotional.

Ray was an only child, dependent upon Jane, a neighbor child, for companionship. Jane was also in Nursery School and Ray's dependence on her was as apparent at school as it was at home. His parents were both friendly and anxious to give Ray every opportunity for development and advancement.

Ray has been classed as a leader because of his capabilities - his vivid imagination, his wealth of ideas and store of knowledge, his pleasing disposition and influence upon others. His I. Q. was 155 as shown by one test, the Stanford-Binet, which placed him at the head of the group mentally. He was absent six out of 40 days and was at a slight disadvantage because of a weakened physical condition. Ray initiated 57 incidents and was the recipient of 46. It was characteristic of him to play with whoever was available, so that he was well rounded in his choice of friends with one exception. He tended to protect and choose Jane as a playmate if she were nearby. They were in close contact at home and went to and from school together. His table shows a gradual friendly development which was hindered by a week's absence during the last period of observation. He seemed to choose as close companions those children who were able to offer ideas and stimulation to him; on the other hand, his contacts with younger children were of a protective nature.

Table 20. Distribution of Ray's friendly relationships during the four periods of observation.

Name	November	December	January	February
Joy	2			
Mark	3	2		1 -
Betty				
Tom				
Elsie	1			
Jane	7 -3		6 -4	1 -7
Dale		1 -	4	
Ann			4 -1	
Bill	3 -3	3	2 -3	2 -2
Dick	2 -1	1 -2	2	
Fay	1	1 -1	2 -6	4 -3
Helen	1			1
Lois		1 -1		
Amy	1		1 -2	
Don		1	4	

DALE

Dale was a solidly-built, light-haired child with brown eyes and rosy cheeks. His abounding energy was one of his outstanding characteristics. At first, he was shy among strangers and apprehensive of any new situation, tending to withdraw from both until he has gained the self-confidence necessary to deal with the unfamiliar. It was characteristic of him to single out one or two children in the group and follow or imitate their ideas and actions, seldom contributing any original plans. He welcomed advances from any and all children and sought their company if they did not seek his; he was apparently discontented to play by himself as he seldom indulged in solitary play. Dale usually chose the same few children to play with, and the ones whom he sought as companions were the ones who abounded in ideas and could direct the activities in which they were engaged. He was inclined to be stubborn and negative with children as well as adults and tried to change the rules of the game to favor himself if possible. Although he was well able to express himself verbally and maintain his own rights physically, he was unable to accept many or serious thwartings and resorted to such emotional behavior as crying, scratching, and hitting. He was just beginning to offer constructive suggestions in his play and was rapidly becoming a leader of younger children.

Dale's mother and father were friendly people. They were

interested in others and participated in many social functions. Dale was attached to his four-year-old sister and they played together a great deal. There were many children of varied ages in the neighborhood; consequently Dale had many contacts with children outside of Nursery School.

Dale was classed as a leader as well as a follower due to his increasingly rapid social advancement. He was still unable to lead the older children of this group, choosing to follow and imitate their ideas, but he was becoming more skillful in directing the simpler activities of the younger children. Dale was directed and influenced at home by an older sister and this pattern seemed to carry over to the Nursery School situation. He was absent seven days out of a possible 40 days from colds; otherwise he was in excellent physical condition. His I. Q. as shown by one test, the Stanford-Binet, was 131 which placed him in the upper ranks of the mental age of the group. According to his table, he initiated 63 friendly responses and was the recipient of 50; his December average was low due to absences. Dale played with Ann at home, rode to and from school with her each day and sought her company constantly while at Nursery School. Consequently much of his friendliness was directed toward her. After Dick was withdrawn, Dale and Bill became closer friends as Dale was the one who most completely filled the place with Dick's absence had left so empty for Bill.

Table 21. Distribution of Dale's friendly relationships during the four periods of observation.

Name	: November	: December	: January	: February
Joy				
Mark				
Betty				
Tom				4
Elsie				
Jane				
Ray		1	2 - 2	
Ann	2		4 - 1	11 - 10
Bill	1 - 2	1 - 1	1	12 - 9
Dick	7 - 3	1	1 - 2	
Fay				1 - 3
Helen	1		2	1
Lois	1	1 - 2	3	
Amy	1		4	
Don	1		1 - 5	5 - 4

ANN

Ann was a slender, wiry child with brown curly hair and large, expressive light blue eyes. She was nervous and excitable, always full of energy, and initiated one activity after another. When Ann entered the room or joined a group of children, she literally took over the situation and handled it the way it suited her best. She was an imitator of adults and could reproduce the manner, tone and often the exact wording that an adult had previously used to express a direction or command. Ann was bossy, but the children welcomed her ideas and followed her commands. Her ideas were of a constructive nature, interesting, often exciting, and she was seldom without a following. Seldom did she scorn or reject a child and her choice of companions was not limited. She was sympathetic, always ready to offer a word of cheer, motherly and protective toward younger children; she was stimulating, helpful and encouraging to older children. Her language ability was superior, she expressed herself well and her manner and tone were convincing; she could be firm and serious if need be, but she could be sweet and pleading if this seemed to be more effective. No child in the group was better able than Ann to maintain her own rights. She resorted to directing a child's attention elsewhere to gain her own way; if this were unsuccessful, physical force was used. In the end, she usually got what she wanted. Ann cooperated and shared readily if it would not deprive her of what she wished. It was not unusual

to hear her say, "I'll give you my book, and then you can give me your dolly". In such a case the doll would be the more coveted possession. Her abounding energy, enthusiasm and ability to handle other children made her an outstanding member of the group.

Ann's parents were both friendly and socially ambitious. Their outside interests kept them away from home a great share of the time and Ann was cared for by student girls. Both parents stressed friendliness in their children and provided them with many companions. Ann was dominated by a five-year-old brother and played with older children in the neighborhood. This contact with older children might explain her dominance over others of her own age.

It is quite obvious why Ann was rated as a leader. Many said she was bossy and domineering rather than friendly. She did lead to the extent of being bossy but did so in such a clever and pleasing way that she was sought after by many and welcomed by the rest of the group. This seemed to be her way of expressing friendliness and the group was eager to accept it as such. She was at a disadvantage by being absent 17 out of 40 days, being very susceptible to colds. Her I. Q. was 121 as shown by one test, the Stanford-Binet, which places her in the middle of the group in respect to mental development. The November table is a result of nine out of ten days absence. Ann initiated 133 friendly responses and



was the recipient of 33 which clearly shows her leadership ability and friendliness to others. She was becoming attached to Bill, and this attachment was being returned as shown by her February table. He seemed to be the one child most able to compete with Ann in ideas and leadership ability. Her advances to all are clearly shown; although her tables do not show many reciprocal advances, the group was ready and willing to accept her friendliness.

Table 22. Distribution of Ann's friendly relationships during the four periods of observation.

Name	: November	: December	: January	: February
Joy		4		1
Mark			3	1
Betty				
Tom				1
Elsie				
Jane				2
Ray			1 - 3	
Dale	2		1 - 4	2 - 17
Bill		1 - 6	1 - 4	16 - 14
Dick		2 - 2	1 - 2	
Fay			3	1 - 6
Helen		1 - 2		2 - 2
Lois		6	3	
Amy		4	1	18
Don		2 - 1	3	2 - 19

BILL

Bill was a small blond-haired boy with a fair complexion and wistful blue eyes. He was shy and timid; he withdrew from strangers and was apprehensive of new situations. Bill was energetic and entered actively into all activities with which he was familiar. He sought one or two children with whom to play and remained indifferent to the other children in the group. It was characteristic of him to become attached to one particular child and seek his or her company exclusively. When he arrived in the morning, he would sit and wait for his particular friend to arrive before he entered into any Nursery School activity. Bill had many constructive and interesting ideas which were welcomed by the group. He expressed himself well and his language ability was superior. He tried to direct all activities of which he was a part and was influential in persuading others to accept and follow his ideas.

Bill was uncooperative with adults but he was generally cooperative with other children. He shared willingly, respected the rights of others and was seldom destructive. When thwarted he resorted to emotional behavior which took the form of prolonged periods of sullenness. Bill was independent and capable, shared responsibility well and happiest when he had one close friend with whom to play.

Bill's parents were friendly, socially ambitious and interested in other people. They had many interests outside

the home but also spent much time with Bill. As there were few children in the neighborhood, he had little chance for a variety of social contacts. He was, however, attached to one neighbor child and sought every opportunity to be with him. This attachment to one child is clearly shown in his behavior in Nursery School.

Bill was classed as a leader because of his ability to initiate activities welcomed by the group. He was able to express and direct his many worthwhile ideas in such a way as to gain the following of the other children. During the 40 days of observation, Bill was absent five days. He was susceptible to colds and fatigued easily. His I. Q. was 129 as shown by one test, the Stanford-Binet, which placed him in the middle of the group with respect to mental development. He initiated 100 friendly responses and was the recipient of 45 responses. Bill's table clearly indicates his attachment for one particular child. During the month of November, Bill sought Dick's friendship and had but few relationships with the other children of the group. During the month of December, Dick was still favored but the number of responses declined due to Dick's absence from Nursery School during one week of observation. Dick was withdrawn from school during the January observation period and Bill transferred his friendly relationships with Dick to Ann and Dale. He is now as dependent on Ann and Dale as he formerly was dependent on Dick for the satisfaction of his friendly interests.

Table 23. Distribution of Bill's friendly relationships during the four periods of observation.

Name	November	December	January	February
Joy				
Mark				
Betty				6
Tom				1
Elsie				
Jane	1	1		
Ray	3 - 3	3	3 - 2	4
Dale	2 - 1	1 - 2	1	2 - 17
Ann		6	4 - 1	6 - 26
Dick	7 - 10	5 - 6	2 - 10	
Fay	1			
Helen	4 - 1	2		1
Lois	1 - 1	3	1	
Amy				
Don		1	1	1

DICK

Dick was a child who was readily singled out of the group because of his pleasing disposition. He was a short, stocky, placid, well-groomed child with dark wavy hair, rosy cheeks and sparkling dark brown eyes. There was usually a beaming smile on Dick's face, and he was noted for his happy, care-free manner. Although an only child, he was advanced socially and played well with all children. He was well able to protect his own rights but was more apt to let another take advantage of him for the sake of pleasing the other child. He shared willingly and was usually ready to offer materials to another before they were asked for. He had travelled extensively and his parents had spent a great deal of time explaining things to him; consequently he had much to offer the group in the way of knowledge and ideas. His ideas were of a constructive nature and given in such a manner as to be appealing. He was not bossy or domineering but persuasive and influential. His language development was advanced; he was well able to express himself and used language to secure his wishes.

His manner was pleasing, his tone convincing and his ideas interesting; consequently he was a favorite with all. Dick was keenly alive to his environment and enthusiastic and eager for new experiences. These experiences meant much to him as was shown by his many and pertinent questions, his ability to grasp what he saw and did, and his dramatization

of new experiences in his play. Upon arrival each morning, one would hear a happy voice excitedly call, "I'm here, hello everybody". It would be Dick coming up the stairs!

Dick's parents were friendly, happy, carefree people. They were socially ambitious and interested in community activities. They did, however, spend a great deal of time with Dick and included him in their many excursions. Dick had many neighborhood playmates and his mother frequently invited children to their home. As he was an only child, his mother made an effort to provide him with many social experiences.

Dick has been classed as a leader because of his constructive ideas, his ability to influence others and initiate many of the activities of the group. He was sought after by the majority of the children, and they seemed to willingly accept the ideas and suggestions which he might offer. Dick was withdrawn before the children were tested for mental ability, so there is no record of his I. Q. He was absent ten days out of the 30 days observed and withdrawn from school before the last period of observation. His table shows that he initiated 41 incidents and was the recipient of 43 and it also shows a decline in the number of incidents which he initiated. This may have been because of the fact that he was absent ten days and greatly sought after upon his return. During the January period of observation, Dick knew

he was to move away and was upset about leaving. At this time he tended to choose adult companionship to help him gain the security which he seemed to lack. Bill's great attachment to Dick is clearly shown; this attachment was not mutual although Dick willingly accepted all Bill's advances. He enjoyed Bill's company but was perfectly happy to play with other children when Bill was not at hand.

Table 24. Distribution of Dick's friendly relationships during the four periods of observation.

Name	: November	: December	: January	: February
Joy	1			
Mark				
Betty				
Tom				
Elsie				
Jane				
Ray	1 - 2	2 - 1	2	
Dale	3 - 8	1	2 - 1	
Ann		2 - 2	2 - 1	
Bill	9 - 8	6 - 4	10 - 2	
Fay		2		
Helen		1		
Lois	3 - 1		1	
Amy	1			
Don	1 - 1	1	1	



FAY

Fay was a short, stocky child with blond curly hair and blue eyes. She was shy and timid, fearful of strangers and apprehensive of new situations. It was more characteristic of her to play with one or two children than with a larger group, and she sought children with whom she was most familiar. She was well able to lead the younger children of the group, and they welcomed her ideas and attentions. However, she lacked the confidence necessary to enter into the activities of the older children of the group. Fay was interested in all that was going on about her, asked many questions concerning any new situation or occurrence and was anxious to share her knowledge with other members of the group. She expressed herself clearly and fluently, and her ideas were presented in a manner interesting to all. She had great respect for the rights of others but was unwilling to share what belonged to her. Although she was cooperative with adults, it was difficult for her to cooperate with children. She had been accustomed to playing by herself before entering Nursery School and had not yet learned consideration for other children. Fay was unstable emotionally and had been used to crying to obtain what she wanted. She was sensitive and easily affected by others' comments and actions. Consequently she was unhappy much of the time. Her interest in younger children helped her gain a feeling of self-confidence and responsibility.

Fay had no contacts with children outside of Nursery School. She was an only child, dependent upon adult companionship. Her mother and father were shy, slow to become acquainted with others, sensitive and apprehensive of strangers. The mother was not well, and there was emotional conflict between mother and child. Fay's parents had few interests outside the home and spent much time with Fay but made no effort to provide her with playmates at home. Her retarded social development is revealed in her difficulty in dealing with other children.

Fay has been classed as a leader as well as a follower. She was well able to initiate and direct the activities of the younger children in the group but more willing to follow the activities already initiated by the older children. Fay was absent 11 days during the 40 days of observation. Her physical condition was poor and her attendance at Nursery School irregular because of frequent short periods of illness. As shown by one test, the Stanford-Binet, her I. Q. was 114, which placed her in the lower rank of the group in respect to mental development. She initiated 37 friendly responses and was the recipient of 29 responses. Fay's choice of friends was varied, but she tended to choose Ray's friendship if he were nearby. She rode to and from school with Ray; therefore was familiar with him from contacts outside of Nursery School. There was little variation in the number of friendly responses directed toward her during the four periods of observation.

The number of friendly responses which she initiated increased slightly during February. Her responses were inconsistent, and her table shows no definite pattern of responses given or received. There seemed to be no explanation for the decrease of friendliness during the December observation period.

Table 25. Distribution of Fay's friendly relationships during the four periods of observation.

Name	November	December	January	February
Joy	2		1	1 - 2
Mark			1 - 1	2 - 2
Betty				
Tom				1
Elsie	2 - 1			
Jane	1		1	1
Ray	1	1 - 1	4 - 4	6
Dale				1 - 3
Ann			3	3 - 4
Bill	1 - 1			
Dick		2		
Helen	1			
Lois	1 - 1			
Amy	2			
Don	2 - 1	3	2 - 2	

HELEN

Helen was a tall stocky child with light brown curls and dark brown eyes. She was the largest member of the group, she treated the younger children as babies, and had little patience with them. Although she was usually ready to offer them help if they needed it, she felt that they were socially and mentally inferior and seldom sought their companionship. Helen was one of the older children of the group but played alone a good share of the time. It was characteristic of her to become absorbed in what she was doing, and she did not like to be bothered or interfered with. Her main interests lay in creative activities such as painting, coloring, and drawing, which were conducive to solitary play. She was a timid, calm, placid child, who seldom asserted herself. Her language development was superior; she comprehended and reasoned well and possessed a wealth of knowledge. However, she was more apt to keep to herself her many worthwhile ideas rather than share them with others. Helen was well able to lead if she so desired and others accepted and welcomed her leadership; but at least half of the time she seemed contented to remain by herself, busily engaged in some self-initiated activity. She had great respect for the rights of others, seldom took what did not belong to her, and shared willingly with others. She was well able to maintain her rights by using verbal persuasion, and it was unusual for her to resort to emotional behavior. Helen was independent and self-con-

fidant, capable and responsible. Her even temper and pleasing disposition made her a welcome member of the group.

Helen's mother and father were friendly, civic-minded, interested in people and the welfare of their four children. Her father's business often took him away from home and he spent little time with the children. Her mother, however, spent a great deal of time with all the children and provided them with many worthwhile group experiences, such as short excursions, picnics, and story hours. Helen was encouraged to be friendly and kind to others.

Helen has been classed as a leader as well as a follower as she possessed the ideas and ability necessary for leadership but at least half of the time, Helen was happy to play alone or follow someone else's directed activity. I believe she needed to be with children who were more her physical and mental equal in order to assume the leadership of which she was capable. Helen was in good physical condition, was absent seven out of the 40 days of observation. She was handicapped by seldom arriving at Nursery School before 9:30 or 9:45 in the morning; consequently she missed a good share of the indoor free play period. Her I. Q. was 153 as shown by one test, the Stanford-Binet, which rated her the second highest in the group with respect to mental development. She initiated 32 friendly responses and was the recipient of 20. Her choice of friends was wide and varied, and she showed no partiality for one particular child. Helen assumed a pro-

tective and helpful attitude toward the younger children and many of her responses were of this nature.

Table 26. Distribution of Helen's friendly relationships during the four periods of observation.

Name	November	December	January	February
Joy				1
Mark	2		1	1 -
Betty				
Tom				2
Elsie				
Jane				
Ray	2			1
Dale	1		2 -	2
Ann		2 - 1		2 - 2
Bill	1 - 4	2		
Dick		1		
Fay	1			
Lois	3 - 4	1 - 2	6	
Amy	1			1
Don	1			1 - 1

LOIS

Lois was a dainty, blond-haired girl with rosy cheeks and bright blue eyes. She demanded an unusual amount of affection from adults and sought their companionship rather than that of other children. Although she enjoyed contacts with other children, she preferred to play alone. Lois was creative and contented to be left by herself to carry on her own interests. As she was inclined to be bossy and want her own way, she had never become a welcome member of the group. It was characteristic of her to show-off and try to be the center of attention and she was uncooperative both with adults and with children. Lois did respect the rights of others but was unwilling to share or cooperate in the use of materials. She was keenly alive to her environment, alert, curious and inquisitive and eagerly anticipated new experiences. When thwarted, she resorted to crying, thumb sucking or adult protection. Rather than try to maintain her rights, she inhibited her feelings and resorted to prolonged periods of sullenness. Her language ability was superior, she possessed many worthwhile ideas and a wealth of knowledge; comprehended and reasoned well. However, because of her unwillingness to cooperate and her desire to have her own way, she remained an "outsider" of the group.

Lois' demand for attention and affection from adults may have been a result of her mother's reserved and unaffectionate

nature. Her father was friendly but spent little time with Lois. She sought the companionship of her five-year-old sister and the older children in the neighborhood. These older children often rejected her because she was younger and she was forced to play alone. Her tendency to play by herself at Nursery School may have been a result of her rejection by children at home.

Lois has been classed as a leader as well as a follower because she was able to lead most members of the group if she so desired. Her desire to play alone, to copy what others were doing, and her frequent periods of sullenness prevented her from leading more than half of the time. Her physical condition was good, and she was absent three days out of the 30 days of observation. Her I. Q. was 140 as shown by one test, the Stanford-Binet, which placed her in the highest rank of the group in respect to mental development. As a result of her mental advancement, Lois was moved to the older Nursery School group at the end of January. Consequently, she was not included in the February observation period. Lois was well rounded in her choice of friends. She initiated 41 friendly responses and was the recipient of 32. She was more apt to choose older children as companions because of the stimulation received from their ideas. Lois possessed an increasing attachment for Helen, waited for her arrival each morning, and shared willingly with her when she refused to share with others in the group. This attachment was not



mutual, however. Helen was willing to be friends but was not dependent upon Lois for friendship.

Table 27. Distribution of Lois' friendly relationships during the four periods of observation.

Name	: November	: December	: January	: February
Joy			2	
Mark				
Betty				
Tom				
Elsie	1			
Jane	2			
Ray		1 - 1		
Dale	1	2 - 1	1 - 2	
Ann		6	3	
Bill	1 - 1	3	1	
Dick	1 - 4		1	
Fay	1 - 1			
Helen	2 - 5	2 - 1	6	
Amy	2	2	3	
Don	1	4 - 1	3 - 5	

AMY

Amy was a small, slender child with light brown hair, a fair complexion and sparkling dark brown eyes. Her ready smile was perhaps her greatest attraction. She was a premature twin, and her physical condition had been of concern since birth. It was unfortunate that her twin brother had progressed more rapidly in all phases of development because Amy was becoming increasingly aware of her limitations and retardation. She had come to depend on Don for her ideas as well as her happiness and played alone when his interests were directed elsewhere. Amy was timid and fearful, easily thwarted and upset, and tears were always near-at-hand. As yet, she did not express herself well verbally. She resented advances from other children being suspicious of their intentions and she shared grudgingly except with her twin. Having become too dependent upon adult protection, she was not able to maintain her own rights. It was of utmost importance that she be given a feeling of security, and she needed help to enable her to initiate contacts with other children. As she apparently thrived on affection, praise and attention, she should be guided so as to gain these satisfactions from contacts with children as well as with adults.

Amy's mother was shy and reserved in the presence of strangers. Her father was friendly, interested in people and

community activities. Both parents had many outside interests and were away from home much of the time. Amy's 11-year-old brother paid little attention to her, and she was dependent upon her twin for companionship. She had few contacts with children in the neighborhood, which may partially explain her social immaturity and dependence on her twin brother.

Amy has been classed as a follower because of her poor adjustment to the group as a whole, her lack of confidence in taking part in group activities, and her inability to contribute ideas or suggestions which might be followed by the other children. Her I. Q., as shown by one test, the Stanford-Binet, was 87, and this may in part explain her poor social adjustment. From the results of her table, it is shown that she initiated 32 friendly responses and was the recipient of 44. The majority of her friendliness was directed toward her twin on whom she was becoming more and more dependent. Her friendliness consisted mainly of concern, sympathy, and sharing with her twin and attentions to younger children rather than those of her own age. She was handicapped by being absent one week and in cold weather often compelled to play indoors by herself because of her ever-present asthmatic condition.

Table 28. Distribution of Amy's friendly relationships during the four periods of observation.

Name	: November	: December	: January	: February
Joy	1	2		
Mark		2	4	1
Betty				
Tom				2 - 1
Elsie				
Jane			1	
Ray	1		3	
Dale	1		5	
Ann		4	1	11 - 6
Bill				
Dick	1			
Fay	2			
Helen	1			1
Lois	1 - 1	2	3	
Don	1 - 2	2	4 - 6	5

DON

Don was a tall, fair-skinned child with light brown hair and clear, blue eyes. He was a premature twin and had been retarded up to the time of observation. At that time he was advancing rapidly and surpassed his twin in all phases of development. His language ability was limited, but he spoke in a firm convincing manner. He abounded in energy and ideas which he shared willingly with all. His ideas were often exciting and stimulating. Don expressed much interest in his surroundings, was inquisitive and curious about all situations. For the most part, his speech was a series of questions, "Why is it snowing"? "Where is the phonograph"? or "What are you doing that for"? By means of such questions he was gaining knowledge as well as in increased vocabulary. He was cooperative with adults and children alike and willing to share with all unless it meant an infringement on his rights. He respected the rights and property of others as long as they respected him. Don expressed concern over his twin, was conscious of where she was and what she was doing, but he was growing apart from her in his play activities. He was ready and eager to participate in all activities while she preferred to withdraw and remain by herself. As Don felt the necessity of praise and admiration, he tried to please others and abide by their wishes. When thwarted, he resorted to emotional behavior, which often resulted in a temper tantrum. He was becoming more self-confident and independent, sought

the companionship of others and was ready to take an active part in group activities.

Don's mother was shy and reserved in the presence of strangers. His father was friendly, interested in people and community activities. Both parents had many outside interests and were away from home much of the time. Don's 11-year-old brother paid little attention to him and he was dependent upon his twin for companionship. He had few contacts with children in the neighborhood which may partially explain his social immaturity and dependence on his twin sister.

Don has been classed as a leader as well as a follower as he was rapidly expressing the desire and ability to lead and was willing to participate in all activities which others were initiating. Don was absent five days out of the 40 days of observation and was in good physical condition. He was somewhat limited in having to remain indoors in cold weather because of protection on the part of his parents. His I. Q. was 117 as shown by one test, the Stanford-Binet, which placed him on the lower level of the group in respect to mental development. His table clearly shows his increasing friendliness and his tendency to lead as well as follow. He initiated 71 friendly responses and was the recipient of 44. His responses were varied and included the majority of the children in the group. His responses to Amy were of a protective, sympathetic nature and involved little friendly

give and take in cooperative play. He was becoming a close friend of Ann probably because of the fact that she was quite willing to accept and carry out his ideas and she, in turn, offered stimulating ideas and a motherly attitude to him.

Table 29. Distribution of Don's friendly relationships during the four periods of observation.

Name	November	December	January	February
Joy		1	2	
Mark	2	1	2	1
Betty				
Tom				1 - 1
Elsie	2 - 3			
Jane				
Ray		1	2	
Dale	1		3 - 3	6
Ann		1 - 2	3	12 - 9
Bill		1	1	1
Dick	2 - 1	1	1	
Fay	1 - 2	3	3	2
Helen	1			1
Lois	1	1 - 4	3 - 4	
Amy	2 - 1	2	5 - 6	6

## SUMMARY AND CONCLUSIONS

A selected group of 16 Nursery School children was studied to observe the kinds of spontaneous friendly relationships exhibited, to note the development and trends in the kinds of friendly relationships among individual children during four successive periods of observation, and to ascertain some of the factors in each child's background and present situation which seemed to contribute to the expression of friendly relationships.

Daily observations of incidents of friendly behavior in the Nursery School were recorded during four successive two-week periods. Material other than that obtained from daily records was gathered from history blanks and other records on file at Nursery School, from daily contacts with parents and from visits in the home of each child. Data are presented by means of discussion and tables.

Nine girls and seven boys were included in the study. Their ages at the beginning of the first observation period ranged from two years to three years and six months. All children came from homes of average or above average means. The majority of the families were small with but one or two children. The I. Q.'s of the group ranged from 87 to 155, the average was 124.

According to this study, the friendly relationships ob-



served were classified into 13 categories. Sharing materials was associated with the greatest number of friendly incidents; protection, appreciation, favoritism and concern were associated with the least number of incidents. The remaining kinds of friendly relationships revealed an average number of incidents. The number of incidents of physical affection and sharing ideas showed the greatest increase during the four periods of observation.

Under the conditions of this study, the length of a child's interest span influenced the number of momentary, several-minute and over-five-minute incidents. Momentary incidents were most frequent during the first three periods of observation, but over-five-minute incidents were more frequent during the last observation period. There was a gradual decrease in the number of momentary incidents during the four periods, and a marked increase in the number of over-five-minute incidents during the last observation period.

Several minute incidents increased from November to December and remained fairly constant thereafter. As the length of time during which incidents were sustained increased markedly during the four observation periods, it would indicate that the duration of friendly relationships increases with the growth and development of a child's interest span.

As sharing materials was associated with the greatest number of friendly incidents, play materials seem to play an important part in the development of friendly behavior. The

play materials which offered a variety of uses and encouraged cooperative play showed the greatest relationship to friendliness.

Age and sex apparently influenced the friendly relationships of the group studied. The boys initiated and were the recipient of a greater number of friendly responses than were the girls. Boys and girls initiated more friendly responses than they received. The older children of the group initiated and were the recipient of more friendly responses than were the younger children.

I. Q. seemed to bear little relationship to friendly behavior in this particular group. Of the children tested, only one was of below average intelligence which may partly explain the lack of correlation between intelligence and friendly behavior.

The children who were definite leaders of the group initiated and received more friendly responses than did the followers. The leaders also initiated more responses than did the children who ranked in the middle of the group with respect to leadership ability. However, the number of responses received was more equal among the two latter groups.

Nursery School attendance was a factor in the direction of friendly relationships. The frequent absences of children limited the group in their choice of friends and opportunity for friendly relationships with all members of the group.

The opportunity for contacts with children at home or in

the neighborhood influenced the friendliness of the group studied. Those children who had many opportunities for social relationships were among the friendliest members of the group.

As shown by the individual tables of each child, the friendly relationships were unstable and varied during the four months of observation. Rather defined patterns are evident in several of the tables. Don's table shows a well rounded choice of friends with a gradual increase in the number of responses from November to February. Ann's table clearly shows increasing friendliness with the older children of the group. Bill's table indicates his dependence on one or two children for friendship. The tables of two of the youngest children in the group reveal a slow but gradual increase in the number of friendly responses initiated.

#### IMPLICATIONS OF THE STUDY

1. More studies of friendliness are necessary in order to discover and understand trends in friendly behavior.
2. Numerous studies of the friendly behavior of preschool children should aid nursery school teachers and parents in guiding friendly relationships.
3. Wise selection and guidance of play materials is important in promoting friendly relationships among preschool

children.

4. A variety of social experiences with children at home and in Nursery School are valuable in the development of friendly behavior.

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## APPENDIX

## FORM I

Date \_\_\_\_\_

Children concerned \_\_\_\_\_

Length of time incident was sustained \_\_\_\_\_

Record of incident as it occurred \_\_\_\_\_