

FRIENDLY CONTACTS IN A SELECTED GROUP
OF NURSERY SCHOOL CHILDREN

by

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INTRODUCTION

An assumption underlying the democratic way of life is that certain key social attitudes are indispensable (1) devotion to the welfare of the group over personal welfare (2) acceptance of the idea of the brotherhood of men (3) individual responsibility for other people (4) devotion to the experimental method of scientific and cooperative solutions of common social problems.

Quillen (1947) gives a similar list of democratic values

(1) recognition of the infinite value of the individual and mutual respect; (2) the willingness and ability to cooperate in the solution of common problems and the promotion of common concerns; and (3) the willingness and ability to use intelligence and reason in the solution of social problems and in the achievement of social goals.

If these assumptions as to democratic values are accepted then a need is evident for study of the earliest appearance and development in young children of behavior showing concern for and friendly interest in other children. More should be known about what experiences children need in order to develop into human beings who can live democratically.

Murphy, Murphy, and Newcomb (1937) state that "the development of inner attitudes of positive response to other people has received little attention in scientific areas." Conflict and aggressive behavior in young children have received more study than cooperation and friendship. Young children are often thought to be self-centered beings interested in their own egotistic goals but many who work closely with young children hold the hypothesis that much friendly behavior occurs at an early age.

Answers to the following questions are needed: What kinds of friendly behavior occur? At what age do young children show spontaneous concern over other children, show appreciation and affection and share play materials and ideas? How can parents and teachers capitalize on these early manifestations of outgoing interest in others? What kind of environment is conducive to friendly contacts?

Loeb (1941) found that children who were least acceptable to their age-mates could be divided into two groups: a) quiet reserved children and b) aggressive or "problem" children.

Bott (1928) found that "the (nursery school) child who is active toward others is the one who received the most from them. The shy retiring child on the other hand was little noticed by the group." Her work also suggested that the best adjusted children were found in the group having many companions whereas certain children who presented distinct behavior difficulties were in the group having few friends.

The child who is able to make his personality felt in the group has a better chance of being well-accepted than the one who perhaps has no offending personality traits but is "characterized chiefly by negative virtues," according to Bonney (1943).

Johnson (1935), in her study of variations of play equipment, found that the presence of play equipment reduced undesirable social behavior such as teasing, crying, quarreling, and hitting while the absence of play equipment increased social conflicts. She states that undesirable behavior was discouraged by relatively more extensive equipment.

Murphy, Murphy, and Newcomb (1937) state that

the content of the children's social relations during the nursery school period will depend on the stimuli of the environment, the personality needs or drives of the individual, and his maturity.

Stolz (1942) states that

only as each child feels that he belongs to the group, is liked by his teacher and has a good friend or two among the children can he gain the emotional poise and social identification which are the bulwarks of democratic living.

Moreno (1942) stated that children of pre-school age develop a significant social status in nursery school groups. This social status is primarily based on the earliest interpersonal relations as they emerge in spontaneous groupings.

According to Hilbert (1944), children who are leaders in a group initiate and receive more friendly responses than do those who follow. She stated that play materials seemed to play an important part in the development of friendly behavior. Both boys and girls initiated more friendly responses than they received. The older children of the group initiated and were the recipients of more friendly responses than were the younger children. She found rather well defined patterns of relationship in several of the children.

The present study is concerned with spontaneous friendly contacts in a selected group of nursery school children. The investigator chose this study because so little work has been done on friendly contacts of young children. The objectives were to ascertain the kinds of spontaneous friendly contacts with each other shown in a group of 11 nursery school children, to ascertain

the relationship of the kinds of play materials to the friendly contacts observed, and to ascertain any outstanding factors in each child's home background which seemed to be related to the manifestation of friendly contacts.

DEFINITION OF TERMS

In considering the different categories in which friendly contacts were classified, the investigator found that some contacts fell into one category while others had to be included in two or three categories. The following is an example of the latter type. Stephen upon arrival was crying. John ran into the room to see about him and said to the adult, "He's crying." He patted Stephen, kissed him, took him by the hand, led him into the sandroom and said, "Here, Stephen, take this pan and play in the sand with me." Stephen stopped crying, took the small kettle and played in the sand with John. This item was classified in the following categories: (1) concern (2) physical affection (3) sharing materials.

To clarify what has been done, the investigator has listed and given an example of each category. The following categories were adapted from Hilbert (1944). Two additional categories were needed.

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

Example - Dan was pushing a doll buggy. He met Frances walking with a doll in each arm. Dan said, "You may put your dolls in here, Frances. This is a good place for them." Frances put her

dolls in the buggy and they continued to push it.

2. Favoritism - Partiality shown for one child, or discrimination against another child.

Example - Harry was on the rocking boat. Ray tried to get on too. Harry said, "No Ray, I want Ervin to rock with me." Ervin got on and they rocked.

3. Greeting - Addressing another child with friendliness.

Example - Ray came up the stairs and Joe replied, "Hi, Ray, you are all dressed up today."

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

Example - Frances was washing her hands in the lavatory. She asked an adult, "Where is Judy today?"

5. Concern - An interest in that which affects the welfare and happiness of others.

Example - Joe heard someone crying and ran up the driveway to see who it was. When he discovered that it was Harry, he said to an adult, "Harry is crying. What's wrong with him?"

6. Appreciation - An awareness or favorable comment concerning that which someone has made or done.

Example - Saundra was sitting at the table looking at a book and Ervin walked up to the table and sat down. Saundra gave Ervin her book and took another one off the shelf for herself. Ervin said to Saundra, "Thank you, Saundra, you are a nice girl."

7. Helping a younger child - Giving assistance to a smaller or younger child because he is younger and apparently less capable.

Example - Dan was attempting to pour his orange juice from the small pitcher. Joe helped him by placing his hand on the back of the pitcher and guiding it.

8. Sharing ideas - A spontaneous give-and-take of ideas between two or more children.

Example - Arthur and Joe were playing in the sand-box. Arthur said, "I have a track. See my train on the track." Joe said, "I can make a track too." He made one on his side of the sand-box. They pushed their trains on the tracks.

9. Verbal affection - A verbal expression of affection or liking by one child to another.

Example - Ray joined Sandra in the doll corner. Sandra walked up to him, hugged him and said, "Sit down baby, I like you." Ray smiled and sat down.

10. Sympathy - Act of entering into or sharing the feelings of another so as to induce pity or tenderness.

Example - Ray was unable to get the tricycle out of the corner of the garage and started crying. Sandra went over, patted him saying, "Don't cry, Ray." Sandra helped Ray get the tricycle out of the corner.

11. Protection - Defending or shielding another from injury or harm.

Example - Frances was playing on the blocks that had been stacked for a train. Dan went up, caught her hand and said, "Be careful and don't fall, Frances."

12. Physical affection - Hugging, kissing, patting another child.

Example - Ervin was crying. Joe went over to him, patted him on the back, kissed him and said, "Come and play in the sand with me."

13. Helpfulness - Aid or assistance given by one child to another.

Example - Dianne was on the slide crying because she was afraid to slide down. Saundra walked up. "I'll help you," she said, holding to Dianne as she came down the slide.

14. Waiting - Act of delaying an activity until another child is ready.

Example - Harry and Joe were riding the tricycles. Harry's tricycle stopped and he got off to fix it. Joe waited for him. Harry returned to his tricycle and they rode away.

15. Recognition - Act of recalling knowledge of identity.

Example - Ray was playing in the sand. Joe ran through the room. Ray said, "That's Joe."

PROCEDURE

The subjects of this study were 11 pre-school children in the younger group of a college nursery school in a town which will be referred to as Columbus, Kansas. The children ranged in age from two years and one month to three years and one month. All of them were born during World War II in scattered sections of Kansas. The parents of the children studied ranged in age from 25 to 65 years. All but three fathers were college graduates. Only three mothers held college degrees. The fathers of eight of the children were veterans and were enrolled in the college as graduate or undergraduate students. The majority of the families had lived in Columbus one year or less.

Columbus, with 13,000 population, was a small mid-western college town located in eastern Kansas. The College Nursery School was a laboratory for students enrolled in the Department of Child Welfare and Euthenics and offered them opportunity for observation and practical experience with young children. In all, 30 children were enrolled and were under the guidance of a staff trained in the field of child development and guidance. The nursery school was located near the campus in a three-story colonial house. The first floor housed the older group of children.

This study was concerned with the younger group of children who were housed in the six rooms on the second floor. All play rooms were well equipped with furnishings and play materials suitable for children of this age level.

The northeast room was the doll room containing dolls and materials for doll play. These doll materials included dolls, doll buggy, tea table and chairs, dishes, doll clothes, wash board, ironing board, over-night bag, doll bed, and toy telephone.

The northwest room served as the block room. Many types and sizes of blocks were kept here to provide opportunity for creative work. The toy trains, pull toys and rocking-boat were also in this room.

The southeast room was used for quiet activity such as music, coloring with crayons, clay work, reading and story-telling, puzzles and pasting. The following materials were kept on low shelves: puzzles, drawing paper, colored bits of construction paper for pasting, paste, scissors with blunt ends, books, and crayons. The clay was kept in a covered container on the floor. Records were played for the children, in this room, by the adults.

Located in the northwest corner of the house was the sand-room. It provided opportunities for easel painting, finger painting and play in the sand. The following play materials were in this room: two easels for painting, different colors of paint for easel and finger painting, and a sand-box five feet square, elevated two feet from the floor, filled with clean sand. Many small kitchen utensils, dishes, and small cars all used in sand play, were on a low shelf in the corner.

The nursery school playground consisted of a well equipped fenced yard. Weather conditions made it impossible for the children to use this during the period of observation, therefore, no data were obtained on the playground. The garage, attached to

the house, led out into a large, fenced brick driveway. This garage and driveway were used on days when the weather was too bad for play on the playground. The following materials were arranged in the garage: a built-in platform with a slide, a horizontal ladder, a toy shelf with blocks of many sizes and shapes, several tricycles, and a basket ball and net.

Records were kept by the investigator for two hours a day during the free play periods for three days a week from February to April, inclusive. The investigator went from one playroom to another, remaining from ten to 15 minutes in each room. An attempt was made to record all the contacts possible that involved kindly interest in other children, for example, greetings, sharing of materials or ideas, choosing others to play with and behavior indicating concern about others and similar incidents. Only spontaneous behavior was recorded, i.e., behavior not instigated by adults.

The records, kept on cards, included the child's name, the date, the place, who initiated the contact, who received it, what each child said and did, play materials, if any, involved, and the length of time the contact was sustained. To indicate the length of time, the investigator used (1) momentary, one minute or less, and (2) number of minutes, 2 to 15.

Three hundred seventy-five incidents were recorded. The records were then sorted as to content and classified into 15 categories. Other pertinent materials concerning each child were obtained from the child's history blank and other records on file at the nursery school. A one-hour conference with each mother was held in the home of each child to see the home surroundings and to

ascertain the mother's attitude toward the friendly behavior of her child.

Certain limiting factors affected the data in this study. An epidemic of influenza caused most of the children to be absent from four to six days at about the middle of the observation period. Stormy weather prevented the children from using the playground and its equipment. The division of the second floor play space into four rooms caused some difficulty in observing the children. However, it was observed that the children tended to follow each other from room to room and to engage in the same activities, so that the division of space into four rooms was not too significant.

The data are presented by means of tables, charts, discussion and a brief descriptive case study of each child. The names of all children and places are fictitious.

DATA AND DISCUSSION

At the beginning of the study the 11 children who were observed ranged in age from two years and one month to three years and one month.

As shown in Table 1, there were two distinct age groups. The younger group of five children ranged from two years and one month to two years and five months. The older group of six children ranged in age from two years and 11 months to three years and one month. This was a difference of six months between the two groups.

Table 1. Age range of children.

Child's name	Age	
	February 1, 1947	
Ted	2 years,	1 month
Den	2 "	1 "
Ray	2 "	4 months
Frances	2 "	5 "
Joe	2 "	11 "
Judy	2 "	11 "
Dianne	3 "	
Saundra	3 "	
Harry	3 "	
Arthur	3 "	1 month
Ervin	3 "	1 "

Table 2 shows the number of days each child was absent during the entire observation period. Few absences occurred except during the period of influenza March 10 to 21. The total amount of data (number of friendly contacts) was reduced during this period.

In Table 3, the categories are listed according to their importance in relation to the number of friendly contacts involved. Greetings rated highest in the number of friendly contacts; sharing of materials was high and very close to greeting; helpfulness, concern, and missing an absent child, ranked above average; sharing ideas, recognition, protection, helping a younger child, and physical affection ranked average; appreciation, favoritism, verbal affection and sympathy ranked low. Greetings as did sharing of materials ranked almost three times as high as any other category. The two-year-olds were limited in language development. The greeting "Hi" was easily used by them for making friendly contacts. The high ranking of sharing of materials shows the im-

Table 2. Daily absences during the observation period.

Names	February			March			April		
	17:19:24:28:23	3: 5: 7:10:12:14:17:19:21:24:26:28:30	2: 9:11:14:16						
Ted	A	A	A A						
Dan		A A A A A							
Ray							A A A		
Frances					A A				
Judy		A	A A A A			A			
Joe		A				A			
Dianne		A A A A A A A							
Barry			A						
Sandra			A A		A A				
Ervin		A A A A A A	A						
Arthur		A A A A							

A = absent

portance of certain kinds of play material in the forming of friendly contacts. Helpfulness ranked high, perhaps because a number of the children were young requiring a good deal of help in their activities. The categories of concern and missing an absent child ranked high among the groups. The addition of three new children to the group at the beginning of this study resulted in more crying than usual. The older children were usually concerned about the happiness of the younger or new child. The older children seemed to feel responsible for the new or young ones. A child was usually missed by the older children when absent. The children were limited in language development, consequently verbal affection, favoritism, appreciation, sharing of ideas and recognition tended to rate low.

Table 3. Categories representing the kinds of friendly contacts exhibited.

Category	No. of contacts	Percent of contacts
Greetings	120	26
Sharing materials	105	21
Helpfulness	40	9
Concern	34	7
Missing an absent child	34	7
Sharing ideas	24	5
Recognition	21	5
Protection	14	3
Helping a younger child	13	3
Physical affection	11	3
Waiting	8	2
Appreciation	8	2
Favoritism	7	2
Verbal affection	7	2
Sympathy	5	1

Table 4 shows that greetings ranked highest in both periods. There was quite an increase during the second half of the observation period. This probably resulted from the greater interest manifested as the children learned to know and understand each other. This also showed a learning process for the younger ones who learned to greet others. Sharing of materials, helpfulness and missing an absent child are doubled in the last half of the observation which could be the result of the child's learning to share activities and play materials with other children, and again the increased interest acquired for each other. The categories of recognition and helping a younger child showed a gradual decrease during the last half of the study. This decrease might be explained by the child's ability to recognize all children in the group readily and without comment. In the last half the younger and new children were adjusted to the environment and were able to care for themselves without too much help. During the last half the sharing of ideas slightly increased as the children gradually learned to express themselves. The category of concern showed a slight increase during the second half of the observation. It was characteristic of the older children to say, when another child was crying, "What is wrong?" "Why is he crying?", which probably expresses their feelings one for the other. The total numbers in the remaining categories are too small to be of much significance.

Table 4. A comparison of categories representing the kinds of friendliness shown during the two halves of the observation period.

Category	First half of study		Second half of study	
	No. of contacts	Percent of contacts	No. of contacts	Percent of contacts
Greeting	47	26	73	27
Sharing materials	35	19	70	26
Recognition	18	9	5	2
Concern	15	8	19	7
Helpfulness	12	7	28	10
Missing an absent child	11	6	23	8
Sharing ideas	10	5	14	5
Helping a younger child	8	4	5	2
Appreciation	5	3	3	1
Protection	5	3	9	3
Physical affection	4	2	7	3
Waiting	4	2	4	1
Verbal affection	4	2	3	1
Favoritism	4	2	3	1
Sympathy	2	1	3	1
Total	182		269	

Table 5 shows that during the period of observation, the 11 children initiated 317 friendly contacts and were the recipients of 252. Judy, the oldest child, initiated the most responses and Ted, the youngest, the least. Both Judy and Dan were leaders, greeted all the children, and started the day's activities with play materials. On the other hand, Sandra's high number of initiated contacts were due to her desire for attention from others.

Joe received the largest number of contacts. The other children asked questions of him and depended on him for information.

Harry was at first overbearing, then as the children rejected him, he withdrew from social contacts. After this "reform" the

children again drew him into their play and thus he finally received many more contacts than he initiated.

Table 5. The number of friendly contacts initiated and received by each child.

Child's name	Child's age		No. responses initiated	No. responses received
	yrs.:	mos.		
Judy	2	11	64	22
Saundra	3	0	49	24
Dan	2	2	42	18
Joe	2	11	40	42
Arthur	3	1	37	21
Ray	2	4	33	37
Herry	3	0	11	31
Frances	2	5	10	18
Ervin	3	0	10	11
Dianne	3	0	13	14
Ted	2	1	8	14
			317	252

Milbert (1944) found that the number of friendly contacts initiated and received in a similar group of children increased consistently with age. In the present study, however, exceptions to this trend were found. One of the youngest children ranked third highest in the total number of contacts initiated and received and two of the older children ranked low. It is possible that parent-child relationships and home atmosphere were as much a factor in friendly contacts as chronological age.

Table 6 shows the distribution of friendly responses of the entire group during both halves of the observation period.

Judy led in the number of friendly contacts initiated during the whole observation period.

Saundra, who entered the nursery school on the same day that this study began, showed a slight increase in the number of friendly contacts initiated and received for the second half. She ranked high, however, throughout the entire observation period. According to the studies that have been made, this is unusual. Saundra was one of the youngest of the group and a new child in the environment yet she ranked high as compared with the rest of the group in friendly contacts.

Dan showed an increase in the friendly contacts initiated and received during the second half of the observation period. He was admitted to the nursery school at the beginning of this study. His increase was probably the result of his learning to know the children and gaining a feeling of stability in the group. Dan was also one of the youngest of the group and a new child.

Frances who was not very friendly showed a slight increase in the number of contacts received, but the same number initiated. She was dependent upon the other children for help and desired solitary play yet she was liked on the whole by all of the children.

Ervin, a new child in the nursery school, showed a slight decrease in friendly contacts for the second period. The first period was spent watching children play and greeting them, and asking them their names. As he got acquainted with the children his initiated contacts began to drop. He entered into the play with the children but waited for someone else to initiate the play activity.

The table shows that Arthur increased his friendly contacts during the second half of the observation. This was probably the result of getting better acquainted with the group.

Ray showed a decided increase in friendly contacts initiated and received. His increase was apparently the result of his ability to express himself better among the group, and his increased confidence in himself.

The information in the table shows that Harry decreased in the number of friendly contacts initiated, but increased in the number received.

Dianne initiated a few more contacts during the second half of the study. She gained a little more confidence in herself and was able to play in a group a little better.

Ted initiated many more friendly contacts during the second half of the study probably because of increased knowledge related to general improvement in his own nursery school adjustments. His verbal expression was slightly improved too.

Table 6. A comparison of the total number of friendly contacts initiated and received during the two halves of the observation period.

Child's name	First half		Second half	
	No. responses initiated	No. responses received	No. responses initiated	No. responses received
Judy	25	6	39	16
Saundra	21	9	28	15
Dan	16	8	26	10
Joe	15	19	25	23
Arthur	15	8	22	13
Ray	8	7	25	23
Harry	12	11	8	25
Frances	5	9	5	18
Ervin	20	6	13	10
Dianne	3	8	10	6
Ted	2	6	25	8
Total	142	97	226	167

As shown in Table 7, sand, doll equipment, blocks and boards, clay, and the rocking boat rank highest in relation to friendly contacts of the group studied. The remaining materials were used a small number of times and were conducive to solitary play.

Hilbert (1944) found the high ranking materials to be in this order, doll equipment, blocks, sand, the outdoor see-saw, and clay.

The findings of the present study thus duplicate those of Hilbert and further indicate the value of this type of material in promoting friendly contacts. Each of the high-ranking materials lends itself to a variety of uses and can be used by a number of children playing cooperatively. These facts suggest that better selection of play materials in homes might be helpful in promoting friendly contacts among children.

Table 7. Play materials involved in friendly contacts.

Play materials	No. of contacts	Percent of contacts
Send-box	53	27
Doll equipment	41	21
Blocks and boards	29	15
Clay	20	10
Rocking boat	14	7
Books	9	5
Tricycles	8	4
Toy shelf	6	3
Easel painting	5	3
Pasting materials	4	2
Puzzles	4	2
Pounding board	3	2
Toy train	3	2

The following case studies and charts give a more detailed analysis of each child's total behavior and place in the group. The charts show the number of contacts initiated and received by each child. Squares indicate girls; circles indicate boys. The numbers from top to bottom indicate the age of the child, the youngest children being at the top and the oldest at the bottom of each chart. Arrows indicate direction of contact.

JUDY

Judy, three years and two months old, had blonde hair usually worn in two long thick braids, tied at the ends with ribbons. Judy and her parents had lived for several months in a damp basement of a house near the campus. The floors were usually too damp for Judy to stand on. She had to confine most of her play to the bed. Judy had some difficulty in the nursery school for about a month because she did not know how to play with other children and refused to follow routine.

During the month of February, Judy's parents moved into one of the new homes on Hill Top. Here Judy had many children to play with and was especially fond of the four children that lived near her home. After this change of environment, Judy's behavior changed. She was able to make friends easily with all children and was thoughtful of others in her play in the nursery school. Judy entered energetically into all activities with which she was familiar. She usually sought one or two with whom to play but was very patient and congenial with all the children. It was characteristic of Judy to speak to every child in the nursery school each day. She was always concerned about an absent child and wanted to know why he was absent. Although she was an only child, she had learned to adjust herself well in a group. She was among the oldest of the group and was well able to lead the younger children. They welcomed her ideas and attentions. Judy had great respect for others and was willing to share her knowledge and play materials with them. Her language ability was superior, she expressed herself fluently and clearly, and her ideas were presented in a man-

ner that interested all. She was cooperative with both adults and children, and followed routine well except when she was deeply interested in an activity. Judy was stable emotionally and seldom cried for what she wanted. She was always aware of things going on around her, anticipated new experiences and was anxious to share experiences with others. She was concerned about those who cried or were in distress. There was usually a word of comfort for them as, "Don't cry, baby." The activities that interested Judy most were the block building, easel and finger painting, and play with the dolls. She enjoyed music and the stories from the books. She was often found trying to do things beyond her ability but never gave up until she was completely convinced. Her ability to protect her own rights verbally and physically was outstanding, however, she seldom took advantage of anyone.

Her father was a War Veteran enrolled in the curriculum in Business Administration. He was very patient with Judy and spent some time each day reading and playing games with her. She loved her father and tried very hard to imitate him in every way.

Her mother, a very friendly person, was a junior in the School of Home Economics. She had taken a course in child guidance and tried to apply the newer principles in guiding Judy. Both parents' outside interests were limited. They were both concerned about their home and daughter.

Judy's health was excellent. She was absent with influenza six days out of the 22. She was a leader in her ability to initiate and direct many group activities. Her chart clearly showed

that she was definitely a leader in that she initiated 64 friendly contacts and was the recipient of 22. Her choices of companions were boys but she distributed her contacts fairly equally among all of the children. Judy was the leader and the friendliest member of the group.

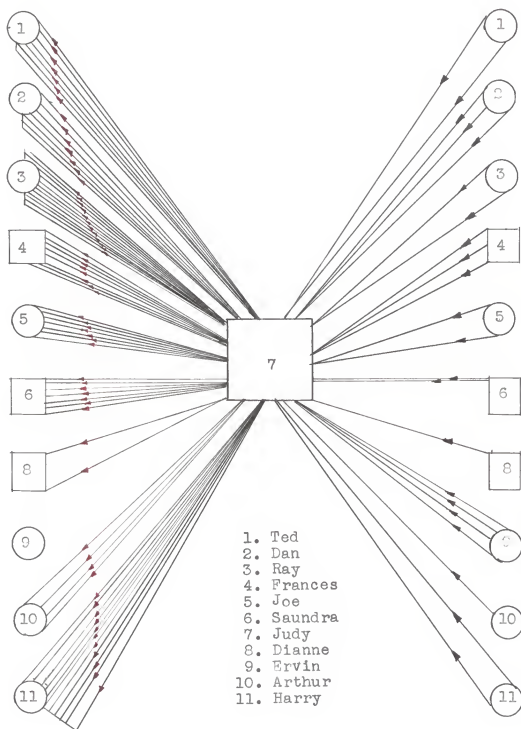


Fig. 1. Friendly contacts initiated and received by Judy.

RAY

Ray, two years and three months old, was a dark haired little boy with brown eyes. He was short, but solidly built with dark complexion and rosy cheeks. His over-flow of energy was one of his outstanding characteristics. At first Ray was shy among strangers. He had a tendency to withdraw from the children and to beg to be held by the adults. For two weeks he cried and sat in the laps of adults.

Soon Ray gained enough self-confidence to deal with the unfamiliar. It was characteristic of him to travel from one group to another interrupting their play and taking things in hand. He welcomed the advances of others and sought their company if they did not seek his. Ray seldom played alone, but enjoyed playing with others. He enjoyed greeting the children upon arrival each morning with, "Hi." Although he was unable to express himself verbally he was accepted and liked by the entire group. Ray was gradually learning to respect the rights of others and maintained his own rights physically. He was unable to accept serious battles and usually resorted to such emotional behavior as hitting, biting, scratching, and kicking.

Ray was bursting with new ideas and kept busy every minute putting them into action. His disposition was pleasing to adults and children alike. Ray did not respond well to routine. In most instances he refused and had to be picked up and carried. Occasionally he stretched out on the floor and protested. His choice play activities were sand, doll materials, blocks, and the tricycle. Apparently he was a brave little fellow. He was independent and

felt capable of taking care of himself. At times when he was not able to carry through the task attempted, he would cry for help. His characteristic expression after falls, which were frequent, was "Ray is dumb, he fell."

Ray was the only child and there were no children in his neighborhood, consequently, he demanded a great deal of attention from his mother. His play facilities at home were adequate and specious. He had a tricycle, sand-box, swing, and many small play materials.

His father, a reserved person and a college graduate, was a business man. Ray apparently showed little affection for his father.

His mother, a nervous, high strung individual, had received her diploma from a business college. She spent a great deal of her time trying to provide comfort and happiness in the home for Ray and her husband. It was her lone responsibility to discipline and guide Ray. At times she stated that she was discouraged. She was over-anxious about him and Ray had learned that she was.

Ray's health was excellent. He missed four out of 22 days. His chart clearly showed that he was a friendly child. Compared with the group he ranked high in his friendly contacts, initiating 33 contacts and receiving 37.

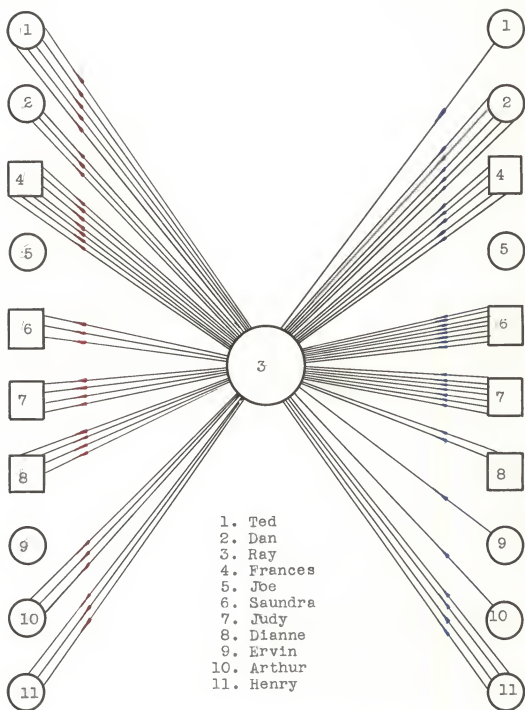


Fig. 2. Friendly contacts initiated and received by Ray.

DAN

Dan, two years and one month old at the beginning of this study, was a chubby light-haired child with brown eyes and rosy cheeks. His beautiful smile and sparkling eyes were outstanding. Upon entering the nursery school, he readily made friends with both adults and children. It was characteristic of him to stop his play and greet the adults and children with "Hi," "What's that?" pointing to one of the children, meaning "Who is the child?" Soon he knew almost every child by name. He welcomed advances and suggestions from other children and sought the company of others if they did not seek him. For 15 mornings, out of the 22, Dan's first play activity was in the sand-box. The average time spent playing here each morning was ten minutes. Other activities enjoyed by Dan were: play with the doll materials, block building and the tricycle. He was unable to express himself verbally or maintain his rights physically, therefore he sometimes resorted to crying, hitting, and biting. Dan was inclined to be stubborn with adults where routine was concerned. He was calm, quiet, and well-liked by both adults and children.

Dan's father was a student in the School of Agriculture. His easy, friendly manner and conversational ability made him an interesting person to know. Both parents were happy over this child's progress. They were calm and understanding in their dealings with him. The father and Dan were fond of each other. A great deal of his spare time was spent making toys for Dan.

The mother, a college graduate, was a bright, friendly, individual who, like her husband, enjoyed talking and forming new

acquaintances. She greeted everyone with a smile and possessed characteristics that made one feel happy when in her presence.

Dan had no children in his neighborhood and was restricted to the upstairs apartment and a small space in the backyard for play. This did not affect his ability to win friends. He was independent, capable, and assumed responsibility well. He was emotionally stable and noticeably courteous. His health was excellent. He was absent six days with influenza out of the possible 22.

Dan was usually cooperative with both children and adults. Although he was new in the nursery school at the beginning of this study and was also the youngest child, he rated high in his friendly contacts. He respected the rights of others, was seldom destructive, and was gradually learning to share. He showed no evidence of choice of special friends, but was happy with all of the children. During the nine weeks, he initiated 42 friendly contacts and was recipient of 18. His chart clearly shows that he was a leader. His contacts were about equally distributed among all of the children.

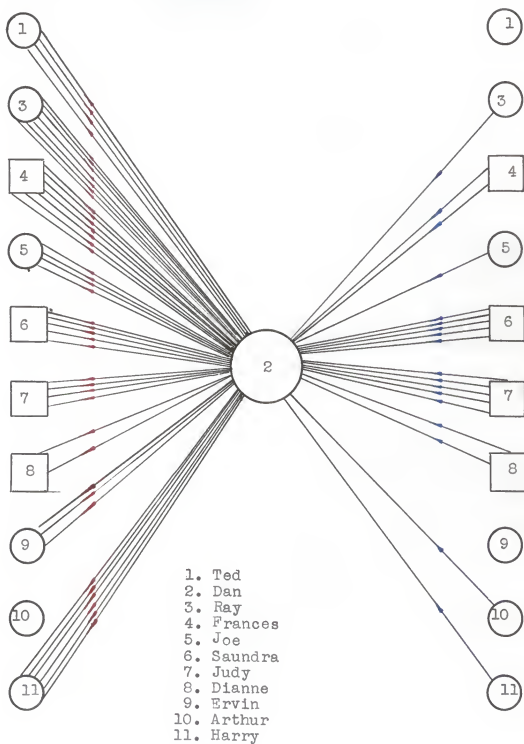


Fig. 3. Friendly contacts initiated and received by Dan.

HARRY

Harry, two years and 11 months old, was a pleasant, well-mannered little fellow. With his curly brown hair and brown eyes, he was outstanding in appearance. His friendly attitude and sensible behavior endeared him to others. He was a responsive, cooperative child even though at first he seemed to be somewhat shy and resentful of others. Harry was one of the older children in the group and had no difficulty playing with all children. He seemed to feel secure both in home relationships and in social situations. Although he was accepted by the group, he had been known to push, bite or hit the children. Harry had not yet learned to respect the rights of others. He grabbed what he wanted and occasionally 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. When thwarted, he usually fought for what he wanted. Harry was cooperative and was usually quite easy to manage. He liked people but was rather slow to become acquainted with them. He treated adults with respect and when he learned to know them, was quite friendly. His language ability was well developed, but he seldom expressed himself verbally to the other children. It was characteristic of Harry to push his way into situations. He was an extremely happy child, eager to try any new experiences and anxious to have others accept him in their group. He often danced for the other children during the music hour.

Harry was quite fond of his little six months old sister. In the evenings he played on the floor with her. His mother stated

that he had never appeared to be jealous of his little sister but protective of her and anxious to show her off to all visitors. His three neighborhood playmates' ages ranged from three years to three years and seven months. They were quite fond of Harry. On days that the weather permitted, they played in all three yards. The play equipment provided for them was swings, sand-boxes, tricycles, wagons, and a slide. On rainy days, Harry played alone with his friends in his basement where his father had provided a spacious play space with all types of toys.

When the investigator visited in Harry's home, he ran several yards to meet her. He showed her his playmates and everything he could possibly think to show her. His prize possessions were his books and tricycle.

The father, aged 32, was a graduate student in the School of Engineering. He was a self-possessed, happy person who showed a great deal of affection for his wife and children. Harry loved his father and enjoyed playing with him.

The mother, aged 27, was also a college graduate. She was devoted to her home and children. She was friendly, and interested in people and community activities. Her feeling of responsibility in affording Harry the opportunity for social contact was evident. She stated her appreciation to the nursery school for helping Harry to adjust socially.

Harry initiated few activities. He was absent one out of the 22 days. His chart showed that he initiated 20 friendly contacts and was recipient of 36. From Harry's chart it is apparent that the friendly responses both given and received were fairly equally distributed among all the children of the group.

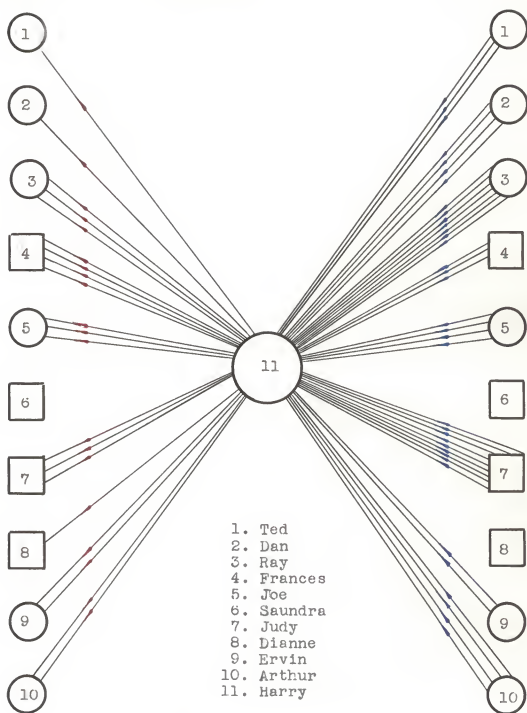


Fig. 4. Friendly contacts initiated and received by Harry.

JOE

Joe, two years and 11 months old, was a tall, heavy child with light brown hair and brown eyes. He was the largest member of the group. Although he usually offered help wherever needed, he seemed to feel superior to most of the children. Joe enjoyed contact with other children. It was characteristic of him to greet all of the children each morning with, "Hi", and a pat on the back or head. He welcomed the company of all children and sought their company if they did not seek his. Joe usually joined small groups at play and took over the leadership, handling it to suit himself. Although he had to play alone at home he was discontented when forced to play alone. He expressed himself well verbally and maintained his own rights physically. His awkward movements caused him to fall frequently while playing but he was able to accept them without crying. He offered many constructive suggestions in his play and was rapidly becoming a leader of the entire group. His overflow of energy and aggressiveness were his outstanding characteristics. Adults as well as children were never strangers to Joe. He approached them all as though they were long-time friends. His ability to express himself well and his convincing tone of voice led others to accept him in their group. Joe seemed always concerned about the welfare of the other children. He took time out from his play to comfort those children who cried or were in distress. It was customary for him to say to another child, who was crying, "What's the matter?" "Don't cry." He never left a child who was crying or in distress until it stopped crying. Although the crying of the children bothered Joe, yet at

the same time, he showed a lack of understanding of the feelings of others, as evidenced by his walking over children as though they were inanimate objects. Joe was bossy and domineering, but was accepted by the group possibly because of his superior strength and knowledge.

There were no children in his neighborhood to play with. No provisions had been made for his play in his home. His play was limited to small play materials in the house. The yard was too small and near the streets for play.

Joe was attached to his little nine months old sister. He played on the floor with her each day and gave her toys to play with. His mother stated that he was very friendly with his sister and had never seemed jealous of her.

Joe's father, 27 years of age, had three years in college and was very friendly and easy to know. He was manager of a small business and was very active in civic organizations. He enjoyed playing with and reading to Joe in the evenings.

Joe's mother, 25 years of age, also had three years of college. She was friendly and energetic, loved her family, but was pregnant and did not feel able to care for the baby and give Joe a fair amount of attention. Her outside interests were limited.

Joe's health was excellent. He was absent two out of the possible 22 days. His activities at the nursery school were enjoyed by him. Those most interesting to him were the sand, blocks, doll equipment, books and the tricycle. Joe's chart showed that he initiated 40 friendly contacts and was recipient of 42.

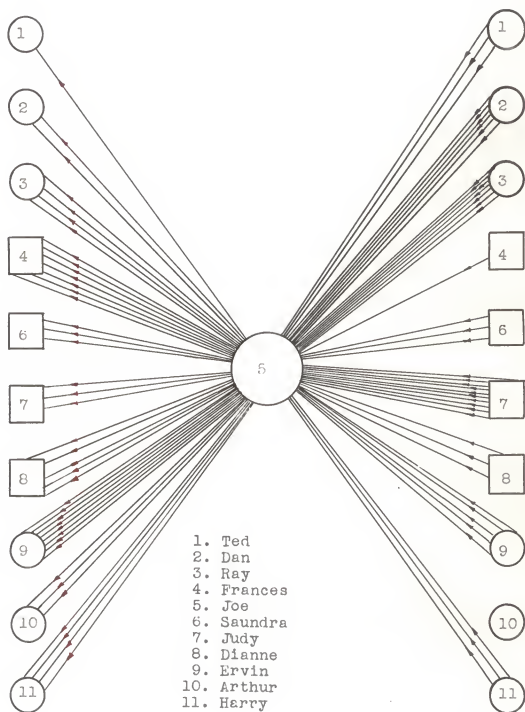


Fig. 5. Friendly contacts initiated and received by Joe.

SAUNDRA

Saundra, born on December 8, 1944, was a small brown-haired girl with fair complexion and brown eyes who entered the nursery school at the beginning of this study. She was new in the nursery school; she stared speechless at strangers and avoided entering new situations. It was characteristic of her to play with one or two children rather than with a larger group, and to choose younger children. She was cooperative with both adults and children. However, she was not yet able to express herself clearly and fluently, and her ideas were presented in a way that was not interesting to the older children. The younger children welcomed her ideas and attentions. She spent a great deal of her time helping them out of difficulties.

Saundra liked to tease the adults and children. It was characteristic of her to pull at them, with a friendly smile, to get their attention. She was a very stable child who seldom cried. She was dependent and didn't care much about doing things for herself.

Saundra's older brother, Harry, was five years and ten months old. Saundra and her brother played well together. The parents, however, supervised them rather carefully and occasionally they were separated in their play until they agreed to play together without conflict. Harry tended to dominate Saundra and he sometimes interfered with her progress by trying to guide her. The children were well provided for in the home. They shared the same bedroom with separate beds. They each had their own toys and shared ownership of some things. They had a spacious play

space in the backyard with a sand-box, swing set, wagon, and scooter. A play room in the basement with a paint easel, a sand-box, a tricycle, dolls, doll buggy, books, and numerous interesting toys kept them occupied.

Saundra's father was a man of 35. He was an instructor on the college campus and was at home with his family in the late afternoons and evenings. Both parents were inclined to become concerned over little unimportant items in their children's behavior. Saundra was very fond of her father and tried in many ways to imitate him.

The mother was 35 years of age and a college graduate. She was a friendly individual. Like her husband, she was much concerned over any misbehavior of her children. She was too high-strung and nervous to help her child socially. She depended upon their father for help with them.

Saundra initiated 49 friendly contacts and was the recipient of 24 responses. During the nine weeks of observation, she was absent two days. Saundra was becoming a leader because of keen interest in others and her growing ability to influence others. Her friendly contacts increased considerably during the last half of the study.

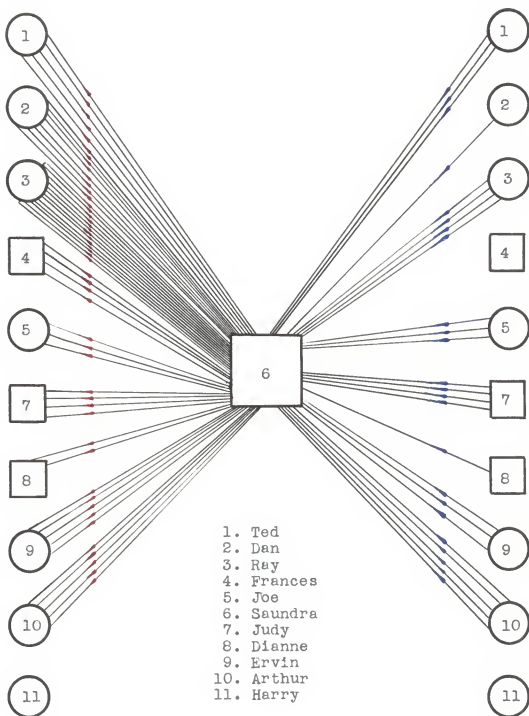


Fig. 6. Friendly contacts initiated and received by Sandra.

ARTHUR

Arthur, a brown-haired boy with dark brown eyes, was three years and one month old. He was a short, stocky, well dressed child. Although an only child, he was advanced socially and played well with other children. Arthur was the oldest member in the group, but had little patience with the younger children. His grandfather was a train conductor and Arthur had traveled extensively. All of his play activities involved trains, for example: building a train with blocks, making a track for the train in the sand, packing the over-night case, going on a trip with the dolls, and selecting all books that involved trains. Arthur was able to lead if he desired and others accepted and welcomed his leadership, but part of the time he seemed perfectly contented to play alone, with his self-initiated activity. He had great respect for the rights of others, seldom took what belonged to someone else, and was willing to share with others. He was well able to maintain his rights by verbal or physical force. His expression was good. Most of his activities were planned and directed by verbal expression. It was characteristic of him to become so involved in what he was doing that he did not like to be interfered with. Arthur was an independent and responsible person. His willingness to help others to put away toys, and clean up play centers, made him popular with both children and adults. His companion at home was little May, three years old, who lived in the adjoining apartment. Both children were fond of each other. Every day they had fun together.

When the investigator visited the home of Arthur, he led her

through the house to his room, showed her all of his play toys which consisted of airplanes, trains, a tricycle, puzzles and books. His father had made him a chest for his toys, a closet for his clothes, a vanity, and stool from packing boxes. Arthur was happy to work and play in his room. He enjoyed listening to stories and music.

His mother, 25 years old, who had three years of college, was timid in her associations with others. She worked as a librarian. Her outside interests were limited. Most of her time was spent making her husband and child comfortable. She was concerned about Arthur's slow progress. It was stated by her that she wanted him to advance more, but that Arthur was just slow to understand new situations. This was probably a result of poor eye sight. Arthur wore glasses, but his mother stated that they needed changing.

His father, 27 years old, was friendly but talked very little. He was a graduate student on the campus in the Department of Education. Arthur loved his daddy and his daddy loved him. They worked together most evenings constructing toys or pieces of furniture for the house. Arthur demanded much attention from both parents. He possessed his own carpentry tools, and was very happy to have them.

Arthur was in good physical condition, was absent four days out of the possible 22. He initiated 37 friendly contacts and was recipient of 21. His social contacts were well distributed among all of the children. He had contacts with every child in the group. Since Arthur was interested in playing only with those who wanted to play under his directions, he wasn't considered very friendly. The total number of his social contacts was about average for the group.

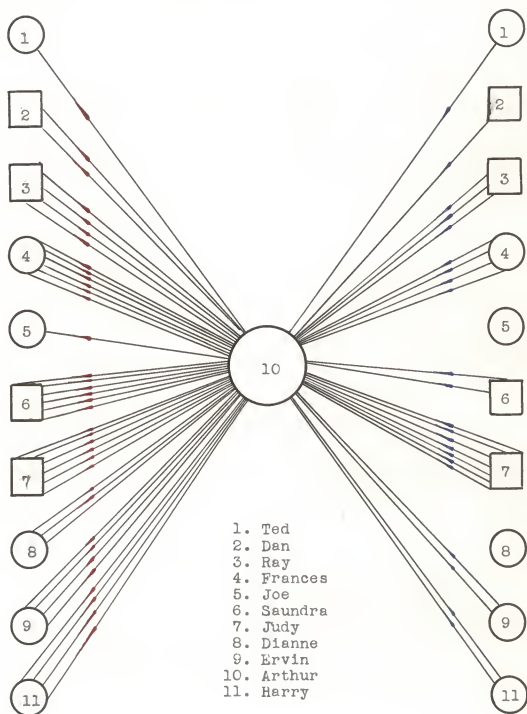


Fig. 7. Friendly contacts initiated and received by Arthur.

FRANCES

Frances was an attractive little girl, two years and five months old, with shining brown curls and bright brown eyes. She looked sturdy and healthy. Her posture was excellent. Both strangers and acquaintances commented upon her sweetness and beauty. It was characteristic of her to cuddle close to adults for attention. Frances had traveled from coast to coast with her father in the army and accepted strangers with a warm smile. She still played alone instead of in a group. It was evident that she had not learned to respect the rights of others, neither was she able to protect her own rights.

Her language development was average for her age, but she was lacking in ability to express herself. It was characteristic of her to cry and stamp her feet when she wanted a certain thing. Frances' shyness and timidity made it difficult for her to get much pleasure from the group. She was contented to play alone but she greatly enjoyed the nursery school activities.

Her choices of play activities were finger painting, easel painting, clay, doll materials and sand. She often became absorbed in what she was doing and did not like to be bothered or interfered with. She listened to stories as long as anyone would read to her (at home the father or mother usually read to both children for about 30 minutes before bedtime.) Frances was usually willing to cooperate in all routine activities. Occasionally, she resisted in a playful mood, but this never lasted long. One day when the teacher said it was time to put the puzzles away, Frances said to the teacher, "No, I am not going to put them away."

As soon as she finished the puzzle she put it away.

Frances was the second daughter of the three in her family. She was dominated by her older sister. There were no other children in her neighborhood. She played with her sister in the spacious yard, equipped with a variety of outdoor play toys. The two girls shared a bedroom furnished with separate baby beds, a chest of drawers, and their indoor play toys. In the evenings and on days when the weather was bad they played in their bedroom. Frances was quite fond of her three-month-old sister, Ann. Each day in school she related new experiences concerning Ann.

When the investigator visited Frances' home she took her to their bedroom and showed her their play toys. The father, an aggressive self-confident person, 32 years of age, was an instructor at the college. He had many outside activities and was interested in people and in the welfare of their three daughters. He spent a great deal of time with the two oldest girls and provided them with experiences such as trips to the park, visits to see the animals, and picnics. Frances resembled her father in many ways.

The mother, aged 28, was a college graduate. Like her husband, she was friendly, civic-minded and interested in the welfare of their three daughters. She spent much time making the home comfortable for the children and her husband. Friendliness and kindness to others were stressed by the mother.

Frances was happy to play alone or follow someone who initiated an activity. Her physical condition was good. She was absent two out of the possible 22 days. Her choice of friends was

limited and showed no partiality for one particular child. Her chart showed that she initiated ten friendly contacts and was recipient of 27. Much of her play was still solitary.

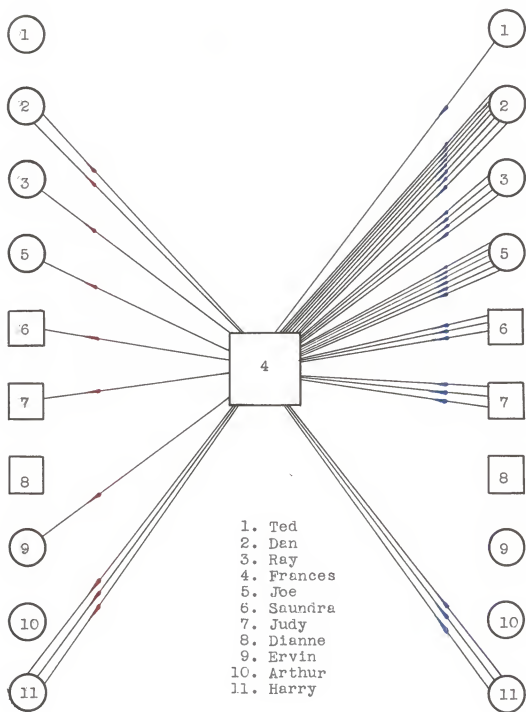


Fig. 8. Friendly contacts initiated and received by Frances.

DIANNE

Dianne, two years and 11 months old, was a quiet child with blonde coloring. She was quick-tempered, easily provoked, and seemed to feel that the world should always be on her side. It was characteristic of her to play alone or near others rather than with a group. Dianne had not learned to respect the rights of others. She cried, instead of asking for what she wanted, took what she wanted, and refused to share willingly. She was not able to protect her own rights and seldom used force, but usually cried as others beat upon her. Although she was a good observer of what took place around her, she never seemed to feel secure in her environment. Her language ability was poor and there was seldom an expression to other children. Her talking was limited to getting help and information from the adults. Dianne's shyness and timidity made it difficult for her to get much pleasure from the group. She preferred to play alone and received much satisfaction from the nursery school activities.

Dianne was the older of the two girls in her family. Maggie, her sister, aged two, was energetic and happy. Dianne was jealous of Maggie and spent a great deal of her time at home in her grandfather's lap. She had very little love for her sister. The two girls had no children of their own age in the neighborhood. They were encouraged by their parents to seek the companionship of each other.

Dianne's father, aged 65, worked at a mill. His outside interests were few. He was concerned mainly with his home and children

and was friendly and affectionate. It was stated by the mother that he spent too much time in the evenings rocking the children.

Dianne's mother was an intelligent person, 45 years old, with a college degree. Although her health was poor and she was unable to have many outside interests, she had made many plans for the future care and education of the two girls. Her plan was to enroll them in a country school at the age of four years, hoping that they would receive their college degrees at an early age, marry and have their children. The mother was quite nervous and worried about her late marriage and delay of childbirth, and poor health. This tension seemed more evident in Dianne's personality than in Maggie's.

Dianne was absent with influenza eight out of the 22 days. Her chart clearly showed her lack of friendly contacts, as she initiated but 13 contacts during the entire period of observation. She was recipient of 14 friendly contacts. Her chart showed that a large percent of her friendly contacts initiated and received were from Dan and Joe, with whom she had outside contacts. She did not seek the companionship of other children and showed no immediate signs of doing so.

When the investigator visited the home of Dianne she sat on her grandfather's lap crying when things didn't go her way. She made no attempt to talk to the investigator nor to receive her in any manner. The family lived in a crowded and unclean environment. The children's play materials and space were limited. The father and mother apparently made little attempt to encourage Dianne to be friendly and kind to others.

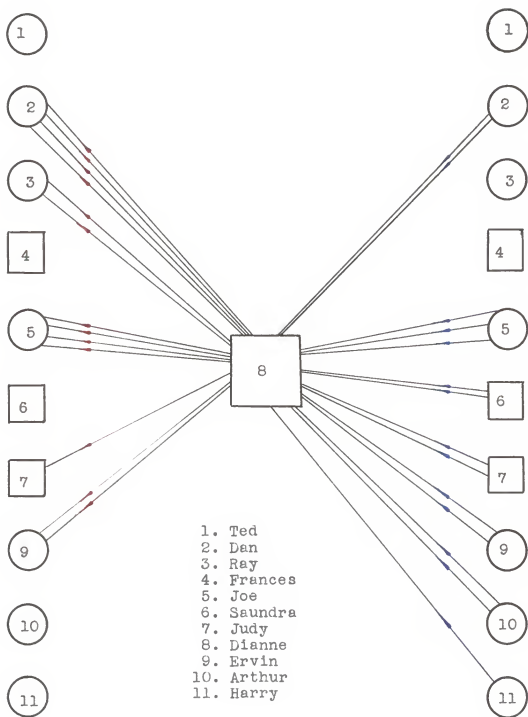


Fig. 9. Friendly contacts initiated and received by Dianne.

TED

Ted, two years and one month of age at the beginning of this study, was a medium-built, light haired child with fair complexion and brown eyes. He was full of energy and moved about from one activity to another with great interest. He was not a timid child but it was difficult for him to adjust himself to group play because he was unable to talk well. Ted did very little thinking for himself and often hurt himself or others accidentally. His constant interference with the children's play deprived him of acceptance by the group. He was not accustomed to following routine and found it difficult to adjust himself to new situations. He was dependent upon his older brother and older children in the neighborhood. Ted's family lived in a dark basement of a home near the campus, with limited indoor play space and no outdoor play space. The only provision for outdoor play was the park. Either Ted's mother or father was on hand to supervise him each time that he was allowed to play. He had not learned to respect the rights of others and was unable physically and verbally to defend his own rights. He acquired playthings by taking them from other children. Most of his play was solitary, imitative or non-socialable. He had little emotional control.

His father, a college graduate, employed as an insurance agent, was a reserved person with very little to say to any one. His work called him away from home a great deal, but he was patient with the boys and spent as much time as possible with them. The mother, also reserved, had no outside interests. All of her time was spent at home.

Ted was one of the youngest children in the group. Ted's chart showed that he was not very friendly. He initiated eight friendly contacts and was recipient of 14. He seemed to have no choice of companions and distributed his contacts, one each, to all of the children. He was absent four out of the 22 possible days which proved his health was good. Ted's mother and father were apparently of little help to him in developing friendliness.

ERVIN

Ervin, three years and one month old, was a tall light-haired boy with fair complexion and brown eyes. He entered the nursery school at the beginning of this study. At first he was shy among strangers and spent a great deal of his time crying for his mother. It was characteristic of him to stand around watching others play until he was invited to join them. As he grew to like the nursery school, he welcomed advances from other children and sought their company. Ervin usually chose a few children to play with. They were children with motherly characteristics who comforted him when he cried for his mother. He possessed the ability to express himself, but was too shy to do so. He was unable to maintain his own rights and gave up all his possessions to those who wanted them. Instead of accepting defeat, he resorted to such emotional behavior as crying, scratching, and biting. Ervin was not accepted by many in the group. His instability made it hard for him to adjust himself in school. He was just beginning to offer constructive suggestions in his play at the end of the observation period, followed routine well, and became congenial with both the other children and the adults. He chose one or two children in the group to associate with and followed or imitated their ideas and actions, seldom initiating any new plans.

Ervin was an only child who demanded a great deal of attention from his parents. The neighborhood had many children of both sexes the age of Ervin. His choice was girls because he was unable to play with the boys. They were a little rough for him. His mother

stated that she wanted him to be friendly and kind to all children. It was hard for him to adjust himself to other children. His mother usually sat some place near by watching him play and was ready to help him solve any difficulties. No provision for outdoor play had been made at home. His indoor toys such as puzzles, books, toy trains, balls and blocks were kept in his bedroom.

His father, 28 years of age, was a student in the Department of Education. He spent little time with Ervin and was away from home most of the time. Ervin was the complete responsibility of his mother.

His mother, a nervous, easily excited person, was 26 years old. She had a high school education and was over-protective of her husband and child. She had high expectations for Ervin and was constantly pushing him each day. She worried Ervin a great deal about his daily activities at school. He often imitated her, for example, "What did you do today?" "What did you do today?" He had been informed, by his parents, of the coming of a new baby in the home late that summer, but was confused and did not want the baby. His mother had asked him to give up his bed and high chair for the new baby, but he wasn't happy about the matter. Both parents took little part in outside activities.

Ervin's health was in good condition. He was absent with influenza seven out of 22 days.

His chart showed that he was not friendly. He chose two children for the greater percent of his friendly contacts. These two children spent a great deal of time comforting him when he was sad. He initiated 19 friendly contacts and was recipient of 30.

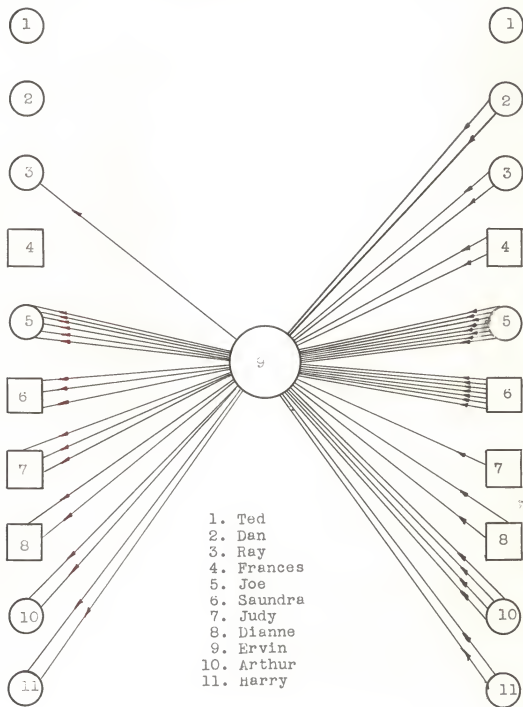


Fig. 11. Friendly contacts initiated and received by Ervin.

SUMMARY AND CONCLUSIONS

The investigator observed a selected group of 11 nursery school children to ascertain the kinds of spontaneous friendly contacts exhibited, to determine the effect of the kinds of play materials on the friendly contacts observed, and to ascertain the outstanding factors in each child's home background which seemed to be related to the manifestation of friendly contacts.

Daily records of friendly contacts in the nursery school were recorded during February, March, and April. Other pertinent material was gathered from the records on file at the nursery school and from conferences with the mother in each home.

Seven boys and four girls were included in this study. At the beginning of the study, ages ranged from two years and one month to three years and one month. All of the families were small with but one or two children.

The friendly contacts observed in this study fell into 15 categories. The two categories of greetings and sharing of materials ranked highest in relation to the number of friendly contacts. Sympathy, favoritism, verbal affection, waiting, physical affection, protection and appreciation were associated with the least number of incidents. Recognition, concern and helpfulness were average in number. During the period of observation, the 11 children initiated 317 friendly contacts and were recipient of 252.

Every child distributed choices of companions throughout the entire group. No special friends were singled out by any child.

With the exception of one girl who usually chose boys, companions did not seem to be related to sex.

In this study the increase of friendly contacts with increased age was not entirely consistent.

The number of friendly contacts of each child increased during the second half of the observation period.

Play materials were involved in approximately three-fourths of the friendly contacts. Those materials ranking highest were sand, doll materials, blocks, and clay which lend themselves to a variety of uses and encourage children to play cooperatively.

Three of the four children who rated high in friendly contacts had parents who were friendly. The other high ranking child had reserved parents but had a grandmother who was exceptionally friendly and who loved to talk.

The four children ranking lowest in friendly contacts were from homes of very reserved parents who apparently showed little affection for their children.

IMPLICATIONS OF THE STUDY

The value of social experience for children needs further study.

Further studies are necessary regarding the experiences children need in order to develop into human beings who can live democratically.

Parents and teachers should be helped to become aware of the significance of friendliness in young children.

More investigations of the amounts and types of play materials are necessary in order to understand their functions and values for individual and social growth.

Parents need to realize the importance of their own attitudes and of playmates, space and play equipment in promoting friendliness in their children.

ACKNOWLEDGMENT

Indebtedness is gratefully acknowledged to Mrs. Leone Kell, Acting Head of the Department of Child Welfare and Euthenics, and Director of the Kansas State College Nursery School, for her interest and assistance in making this study possible.

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APPENDIX

Form I

Date _____

Children concerned _____

Room in which incident occurred _____

Length of time incident was sustained _____

Record of incident as it occurred _____