

AN ANALYSIS OF FRIENDSHIP CHOICES OBSERVED
AMONG A SELECTED GROUP OF SEVENTH GRADE GIRLS

by

MARION JESSIE LORIMER

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INTRODUCTION

In a relatively free situation people are attracted toward certain other people. Factors in these spontaneous groupings have interested people for some time. Studies have been made to observe the direction of relationships and to analyze the factors that determine these attractions.

Background factors such as intelligence, placing in school, age, health, size, socio-economic status, and vocational interests have been considered as determinants in previous research.

The present day studies of friends have placed increasing emphasis on the following factors: the network of relationships among relatively large groups; the meaning of the relationship to the persons making the choices; the mutuality of choices and the pattern of relationship as related to age, sex difference, and maturity.

This field of research seems to offer promise because friends might be an objective revelation of personality characteristics which are difficult to measure. The choices of friends might be used as a basis for arranging pleasant stable groupings or for meeting personality needs by therapeutic treatment. The findings of a few selected investigations have been used as a basis of research in this study of friendship choices of seventh grade girls.

Furfey (1927) in his study of 35 boys in the fourth through the seventh grades found that boys choose chums with likenesses in size, age, intelligence, and maturity; but more important factors were certain non-intellectual traits as yet unmeasured.

In a study of 230 children Jenkins (1931) found that the socio-economic status is an important criterion for choice of friends and that children tend to choose friends of their same or a higher status.

Moreno (1934) studied human interrelationship in regard to attractions, repulsions, and indifferences. These feeling tones--attractions, repulsions, and indifferences in a girls' reform school--were collected and used advantageously for the rearrangement of family group living. Later the patterns of these choices and repulsions were studied and partially analyzed.

Studying relationships Runner (1937) found social aspects of environment to be the predominating interest in the adolescent period of development.

Group adjustment was studied by Newetetter (1938) who found that the behavior of the group toward an individual should be investigated rather than the behavior of the individual toward the group.

Bonney (1942) studied factors affecting mutual friendships in the primary grades. He found the only child of a family was superior in social development to children in families of two or three; intelligence was not a determining factor; girls were more advanced for their age than boys in social development.

This study is concerned with the direction of relationships of seventh grade girls and the quality of their friendships. The objectives were to observe the direction of relationships of girls in the seventh grade, to compare the choice of partners in a work situation with the choice in a play situation, and to examine the contributing factors that may be responsible for the choices.

DEFINITION OF TERMS

The terms "sociometric test" and "sociogram" were first introduced by Moreno (1934). Sociometric test is defined as "an instrument to measure the amount of organization shown by social groups." This instrument was a test in which the girls stated three choices for a partner in a work situation and were told to choose carefully since they would receive one of the choices

for a partner. The same procedure was used in a play situation. A sociogram is defined as "a graph which visualizes the underlying structure of a group and the position each individual has in it." The sociogram, the smallest social group, was used to show the choices received in the sociometric test and the choices given out.

Some of these choices were mutual; that is, Nan chose Nell, and Nell chose Nan. Others had choices which showed a degree of mutuality; that is, Nan chose Edna with a first preference, but Edna chose Nan with a second preference. The number of mutual choices were counted and used as a measure of the girls' group acceptance.

The girls were given two sociometric tests for a work situation and two for a play situation. If the choices continued to be the same at different times and under different circumstances, the constancy or steadfastness of attachment was noted.

THE PROCEDURE

Seventh grade girls who were enrolled in a public junior high school were the subjects for this study. The experimental group of 72 was divided into Group A and Group B. Group A consisted of 35 girls in the first semester clothing classes, and Group B of 37 girls from the second semester clothing classes.

The school office records of each girl were used to obtain the chronological age, intelligence quotient, height, weight, condition of health, home neighborhood, and occupation of the parent.

Sociometric tests were given in which each girl was asked to list in order of her preference three girls that she would choose for a work partner and three girls that she would choose for a play partner with the understanding that these choices would be used in assigning partners for actual work and play

situations. This sociometric test for work and play situations was given to Group A in October and again nine weeks later in December. The tests were given to Group B in January and nine weeks later in March. A sociogram was made for each girl from each of these tests in an endeavor to determine the direction of these relationships, to ascertain the mutual choices and the order of preferences, to compare the choices of work and play partners with the girls' choices nine weeks later, and to note the constancy of attachment in all four situations. Every girl utilized all three of her choices.

To further investigate each girl's relationship with her group she was interviewed after being a group member three weeks. In the interview she was asked such questions as: Who is your best friend? When do you see her at school? Where else do you see her? How often do you stay overnight with her? What do you enjoy doing together? How long has she been your best friend?

The number of children in the family and place of the girl in her family was also obtained from the interview. Each girl was interviewed again after she had belonged to the group for twelve weeks to note changes she had made in her best friends and in her attitudes. The interview failed to contribute significant information on best friends for this study since so many friends were not in school and could not be used in interpreting data. The data on best friends therefore were discarded.

The behavior of the girls was observed in various situations and significant comments were recorded while they were taking part in class and in spontaneous social groups, in the halls between classes, in the lunch rooms, and after school hours.

The work group was divided into three sections according to class schedules of the girls. The size of each of the three groups varied from 10 to 14 members. This somewhat limited the work choices of the girls. The play group

was less limited than the work group. It included all the girls in the three work groups. Two parties were arranged by each play group at which the girls played games requiring partners. These partners were selected by the sociometric tests.

The background factors were obtained from the school records. A description was made of each girl from the observation of her behavior in class and in social groups and from her comments. A sociogram was drawn of the results of each sociometric test for work partners in which the order of each preference was indicated. A red line indicated a first preference, a green line a second preference, and a black line a third preference. The arrows pointing toward the girl represented choices received. (Fig. 1) A straight line crossed with a short line represented an instance in which two girls chose each other in corresponding rank of intensity. (Fig. 2)

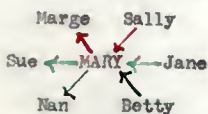


Fig. 1. Explaining choices. The arrows pointing out show Mary's three choices; the arrows pointing toward Mary show the choices she received from others.



Fig. 2. Explaining mutuality. The line from Mary to Sally shows a first choice of corresponding intensity. The lines between Mary and Jenny show choices with different degrees of mutuality.

The first and second work groups were studied and comparisons were made of the two groups noting the number of choices received, the constancy or variability in choices under conditions of the test, the number of mutual choices, and the degree of mutuality indicated. The same steps of procedure were followed in analysis of the play groups. A comparison was then made of the work and play groups noting whether the work and play preferences were the same, how nearly the number of choices for work and play corresponded.

From the home address of each girl her location in town was plotted on a city map to note whether or not her work choices were made on the basis of neighborhood associations.

The same procedure was followed with both Group A and Group B. The two groups were then compared. The standard for acceptance was arbitrarily based on mutuality of the work and play preferences expressed in the four sociometric tests. When only one instance of mutuality appeared on the sociogram, the girl was considered partially accepted. When more than one instance of mutuality appeared on the sociogram the girl was considered well accepted. When no evidence of mutuality appeared the girl was considered not accepted. An isolate was one who was not chosen by any of the girls in the group. The isolation of these girls was not confined to the clothing classes but was evident in their contacts throughout the day.

As the study progressed various limitations became obvious. Slight incidents may have influenced the girls in ranking their choices in order of preference. The work groups were small and therefore more limited in choices than the play groups. Some friends of the girls were in other grades or attended other schools and could not be included in the study. The best friends proved to be outside the possibilities of the study so it was necessary to discard that part of the procedure. The observer may have been biased subjectively in interpreting the behavior of the girls. Group B had 18 weeks to adjust to the new school environment while Group A was studied just after the girls had enrolled in junior high school for the first time.

DATA

Local Environment

The local environment of this study was Clark, a town of approximately 20,000 population. Nearly half of the working people were government employees at the three federal institutions which were located near town. One was an army reservation that was established during the Civil War and had won recognition as an officers' training school and had contributed to the prestige of the town. The second was the penitentiary where many local men and women were employed as officials, guards, and office workers. The third was called a Veterans Administration which housed war veterans and provided temporary and permanent hospitalization. The personnel of Clark differed from the usual midwestern town because of the large percentage of doctors, nurses, and technicians who had moved to this center from every part of the United States. Besides these government agencies which dominated the town socially and economically there were industrial plants, such as furniture and clothing factories and a shipbuilding yard which operated under government contract.

Clark was a shopping center for those people who lived within a 25 mile radius. Its proximity to a metropolis discouraged the establishment of large department stores. The surrounding country was rich farm land.

The Catholics were as numerous as the Protestants; and the former had not only their own churches but their own grade school, high school, and college. Jews, a small percent, controlled many of the small shops in the business section. Differences in the religious beliefs of these sects did not seem to inhibit the cooperation in the interests of business.

Perhaps one-third of the total population of Clark was colored, but there

were no negroes in the school with which this study was concerned. The negroes attended their own schools through the eighth grade, but their residential section was not entirely segregated from that of the white population.

One outstanding characteristic of Clark was its cooperative civic spirit. Many organizations such as the Kiwanis Club, Parent-Teacher Association, American Association of University Women, Business and Professional Women, American Legion were active and well attended. The music league sponsored a series of artist concerts each fall.

The churches were active and well attended; the schools had the support and backing of the patrons; the support which the scout organizations, camp-fire girls, and other similar organizations received was indicative of the interest the people had in constructive youth problems. The recreation which the town provided was varied and was attended by as many soldiers from the adjacent fort as civilians from the town. The amusements for students of junior high school age were movies, a skating rink, public library, dancing classes, and scout organizations.

The girls considered in this study lived in such an environment.

Group A

Group A consisted of 35 girls whose average age was 12 years. Their intelligence quotients (I. Q.) ranged from 67 to 109 with a median of 96 and a mode of 97. As to size they ranged from 52 to 66 inches in height with a median of 60 inches, and their weights ranged from 62 pounds to 128 pounds with a median of 98 pounds. They tended to come from families of the low income groups including many of those on relief pay rolls prior to the recent wage increases brought about by defense work. The occupations of the parents were varied: machinist, fireman, engineer, electrician, salesman, truck driver,

carpenter, bus driver, watchmaker, prison guard, hotel clerk, jockey, blacksmith, waiter, and meat buyer.

The average number of children in the family was 4.6 although the number of children in the family ranged from one to 11. One girl was an only child; two girls were in two child families; ten in three child families; eight in four child families; two in eight child families; one in a nine child family; one from an 11 child family. Eleven girls were the oldest child; ten were the second child; five were the third child; two were the fourth child; three were the fifth child; one was the sixth child; two were the seventh child; one was the ninth child.

Most of the girls were well dressed, but six were dependent upon help from welfare agencies for their clothes; many received gifts of clothing from relatives or some friend who was interested in the family. Their homes were located in all sections of town rather than restricted to certain areas.

Only five of the 35 girls seemed to have a noticeable defensive attitude when asked about their homes. Three of these girls felt that economic forces were against them, another was sensitive about her mother's arrest for disorderly conduct, and the fifth seemed to resent her parents' authority. Five other girls acted older than their years because of having to assume responsibility thrust on them because of illness in the home or difficult financial situations. These factors seemed to increase their pride in their homes rather than making them resentful for having to take on responsibility. The group as a whole seemed slow in making class adjustment.

Only a few in the group openly sought the company of boys although several attended dancing classes and mixed parties. Nearly all were conscious of their personal appearance and experimented with hair styles which may mean they were about to try to attract boys.

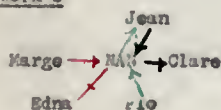
Table 1. Size range of family

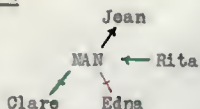
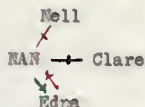
No. of children in family	No. in each sized family
1	1
2	2
3	10
4	8
5	5
6	3
7	2
8	2
9	1
10	0
11	1

Table 2. Placing of girls in families

Place in family	No. of girls in each place
First	11
Second	10
Third	5
Fourth	2
Fifth	3
Sixth	1
Seventh	2
Eighth	0
Ninth	1

Nan. Nan was a small girl with snappy black eyes. Her walk was erect and gave her an air of importance. She was always ready to give her opinion on matters such as an incident that had happened at school or in the community. Her practice of wasting time interfered with her speed and quality of work. Under pressure she worked fast enough to finish on time.

Work 1Play 1

Work 2Play 2

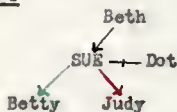
Nan made the customary three choices in each sociometric test. In the first test she received two choices which showed mutuality; her first one was returned with a first choice; her second preference was returned with a third choice. She also received a first and a second choice. She also received mutual first and second choices in the second test. In addition there was another second choice. All three of Nan's preferences remained constant in both sets of work choices. Apparently Nan was well accepted by those she chose and attracted interest from others in the group.

In the play tests the same three choices appear in both tests, a mutual first choice, a mutual third choice, and a first-choice from the girl who was Nan's second preference. In the second play test the order of preference was varied. The sociogram for both work and play groups shows that Nan is well established in her groups. However she was better accepted in play than in work.

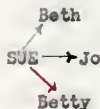
Sue. Sue was noticeable in a group because of her very dark skin and vivid blue eyes. She seldom appeared without a smile. Her self confident manner indicated that she took responsibility and had had experience in solving her own problems. She frequently talked at length about things she did by saying, "I took care of a little girl last night and did not get home until one o'clock"; or "I milked two cows before I came to school; I walked all the way from home, too." She lived on a small tract of land just outside the city limits, so she hardly belonged to the urban or to the rural group. The girl with whom she associated most was her cousin three years older. She had

a tendency to talk loudly. Her clothes she had designed and made, an unusual accomplishment for a girl at this age which may indicate her vocational choice.

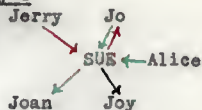
Work 1



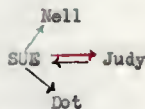
Work 2



Play 1



Play 2

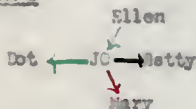
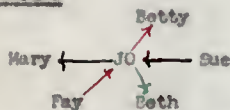
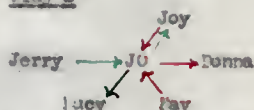


In the first set of work choices Sue had a mutual third choice and received a third choice. In the second set of work choices she did not receive any choices. This shows that she was partially accepted the first time and lost that acceptance in the second set of choices. Only one of her preferences remained constant in both sets of work choices.

In the first set of play choices her first choice was returned by a second choice. She also received another second choice from a girl who was in the group only two weeks. In the second set of choices she received a third choice in return for her first preference but no other choices. None of her preferences in the two sets of play choices were the same. Of all the choices in both sets, only two were returned. This would indicate that she was not accepted in the group she preferred.

Sue's family takes the attitude that each child must earn his place in the world through hard work. Any so called luxury such as school expenditures or clothes is up to the child to earn outside the home. This forced her to take the responsibility and to work because she did enjoy school and was interested in clothes. This home atmosphere may have been responsible for her bragging and wanting praise at school. Responsibility seems to have made her act older than others in her age group and feel out of place.

JO. Jo was a stockily built girl with coarse features and dark coloring. Her actions were slow and cautious. She was serious about her work and tried hard. She was two years older than most of the group and seemed more mature than the average girl in her grade. She was the oldest of five children and had to be responsible for the younger children most of the time. She frequently mentioned doing the family washing after supper or cleaning house before she would come to school. Her speech lacked spontaneity, but when she was encouraged she would carry on a conversation and seemed thrilled to think some one was interested in what she said.

Work 1Play 1Work 2Play 2

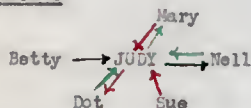
In the first set of work choices she was not chosen by any of the girls she preferred. She received a second choice from a girl who was an isolate in the group. In the second set of choices she still was not chosen by the preferred girls, but she received a first choice and a third choice. Two of the girls she preferred in the first set of choices were chosen again in the second set of choices. The girl who was her second choice was transferred to another division. This indicates however that she was not chosen by the girls whom she preferred, but she did gain in number of choices.

In the first set of play choices her second preference was returned with a first choice. In the second set of choices her second preference was also returned with a first choice. She also received another first choice and a second choice. This second set shows her acceptance by the group had increased,

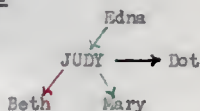
but yet two of her choices were not returned. Only one of her preferences for a play partner was repeated in the second set of choices. This may indicate that she was not satisfied with her acceptance and was reaching out for new people.

Judy. Judy was a short, chubby girl with golden blonde hair and blue eyes. Her quiet, reserved manner made her seem a bit evasive. She was quite persistent in her work and turned in well done projects. She was neat in her appearance and in her work. Her clothes were attractive and well suited to her. Frequently she was seen alone even though she seemed friendly with people.

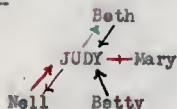
Work 1



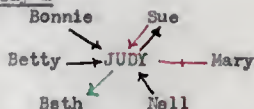
Play 1



Work 2



Play 2



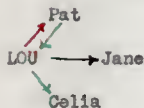
In the first set of work choices each of Judy's choices was returned, but in a different order of preference. She also received a first choice and a third choice. In the second set of work choices she had a mutual first choice. Her second was returned with a third and her third with a first. She also received another third choice. This showed she was accepted by the girls she preferred as a work partner and a few others. Two of her choices were repeated in the second set of choices.

In the first set of play choices she received a second choice, but none of the girls preferred by her chose her. In the second set of choices she had a mutual first choice with a girl who was her second preference in the first set of choices. Her third preference was returned with a first preference. She

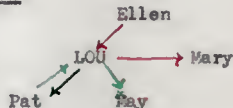
also received three third choices. The choices show that she was not accepted when the first set of preferences was made, but her acceptance increased so that she was chosen by five in varying order of preferences. Two choices remained constant.

Lou. Lou was a shy, quiet girl of average size and appearance. Her clothes were becoming to her and neat. She seemed to have ambition to do required work, but she was passive about doing additional projects. Toward the last of the semester she seemed to take more interest in her work and be more sure of herself.

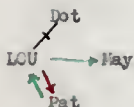
Work 1



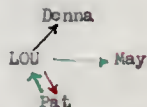
Play 1



Work 2



Play 2

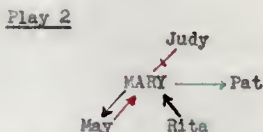
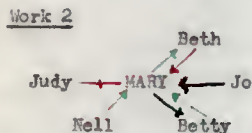
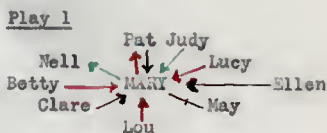
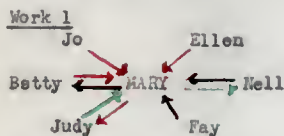


In the first set of work choices Lou received a second choice in return for her first choice, but she received no other choices. In the second set of work choices she had a mutual third choice and received a second choice in return for her first preference. This indicates that her acceptance increased in the second set of work choices although the acceptance was still limited. Only one of her preferences appeared in both sets of choices.

In the first set of play choices she received a first choice from a girl who was an isolate and a second choice in return for her third preference. In the second set of play choices she received a second choice in return for her first preference. The second choices which she received in both sets came from the same girl. Two of her preferences remained the same in both sets.

Apparently she was not well accepted by the group as a play partner.

Mary. Mary was a large, coarse featured girl with dark coloring. She was quiet and seemed precautious about becoming acquainted with people. Her muscle coordination was not well developed, but she was conscientious about her work and put forth effort.



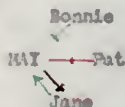
In the first set of work choices Mary had each of her preferences returned with a degree of mutuality. She also received two first choices and a third choice. In the second set of work choices she had a mutual first choice and had her other two choices returned in a different order of preference. She also received a second and a third choice. Only one of her preferences appeared in both sets of choices. The sociogram shows that Mary was well accepted as a work partner by the group.

In the first set of play choices she had a mutual third choice and her first choice was returned with a third choice. She also received three first choices, a second choice, and two third choices. In the second set of play choices she had a mutual first choice and received a first choice in return for a third choice. She also received a third choice. Two of her preferences appeared in both sets of play choices. The number of play choices that she received decreased from eight to three in two sets of choices, but the number of instances of mutuality in some degree remained the same. She was still

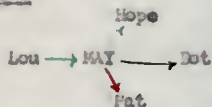
accepted as a play partner.

May. May was a short, roly-poly girl with dark coloring. Her eyes had a mischievous glint, and she was usually "on the go". She was enthusiastic about her work and got her problem done sooner than the average of the group. Her spontaneous laughter and conversation gave evidence that she was relaxed and enjoyed people. Frequently she spoke of how much she cared for her grandmother and talked of the things her grandmother had done for her. The mother and father both worked outside the home and the grandmother kept house for them.

Work 1



Work 2



Play 1



Play 2



In the first set of work choices May had a mutual first choice and a mutual second choice. Her third preference was returned with a second choice. In the second set of work choices she had no mutual choices but received a second choice. Only one of her choices remained the same in both sets of work choices. This may indicate that she was well accepted in the first set for a work partner, but her acceptance declined after she had belonged to the group.

In the first set of play choices she had mutual first and third choices and her second choice was returned with a first choice. She also received a first choice and three second choices. In the second set of play choices she had no choices returned in mutual order of preference but two of her choices were returned. She also received five second choices. This indicates that she was well accepted in both sets of choices for play partners. Two of

her preferences appear in both sets of play choices.

Nell. Nell had ordinary coloring and was about average size. She was quiet and sober most of the time. She exhibited little enthusiasm for work or play. Any expression from her of pleasure was more nearly a smirk than a smile. Her comments were few.

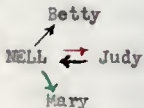
Work 1



Play 1



Work 2



Play 2



In the first set of work choices she had a second and a third choice in return for her second and third choices but not in corresponding order of preference. Her first preference did not choose her. In the second set of choices she received a third choice in return for her first preference but no other choices. Seemingly she was not well accepted by the group for a work partner, and her acceptance declined in the second set. Two of the preferences in the first set of choices were repeated in the second set of work choices.

In the first set of play choices Nell had a mutual third choice and also received a second choice. Her first and second choices were not returned. In the second set of choices she had a mutual first choice with the same girl with whom she had a mutual third choice in the first set of play choices. She also received a second choice, but her second and third choices were not returned. Two of her preferences in the first set were repeated in the second set of choices. The indications are that Nell was not accepted as a play partner any

better than she was accepted as a work partner.

Betty. Betty was short and roly-poly. One's first impression was that her pretty brown eyes were attractive and that she used them effectively with her facial expression. A second and more lasting impression however was that she was quiet and withdrawn and seemed shy. Her work was average quality and done within the time allotted for the problem. She showed no ambition to do anymore work than was required.

Work 1



Play 1



Work 2



Play 2



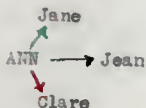
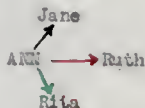
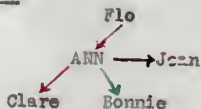
In the first set of work choices she had a mutual second choice and her first choice was returned with a third choice. She also received a second and a third choice. In the second set of work choices her first and second choices were returned in a different order of preference. She also received three first choices and a third choice. All three of her preferences were repeated in the second set of choices. Her acceptance remained almost the same in both sets in regard to mutuality, but she received more choices in the second test.

In the first set of play choices Betty had one choice returned and received a first choice. In the second set of play choices her acceptance declined so that she received only a third choice. She was not accepted in the play group for a partner. One of her preferences remained constant.

Her father had been blind for several years. The only income the family had was from the blind aid that the county paid. Betty said that they seldom

had anyone visit in their home and she never went to anyone else's home to play. This may help to explain the difference in Betty's acceptance in work and play groups.

Ann. Ann was a small blonde who had an unhappy expression on her face most of the time. She seemed over submissive in school and her expression was one of annoyance and dislike. Her family had moved to town just preceding the opening of school. Ann knew few people and did not seem to want to get acquainted with the girls in this group. Her attraction to boys was evident because she was scarcely ever seen with a girl outside of school but nearly always with two or three boys. Frequently when she was truant from school, her boy friends were truant also. Usually they were discovered in the picture show on those occasions. Outside of school Ann seemed defiant toward authority as compared to her being over-submissive at school.

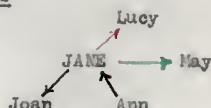
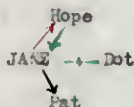
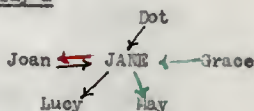
Work 1Play 1Work 2Play 2

In the first set of work choices she was not chosen by anyone. In the second set of work choices she received a first choice from a girl who was isolated by the group. This indicates poor group acceptance for Ann as a work partner. None of her preferences appeared in both groups.

In the first set of play choices she was not chosen. In the second set of play choices she was chosen by one girl, the same isolate who chose her in the second set of work choices. Ann was not preferred for a play partner

any more than she was for a work partner. Except for the one choice in both work and play preferences Ann was isolated by the group as a whole. None of her preferences remained constant.

Jane. Jane was a tall girl with dark skin and hair and attractive dark eyes. She seldom seemed relaxed or at ease. She was capable of doing good work but scarcely ever put forth enough continuous effort to produce the quality of work that she was able. She had to repeat her grade in school because she was absent too frequently the year before to be promoted.

Work 1Play 1Work 2Play 2

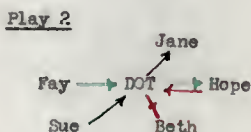
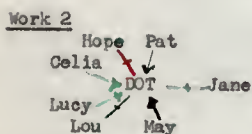
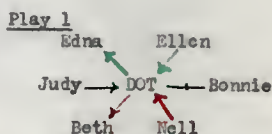
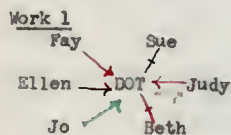
In the first set of work choices each of her three preferences was returned; one was mutual. She also received a third choice. In the second set of work choices she had a mutual second choice and her first choice was returned. She was apparently changeable in her choices for work partners since none of her preferences was repeated in the second set of choices. Her acceptance declined in the second set of choices, but she was still well accepted.

In the first set of play choices she received only a third choice from a girl who was almost an isolate. In the second set of play choices she was better accepted. There was only one instance of mutuality. She received a second and a third choice. All three of her preferences appeared the same in both sets of play choices. Her play choices are more constant than her work choices, but she seems to be better accepted as a work partner. The fact that

she associated with eighth graders outside the work group may help to explain her lack of acceptance as a play partner. Her eighth grade associates were the ones with whom she took clothing the first time.

Before this year Jane's family had been receiving help from relief funds. Jane's clothes came from the welfare agency and her books from the school. Jane was always embarrassed about asking for help and dreaded school because she would have to ask for more financial help. This year her father had been employed in a defense plant and had received enough wages to support the family independently. According to her mother Jane was a different person because she felt she was more nearly like other children.

Dot. Dot was a small girl with dark hair and eyes. She had a quiet, serious, and reserved manner; but she did not seem to be bashful. She was unusually neat in her appearance and work. Her poise was well enough developed that she was always relaxed and at ease. Her work was outstanding and done quickly. Part of her success in work was due to her having had more experience than others in the work group. She had sewed at home and made a good many of her own clothes.



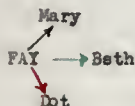
In the first set of work choices she had a mutual first choice and a mutual third choice. Her second choice was returned with a first choice. She also received a first, a second, and a third choice. In the second set of work choices she had three mutual choices as well as two second and two third

choices. None of her choices was duplicated since she was transferred by school authorities from one work group to another. She was well accepted however by both groups as a work partner.

In the first set of play choices she had a mutual third choice. None of her other choices was returned, but she received a first, a second, and a third choice. In the second set of choices she had a mutual first choice. Her second choice was returned with a first choice. She also received a second and a third choice. Her mutual first choice was with the same girl with whom she had her mutual third choice in the first set of play choices. Only one of her preferences appeared in both sets of choices. Her being transferred into a new work group may have affected the play choices although the play group was not changed. The one who returned her second preference was new in school and sat near Dot in the work group. They are mutual first preferences in the work group.

Fay. Fay was about average size and had attractive features. She frequently had a wistful expression on her face as if she were lonely or perhaps dissatisfied. She worked rapidly but pouted if she were asked to change any of the work she had done. She seemed to be the object of much teasing from the other girls in the class. She was usually a poor sport about the teasing and lost her temper. Frequently she spoke of her mother and how well Mother thought Fay could sew. This may have been a means for defending herself from the teasing and trying to gain status in the group.

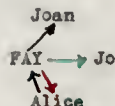
Work 1



Work 2



Play 1



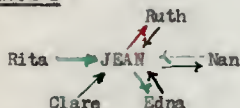
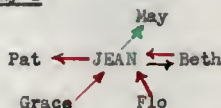
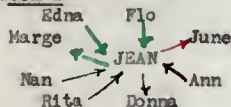
Play 2



In the first set of work choices Fay was not chosen by anyone. In the second set of work choices she was not chosen again by anyone. This shows that she was not accepted. Only one of her preferences was the same in the two sets of choices.

In the first set of play choices she received a third choice in return for her first choice. The girl who chose her was new in the group and stayed only two weeks. In the second set of play choices she was not chosen by anyone. In both work and play situations Fay was almost isolated. Only one preference remained constant.

Jean. Jean was an unusually small girl for her age. She weighed only 64 pounds. Her skin and hair were light brown and showed signs of malnutrition. She was so quiet and bashful that she was scarcely ever noticed in the group. Occasionally she would venture to tell a story about her family. In one instance she told that her family was going to move to another state because her father had been transferred in his work. It had just been a story for the family seemed to know nothing about it. She did her work with average speed, but the results were only fair. She was conscientious about trying, but she did not seem to have good muscle coordination.

Work 1Play 1Work 2Play 2

In the first set of work choices Jean received a third choice in return for her first choice, and a second choice in return for her third choice; a third choice was returned for her second choice. She also received a second

choice and one third choice. In the second set of work choices she did not receive any choices in return for her preferences. However she did receive two second choices and three third choices. None of Jean's preferences was the same in the two sets of work choices. In the first group she had some degree of mutuality in all of her preferences. In the second set the choices show no mutuality. Her acceptance declined after she had been in the group for 12 weeks. There was no apparent reason for this decline other than perhaps her seeming less mature than the others in the group. Two of her choices remained constant.

In the first set of play choices she received a first choice in return for her third choice. That is the only mutuality shown. She also received a first, a second, and a third choice. Only one of her preferences in the first set is repeated in the second set. Her acceptance declined in the play group just as it did in the work group. Many girls were interested in her however.

Donna. Donna was average sized, had dark eyes, and was blonde. Her reserved manner made her seem aloof. However she was alert and interested in her work. She was particular about details and did work of high quality. She was neat and refreshing in her appearance. Her politeness and courtesy were noticeable in comparison with the manners of the others in her group.

Work 1



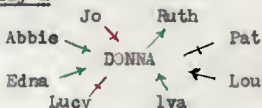
Play 1



Work 2



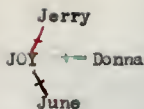
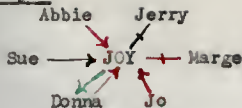
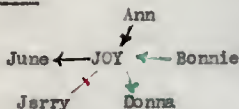
Play 2



In the first set of work choices Donna received two mutual choices, a first and a second. She received a third choice from a girl who was not one of her choices. In the second set of choices she received a mutual third choice and both of her other choices were returned in different degrees of mutuality. She also received two second choices and two third choices. In both sets two of her preferences were mutual but in different order. Two of her preferences remained constant.

In the first set of play choices she had a mutual second choice. Her first choice was returned with a second choice. She also received a first and a second choice. In the second set of play choices she had mutual first and third choices. Her second choice was not returned. She also received one first choice, three second choices and one third choice. Her preferences in the second group were all different from her preferences in the first set of play choices. Quietness and reserve may have kept her from finding the group to which she really wanted to belong, or some outside influence may have been responsible. Although the second group involved more girls, the first set of choices showed better acceptance according to mutuality. In both work and play choices Donna was accepted. Mutuality is highest in the second group of work choices and the first group of play choices.

Joy. Joy was a tall, lanky, blonde girl. Her spontaneous laughter directed attention to her. She enjoyed talking to people her own age and to adults. Most of her reactions to both work and play situations exhibited good sportsmanship. Her work was average and done with steady persistence, so that she finished when the majority of the group did.

Work 1Play 1Work 2Play 2

In the first set of work choices Joy had three mutual choices. She did not receive any other choices. In the second set she had a mutual first choice, but none of her other choices was returned. However she did receive a second and a third choice. Her sociogram indicates that she was better accepted in the first set from the evident mutuality. Her choices remained the same in the second set which shows that she was steady in her preferences.

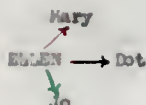
In the first set of play choices she had a mutual first choice and a mutual third choice. She also received three first choices and a third choice. In the second set she had no choices that are completely mutual, but two of her choices were returned. She also received a second and a third choice. Only one of her preferences is repeated in the two sets which may indicate that she is not so well satisfied with her preferences for play as she was with her preferences for work.

In the second sets of both work and play choices the decrease in mutuality in preference is probably due to Joy's being gone from the group for six weeks. Her mother took her to visit her grandmother.

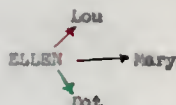
Ellen. Ellen was a drab looking person with an unkempt appearance. Her hair and skin were about the same color. Her clothes were dirty and needed mending. She was boesy with ~~others~~ in her group so that they paid little

attention to her. She deceived her parents repeatedly by telling them she was staying all night with a girl friend when she would be going to taverns and spending the night. She would receive failure slips and sign the parents' names. She resented authority and attempted to influence others to resent it. She had frequent colds and always seemed listless.

Work 1



Play 1



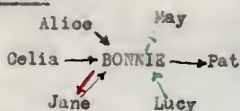
Ellen's sociogram of work choices shows she was isolated by the work group. Her play choices indicate the same sort of isolation. Her slovenly habits of work and dress may have contributed to her being left out of the groups. Her behavior may have varied too much from the norm set up by these girls. The girls seemed to watch Ellen in wonderment. She was in school for only one set of sociometric tests.

Ellen's parents realized the failure they had made with her and her brother. Her mother said she had scolded too often and neglected to offer praise or encouragement for the commendable things either of the children had done. The parents both worked outside the home. The mother said that for the last few years she and her husband had been so occupied with making a living that the children had had to shift for themselves. Ellen was taken to the reform school in November.

Bonnie. Bonnie was a happy person who was usually smiling and relaxed. She was energetic and took the initiative in both work and play situations. She took an active part in the Girl Scouts. Her keen sense of humor helped her to see the bright side of many situations. She was nice looking and attractively dressed in clothes that her mother made. She finished her work ahead of the others in the group and often had another project finished by

the time the others finished their problems.

Work 1



Play 1



Work 2



Play 2



In her sociogram Bonnie was chosen by five people, but none was a first choice. Her second choice was mutual. Her first choice was a girl who worked at her same speed but whose work was inferior to hers. The other choices she received were from girls who had difficulty keeping up with the group and may have been looking for some one to help them.

In the second group of work choices Bonnie showed an altogether different list of preferences because she was transferred to another class. The only one who returned her choice was one whom she had known outside of class. The others who chose Bonnie were girls who had not been well accepted.

In the play choices Bonnie showed one mutual first choice and a mutual third choice. In the second set of choices she had one mutual first choice and another first choice from a girl who was an isolate. Two of her preferences remained the same in both sets of play choices.

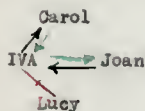
Her sociogram is not an indication of her popularity because most of her close friends were in Group B where she was well accepted. Besides her intimate mutual friends she was admired by many others. Her suggestions were readily accepted by the group for both work and play.

Her family had helped her to adjust herself socially by providing music and dancing lessons and encouraging her to bring friends into her home. She

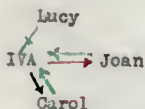
had a great deal of pride in her family and felt that she was an important part of that group. Bonnie was at ease most of the time and seemed to enjoy living. She was just as friendly with those of low income groups as she was with those who came from the well-to-do groups. Her self confidence made her want to meet people and explore new situations.

Iva. Iva was a pretty girl with a sweet shy smile, big dimples, and curly brown hair. She was frail looking but had lots of energy and seemed to have good health. Her slight speech impediment made her different enough to attract others in the group to her. She lacked confidence in herself and was shy unless urged to assert herself. She frequently complained that her school work was too hard and became discouraged easily. When an assignment was made she would say, "Do I have to do it?" She was slow but usually finished her work within the time allotted. When she was criticized she became sullen and pouted. The fear that her mother would not approve of her grades and scold her prompted her to keep at her work.

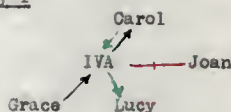
Work 1



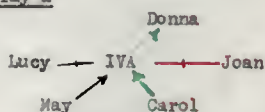
Work 2



Play 1



Play 2

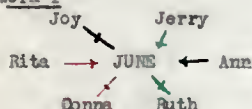


In the first set of work choices Iva had a mutual first choice and was chosen by everyone whom she chose. In the second set of work choices her preferences were the same but in different order. These choices were all returned also. Each choice she made was with someone with whom she was able to get acquainted easily.

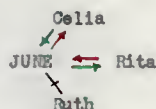
In the first set of play choices Iva had a mutual first choice, and her other two choices were returned. In the second set of play choices she had a mutual first choice and a mutual third choice. She also received a second choice and a third choice. Two of her preferences appeared in both sets of play choices. Evidently she was accepted by the people with whom she most wanted to associate in both her play and work groups.

June. June was a large, raw-boned girl with a ruddy complexion. Her natural expression seemed pained. She had a slight frown most of the time which may have been due to tension or to faulty vision. Her posture was stooped and her carriage was awkward. She was friendly but scarcely ever seemed really glad to see anyone. She finished her work ahead of the other members of the class, but the quality of the work was only average. She was frank in stating her likes and dislikes about the girls' clothes and hair styles. To hear her talk one would think she did not like school. Her being new in town when school started may have made her feel that way. Toward the end of the semester June seemed to like school better and did not speak of wanting to leave.

Work 1



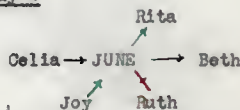
Play 1



Work 2



Play 2



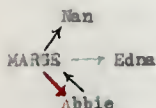
In the first set of work choices June had a mutual choice in all three preferences. She also had a first, a second, and a third choice from other girls. In the second set of work choices her first and third preferences were

mutual and her second choice was returned by a first choice. She had a first, a second, and a third choice besides. This indicates that she was well accepted in the work group. Two preferences remained constant in both work tests.

In the first play test the preferences almost showed a triangle. All of the girls involved lived in the same neighborhood and walked to and from school together. In the second set of play choices the same girls were included, but there was some branching out and the order of preference was changed. She shifted her third choice to include another and received a second choice from outside the small original group. Two preferences remained constant.

Marge: Marge was a small, sullen person who went about with a pained, determined expression on her face. She seldom smiled or even relaxed. She seemed to have little feeling or emotion other than a defiant attitude. When suggestions were made to her about her work, she tended to withdraw into a shell and try not to listen. The work she did was shoddy and was rated inferior by the teacher.

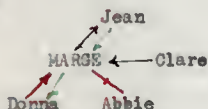
Work 1



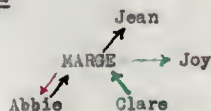
Play 1



Work 2



Play 2



In the first set of work choices Marge received only one choice which was third in preference. In the second set she received four choices. Two of these were first choices, one mutual. The other two choices, each in a different degree of mutuality, were returned for her other two choices. Evidently she had gained in acceptance in the work groups after belonging to

the class for twelve weeks. One choice remained constant.

In the play choices the first set of choices showed a mutual first choice and three third choices, one of which was mutual. In the second set of choices her acceptance dwindled to only two choices, a second preference and a third preference. Two of her preferences remained constant. This lack of acceptance in the second set of choices might have been due to Marge's repeated absence from the group.

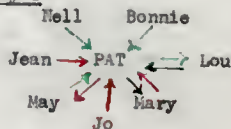
Marge's family life was not pleasant. Her parents had been divorced recently. Before the divorce the father used alcohol to excess and was cruel to his wife and children according to the report of a social worker. He was part negro. The family lived in a small settlement in which mixed negro and white people were common. Marge spoke disrespectfully of her father as "the old man".

Pat. Pat was a wide awake sociable person who made friends easily. She was attractive and looked nice in her clothes. She greeted people with a cheery smile and always seemed to have something stimulating to say. She worked quickly and did above average work most of the time. She took pride in her work. After she finished the assigned projects, she made a skirt for herself. She could scarcely wait to finish and have a chance to wear it. Every time she tried it on she would say, "Don't you think it is pretty?" As she was working she often said, "I am going to make this better than anything else I have made."

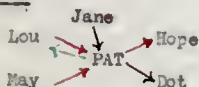
Work 1



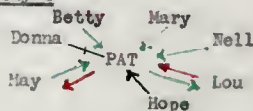
Play 1



Work 2



Play 2

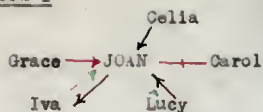
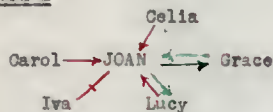
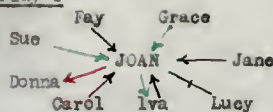


Her sociogram showed that in the first set of work choices every choice that Pat made was returned. One was a mutual first choice. She also received another first choice, one which Pat did not return in work or play. In the second work test there were no mutual choices. Her second choice was returned with a first choice. She received two first choices and a third. Only one of her preferences appeared in both sets of choices. The lack of mutuality in the second test may have been due to Pat's absorbed interest in her own work or to her branching out toward new people. Both of her new choices in the second test were girls who had just entered the group.

In the first set of play choices every choice she made was returned. Besides she received two first choices and two second choices. In the second set she had a mutual third choice. Her other two choices were returned with a difference in degree of mutuality. She also received three second choices and a third choice. Two choices remained constant. Apparently she was well accepted as a play partner.

Pat's father was blind. One of her brothers made the living for the family by working in a factory. Pat had much family pride and was devoted to her six brothers of whom she spoke often.

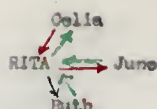
Joan. Joan was small and dark. She had attractive features. Her clothes were becoming and emphasized her coloring. She had frequent colds but scarcely ever missed school. Her work was inferior and hardly ever done on time because of her lack of responsibility and poor use of time. She disliked work, seemed antagonistic toward any suggestion offered to help her, and resented and challenged authority.

Work 1Work 2Play 1Play 2

In the first set of work choices she had a mutual choice. Her other choices were returned in reverse order of preference. Other than those, she received a first choice and a third choice. In a second test she had a mutual first choice and received two other first choices. Her other choices were also returned. Apparently she was accepted as a work partner. Since the girls included in the first set of choices were all included in the second set, her choices remained constant.

In the first set of play choices Joan had a mutual third choice; her second choice was returned with a third choice. She was not chosen by her first preference; however, she received two second choices and three third choices. In the second set of choices she had a mutual first choice, a mutual second choice, and her third choice was returned by a first choice. Two preferences remained constant. Her acceptance in the play group was apparently good.

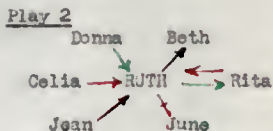
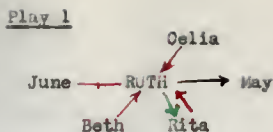
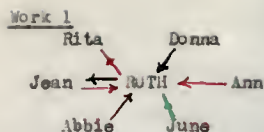
Rita. Rita was a shy, quiet person, attractive in her appearance. She usually had a cheery smile. Her clothes were becoming and emphasized her daintiness and neatness. Her work was of average quality and was finished ahead of time. Her ready agreement to suggestion may have been due either to her willingness or to her bashfulness.

Work 1Work 2Play 1Play 2

In the first set of work choices she had a mutual third choice and received another third choice. Her other preferences were not returned. In the second set of work choices her first preference was returned by a second choice. She received another second choice. Her second and third preferences were not returned. Two of her preferences appeared in both sets of work choices. Apparently she was not well accepted in the work group.

In the first set of play choices all of Rita's preferences were returned, and she received no other choices. In the second set of play choices the same three that appeared in the first set chose her, but she made a third preference to another girl. Her third preference was not returned. This indicates that she was accepted by the girls she preferred, and that she was reaching outside the little group to be accepted by others.

Ruth. Ruth was a large girl who nearly always appeared happy. Her infectious smile and big dimples helped to win her lots of friends. She was enthusiastic about her work and did it quickly. She was quiet until she became acquainted; then her friendliness seemed spontaneous and relaxed. Her behavior indicated that she felt secure.



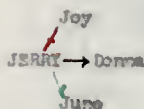
In the first set of work choices Ruth had a mutual first choice and a mutual second choice. Other than these she received two first choices, and two third choices. In the second set she had a mutual first choice and received a second choice. A comparison of the two sets of choices indicates that Ruth was well accepted in the first set, but that her acceptance had decreased. It also suggests that two of her contacts had been developed, for the mutual second choice in the first set became the mutual first choice in the second set. One of the third choices she received in the first set became the second choice in the second set. Two of her preferences remained constant.

In the first set of play choices Ruth had a mutual first choice. She also received three first choices, but the girl she chose as third preference did not choose her. In the second set of choices Ruth had a mutual first choice again with the same girl who was a mutual choice in the first set. She also received two first choices, a second choice, and a third choice. These sets of choices indicate that Ruth was well accepted in the play group. Two choices remained constant.

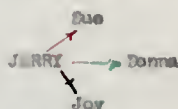
Jerry. Jerry was about average size but noticeable for her big blue eyes. She was poorly dressed and careless about personal appearance. Her school work did not seem interesting to her. Consequently she was easily

discouraged. When her work was criticized she would reply, "But that is the best I can do." She was cautious about meeting new people. This was shown in the way she watched a group for some time before she would take part in it.

Work 1



Play 1



Work 2



Play 2



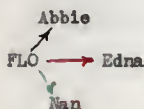
In the first set of work choices Jerry had a mutual first choice but received no other choices. In the second set of work choices she had the same mutual choice and received a third choice. This indicates that she was not accepted in the work group by the people whom she preferred, other than her one mutual choice. Two of her work preferences remained constant.

In the first set of play choices Jerry had a mutual third choice but was not chosen by anyone else. In the second set she received a third choice from the girl who was her first preference and a second choice also. The girl from whom she received the first mutual third choice and the third choice in the second set was the same one who was a mutual first choice in both sets of work choices. Her main satisfaction from being accepted probably comes from this girl, Joy. Two of Jerry's preferences remained constant.

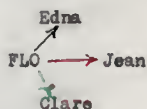
Jerry may at times have felt inferior or conspicuous among her associates since her mother had difficulty in getting along with people and was paroled on a peace bond. Jerry's low standards of work and her carelessness about her personal appearance may have been a reflection of her home environment.

Flo. Flo was an attractive girl with a sweet smile, but she always seemed confused and afraid. At the beginning of school she frequently lost her way around in the building as she went from class to class. Seemingly she was timid for she could speak scarcely loud enough to be heard. Her work was poor and done at a slow rate of speed. Often when she was in class she would just sit and look off into space. She would be so absorbed in her day dream that she would not be conscious of anyone around her. She cried easily when attention was focused on her although the attention was not meant to be unkind.

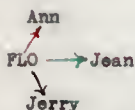
Work 1



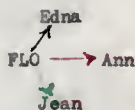
Play 1



Work 2



Play 2



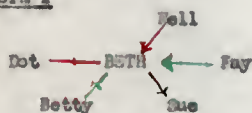
In both sets of work partners she did not receive any choices nor did she choose the same people in the preferences she gave. In the play choices she did not receive any choices. Two of the choices she made in the first set of play choices were repeated in the second set. This indicates that Flo was probably more sure of whom she wanted for a play partner than for a work partner. None of her work choices but two of her play choices were constant. She was isolated from the group however since she did not receive any choices.

Flo's behavior was likely due to her environment. Her mother who had died suddenly six months before Flo came to school had waited on Flo and done nearly everything for her. News of her mother's death was kept from Flo for several weeks. When she finally was told, she was shocked and afterwards confused. Previous to this shock she had done outstanding school work. Afterwards she did

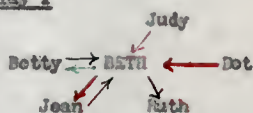
not do passing work. Just before school started she came to live with an aunt who was unsympathetic and who nagged Flo constantly about her grades.

Beth. Beth was a quiet retiring person. Chronologically she was two years older than most of the group. Her clothes detracted from her appearance by being loose fitting and long. She did her work fast and consequently finished ahead of the class. With urging she would start another project but thought it was unfair when she had already earned a grade on her project.

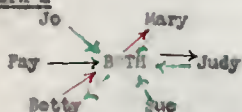
Work 1



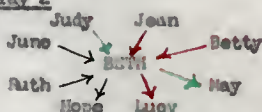
Play 1



Work 2



Play 2



In the first set of work choices Beth had two mutual choices, but the girl whom she chose as third preference did not return the choice. Besides these choices she received a first and a second choice. In the second set she received a choice from each of her preferences although in different order. Besides these choices she received two second choices and a third choice. From these choices one would conclude that she was well accepted as a work partner and that her acceptance increased in the second set of choices. Only one of her preferences remained the same.

In the first set of play choices her first and second choices were returned by third choices, but she did receive two first choices. In the second set Beth was not chosen by any of the girls she preferred. However she did receive two first choices, a second choice, and two third choices. This indicates that she failed to receive acceptance from this social group she

preferred. None of her preferences remained constant. The fact that she was older and associated with older boys and girls outside of school may account for this.

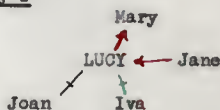
Beth's family was large. Her father was strict almost to the point of being a tyrant in disciplining his children. He punished them severely for any disobediences. Because of his disapproval of modern fashions he required his daughters to wear clothes that were long and loose fitting and colors that were drab.

Lucy. Lucy was a large lanky girl with an abundance of energy. At times she was loud and boisterous. Apparently she was happy and had enough self confidence to make her feel secure. The work she did was average, but she was slow in finishing. She was ambitious to attain the standards that her mother had set up. Frequently while she was working on her project, she would say, "I wonder what Mama will say about this." or "I hope Mama likes this." She was enthusiastic about her work and tried hard.

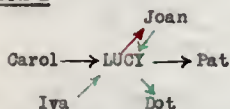
Work 1



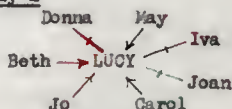
Play 1



Work 2



Play 2



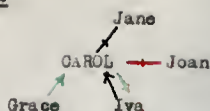
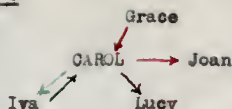
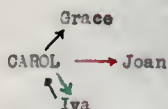
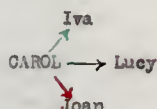
In the first set of work choices Lucy had one mutual first choice as well as a second choice from a girl she chose in third preference and a third choice from another. In the second set of work choices she had no mutual choices, but she received a second choice from the girl who was her first preference. She received one other second choice and a third choice. One of her choices

remained constant. This indicates that her acceptance as a work partner declined.

In the first set of play choices she received one first choice and had a mutual second and third choice. In the second set of choices she had three mutual choices as well as one second and three third choices. Two of her choices remained constant. Evidently she was better accepted in the second set of choices as a play partner.

In all four opportunities for choices two girls remained in the groups for which Lucy stated preferences. One, Iva, was a mutual choice three times out of four. Another, Joan, was a mutual choice all four times. This shows that Lucy was satisfied with the friends she had although she did branch out to new ones in each test.

Carol. Carol was noticeable in a group for her disheveled appearance. Her clothes were of poor quality and obviously not chosen for her because of their ill fitting appearance. Her hands were chapped and red and showed that she did hard manual labor. She finished her work ahead of the class, but it was done poorly. Her main ambition was to get the work finished regardless of the way in which it was done. She frequently wanted to do things for the teacher such as water the flowers or go on errands in the building. She talked more loudly than the others in the group. Her conversation was usually about her home, either about a member of the family or someone who visited the home. She took a great deal of responsibility at home for the younger children since her mother had spent several months in the hospital. She herself was ill frequently, perhaps partly because of malnutrition. The family lived at the edge of town on a small tract of land. They raised a large garden but sold most of the vegetables from it.

Work 1Play 1Work 2Play 2

Carol's sociogram shows that she was accepted better in a work group than in a play group. She had one mutual first choice in the first set of work choices. She also had a mutual third choice and her second choice was returned with a third choice. She received a second choice. In the second set of work choices she had no mutual choices, but she had her second choice returned with a third choice and received a first choice. This first choice was from a girl who was usually behind in her work and one whom Carol helped whenever she could. The mutual first choice that she received in the first set of work choices was with her cousin. Apparently she was accepted in the first set of choices, but her acceptance decreased in the second set of choices. Two of her preferences remained the same in both sets of work choices.

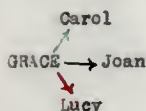
In the first set of play choices Carol received a third choice in return for her second preference. In the second set of play choices Carol was not chosen by any of the girls. Three of her choices remained constant. Apparently she was not accepted for a play partner.

Her loud bragging manner may be due to her wanting approval from her group. She seemed to have so few opportunities to be with people her age that she made a desperate effort for approval in class. She was frequently heard telling another girl how to do her work. When a girl would have trouble with her

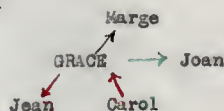
sewing machine and ask the teacher for help, Carol would often say, "I'll fix it for you." She seemed to think it was her responsibility to mother the others in the class and therefore appeared older than her years.

Grace. Grace was an undernourished looking person who weighed about 64 pounds. She had frequent colds and headaches and missed school repeatedly. Her worried expression gave one the impression that she was not happy. She often expressed that she was discouraged with, "I'll never be caught up in my work." Her dependence upon others for help gave some insight into her helpless attitude toward accomplishing work and making decisions. Most of her clothes had been handed down from her older sisters.

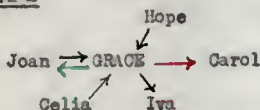
Work 1



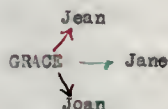
Play 1



Work 2



Play 2



In the first set of work choices Grace did not receive any choices. In the second set of work choices she received three third choices. Evidently she gained in acceptance after she had belonged to the group for twelve weeks, but she still had only one choice that showed any mutuality. Two of her preferences remained the same in the work tests.

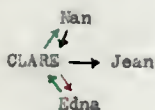
In the first set of play choices she received a first choice. In the second set of play choices she did not receive any choices. This indicates that she was not accepted as a play partner. Two of her preferences appeared the same in both sets of play choices. The first choice that Grace received in the first set of play choices was from a girl who was a close friend of

Grace's sister. This girl often remarked how cute she thought Grace was.

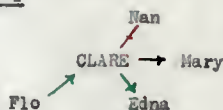
The sociogram shows that Grace was not readily accepted in the group of girls for work or play. She was often seen quietly watching the group from the sidelines and seldom took part in activity on her own initiative. Her frequent absence from the group may have been responsible for her staying apart from it. She perhaps felt that she did not belong. Her father was not living and her mother was unable to earn enough to keep the family. The main support was the dependent aid which the county paid. The family standards were low as evidenced in Grace's ambition to do only enough to keep her from failing.

Clare. Clare was a chubby, solidly built girl who was self conscious. She was constantly trying to get attention by various tricks. She would pick up some one's scissors or thimble and bring the thing to the teacher and say she found it. She knew that she would be commended for turning in a lost article. Frequently she tattled on the girls in the class. She did poor work and scarcely ever finished in the time allotted.

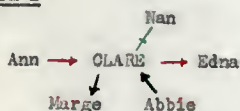
Work 1



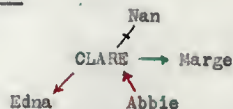
Play 1



Work 2



Play 2



In the first set of work choices Clare had her first and second preferences returned. In the second set of work choices she had a mutual second choice and a first and a third choice. Evidently she was accepted in the first set, but her acceptance decreased in the second set. Two of her preferences remained the same in both sets of choices. One of Clare's first

choices that she received was from a girl who was an isolate in the group.

In the first set of play choices Clare had a mutual first choice and received a second choice from an isolate. In the second set of play choices she had a mutual third choice with the same girl with whom she had a mutual first choice in the first set. She also received a first choice. Two of Clare's preferences remained the same in both sets of play choices. These two preferences are the same ones that remained the same in both sets of work choices too.

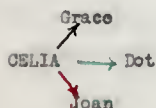
Clare was the youngest of nine children. Her home was broken by divorce, and she was sent to live with her grandmother whom she had never seen. The grandmother kept two other grandchildren just older than Clare and did not appreciate having her come. This perhaps was responsible for Clare's attempt to get attention and for her self consciousness.

Celia. Celia was a short plump girl who wore her hair pulled back tightly in a long braid down her back. Her clothes seemed to accentuate her plumpness. She enjoyed talking and entertaining the whole group with stories about what happened at home. She was slow to get her work and had low standards. When the teacher suggested that she try to improve she would say, "Mama said it was good." or "Mama said I did better than she could do." She bragged about all the sewing she had done at home and even brought some to show to the class.

Work 1



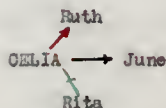
Work 2



Play 1



Play 2

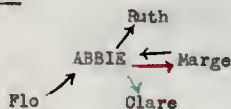


In the first set of work choices she was chosen by two girls, a second and a third preference. In the second set of choices she was not chosen by anyone. This indicates the girls did not accept her as a work partner. Only one of her preferences remained the same in both sets of work choices.

In the first set of play choices Celia received choices from two of the girls she chose. One was a first choice and the other was a second choice. In the second set of choices she received one choice, a mutual second choice. This would indicate that she was not much better accepted as a play partner than as a work partner. In the play group the ones she chose and the ones who chose her all lived in the same neighborhood and played together at their homes. They were in different work groups. This may help explain why Celia did not receive many work choices. All three of her preferences remained the same in both sets of play choices.

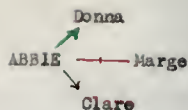
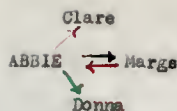
Abbie. Abbie was an average sized girl who had a dejected attitude toward life. She had a pouty expression and seldom smiled or thought anything funny. Her usual response to a question was "I don't care" or "It doesn't matter to me". She missed school frequently, but not because of ill health. She was absent several weeks because she had no shoes to wear; for several more weeks she was quarantined for scarlet fever. All this absence tended to intensify her discouragement. She was capable of doing average work, but her dejection interfered with her effort.

Work 1



Play 1



Work 2Play 2

In the first set of work choices Abbie received two third choices. In the second set of choices she had one mutual first choice. This mutual choice was with the same girl who was her first preference in the first set of work choices. Two of her preferences remained the same in both sets of work choices. In regard to mutuality she was not well accepted in the work group.

In the play choices she had a mutual second choice and a mutual third choice in the first set. In the second set she received a first choice from the girl who was her third preference. This girl, Marge, appeared in all the sets of choices and was similar to Abbie in her attitudes and economic condition.

Abbie's father was a minister in one of the smaller churches. He died and left the family of six without any income. The mother had ill health and therefore could not earn a living. The family received dependent aid from the county. Adjustment had evidently been hard for the family. The father's death meant a lowering of social prestige. The mother was courageous but bewildered with financial problems and guidance problems. The children seemed to feel that economic forces were against them. The sister just older than Abbie became so irresponsible that she was sent to the reform school.

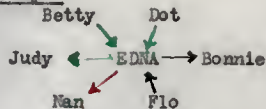
Edna. Edna was an average sized girl who had lots of physical energy. Her inquisitiveness about things in general caused her to ask innumerable questions about nearly everything that came to her attention. She was mischievous and seemed to want to attack authority although she was afraid of it. She was socially ambitious and tried desperately to become popular with the "social set". Although she was well dressed, she was not satisfied with her clothes and criticized her mother for not getting her clothes that were more grown up.

She attended dancing class regularly and could hardly wait until time for the next class. Frequently she developed crushes on her teachers and enjoyed walking to town or home with them after school.

Work 1



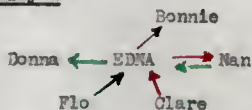
Play 1



Work 2



Play 2



Edna's sociogram shows that she was accepted for a work partner. In the first set of choices she was chosen by everyone whom she chose although the choices were not in corresponding order of preference. She was also chosen by two others. In the second set of work choices she had one mutual first choice and two other first choices. Two of her preferences remained for both sets of work choices.

In the first set of play choices Edna was chosen by four girls, one second choice in return for her first choice and two other second choices and a third choice. In the second set of play choices she received one first choice, a second choice in return for her first choice, and a third choice. The one choice that showed mutuality in the second set of play choices was with the same girl who returned Edna's choice in the first set of play choices. The sociogram indicates that Edna is probably not satisfied with the way she was accepted by the play group. The first choice that she received in the play choices was from a girl with whom she frequently quarrelled and was not congenial.

Edna seemed to be a leader. She was happy mentally and enjoyed life. She showed a fair balance between work and play.

Group B

Group B consisted of 37 seventh grade girls whose intelligence quotients (I. Q.) ranged from 100 to 154 with a median of 117 and a mode of 117. Their height ranged from 54 inches to 68 inches with a median of 62. Their weight ranged from 74 to 134 pounds with a median of 100 pounds. Their average age was 12 years. They tended to come from the middle income group but included some of the high and low income groups. The occupations represented by the group were farmer, paperhanger, regular army officer, doctor, salesman, railroad engineer, prison guard, bus driver, electrician, carpenter, truck driver, hospital orderly, laborer, contractor, cleaner, butcher, and mail carrier.

The average number of children in a family was 2.8. Five girls were only children; fourteen were in two child families; nine were in three child families; five were in four child families; three were in five child families; one was in a seven child family. Fourteen girls were oldest children; thirteen were second children; five were third children; two were fourth children; two were fifth children; one was a seventh child.

The girls were all well dressed and with the exception of three girls they had allowances of money to spend as they wished. Their homes were located in all sections of town. All the members of the group except one seemed proud of their families. The one did not show pride in her home because she lived with a relative and often mentioned that nobody paid any attention to her at home.

The group as a whole was alert and adjusted to the class situation readily. Most of the girls openly sought the company of boys. For twenty of the group of 37 girls, boys were the chief topic of conversation. They attended

dancing class and mixed parties.

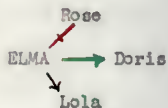
Table 3. Size range of family

No. of children in family	No. in each sized family
1	5
2	14
3	9
4	5
5	3
6	0
7	1

Table 4. Placing of girls in families

Place in family	No. of girls in each place
First	14
Second	13
Third	5
Fourth	2
Fifth	2
Sixth	0
Seventh	1

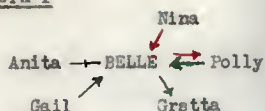
Elma. Elma was small with sandy hair and soft blue eyes. She was restrained in her actions as if she must have permission for everything that she did. When others in the group felt free to use the equipment whenever they needed it, Elma always asked permission. She was conscientious about her work, but did not find it easy to keep up with the class. She missed school frequently because of illness and lack of transportation. She lived in a rural district and depended on a neighbor for transportation to and from school. Her absence increased her difficulty in keeping up with class work. She worried about being behind and seemed to be in constant fear of receiving a failure slip.

Work 1Play 1Work 2Play 2

In the first work test Elma received one first choice which was returned with a second choice. Her other choices were not returned. In the second set of work choices, she had a mutual first choice. Only one of Elma's preferences remained constant in both sets of work choices. Apparently she was partially accepted in this group.

In play choices, Elma chose three people in each test. In the first set of play choices, she received a choice with a degree of mutuality. In the second set of play choices, she did not receive any preferences. Apparently she was not accepted in her play group. Perhaps her restrained manner and her frequent absence was responsible for her lack of acceptance in both work and play groups.

Belle. Belle was a small, vivacious person with blonde hair and snappy brown eyes. Although she wore glasses, her eyes never seemed to bother her in doing close work. She was an affectionate person and seemed lonesome whenever she was left alone. Her inquisitiveness caused her to ask innumerable questions and each answer seemed to lead to another question. She made frequent suggestions for the group which were sometimes followed. Her abundant energy kept her on the go and made her want things to do. She seemed to want constant attention. Her conversation was spontaneous and was usually about parties she had attended.

Work 1Work 2Play 1Play 2

In the first set of work choices all three of Belle's choices were returned with a degree of mutuality. She also received a first and second choice. In the second set of work choices her second and third choices were returned with a degree of mutuality. All three of her choices remained constant, but the second set showed one less instance of mutuality.

In the first set of play choices only one of Belle's preferences was returned. She also received a first, a second, and a third choice. In the second set of play choices, only one of her choices was returned. The one choice which showed mutuality was the same one that had appeared in the first set of play choices. She also received a second choice and two third choices. In respect to mutuality Belle was not well accepted by the play group. Only one of her preferences remained constant in both play tests. This might indicate that she was not satisfied with the acceptance which she was receiving and was reaching out for new attachments.

Belle's enthusiasm for group activity made her well accepted in the work group. Her sociogram shows that she was recognized in both work and play groups.

Doris. Doris was a large girl with dark hair and eyes. She was genuine and made her enjoyment of life obvious. Her main pastime was writing mystery stories which she passed around among students. Frequently she would say,

"That ought to be a good subject for my next mystery." Her zoot suit mystery was quite popular. She was an admirer of Ellery Queen. Her feet were unusually large and seemed to be a subject for constant teasing, but she laughed about them. She lived in a beautiful house and enjoyed having parties in her home. She tried hard at her work, but her skill was not well developed for close hard work.

Work 1



Play 1



Work 2



Play 2

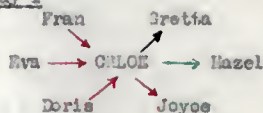
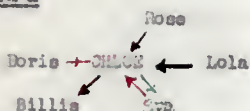


In the first set of work choices Doris had only one choice that showed mutuality. She also received a second choice. In the second set of play choices she had a mutual first choice and a third choice in return for her second choice. Only one of her preferences remained constant in both sets of choices; however, one of her preferences in the first set moved away from Clark during the semester.

In the first set of play choices she had a mutual second choice and received a third choice. In the second set of choices her second and third preferences were returned with a degree of mutuality. She also received three second choices and a third choice. Only one of her choices remained constant in the play groups, but her mutual second choice was not a member of the group when the second play test was made.

Doris's acceptance in the group increased for both work and play after she had been in the group for twelve weeks. Her good sportsmanship and unusual interests attracted girls to her more after her different personality was noticed.

Chloe. Chloe was a small girl with dark hair and fair skin. Her affected manner and dramatic way of speaking made her seem aloof. She was proud of her home with its furnishings and servants and the prestige it gave her. Her father was a prominent doctor in Clark before his death. She spoke often of her bank account and the number of War Bonds she had. She also felt superior because she dated a ninth grade boy. Her clothes were becoming and neat; her work was well done and finished on time.

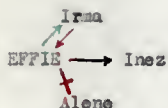
Work 1Play 1Work 2Play 2

In the first set of work choices Chloe had a mutual first choice and received a first choice in return for her second preference. She also received a third choice. In the second set of choices she had a mutual first choice, and her second choice showed a degree of mutuality. She also received two third choices. Only one of her choices remained constant in both sets of choices.

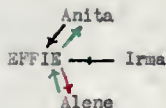
In the first set of play choices she received three first choices, but none of them showed any degree of mutuality. In the second set of choices she had a mutual first choice and a mutual second choice. She also received a third choice. None of her preferences remained the same in both sets of choices, but she was better accepted in the second set. Her aloofness may have inhibited her acceptance in the group.

Effie. Effie was a roly-poly girl with blonde hair and blue eyes. She was affectionate and frequently was seen with her arm around someone in her class group. She was not interested in her work and became angry when she was asked to correct a mistake. Effie lacked ambition and showed poor sportsmanship.

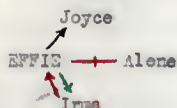
Work 1



Play 1



Work 2



Play 2



In the first set of work choices Effie had a mutual first choice and received a first choice in return for her second preference. In the second set of work choices she had a mutual first choice and showed a degree of mutuality with the same girl that appeared in the first set of choices. Two of her preferences remained constant in both sets of choices.

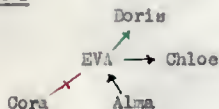
In the first set of play choices all of her preferences showed a degree of mutuality, one in corresponding order of preference. In the second set of preferences all of the choices showed a degree of mutuality and were with the same girls that appeared in the first set of play choices. This indicates that she was well accepted. Although she was chosen by only three people, those three girls were the ones with whom she preferred to associate. Three of her play choices remained constant.

Effie's home was broken by divorce when she was about eight years old. Her father put her on the train by herself to come to her grandmother with whom she has since lived. In referring to her trip she said, "I still have

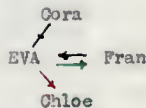
the old brown suitcase which I brought with me to Grandmother's." This seemed to be the only link Effie had with her home. Her father came to see her occasionally, but she had not seen her mother since her parents were divorced. Effie's chummy manner seemed attractive enough to girls to make her well accepted in both work and play groups.

Eva. Eva was an average sized girl with dark hair and merry eyes. She scarcely ever appeared without a big smile and frequently had a stimulating comment. Her enthusiasm for her work was evident in the comments she made. She accepted the task of learning fundamentals, but her enthusiasm was for something of her own creation. She liked the extra projects. Her work was carefully done and showed improvement.

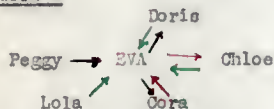
Work 1



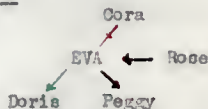
Play 1



Work 2



Play 2



In the first set of work choices Eva had a mutual first choice and received a third choice. In the second set of choices all three of her preferences were returned with a degree of mutuality. She also received a third choice and a second choice. All three of her preferences remained constant in both sets of choices. Apparently she was well accepted for a work partner.

In the first set of play choices she had a mutual third choice and received a third choice in return for her second choice. In the second set of choices she had a mutual first choice and received a third choice. Only one of her preferences remained constant in both sets of play choices. She was evidently

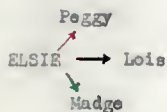
not well accepted in her play group.

Her contagious enthusiasm for work was so stimulating that her acceptance increased in the work group, but her play test did not show satisfactory acceptance.

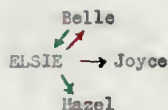
Elsie. Elsie was noticeable because she was unusually tall and slender. She had dark skin and hair and sleepy blue eyes. Her movements seldom exhibited any surplus energy. Her work was poorly done and scarcely ever finished within the allotted time. She had an I.Q. of 131 and had been told at home that she was highly intelligent; she seemed to be depending on that score to take care of her assigned work.

While in class, Elsie was the object of belittling comments from members of the group; but they seemed to have little effect on her. Since her father was a former member of the faculty, she felt superior to the others in school. Many of her friends were attracted to her because she had a generous allowance which she spend freely.

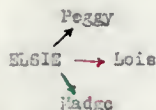
Work 1



Play 1



Work 2



Play 2

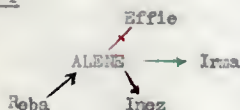
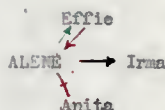


In the first set of work choices Elsie was not chosen by anyone. In the second set of work choices she was still not chosen. All three of her preferences remained constant in both sets of work choices, but she was isolated.

In the first set of play choices her first choice was returned with a second choice. In the second set of work choices this same mutuality was

repeated. Otherwise she was not chosen. This one girl with whom the degree of mutuality existed said, "I like to go with Elsie because she has a big allowance. She buys me sodas." Two of Elsie's preferences remained constant. Elsie's different behavior was not attractive to the girls. The cases in which she was accepted seemed to be influenced by her generous allowance.

Alene. Alene was an average sized girl with pretty eyes and coquettish manner. She worked quickly but was not thorough in her work. Her main ambition seemed to be to finish a project. At times she showed irresponsibility and flightiness. When her suggestions were not accepted readily she pouted. She boasted to the girls of her popularity with the boys.

Work 1Play 1Work 2Play 2

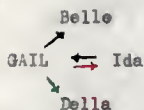
In the first set of work choices Alene had a mutual first choice and her second choice was returned with a third preference. In the second set of work choices Alene had a mutual first choice and a mutual second choice. Her third choice was returned with a degree of mutuality. She also received two second choices.

The sociogram indicates that her acceptance increased in the second set of choices although she was accepted in the first set. Only one of her choices remained constant in both sets of choices. Her cuts, coquettish manner was attractive to members of her group.

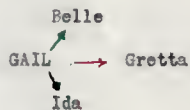
Gail. Gail was a small girl with big brown eyes. She was very quiet and

shy. Her quoting of bits of philosophy such as, "If a thing is worth doing, it is worth doing well", was characteristic of her. Although her work was not skillfully done, she put forth much effort on it. She made her decisions systematically by weighing the disadvantages against the advantages, a method which made her seem old for her years. She laughed good naturedly when she made a mistake and would say, "Wae'n't that silly?"

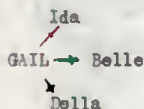
Work 1



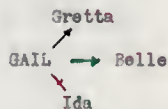
Play 1



Work 2



Play 2



In the first set of choices Gail received a third choice in return for her first preference. In the second set of work choices she had a mutual first choice with the same girl who chose her in the first set of work choices. In both sets of choices all three of her preferences remained constant. Apparently she was not well accepted in the work group.

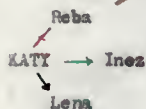
In the first set of play choices Gail was not chosen by anyone. In the second set of choices she had a mutual first choice with the same girl who chose her in the work groups. She was not well accepted in the play group, but all three of her preferences remained constant in both sets of play choices.

Her fixation on her home and quaint philosophy made her different from her group, so the girls seemed to consider her interesting, but only one preferred her for a work partner.

Katy. Katy was a large awkward girl with big blue eyes and a long blonde braid. She had a slight speech defect and acted self conscious when she talked

before a group of people. Her muscular coordination was not well developed so that she did poor handwork. She argued with others in the group over trivial matters for her own entertainment. Her poor use of time kept her from having her work in when it was due. When reminded to work she would say, "This is the only chance I have to talk; nobody at home will listen to me."

Work 1



Play 1



Work 2



Play 2



In the first set of play choices Katy had a mutual first choice. In the second set of choices the same mutual first choice appeared. This was the only preference that remained constant in both sets of choices.

In the first set of play choices she received a third choice but no mutuality was evident. In the second set of play choices two choices showed a degree of mutuality. She also received a first choice and a third choice. Two of her preferences were the same in both sets of play choices. Katy gained in acceptance in her social group in the second set of choices. Her nervousness and self-consciousness may have been responsible for a lack of group acceptance. No reason was evident for her sudden increase in recognition in the second play test.

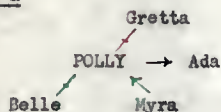
Folly. Folly was a small blonde girl who had an abundance of energy. She talked incessantly about almost anything of a conversational nature. Her comments were clever but not smart. Her independence and determination to succeed distinguished her from the others in the group. She was nearly always on the go and thinking of something to do. Her desire for action seemed to inter-

ferred with her progress in work. Her hand skills were not were not well developed.

Work 1



Work 2



Play 1



Play 2



In the first set of work choices each of Polly's preferences showed mutuality. She also received a third choice. In the second set of work choices she had a mutual first choice and a mutual second choice. She also received a second choice. In the second set the mutuality had decreased, but she was still accepted. Two of her preferences remained constant in both groups.

In the first set of play choices she had a mutual first choice but no other mutuality appeared. She received a first and a second choice. In the second set of play choices only one choice showed mutuality. The mutuality was with the same girl with whom she had a mutual choice in the first set of play choices and both sets of work choices. She also received a second and a third choice. Two of her preferences remained constant in both sets of play choices. She was not well accepted by the girls whom she preferred. Her independence in work and play set her apart from the other girls and gave evidence of more maturity.

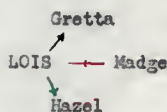
Lois. Lois was a small girl with white skin, black hair, and snappy black eyes. She was neat and dainty in her appearance and her clothes emphasized her daintiness. Frequently she wrote verses about people or incidents and asked

to recite them to the class. Any catchy song or ditty seemed to hold her attention. She had a vivid imagination and used it freely. Lois often spoke with pride of the things Grandmother knew how to do. She and her mother were living with Grandmother while Lois's father was away at war. Her work was well done with above average speed. She attended dancing class but was not enthusiastic about it.

Work 1



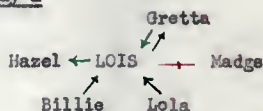
Play 1



Work 2



Play 2



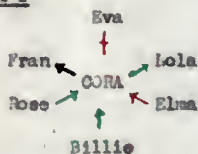
In the first set of work choices Lois had a mutual first choice and a mutual second choice. She also received a third choice. In the second set of work choices she had a mutual first choice and another that showed a degree of mutuality. She also received a second and a first choice. Only one of her preferences remained constant in both sets of choices. Evidently she was accepted in the work group.

In the first set of play choices she had a mutual first choice. In the second set of play choices she received the same mutual first choice that she received in the first set. She had one other choice that showed mutuality and two third choices. She gained in acceptance in the second set of play choices. All three of her play choices remained constant in both sets. Evidently she was more sure of her play preferences than she was her work preferences.

Lois seemed to concentrate on a few people for friends and did not care about attracting others. However she was congenial with the whole group.

Cora. Cora was an average sized girl with dark hair and skin and blue eyes. One's first impression of her was that she was tense and seldom at ease. After she became acquainted with the group she seemed to feel more secure. She moved to Clark just before school started in the fall. She had attended a small school. She was conscientious about her work, and she showed obvious pleasure in constructing and wearing a garment she had made. She played the piano well and appeared on several assembly programs as a soloist or accompanist.

Work 1



Work 2



Play 1



Play 2



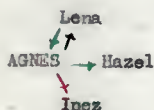
In the first set of work choices Cora had a mutual first choice but none of her other choices was returned. She received a first choice and two second choices. In the second set of work choices all of her choices showed mutuality. This would indicate that she had gained in acceptance as a work partner. Only one of her preferences remained constant in both sets of work choices.

In the first set of play choices she had a mutual third choice. She also received three first choices, one second choice, and one third choice. In the second set of play choices two showed mutuality. She received a first, two second, and one third choice. Only one of her choices remained constant in

both sets of play choices. Her acceptance increased in the second set of play choices just as it increased in the work choices.

Agnes. Agnes was average sized and had unusually dark skin and black hair. She was attractive and dressed becomingly. She seemed insecure and giggled nervously to cover up her insecurity. Her enthusiasm for her work fluctuated from day to day. She gave the impression of having had repeated failures although she seemed capable of doing good work. Before attending school in Clark she went to a rural school. In reference to the rural school she said, "I hated it and Mama said never to tell anyone why I quit." This secret which she must keep may be the reason for her insecurity and sense of guilt.

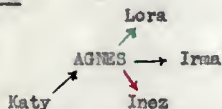
Work 1



Play 1



Work 2



Play 2



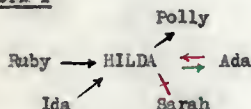
In the first set of work choices Agnes had only one choice that showed mutuality. In the second set of work choices she received a third choice, but no mutuality appeared. Only her first preference remained the same in both sets of work choices. She was not well accepted in her work group in the first set, and her acceptance decreased in the second set of choices.

In the first set of play choices Agnes had a mutual first choice. In the second set she had a mutual first choice and a choice that showed a degree of mutuality. Only one of her preferences appeared in both sets of play choices. She was accepted in the play better than she was in the work group. Her variability in preferences may have had some bearing on the insecurity that

she frequently exhibited.

Hilda. Hilda was a tall person with curly brown hair and soft blue eyes. She was self conscious about her height and wished she were shorter. She said, "I am taller than my brother." She was conscientious about doing the required class work, but she showed little ambition for doing anything in addition. Her willingness to cooperate with the teacher's suggestions made her a good class member, but she lacked initiative to do anything on her own which was not suggested. Her conversation lacked spontaneity.

Work 1



Play 1



Work 2



Play 2

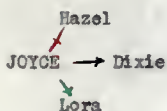


In the first set of work choices Hilda had a mutual first choice and another choice that showed mutuality. She also received two third choices. In the second set of work preferences each of her choicees exhibited mutuality. She also received a second and a third choice. Only one of her choices remained constant in both sets. Apparently her acceptance increased in the second set so that she was well accepted.

In the first set of play choices she had three mutual choices. She also received a first, a second, and a third choice. In the second set of choices she had only one mutual choice. She received three first choices, and a third choice. Two of her preferences remained constant in both sets of choices. On the basis of mutuality Hilda was not well accepted in the second set, but she was chosen by four people besides her mutual choice.

Joyce. Joyce was a frail looking blonde girl, but she appeared to have good health in spite of her frail appearance. She seemed to feel superior because she had lived on an army reservation. She behaved in an affected manner and had a dramatic way of talking. Her conversation was usually about boys. She did her work as well as the average in her group and did it with average speed.

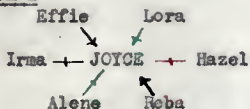
Work 1



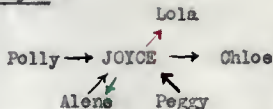
Play 1



Work 2



Play 2



In the first set of work choices Joyce had one first choice. In the second set of work choices she had three mutual choices. She also received a second choice and two third choices. This indicates that Joyce gained in acceptance in the second set of choices. Only one of her preferences remained constant in both sets of choices.

In the first set of play choices only one choice showed mutuality. She also received a first choice and three third choices. In the second set of play choices only one choice showed mutuality. She also received two third choices. None of her choices remained the same in both sets. Joyce was not well accepted in the play group. Her variability in play choices may indicate she was not satisfied with her acceptance. She was accepted better in the work group than she was in the play group.

Gretta. Gretta was an average sized girl and one's first impression was that she was not attractive looking. Although she was well dressed, she was

not neat about her appearance. She was nearly always on the go. Her enthusiasm for doing work made her want to do too many things to do anything well. She tried to live up to the high ideals that her parents had set up, but frequently she fell short of the goals. Gretta became easily excited.

Work 1



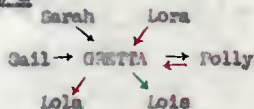
Play 1



Work 2



Play 2



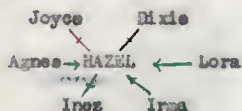
In the first set of work choices Gretta received some degree of mutuality in all of her choices. She also received a first and a third choice. In the second set of work choices, two of her choices showed mutuality. She also received a first choice. Two of her choices remained constant in both sets of work choices. She was apparently well accepted in her work group.

In the first set of play choices, Gretta had some degree of mutuality in all of her choices. She also received a first choice, a second, and three third choices. In the second set of choices she had only one choice that showed any degree of mutuality. She also received a first choice and two third choices. Two of the choices remained constant in both play tests. Her acceptance decreased in the second set. The decrease in acceptance was due in part to her conflict in trying to adjust her behavior to the standards of her parents and to the standards of her age group.

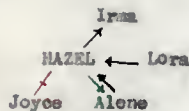
Hazel. Hazel was a short chubby girl with black curly hair. She had an abundant amount of energy, but she was restrained in her actions. Around people

who were not her close friends she was very quiet. She was definitely interested in boys and blushed self consciously when her boy friend's name was mentioned. Her repeated successes had made her feel that any failure was a disgrace.

Work 1



Work 2



Play 1



Play 2

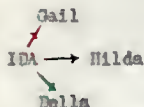


In the first set of work choices Hazel had three mutual choices. She also received three second choices. In the second set of choices she had two choices which showed mutuality and she received a third choice. Only one of her choices remained constant in both sets of choices. The sociogram indicates that she was well accepted as a work partner.

In the first set of play choices Hazel had some degree of mutuality in all three of her choices. She also received three second choices and three third choices. In the second set of play choices she had two mutual choices, a first and a second. She also received three second choices and two third choices. Two of her choices remained the same in both sets of play choices. Her acceptance decreased slightly but she was still well accepted in the play group. Her enthusiasm for group activity made her well accepted in both work and play groups.

Ida. Ida was a shy, quiet girl, average sized, with dark coloring. She was serious and conscientious about her work and seldom laughed spontaneously or seemed excited. She was willing to cooperate with the group in an activity, but she did not show much enthusiasm. Attention directed toward her alone seemed to embarrass her.

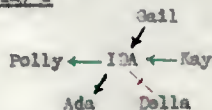
Work 1



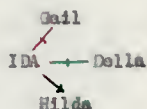
Work 2



Play 1



Play 2



In the first set of work choices Ida had one mutual first choice. In the second set of work choices Ida showed some mutuality in each of her choices. She also received a third choice. Evidently her acceptance had increased in the second set until she was well accepted as a work partner. All of her choices remained constant in both sets of work choices.

In the first set of play choices Ida had a mutual first choice and received a second and a third choices. In the second set of play choices she had a mutual first choice and a mutual second choice. Only one of her choices remained constant in both tests. Her acceptance increased in the second set but showed as much acceptance for a play partner as the choices for work partner showed. Her quiet, withdrawing manner kept her from being accepted readily.

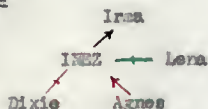
Inez. Inez was a large girl with medium brown hair and ordinary features. She was noticeable in her group for her loud voice and boastful manner. She did her work well and finished ahead of the class. Sports that required

vigorous action were attractive to Inez. She was proud of the things she could do and mentioned them frequently.

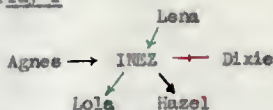
Work 1



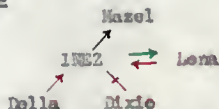
Work 2



Play 1



Play 2

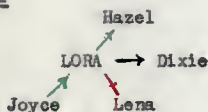
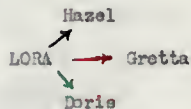


In the first set of work choices Inez had three mutual choices and also received a first, a second, and two third choices. In the second set she had mutual first and second choices and received a first choice. This would indicate that she was well accepted by the work group but that her acceptance decreased in the second set of choices. Two of the choices remained constant in both sets of choices.

In the first set of play choices Inez had a mutual first choice and received a second and a third choice. In the second set of play choices the same mutual first choice appeared, and her second choice was returned with a first choice. She received another first choice. Her acceptance increased in regard to mutuality in the play choices. Two remained constant in both sets. The sociogram indicates that she was accepted better as a work partner than as a play partner. Her loud boastful manner made her noticeable to the girls at first, but the impression became less favorable after they were better acquainted.

Lora. Lora was a robust girl with brown hair and dark skin. She was enthusiastic about her friends and her work. She made an effort to speak to people and be friendly. She was becomingly dressed and proud of her clothes.

She frequently said to the teachers, "How do you like my new dress?" She belonged to the Scouts but did not seem enthusiastic about the organization. From her comments one could tell that she admired her family, especially her sister who was in senior high school. She played an instrument in the activity band and hoped she could play well enough next year to be in the big school band.

Work 1Play 1Work 2Play 2

In the first set of work choices Lora had a mutual first choice. She also received a second choice. In the second set of work choices she received a second choice but no mutuality appeared. This would indicate that she was not well accepted in the first set of choices, and she declined in acceptance in the second set of choices. Two of her choices remained constant in both sets of choices.

In the first set of play choices one of her preferences showed mutuality. In the second set of play choices she was not chosen by anyone. This socio-graph indicates that she was not accepted in the play group any more than she was accepted in the work group. No reason was apparent for her lack of acceptance other than perhaps the fact that she showed more independence than the other members of the group.

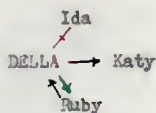
Della. Della was a chubby girl with dark hair and oily skin. She seemed to lack energy and ambition for both work and play. She was absent from school frequently because of illness. Della scarcely ever exhibited any enthusiasm for

her work, but she was cooperative in carrying out suggestions made by the teacher. Unless attention was especially focused on Della, one would not be aware of her presence in the group.

Work 1



Play 1



Work 2



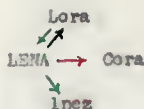
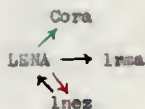
Play 2



In the first set of work choices Della received a second and a third choice and had another choice which showed mutuality. In the second set of work choices she had a mutual first choice and received a second choice. This indicates that she was not well accepted in the work group. None of her preferences appeared in both sets of choices.

In the first set of play choices Della had a mutual first choice and another choice that showed a degree of mutuality. In the second set of choices she had a mutual second choice and received another second choice. This indicates that Della was well accepted in the first set of play choices, but her acceptance decreased until she was not well accepted in the second set. Two of her choices remained constant in both sets of choices. Her frequent absence and quiet manner kept many of the girls from knowing her.

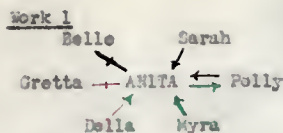
Lena. Lena was a tall girl with bushy black hair and blue eyes. She had a shy coquettish smile that seemed spontaneous. At times she was self conscious and seemed confused as to what she should do. She did her work with average speed and skill. Lena seemed to want to talk with people but she did not know what to say or how to introduce her conversation.

Work 1Play 1Work 2Play 2

In the first set of work choices Lena had mutual first and third choices and her second choice showed a degree of mutuality. She also received a third choice. In the second set of choices she had a mutual second choice and a degree of mutuality in her third choice. She also received a first choice. This indicates that she was well accepted in the work group. Only one of her choices remained constant in both sets of choices.

In the play group the first set of choices showed one preference with a degree of mutuality. In the second set of play choices Lena also had a choice that showed mutuality. She was not so well accepted in the play group as she was in the work group. Two of her choices remained constant. Her shyness kept her from being accepted in spontaneous groups, but she felt less restrained in the smaller work group.

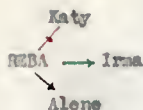
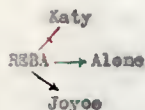
Anita. Anita was an average sized girl with brown hair and snappy black eyes. She was alert and had a spontaneous smile. Her movements were quick and graceful. Her work was well done and finished quickly. She finished two projects besides those required for the group. She also started one that she wanted to finish during the summer.



In the first set of work choices Anita had mutual first and third choices; her second choices showed a degree of mutuality. She also received two second choices and a third choice. In the second set of work choices all showed a degree of mutuality, and she received a first choice. Two choices remained constant in both sets. Apparently she was well accepted in both sets of work choices.

In the first set of play choices Anita had a mutual first choice and a second choice showed a degree of mutuality. She also received three second choices and a third choice. In the second set of play choices she had mutual first and second choices and received a second and a third choice. This indicates that she was well accepted in the play group. Two of her choices remained constant in both sets of play choices. Anita's alertness and spontaneous smile made her interesting to the other girls.

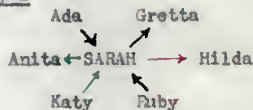
Reba. Reba was a small girl with unattractive coloring and features. Her clothes usually needed repair and her hands and face were dirty. Frequently she was absent from school for several days at a time. Her work was poorly done. When she was asked to correct her mistakes or try to improve, she acted as if she were insulted. Frequently she spoke of the girls in a condescending manner.

Work 1Play 1Work 2Play 2

In the first set of work choices Reba had a mutual first choice. In the second set of work choices she had the same mutual first choice. Two of her choices remained the same in both groups, but apparently she was not well accepted in the work group.

In the first set of play choices one of Reba's choices showed mutuality. In the second set of play choices she had a mutual first choice and another choice showed a degree of mutuality. She also received a second choice. This indicates that she was accepted in the first set of choices and gained in acceptance in the second set of choices. Only one of her preferences remained constant in both sets. Apparently she was better accepted as a play partner than as a work partner. Her condescending manner and carelessness about personal appearance kept her from being accepted by many of the girls.

Sarah. Sarah was a little girl with fair skin, blue eyes, and blonde hair. Her spontaneous, radiant smile with big dimples attracted attention to her. She was quiet and seemed bashful about taking part in group activity. Occasionally she spoke of her family, but she was especially proud of her baby brother. One of her extra projects was a pair of rompers for her brother. She did her work carefully and quickly and showed definite improvement. Her cousin who was in the seventh grade was her best friend.

Work 1Play 1Work 2Play 2

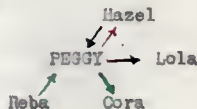
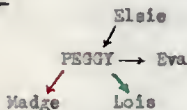
In the first set of work choices Sarah had mutual first and second choices and received a first choice and a third choice. In the second set of choices she had the same mutual first choice and her second choice showed a degree of mutuality with the same girl who was her second mutual preference in the first set of work choices. She also received two second choices and two third choices. Two of her choices remained constant in both tests. Apparently she was well accepted in the work group.

In the first set of play choices she had mutual first and third choices and received a second and third choice. In the second set of choices none of her choices showed mutuality, but she received a second choice and two third choices. Two of her choices remained constant in both sets of preferences. Her acceptance in the play group decreased until she had no mutuality in the second set.

Possibly her association with girls in Group A outside of class may have contributed to her lack of acceptance in the play group. Her cheery smile made her noticeable to several in the group.

Peggy. Peggy was conspicuous for her bold manner. She had attractive brown eyes and dark hair. Her frequent outbursts of temper set her aside from the group. Such words as "detest", "adore", and "idolize" were common in her vocabulary. She openly challenged authority and defied anyone to correct her.

Her work was poorly done and showed lack of effort. When the teacher suggested that she should try harder, she would reply, "It just wouldn't do any good. I just can't sew."

Work 1Play 1Work 2Play 2

In the first set of work choices Peggy had a mutual second choice and a first choice that showed a degree of mutuality. She also received a first choice. In the second set of work choices she received a third choice, but no mutuality appeared. This indicates that her acceptance declined until she was not accepted for a work partner. Two of her choices remained constant in both tests.

In the first set of play choices one of her choices showed a degree of mutuality and she also received a second choice. In the second set she had a mutual first choice and another of her choices showed a degree of mutuality. She also received two third choices. None of her choices were constant. The sociogram indicates that her acceptance increased in the second set of play choices and that she was better accepted as a play partner than as a work partner. Her attitude of not caring about her work and her frequent outbursts of temper may have been responsible for her lack of acceptance in the work group.

Nina. Nina was a short, chubby girl with black hair and big gray eyes. Her expression was serious and hardly ever changed into a real smile. She was

quiet and seemed too bashful to talk although she was urged to do so. She did good work and seemed interested in it although she did not exhibit any enthusiasm. When she was complimented on something she had done well, she would smile shyly and duck her head. She was poorly dressed and was embarrassed about not having her material and equipment for class when it was due. She seemed to feel inferior to others in the group.

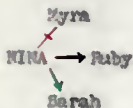
Work 1



Play 1



Work 2



Play 2



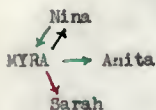
In the first set of work choices Nina had only one choice that showed any degree of mutuality. In the second set of choices she had a mutual first choice with this same girl. Two of her choices remained constant in both sets of preferences. Apparently she was not well accepted in the work group.

In the first set of play choices Nina had a mutual first choice and received a third choice. In the second set of choices she was not chosen. None of her choices remained constant in both sets of play choices. Apparently she was not well accepted in the play group in the first set of preferences and not accepted at all in the second set. Her unusual bashfulness in the group may have kept others from knowing her and wanting her for a play partner.

Myra. Myra was a small person with long black stringy hair and freckled skin. Her speech had a nasal tone and was difficult to understand. Apparently she was not interested in any part of school for she seemed to put forth little effort. She was irresponsible and seemed to need much encouragement and help. She missed school frequently for no apparent reason. When she received a fail-

ure slip, she became angry and insisted she did not deserve it.

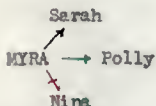
Work 1



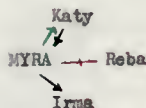
Play 1



Work 2



Play 2



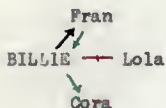
In the first set of work choices only one of Myra's preferences showed mutuality. In the second set of choices she had a mutual first choice. Two of her choices remained constant in both tests. She was apparently not well accepted in the work group.

In the first set of play choices Myra had a mutual first choice and her third choice showed a degree of mutuality. In the second set of play choices she had a mutual first choice and her second choice showed a degree of mutuality. Only one of her preferences remained constant in both sets of choices. Apparently she was well accepted in the play group. Her frequent absence from school and her careless impudent manner made her unattractive to both work and play groups.

Billie. Billie was an average sized girl with short black hair and snappy black eyes. She was attractive and energetic and was always looking for ways to have fun. Her ideas were original and showed independent thinking. Her differentness may be responsible for the readiness with which she was accepted by the group. She was usually in the center of a group at either work or play and with both boys and girls. Her ability to sing, dance, and play the piano helped her to fit into a social group. Her mother had been working outside the home, so Billie took a great deal of responsibility willingly. It was her

duty to get the evening meal and be responsible for keeping her clothes in order during the week. Her school work seemed easy for her, but she finished her projects rather slowly.

Work 1



Play 1



Work 2



Play 2



In the first set of work choices Billie had a mutual first choice and her third choice showed a degree of mutuality. In the second set of choices she had a mutual first choice and a mutual third choice. She received two third choices. Only one of her preferences remained steady in both sets of work choices. Apparently she was well accepted as a work partner.

In the first set of play choices she received a third choice and had a mutual first choice. In the second set of choices she had a mutual first choice, showed some degree of mutuality in her second choice, and received a first and third choice. Only one of her choices remained constant. She was evidently not well accepted in the first set of play choices, but she gained acceptance in the second set.

Her sociogram does not agree with her apparent acceptance in the group when she was observed. This may be due to her independence and ability to "steal the show". Perhaps being accepted in a group is different from being accepted as a partner.

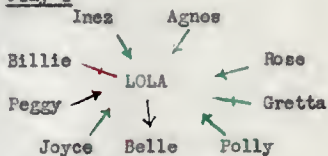
Lola. Lola was a tall attractive girl with long brown hair and big brown eyes. She was two years older than the other girls in her group and

seemed more mature. She had taken private voice lessons for several years and sang well. Her ideals were high. Lola had had quite a lot of experience in sewing and had developed more skill than the others. Her father had a cleaning and tailoring shop. Often Lola took the responsibility of the shop when her parents found it necessary to be out of town.

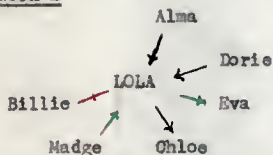
Work 1



Play 1



Work 2



Play 2

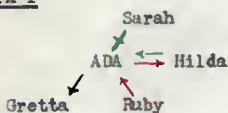


In the first set of work choices Lola had mutual first and third choices, and her second choice showed a degree of mutuality. She also received three third choices. In the second set of work choices she had a mutual first choice and two third choices. Her acceptance as a work partner decreased in the second set possibly because she was so much more skilled than the girls who chose her in the first set of choices. Only one preference remained constant in both sets of choices.

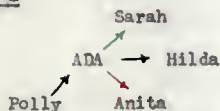
In the first set of play choices Lola had mutual first and second choices and received five second choices and a third choice. In the second set of choices she had two preferences that showed a degree of mutuality. She also received three first choices and two second choices. Only one of her choices remained constant in both sets of preferences. Her sociogram indicates that she was well accepted in the play group. Her sociogram indicates more admiration than acceptance.

Ada. Ada was a bashful girl, average sized with ordinary features and coloring. She was nervous and cried easily. Frequently she was absent from school because of illness. She made a conscientious effort to do her work correctly, but her skill at handwork was not well developed. She was the youngest child and only girl in a family of eight children. Occasionally she spoke something of her brothers.

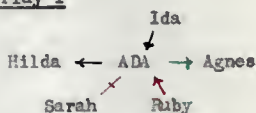
Work 1



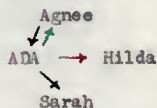
Work 2



Play 1



Play 2



In the first set of work choices Ada had a mutual second choice and her first choice showed a degree of mutuality. She also received a first choice. In the second set of work choices only one of her choices showed any mutuality, but she received a third choice. Two of her choices remained constant in both sets of preferences. The sociogram indicates that she was well accepted in the first set of choices. Although her acceptance decreased in the second set, she was still accepted.

In the first set of play choices she had mutual first and third choices. She also received a first and a third choice. In the second set of play choices she had only one choice that showed any degree of mutuality. All of her choices remained the same in both tests. Her acceptance decreased in the play group just as it did in the work group. Perhaps this decrease in acceptance is due to her frequent absence from the group because of illness. Her bashfulness and quiet manner made her unnoticed in the group and therefore the girls were unaware of her presence.

Rose. Rose was an average sized girl with long reddish brown hair and faded blue eyes. Her clothes seemed old fashioned and drab. Rose was curt in her speech and seemed snarly in her attitude toward others. Her sister just older was very thorough and careful about her work. Rose said she wanted to be like her sister, but she did not put forth the necessary effort. Rose's work continued to be about average quality. Her mother scolded her for not doing so well as her sister. She had speed, originality, and initiative. One of her extra projects was a buffet set for which she worked out her own design.

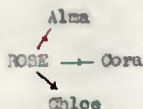
Work 1



Play 1



Work 2



Play 2



In the first set of work choices only one of Rose's choices showed any mutuality. In the second set of choices Rose had mutual first and second choices. Two of her choices remained constant in both sets of preferences. She was not well accepted in the first set of choices, but her acceptance increased in the second set of choices until she was well accepted according to mutuality.

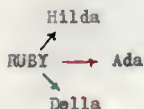
In the first set of play choices Rose had only one choice that showed any degree of mutuality. In the second set of play choices none of her preferences showed any mutuality, but she received a first choice. She was not well accepted in the first set and that acceptance decreased in the second set of play choices. Two of her preferences remained constant.

Rose was accepted better in the work group than she was in the play group.

Her home environment seemed to stand in her way and conflict with what she wanted to do. This made her appear restrained and tense.

Ruby. Ruby was a large girl with coarse features. Her spontaneous smile and clever little chuckles were characteristic of her. She seemed eager to talk with people but had trouble thinking of things to talk about. Frequently when she was in a group her face had an inquiring expression, but she was restrained about asking questions. Her projects were neat and well done. Her frequent absence from school made it necessary for her to put in extra time. The more difficult the problems were the more fascinated she seemed with doing the work.

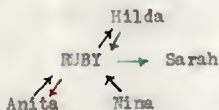
Work 1



Play 1



Play 2



In the first set of play choices Ruby was not chosen by anyone. In the second set of work choices two of her preferences showed a degree of mutuality. Only one of her choices remained constant in both sets of preferences. Evidently she gained in acceptance during the 12 weeks until she was well accepted in the work group.

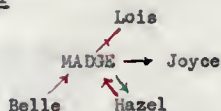
In the first set of play choices only one of her choices showed any degree of mutuality. In the second set of play choices she was not chosen by any of the girls. This indicates that she was not accepted in the play group. Two of her preferences remained constant in both sets of play choices. Ruby lacked technique for entering into group activity and therefore failed to gain acceptance.

Madge. Madge, a chubby little girl with brown hair and soft blue eyes always seemed calm and relaxed. Her conversation and point of view was usually stimulating. She was popular with the boys, but she never bragged about her popularity. Although Madge was about the same age as the others in the group, she seemed more mature socially. She was careful about details in her work. Her interest in doing her work right was shown by her frequently asking the teacher, "What do you think is the best way to do this?" She always seemed willing to cooperate in an activity upon which the group decided.

Work 1



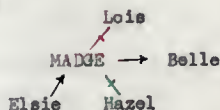
Play 1



Work 2



Play 2

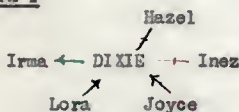


In the first set of work choices Madge had mutual first and third preferences. Her second choice showed a degree of mutuality. She also received a second choice. In the second set of choices she had her same mutual first choice. She also received a first and a third choice. Her acceptance decreased in the second set of choices, but she was apparently still accepted. Two of her choices remained constant in both sets of preferences.

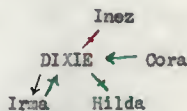
In the first set of play choices Madge had a mutual first choice and her second choice showed a degree of mutuality. She also received a first choice. In the second set of choices she had mutual first and second choices and received a third choice. Apparently she was well accepted in her play group. Two of her choices remained constant in both tests. Madge's mature, thorough way of doing work made her different. She was chosen but did not show many instances of mutuality.

Dixie. Dixie was an average sized girl with brown hair and eyes. Her abundant energy was evident in her quick movements. She took cornet lessons and won the junior high school music award for outstanding work during the year. Her hobby was collecting little china horsees. At her farm home she had three ponies that she was fond of riding. Her vocational ambition was to be a veterinary. Dixie was enthusiastic about her school work but obviously did it to earn a grade. Frequently she would say, "Will I get a better grade if I change this?"

Work 1



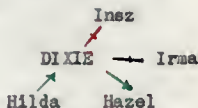
Play 1



Work 2



Play 2

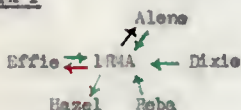


In the first set of work choices Dixie had mutual first and third choices and received two third choices. In the second set of work choices she had the same mutual choice from Inez, and her second choice showed some degree of mutuality. She also received a second choice. Two of her preferences appeared the same in both sets of choices. Apparently she was well established in her work group.

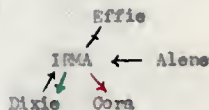
In the first set of play choices she had a mutual first choice and a mutual second choice. The third choice showed a degree of mutuality. She also received a second choice. In the second set of play choices she had mutual first and third choices and received a second choice. Two of her choices remained constant in both sets of play choices. The mutual first choice with Inez was in both sets of work and play choices. Her ambition was stimulating so that the girls found her interesting to know.

Irma. Irma was a short roly-poly girl with medium brown hair that she wore in pigtales that made her look different. She was light hearted and giggled spontaneously. Her work was mildly interesting to her, but she appeared more interested in what her neighbors in class talked about. Frequently she would seem to be just sitting absorbed in what was going on around her. When she was reminded to get to work she would laugh and say, "I forgot about what I was doing." Her work was not well done and hardly ever finished before it was due and sometimes after it was due.

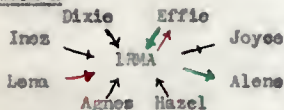
Work 1



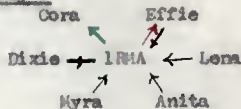
Play 1



Work 2



Play 2



In the first set of work choices Irma had two choices that showed a degree of mutuality. She also received two second choices. In the second set of work choices she had a mutual third choice and her first choice showed a degree of mutuality. She also received a first choice and four third choices. Two of her choices remained constant in both sets of work preferences. Apparently she was well accepted in the work group.

In the first set of play choices she had a mutual third choice, and her second choice showed a degree of mutuality. She also received a third choice. In the second set of play choices she had a mutual third choice and her first choice showed a degree of mutuality. She also received three third choices. All three of her choices remained constant in both sets of preferences. Apparently she was well accepted in the play group as well as in the work

group. Her jovial manner seemed contagious so that the girls liked to be with her.

DISCUSSION

Group A

The first group studied, Group A, was 35 seventh grade girls whose I.Q. median was 96 and mode was 97. The girls averaged 12 years of age and were of average size. They tended to come from a low income group.

Each girl's relationship to the group was judged by the number of choices received, the number of mutual choices, the order of preference, and the constancy of choice. In the work tests five girls had six cases of mutuality; four had five cases; seven had four cases; eight had three cases; three had two cases; three had one case; and five had no cases of mutuality. This shows that one-seventh of the girls showed the highest possible mutuality, and one-seventh showed no cases of mutuality. Half of the thirty-five girls had at least four cases of mutuality in their relationships with the group while two-thirds had at least three cases of mutuality.

In the play group two girls had six cases of mutuality; six had five cases; five had four cases; four had three cases; nine had two cases; five had one case; and four had no cases of mutuality. Almost half of the group showed at least three cases of mutuality while one-ninth showed no mutuality of choices. In the distribution of mutuality in play choices there were no so many girls that showed a high number of mutualities as in the work group, but there were fewer instances of no mutuality. The limited number in the work group may have had some influence on the higher numbers of mutuality in work preferences than in play preferences.

Table 5. Showing instances of mutuality.
Each x represents one case of mutuality.

Name	Work 1	Work 2	Play 1	Play 2
Nan	xx	xx	xxx	xxx
Sue	x		x	x
Jo			x	x
Judy	xxx	xxx		xx
Lou	x	xx	x	x
Mary	xxx	xxx	xx	xx
May	xxx		xxx	xx
Nell	xx	x	x	x
Betty	xx	xx	x	
Ann				x
Jane	xxx	xx		x
Dot	xxx	xxx	x	x
Fay			x	
Jean	xxx		x	
Donna	xx	xxx	xxx	xx
Joy	xxx	x	xxx	xx
Bonnie	xx	x	xx	x
Iva	xxx	xxx	xx	xx
June	xxx	xxx	xxx	x
Pat	xxx	x	xxx	xxx
Joan	xxx	xxx	xx	xxx
Rita	x	x	xxx	xx
Marge	x	xxx	xxx	x
Ruth	xxx	xx	xx	xx
Jerry	x	x	x	x
Flo				
Beth	xx	xxx	xx	
Lucy	xx	x	xx	xxx
Carol	xxx	xx	x	
Grace		x		
Clare	xx	x	x	x
Celia	x		xx	x
Abbie	x	x	xx	x
Edna	xxx	xx	x	x

In the chart on mutuality of choices 20 girls showed that they were accepted in both work and play groups. However five more were accepted in the work group only, and four more were accepted in the play group only. Only six of the 20 were well accepted in work and play groups. Seven more were well accepted in the work group only, and five more were well accepted in the play group only. Two girls failed to have a mutual choice in both work tests and both play tests. Three girls were isolates and had no mutual choices.

In comparing the preferences for work partners with the preferences for play partners there was some tendency toward overlapping. Three girls had five cases in which their preferences for work and play partners overlapped; nine had four cases; nine had three cases; six had two cases; six had one case; two had none. Since over half of the girls showed an overlapping in either three or four of their work and play preferences they must have chosen work and play partners on the basis of personality need.

Although the girls ranged from being the oldest in the family to being the ninth child, nearly two-thirds of the group were first and second children. The number of children in the girls' families ranged from one to eleven. Half of the girls came from families of three or four children. The girl who was an only child was not accepted in either work or play groups, but this does not imply that this is true in all one child families. The others who were not accepted came from families in which the number of children was three, four, five, six, and eight. The girl who came from the family with eleven children was well accepted in her work group but not in her play group. Those girls who received the most choices came from families in which the number of children was two, three, four, six, and seven. Apparently the size of the girl's family and her placing in it were not factors in her friendships or the way she was accepted in the work and play groups.

The intelligence of the girls did not seem to be a factor in determining preferences since the group was arbitrarily divided on the basis of I.Q. distribution. Chronological age was also limited somewhat by the fact that the girls were classified in the seventh grade. Height and weight were not important factors since the group was average size. Condition of health seemed to have some influence on choice of friends although all but five of the 35 girls were in good health. The influence which seemed apparent was that those girls who

were ill and absent from school were left out when choices were made. Carol and Grace, especially, seemed left out of the group after their repeated absences. However Joan, Rita, and Joy had frequent colds but were not absent from school. These three girls were accepted in spite of their health.

The father's occupation was not an influential factor. Fifteen occupations were represented by the 35 families, but they nearly all could be classified as skilled labor. If the range of occupations had included more variety perhaps some influence would have been noted.

The home neighborhood of the girls did not seem to influence the choice of work and play partners except in a few instances. In these instances the girls were in outlying sections of town and came to school together. The previous grade school attended seemed to show more influence on the preferences than the home neighborhood. This apparent influence perhaps indicated that the girls were more comfortable with their past acquaintances, at least in the first set of sociometric tests. In the second set of tests there was evidence of more branching out in choices and fewer instances of stating preferences for girls in previous school groups. This may indicate that their acquaintance had broadened so that the girls found others that were more interesting to them and were more satisfying to their personality needs. Perhaps the trend is characterized by growth and security. Most of the girls still preferred some of their first preferences according to the constancy exhibited in the two sociometric tests for work and play groups. In the work groups five girls had three choices that remained constant in both work tests; thirteen kept two preferences constant; ten kept one; six kept none. In the play groups four girls kept three constant preferences; 20 kept two; six kept one; four kept none. The play group exhibited more constancy of preference, but their stability is evident in both work and play groups.

Behavior of the girls seemed to be an important factor in choice of friends. Girls whose behavior deviated noticeably from that of the other girls were not accepted by the group for either work or play. Ellen repeatedly deceived her parents, dressed conspicuously, was careless about personal habits, and finally was sent to reform school. Ann was frequently truant from school; she was antagonistic in class and made no attempt to be friendly with girls. She was either alone outside of school or with boys. Flo was absorbed in day dreams and always seemed so confused and insecure that she had no interest in what others were doing. Fay was a poor sport and lost her temper when she was teased. She frequently stressed how much her mother thought of her and seemed to be compensating for her lack of acceptance in the work and play groups. Evidently girls at this age want their companions to conform to the behavior norms of the group.

Those girls who were jovial, alert, energetic, and enthusiastic about group activity were the ones who received the most choices and showed the most mutuality of preference. Those who were withdrawn from the group, shy, and quiet were accepted in most cases but with less readiness than those mentioned above.

Table 6. Showing choices received in Group A.
 w represents work test. p represents play test.

Name		Choices							
		1	2	3	4	5	6	7	8
Nan	w 1								
	w 2								
	p 1								
	p 2								
Sue	w 1								
	w 2								
	p 1								
	p 2								
Jo	w 1								
	w 2								
	p 1								
	p 2								
Judy	w 1								
	w 2								
	p 1								
	p 2								
Lou	w 1								
	w 2								
	p 1								
	p 2								
Mary	w 1								
	w 2								
	p 1								
	p 2								
May	w 1								
	w 2								
	p 1								
	p 2								
Mell	w 1								
	w 2								
	p 1								
	p 2								
Betty	w 1								
	w 2								
	p 1								
	p 2								
Ann	w 1								
	w 2								
	p 1								
	p 2								
Jane	w 1								
	w 2								
	p 1								
	p 2								

Table 6. (cont.)

Name		Choices							
		1	2	3	4	5	6	7	8
Dot	w 1								
	w 2								
	p 1								
	p 2								
Fay	w 1								
	w 2								
	p 1								
	p 2								
Jean	w 1								
	w 2								
	p 1								
	p 2								
Donna	w 1								
	w 2								
	p 1								
	p 2								
Joy	w 1								
	w 2								
	p 1								
	p 2								
Ellen	w 1								
	w 2								
	p 1								
	p 2								
Bonnie	w 1								
	w 2								
	p 1								
	p 2								
Iva	w 1								
	w 2								
	p 1								
	p 2								
June	w 1								
	w 2								
	p 1								
	p 2								
Pat	w 1								
	w 2								
	p 1								
	p 2								
Joun	w 1								
	w 2								
	p 1								
	p 2								
Nita	w 1								
	w 2								
	p 1								
	p 2								

Table 6. (concl.)

Name		Choices							
		1	2	3	4	5	6	7	8
Marge	w 1	-----							
	w 2	-----	-----						
	p 1	-----	-----						
	p 2	-----	-----						
Ruth	w 1	-----	-----						
	w 2	-----	-----						
	p 1	-----	-----						
	p 2	-----	-----						
Jerry	w 1	-----							
	w 2	-----	-----						
	p 1	-----	-----						
	p 2	-----	-----						
Flo	w 1	-----							
	w 2	-----	-----						
	p 1	-----	-----						
	p 2	-----	-----						
Beth	w 1	-----	-----						
	w 2	-----	-----						
	p 1	-----	-----						
	p 2	-----	-----						
Lucy	w 1	-----	-----						
	w 2	-----	-----						
	p 1	-----	-----						
	p 2	-----	-----						
Carol	w 1	-----	-----						
	w 2	-----	-----						
	p 1	-----	-----						
	p 2	-----	-----						
Grace	w 1	-----	-----						
	w 2	-----	-----						
	p 1	-----	-----						
	p 2	-----	-----						
Clare	w 1	-----	-----						
	w 2	-----	-----						
	p 1	-----	-----						
	p 2	-----	-----						
Celia	w 1	-----	-----						
	w 2	-----	-----						
	p 1	-----	-----						
	p 2	-----	-----						
Abbie	w 1	-----	-----						
	w 2	-----	-----						
	p 1	-----	-----						
	p 2	-----	-----						
Edna	w 1	-----	-----						
	w 2	-----	-----						
	p 1	-----	-----						
	p 2	-----	-----						

Group B

Group B consisted of 37 seventh grade girls whose I.Q. median was 117 and whose mode was 117. The average age of the girls was 12 years. All were of average size and tended to come from the middle and higher income groups.

Each girl's relationship to the group was judged by the number of choices received, the number of mutual choices, the order of preference, and the constancy of choice. In the work group one girl had six cases of mutuality; seven had five cases; eleven had four cases; five had three cases; ten had two cases; two had one case; one had none. In the play choices one girl showed six cases of mutuality; three showed five cases; eight showed four cases; ten showed three cases; nine showed two cases; six showed one. Although the distribution of mutuality in play choices did not extend significantly into five or six cases, neither did it show any instances of no mutuality. In the work group there was a tendency toward more mutuality. The smaller group may have been responsible for this tendency since some people are better accepted in small groups.

In the accompanying table of instances of mutuality one may see that 25 girls were accepted in both work and play groups meaning that they received one mutual choice in each of four sociometric tests. Seven showed they were accepted in work groups only, while three showed they were accepted in play groups only. Six girls showed that they were well accepted in both work and play groups. Twelve showed they were well accepted in work groups only, while two showed they were well accepted in play groups only. None of the girls failed to receive at least one choice with a degree of mutuality. There were two girls who failed to be in both sets of play choices and in both sets of work choices. However they would not be considered isolates. According to

these results the girls are accepted better in work groups than in play groups. This may imply that the girls need help in meeting their social needs so they will gain acceptance in spontaneous social groups.

Table 7. Showing instances of mutuality.
Each x represents one case of mutuality.

Name	Work 1	Work 2	Play 1	Play 2
Alma	x	x	x	
Belle	xxx	xx	x	x
Doris	x	xx	x	xx
Chloe	xx	xx		xx
Effie	xx	xx	xxx	xxx
Eva	x	xxx	xx	x
Elsie			x	x
Alene	xxx	xx	xx	xxx
Gail	x	x		x
Katy	x	x		xx
Polly	xxx	xx	x	x
Lois	xx	xx	x	xx
Cora	x	xxx	x	xx
Agnes	x		x	xx
Hilda	xx	xxx	xxx	x
Joyce	x	xxx	x	x
Gretta	xxx	xx	xxx	x
Hazel	xxx	xx	xxx	xx
Ida	x	xxx	x	xx
Inez	xxx	xx	x	xx
Lora	x		x	
Della	x	x	x	x
Lena	xxx	xx	x	x
Anita	xxx	xxx	xx	xx
Reba	x	x	x	xx
Sarah	xx	xx	xx	
Peggy	xx		x	xx
Mina	x	x	x	
Myra	x	x	x	xx
Billie	xx	xx	x	xx
Lola	xxx	x	xx	xx
Ada	xx	x	xx	x
Rose	x	xx	x	
Ruby		x	x	
Madge	xxx	x	xx	xx
Dixie	xx	xx	xxx	xx
Irma	xx	xx	xx	xx

There was opportunity for overlapping in work and play choices. Three girls had five cases in which their work and play choices were the same; eleven had four cases; three had three cases; twelve had two cases; eight had one case. There were no instances of all six work and play choices being the same, nor were there any cases in which none of the choices overlapped in work and play.

The size of the families from which the girls came ranged from one to seven children per family with more than half one and two child families. The placing of the girl in her family ranged from the oldest child to the seventh child. Twenty-seven of the 37 girls were either oldest or next to the oldest in the family. However these characteristics did not prove important factors in work and play choices since the girls who received the highest number of choices came from families of one, two, or four children. Their placing in the family varied from the oldest child to the fourth child. The girls who received the least choices came from families of one, two, three, or five children. Their placing in the family varied from the oldest to the third child in the family.

The vocation of the girls' parents ranged from laborer to professional, but this did not seem to be a factor influencing choice of friends. The I.Q. was limited in the group since that was the basis for the selection of the class. Chronological age ranged from 11 years to 14, but it apparently did not affect friendship choices since the oldest and the youngest in the group were mutual friends and were accepted by the other members also.

The health of the girls seemed to be a factor in choice of friends. Nine girls in the group of 37 did not have good health and missed school frequently. All but two of these girls showed lack of group acceptance. Absence from the group seemed to segregate the girls from the others, so that they

were not accepted so well as those who attended school regularly.

Home neighborhood did not appear to be a factor since the girls' homes were located in all sections of town; their friendships were distributed among the girls without respect to home location.

The influence of friendships made during grade school could not be checked since these girls had all been in junior high school 12 weeks before the group was studied. In the work choices the girls tended to be constant in at least one or two of their preferences. Five had three constant preferences; 16 had two; 15 had one; and only one had none.

In the play group five had three constant preferences; 18 had two; 10 had one; and four had none. This indicates that there was more shifting and rearrangement in play than in work choices since only one girl did not have any constant preferences in work choices.

Behavior seemed to be an important factor in determining friendship choices. There were no complete isolates; however six of the 37 girls bordered on isolation. Three of these withdrew from the group so that few girls knew them well enough to prefer them to others as partners. One of the six talked almost constantly of her superior mental ability and held herself aloof from the others. Another was uninterested in what others were doing and seemed absorbed in the projects she undertook both in school and outside. The other girl also seemed to lack interest in what others were doing, but her main interest seemed to be a fixed relationship with her family and the responsibilities she had at home.

The girls who received the most choices were the ones who had cheery smiles, something interesting to say, genuine interests in what the other girls were doing. They had the technique of transferring interest outside themselves.

Table 8. Showing choices received in Group B.
 w represents work test. p represents play test.

Name		Choices							
		1	2	3	4	5	6	7	8
Elma	w 1	—							
	w 2	—							
	p 1	—							
	p 2	—							
Belle	w 1	—							
	w 2	—							
	p 1	—							
	p 2	—							
Doris	w 1	—							
	w 2	—							
	p 1	—							
	p 2	—							
Chloe	w 1	—							
	w 2	—							
	p 1	—							
	p 2	—							
Effie	w 1	—							
	w 2	—							
	p 1	—							
	p 2	—							
Eva	w 1	—							
	w 2	—							
	p 1	—							
	p 2	—							
Elsie	w 1	—							
	w 2	—							
	p 1	—							
	p 2	—							
Alene	w 1	—							
	w 2	—							
	p 1	—							
	p 2	—							
Gail	w 1	—							
	w 2	—							
	p 1	—							
	p 2	—							
Katy	w 1	—							
	w 2	—							
	p 1	—							
	p 2	—							
Polly	w 1	—							
	w 2	—							
	p 1	—							
	p 2	—							

Table 8 (cont.).

Name		Choices							
		1	2	3	4	5	6	7	8
Lois	w 1								
	w 2								
	p 1								
	p 2								
Cora	w 1								
	w 2								
	p 1								
	p 2								
Agnes	w 1								
	w 2								
	p 1								
	p 2								
Hilda	w 1								
	w 2								
	p 1								
	p 2								
Joyce	w 1								
	w 2								
	p 1								
	p 2								
Gretta	w 1								
	w 2								
	p 1								
	p 2								
Hazel	w 1								
	w 2								
	p 1								
	p 2								
Ida	w 1								
	w 2								
	p 1								
	p 2								
Inez	w 1								
	w 2								
	p 1								
	p 2								
Lora	w 1								
	w 2								
	p 1								
	p 2								
Della	w 1								
	w 2								
	p 1								
	p 2								
Lena	w 1								
	w 2								
	p 1								
	p 2								

Table 8 (cont.)

Name		Choices							
		1	2	3	4	5	6	7	8
Anita	w 1								
	w 2								
	p 1								
	p 2								
Reba	w 1								
	w 2								
	p 1								
	p 2								
Sarah	w 1								
	w 2								
	p 1								
	p 2								
Peggy	w 1								
	w 2								
	p 1								
	p 2								
Mira	w 1								
	w 2								
	p 1								
	p 2								
Lyra	w 1								
	w 2								
	p 1								
	p 2								
Billie	w 1								
	w 2								
	p 1								
	p 2								
Lola	w 1								
	w 2								
	p 1								
	p 2								
Ada	w 1								
	w 2								
	p 1								
	p 2								
Rosa	w 1								
	w 2								
	p 1								
	p 2								
Ruby	w 1								
	w 2								
	p 1								
	p 2								
Nudge	w 1								
	w 2								
	p 1								
	p 2								

Table 8. (concl.)

Name		Choices							
		1	2	3	4	5	6	7	8
Dixie	w 1								
	w 2								
	p 1								
	p 2								
Irma	w 1								
	w 2								
	p 1								
	p 2								

Comparison of Groups A and B

In the comparison of the two sections of the experimental group, the I.Q. of Group A ranged from 67 to 109 with a median of 96 and a mode of 97, while the I.Q. of Group B ranged from 100 to 154 with a median of 117 and a mode of 117. The average age of 12 years was the same for both groups. The median height for Group B was two inches more than for Group A. The median weight for Group B was two pounds more than that of Group A. This may be attributed to the fact that Group B was studied the second semester of the school year. If both groups had been studied simultaneously this difference in size might not have been noticeable.

There was less range in the fathers' occupations in Group A than in Group B. Most of Group A were in the lower income brackets while Group B ranged from some in the lower income group to the higher income group. However most of Group B was in the middle income level. Group B represented smaller families than did Group A.

In regard to mutuality there was a greater distribution of instances in Group A than in Group B. In Group A in the work choices five girls had six instances of mutuality, meaning that each choice these girls made for a work partner was returned with some degree of mutuality. This indicates a high degree of acceptance by the group. However five girls in Group A showed no degree of mutuality, meaning that they were not accepted by the group. In the work choices of Group B one girl had six instances of mutuality and one girl had no instance of mutuality. In work choices apparently more girls in Group B were accepted than in Group A, but the degree of acceptance did not go so high in Group B as in Group A.

In the play choices Group A had two girls with six instances of mutuality while Group B had one girl with six instances. Group A had four girls who had no mutual choices, but in Group B there were none without mutual choices. Apparently in the play choices all the girls in Group B were accepted while four in Group A failed to gain group acceptance.

The two groups did not show much difference when one considers the instances in which work and play choices overlapped. However in Group B there were no cases in which there was no overlapping in work and play preferences while in Group A there were two cases.

In comparing the constancy with which the girls chose their preferences, Group B appeared more steady than Group A for work choices. There was only one girl who had no constant choices in Group B while six had no constant choices in Group A. In the play groups there was no marked difference.

In both groups there was evidence that the girls needed help in gaining acceptance in the work and play groups, but there was more need of it in Group A. However in both groups some failed to receive choices in at least one of the sociometric tests.

The slowness with which Group A adjusted to the class situation and the readiness with which Group B made the adjustment may have been due to conditions under which the study was made. Group A had just come to a new school and had not had an opportunity to become acclimated to the new surroundings. In years before in grade school the group had remained fixed and had been promoted as a group. In junior high school the groups were broken up into six sections on the basis of I.Q.

SUMMARY AND CONCLUSIONS

Two groups of seventh grade girls were studied to observe the direction of their relationships, to compare the choice of partners in a work situation with the choice of partners in a play situation, and to examine the contributing factors that may be responsible for the choices.

The two groups studied were enrolled in junior high school clothing classes. Group A consisted of girls whose I.Q. median was 96 and mode was 97. Group B was made up of girls whose I.Q. median was 117 and mode was 117. Their average age was 12 years and their size and health normal. Background factors were taken from school records; other information was gained with sociometric tests, observation, and interviews. Each group was studied for an 18 week period, and then the two groups were compared.

Under the conditions of this study it was apparent that seventh grade girls need help in developing techniques for transferring interests outside themselves. Those who were isolated from the groups suffered from tension since they were not accepted by the group with which they were forced to associate six hours each day.

Work and play preferences do overlap and imply that these overlapping choices the girls made had real meaning in their personalities. The girls are constant in their preferences and know with whom they prefer to associate.

According to the results of this study I.Q. was not a factor in choosing friends; age within limits likewise did not seem to influence choice. Condition of health as it is related to school attendance is a factor since the girls tended to choose those who were in the group regularly.

The level of income and the occupation of the parent were not important

factors for the group. If these had any effect on the choices the evidence was not apparent. The size of the families and the placing of the girl in her family did not seem to influence the choice.

Behavior appeared as the most important factor in the choice of work and play partners. The girls who deviated radically from the average behavior of the group were isolated. The degree of acceptance varied according to the readiness with which the girls adjusted to the group.

The conclusions reached in this study add their support to the efforts of the teachers who strongly believe that there is an urgent need in schools for guidance and study of personality problems of students beginning at least as early as junior high school.

Too often guidance takes the easily understood, concrete meaning of vocational choice and vocational placement. There is as much need of analysis of the personal problems of students by conscientious, interested, understanding teachers as there is for vocational guidance.

This study has shown that the things over which the teacher has no control such as intelligence, income, and neighborhood environment have little to do with the matter of group adjustment. The behavior of students which is subject to guidance has much to do with group acceptance.

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APPENDIX

List your choices for a work partner in
the order of your preference.

1.

2.

3.

Signature _____

List your choices for a play partner in
the order of your preferences.

1.

2.

3.

Signature _____