A STUDY OF TYPES OF SOCIAL APPROACHES TO PEERS INITIATED BY NURSERY SCHOOL CHILDREN AND TYPES OF RESPONSES THEY ELICITED

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I. REVIEW OF LITERATURE

A.

Comparison of Former and Present Viewpoints Regarding Social Development of Children.

In former centuries a child was discouraged from having contemporaries about him, lest it distract him from carrying out the so-called necessities of life and education and lest they lead him outside the prescribed moral code of the culture. We now are becoming increasingly aware of the importance of peer relationships as a training ground for acquiring techniques for personal interaction in many phases of the individual's life, and for its influence on the development of satisfactory personality. From the mental health point of view, it would seem to be essential for every child and adult to have some close personal relationships with a contemporary (18).

Since Moreno's study (as referred to by Frankel - 9) on "Who Shall Survive", interpersonal relationships have become one of the most important and fruitful areas of investigation. Sociometric studies have been made in almost all areas of behavior, but few have been made in the period when interpersonal relationships are becoming established in the preschool years. In Frankel and Potashin's survey of presociometric and sociometric literature of social acceptance and friendship among children, it was noted that "the early studies (of preschool children) were concerned primarily with developing valid and reasonable methods of observing social behavior and only secondarily with observing children's play contacts". It was through these early studies that the significance of the preschool period was recognized

as a basis for satisfactory social and personal development. It is only in the last few years, however, that the dynamic concepts of sociometry have been applied to the study of the behavior of young children in their play groups. An important beginning in this field was made in 1942 by F.B. Moreno.

Edward Taylor (19) states that if we are to educate children to face a work-a-day world we must realize the importance of social acceptability in recreational situations, and in the enforced intimacy of marital living. He further states that when we acknowledge the responsibility of educating for social acceptance, we should be prepared to objectify and evaluate our progress in attaining this progress.

B.

Some Studies in Social Relationships of Children.

1. Studies in Methodology.

a. Methods by which social relationships were studied:

F.B. Moreno (as referred to by Frankel - 9), in working with preschool children, asked her subjects to name their preferred companions. Nine series of these verbal tests were then compared with observations of play contacts. In the studies of sociability by Arrington, Bott, Goodenough and Parten (as referred to by Frankel - 9), each child in the group was observed for a specific number of short intervals over a period of time, so that records could be made of the frequency and type of behavior and of the contacts initiated and received. A variation of this method used by Challman (as referred to by Frankel - 9) consisted in having the observer rapidly check at regular intervals the names of the children who were playing together. Though there are no data on the relative reliability and validity of

these two methods, it was found that the Challman method required only two to three minutes if the number of children in the group did not exceed 30, whereas using the other method, at least 15 minutes were necessary to observe 30 children for 30 seconds each. The Challman method being shorter meant that the social environment was relatively more constant at the time of observation and so it provided a series of pictures of all the social groupings from which one could then ascertain the play contacts of the children at given moments. If one wished to study the initiation of contacts the longer method would be more appropriate.

The observations for the research, "On the Social Relationship of Nursery School Children" by Esther Frankel (9) were made during the free-play period in the garden of the nursery school. Here the children were free to choose their own equipment and companion. An interval of 8 minutes was allowed between each 2-minute observation, so that during the hour when most children were in the garden as many as 6 observations could be made. The reliability of the observational method was checked by having two observers make simultaneous records on two days. Furthermore, in this study, a comparison was made first between the sociometric test and time sampling observations of children's actual play contacts. The data indicated that these two methods measured supplementary aspects of social relationships. That related aspects of the same phenomena were being measured was seen in the fact that children who ranked high by one method of study tended to be high in the other, and that both methods of study found certain children to have the same friends. In any study of the interpersonal relations among nursery school children, Frankel (9) suggested that both methods of study

are advisable, insofar as there is a difference between who the children say they like to play with and with whom they actually play. The advantage of the sociometric test is that it requires such a short time to administer. The construction of the test for use with young children requires careful consideration, and research must still continue in this area in order to determine what forms of questioning yield the most satisfactory results. In any case, it must be recognized that sociometric ratings alone are inadequate for guidance or therapy. The test must be combined with the observations of the child playing with his equals about him.

The basic assumption of sociometry is that a group consists of individuals and their interrelations. Sociometric procedure is based on the ability of the individual to choose among people, selecting those for whom he has certain preferences. In the paper on "A Sociometric Study of Children's Friendships", Reva Potashin (16) states that "the sociometric approach may give us important information about the function of the relationship within the total environment, but it cannot show its structure from within, its dynamics, and the qualities of interaction which it requires".

In the studies on the social relationships among children attending the Institute of Child Study, University of Toronto (15), the following methods were used: Marion Gregory in "A Study of Children's Behavior with Chosen Companions in an Experimental Play Situation", observed 14 four-year-olds for four intervals of ten minutes each in an experimental play setting (block building) with a companion of their own choice. In another study by S.F. Smith (15), on "An Analysis of Verbal Methods which Nursery School Children Use to Control

Each Other", 15 children at nursery school were divided into 3 groups of five according to age. In each group each child was paired with each other child and observed in an experimental play situation for a seven-minute interval. Eight pairings were made for each child.

Regarding the limitations of methods thus far developed Read Tuddenham (21) makes the following statements: "In studying child personality, most investigations utilizing rating procedures have depended upon the impressions of adults - parents, teachers or psychologists. However, the influence of other children constitutes a major component of the social milieu to which the child must adapt and his behavior with them may differ in many ways from that which he exhibits in other groups. This important domain is peculiarly inaccessible to the adult observer, whose very presence alters the situation under study. In order to investigate those aspects of child personality which are revealed in the social relationships obtaining among children, a method is needed which permits the children themselves to express their attitudes toward one another in a manner which is adapted to their capacities, which avoids disturbing them or provoking undesirable attitudes of 'tattling' of their associates and which meets the practical criteria of ease of administration, quantifiability and reliability of measurements.

b. Procedures in record taking:

Direct observation can yield some knowledge of children's relationships, but to observe in order to assess what interpersonal structure children are building requires painstaking and impartial sampling of many kinds of occasions. Observation gives clues to the points at which systematic analysis is needed and thus helps in selection of what to study more fully (11). The following paragraphs

describe the procedures in record taking which have been used by various investigations.

In the study, "Inter-relationships in the Behavior of Young Children" by Florence Goodenough (10), the traits selected for observation were as follows: physical activity, amount of conversation or talkativeness, laughter, compliance, and social traits including both social participation and leadership. In securing the original observational material the method of short sample was used. Each observer secured a total of 25 one-minute observations of each subject. Each observation was taken on a different day and no two persons observed a child at the same time. The order of observation was varied systematically from day to day, since it was thought possible that certain forms of behavior might show constant variational trends from the beginning to the end of the hour.

Goodenough (10) further states that a truly valid measure of behavior must be based upon observations taken under such a diversity of circumstances as to constitute a representative sampling of the child's daily life. For certain overt and simple modes of behavior, such as physical activity, a glance is sufficient to ascertain what is occuring at any given instant. For more complex forms of behavior such as leadership, a longer period is required in order to classify a single event with accuracy.

Elise Green (11), in her study, "Friendships and Quarrels Among Preschool Children", used the following procedure in record taking: Records were taken during the free play periods in the morning from 9:30 to 10:30, and in the afternoon from 3:15 to 3:45. In warm weather the children were outside on a large playground. In cold weather they played inside the nursery school. Teachers were present, but they did

not interfere with the children unless there was danger of physical injury or unfairness to some child. Each child's record was kept on a separate blank and the order in which the children were to be observed was varied from day to day. This guarded against errors that might have arisen if a given child had always been observed early or late in the play period. Space was provided for recording the activity in which the child was engaged, who his companions were, and if antagonism arose whether it was expressed verbally, by argument or calling names, by physical force, such as kicking, pulling or biting, or spatially by putting out the tongue and making faces. Social interaction scores were obtained by first recording on a large master sheet the number of opportunities each child had to play with every other child, the number of times he quarreled with each.

2. Findings from Studies in Social Relationships.

a. Domination and integration in the social behavior of young children:

Integrative behavior or personality growth, according to H.H. Anderson (1), "is a process of change in structure or function that results from increasingly complex relations with persons different from one's self. Personality growth occurs when the individual is able to seek and to discover or define common purposes in his environment. Integrative behavior is flexible, dynamic, yielding, spontaneous; it shows no fear of abandoning status, no fear of change. An integrating person seeks and finds common purposes with another; he expends energy with another, not versus another. Dominative behavior, on the other hand, is rigid, fixed, static. A dominating person has his mind

made up, has his goals or desires predetermined. He does not yield to difference. He is not abandoning his status; he is trying to preserve status. He is not seeking a better understanding of another nor is he trying to achieve a redefining of desire values or objectives in order to discover a lower common denominator of differences. He is expending energy versus another. He is not reducing conflict, he is either maintaining or increasing the conflict of difference. Domination tends to induce resistance. But resistance in itself is dominative behavior. If the relative strength is too great, domination will produce submission. Resistance and submission are both fear responses; they show fear of losing status quo".

In Jack's study (referred to by Anderson - 1) of ascendant behavior in preschool children the Allport concept of ascendant behavior in adults was adapted (1) to the levels of preschool children and (2) to study, by experimental methods, the behavior of young children which seemed to fit these concepts. But according to Jack's definition of ascendant behavior the following activities of preschool children were recorded as ascendant behavior:

1. A child reaches across a sand table and snatches a toy out of the hand of a companion and plays with it himself.
2. A child asks his companion if he may play with a toy if he will give it back in just a minute.

The first example is dominative behavior; the second is integrative behavior. The first is frowned upon and the second is encouraged.

Anderson's study (1) found girls to be significantly more dominative than boys and boys to be more integrative than girls. Dominative behavior showed no correlation with mental age nor did it show a correlation with chronological age.

b. Friendships and quarrels among young children:

According to Mary Austin and George Thompson (2), personality characteristics appear to be the most important factors influencing children's selection and rejection of friends. Propinquity and similarity of interests and tastes appear to be the next important variables in the formation and prolongation of friendly relations among children. Ease of social intercourse is another factor determining children's friendships. These findings have important implications for child guidance in the home, school and community. It appears desirable for parents to provide home facilities such as play rooms, shops, etc., that will make it possible for their children to attract other children into their homes on an informal basis. Over-solicitous parents, who may restrict the social contacts of their children on a pretext of safety or health, should realize that such actions may jeopardize their children's chances of forming stable, friendly relations with other children. When the child's interests and tastes are broad and numerous, he has a large potential population within which friendships may be formed. When his interest is narrow in scope, this population is much smaller.

From the traditional approach in terms of the "objective" factors related to friendships, such as similarity of age, intelligence, socio-economic background, Reva Potashin (18) says that, we achieve only a vague guess that the sociological factors are a little more important than the physical factors in determining friendships and that friends tend to resemble each other a little, though, not much. The importance of these factors shown by others in larger groups such as the whole school or community, is not increased by confining our study to friendships within a classroom of limited cultural, economic and social range

- they still function as limiting but not definitive factors for friendships. Potashin found that a child who had a close personal relationship with another child was generally well accepted by his classmates, but the child without a "friend", though he might not be rejected, was not generally sought out as a companion by his classmates. His social aims and relationships often were unsatisfactory and he aimed to remedy this by making "unreal" choices, by indicating as preferences classmates who for him were impossible. Instead of choosing from his own experience, he chose the stars or idols of the class, with whom he might have had very little, if any, contact. He was thus protected from rebuff and could rationalize about them as one might above a movie celebrity.

"A Sociometric Study of Children's Friendships" by Reva Potashin (18) found further that in the experimental situation friends stayed longer, talked more fully and required less adult prompting and direction than non-friends. There was a freer, lighter tone to the whole discussion and a more relaxed, unrestrained atmosphere. The poorly accepted children in the group of non-friends carried a degree of tension to the situation, often seemed awed by it and by the chosen partner and acquiesced to the latter or tried to impress him by showing off, or agreeing forcefully with whatever he suggested.

The determiners for the selection of friends, according to Challman (6) have usually been thought to lie in the possession of similar tastes and interests, common likes and dislikes and to propinquity. Challman (as referred to by Green - 11) discovered that children formed friendships with those of their own sex and that for boys strength of friendship increased with age. Likeness in age, physical activity, and

sociability apparently influenced the early friendship of boys to a somewhat greater extent than that of girls. Similarity in mental age, height, extraversion, attractiveness of personality as rated by adults and laughter seemed to play no part in the friendships of either sex (8). Both Wellman (22), who defined a child's closest companion as one with whom the child is seen the largest number of times, made findings similar to Challman, as did Garner, Williams et al. (8) and Almack (17). Furfey (as referred to by Green - 11) states that non-intellectual factors such as common moral standards, tastes, and temperament were more important factors than the traits he had measured in the formation of friendships. Parten (as referred to by Green - 11) found that social participation and leadership among nursery school children increased with age. Play groups were usually unisexual. Doll play elicited the greatest amount of social cooperation and play with strain the least.

The number of strong friendships, according to Green (11), increased rapidly from the third to the fifth year level. The increase in the number of friends from two to three years was due to an increased number of playmates, but that after this age it was due more and more to an increase in friendship for a few particular children. While strength of friendship was not sacrificed to number of friends, neither did a large number of friends insure strong friendships with a few children. Girls formed more friendships, but boys formed deeper friendships. It is a well known fact that girls are more advanced in physical development than boys at the same age, and that this difference begins to appear in early childhood. Studies of motor development and of speech show that girls begin to walk and talk earlier than boys.

It is possible that girls likewise mature at an earlier age in their social relationships.

The tendency for children to decrease the number of different companions as they grow older, and at the same time to increase the frequency of their companionship with a few individual children, suggests that development in social relationships, like that in physical, motor and mental traits, proceeds from general to specific.

Goodenough's (10) study of anger in children is one that has much bearing on the topic of quarrels. Her discovery of a decrease of undirected energy, an increase of retaliative behavior with age, and the greater frequency of outburst for boys are of particular interest. She found that boys quarreled with more individual children, and that they also formed a greater number of antipathies. This was apparent at practically every age level. Girls reached their peak in number of different children quarreled with at three years, and boys not until a year later. Any group in which boys formed a part had a higher frequency of quarrels than a group composed only of girls. As a general rule in the boys-boys group and the girls-girls group, the age groups that played together most frequently also quarreled together most frequently. This was particularly noticeable at the older ages. This suggests that quarreling is a part of friendly social relationships for children of these ages. Strong friends quarreled less frequently in proportion to the amount of time they played together than did weak ones. Even though they were quarrelsome, these children accepted many more of their opportunities for playing together than did the weak friends or the groups as a whole. Inability to play peacefully together does not break up friendships at these early stages.

Parents and teachers need not take children's quarrels too seriously or emphasize them by prohibitions, because quarreling is a socializing agent and enmities are not likely to result. Play that includes quarreling and making up, is excellent training and probably teaches children to minimize their grievances and to be good sports.

c. Social recognition among children:

According to Martha Hardy (12), the child whom other children like and seek as a companion is successfully building up desirable patterns of social behavior. From the adult's point of view his habits and attitudes may not appear satisfactory, but his own social group has placed its approval on his manner of working and playing with them and from that standpoint his behavior may be called adequate and efficient. Hence a significant criterion in an appraisal of the social behavior of growing children is the amount of recognition received from the group with whom the children are in daily contact under a variety of conditions.

In the study on "Social Skills and Activities of Socially Accepted and Unaccepted Adolescents" by Howard S. Bretsch (7) it is stated that the relationship between social acceptance and the number of activities participated in, was significantly positive, though low. In all cases, a greater percentage of the well accepted groups than the poorly accepted groups indicated that they could perform social skills average or above. A sex comparison revealed that a greater percentage of girls than boys rated themselves as possessing the social skills average or above. It is important to note that in none of the social skills listed did the poorly-accepted group exceed the well-accepted group. Whereas the present findings suggest that those pupils who were

accepted by their classmates may have been selected as associates because of their ability to perform some of the social skills, it would seem reasonable to presume that one avenue of promoting better adjustment of the school pupils is that of teaching them social skills which will enable them to function effectively in social situations.

Since the success that one has in the performance of social skills may tend to determine his feeling of well-being, the poorly accepted pupil may have one strike against him. Strang (as referred to by H.S. Bretsch - 7) supports this thesis thus: "Part of the unnecessary 'storm and stress' is doubtless due to lack of knowledge of the approved behavior in certain social situations". These feelings of failure may be the very cause for the adolescent's lack of persevering in developing social skills and thus suggests that the school has a responsibility in helping the adolescent achieve some competence in these areas.

These studies were made with older children but the findings are also applicable to the younger children.

d. Characteristics of children enjoying high status in their peer groups:

Investigators such as Bott and Moreno (as referred to by Frankel - 9) have found that children in nursery school groups develop what is termed sociometric status. By this is meant that some children were highly accepted by their contemporaries and had more friends than did other children. A child was well accepted in a group much more because of what he was and what he did which won the admiration of others than because of what he refrained from doing. In other words, strong, positive personality traits were more important than negative virtues. From this statement it follows that any type of moral or

religious education which places great emphasis upon docility, nicety and submission to authority may be a handicap to a child's social acceptance (5, 6, 7).

Popularity is not the superficial thing it is often assumed to be, but it is rather tied up with the most basic traits of personality and character. From this it follows that the winning of friends is not nearly as easy as popular writers would have their readers believe, but is, instead the consequence of a good general development and preparation for all the problems of life (15, 9, 5). Equally important are strong, positive traits and friendly attitudes. It is suggested by Tuddenham (20) that the problem of securing group approval for a boy is one of conforming to a clearly defined group of traits for which he may or may not possess the requisite strength and motor skill. For a girl, the problem is more one of adpating to a continuously changing set of values which are never as clearly defined as they are for the boy.

In the study "Popular and Unpopular Children, A Sociometric Study" by Merl Bonney (6) ten personality trait-syndromes of popular (older) children were described as follows:

1. Physical health and vigor - The presence of these factors prepare the way or make possible the greatest use of one's talents and other personal assets. Aside from the lack of energy necessary to make social contacts, a poor physical condition often increases irritability, a feeling of depression, and other kinds of reactions which directly interfere with friendly relationships.

2. Conformity and group identification - Social acceptance in any group has always depended upon a certain minimum degree of conformity with group customs, tradition and values. The individual who possesses

a high degree of such conformity is said to be well identified with his group.

3. Emotional stability and control, which are related to the winning of friends primarily from the standpoint of promoting a sense of security.

4. Arousing admiration, as for example, the possession of high intelligence, or skill in a group game.

5. Social aggressiveness - The initiation of social contacts and social events. The initiation of conversation with others is one of the most commonly recognized indication of a sociable individual.

6. Adaptability and tolerance - The adaptable person is not rigid. He can change his routine habits of living when necessary to meet the demands of the new situation.

7. Dependability, a sense of obligation in all personal and group relationships. Lack of dependability cuts at the heart of friendly relationships.

8. Dependence on others for assistance and emotional support. The individual who seeks the companionship, encouragement and emotional support of others is much more likely to win friends than the one who wants to play a lone hand or to be self-sufficient. By needing others he draws them to himself.

9. Providing new experience for others - Being a source of new interest to others is placed high in this series of trait syndromes related to the winning of friends.

10. Social service motivation and an attitude of goodwill towards others - The apex of the capacity to win friends is a genuine desire to help others and a sincere interest in their welfare. It involves the

identification of one's self with the interests and needs of others who are outside the circle of one's family, as well as those who are included in this circle.

Other studies (19, 22, 15, 20) enlighten us further through the following findings: In unselected classrooms a significant relationship was found between mental age and social selection. Present day chronological age promotion policies in public schools are based on the assumption that pupils are more socially acceptable to those of their own chronological age. Such characteristics as height, mental age, physical attractiveness, friendliness, good sportmanship, competence at games, willingness to take chances and leadership are factors also found to be related to social acceptance among peer groups.

C.

Specific Studies On The Initiation Of Social Contacts In Children.

1. The Approach-Withdrawal Pattern in the Social Behavior of Young Children by Mary White and Harold Williams:

The purpose of this investigation was to study the approach-withdrawal pattern of behavior of young children in social situations. The term approach was used todenote patterns of behavior in which the child participates. It may be of many kinds, viz., physical, verbal and the like. Each child may express these patterns by various attitudes such as aggressiveness, dominance, friendliness and cooperativeness.

In the analysis the social contact was made the basis. Though, in complex situations, this may be difficult to define, the generally overt nature of the contacts of young children makes it fairly observable. In general, the "contact" was defined as a period during which

a child's responses are primarily directed toward another child.

Each child was judged on the degree of reaction in his contacts and on the frequency of his contacts. The degree of contact was measured by a new device developed in the study. The criteria of degree of approach were, (a) initiating a contact, (b) participation in the contact over a period of time, and (c) seeking activity to continue it. The following gradations of degree of approach were used as a basis:

1. The child initiates, participates and actively seeks to continue the contacts.
2. The child initiates, participates in, but does not actively seek to continue the contact.
3. The child does not initiate, but participates in and seeks to to continue the contact.
4. The child does not initiate, but participates cooperatively without seeking to continue the contact.
5. The child does not initiate, but accepts contacts passively without participation in or desire to continue them.
6. The child observes the activity of others without initiating a contact or without any other child seeking to initiate a contact.
7. The child avoids contact; he seeks actively to get away.

There were no apparent sex differences in either degree or number of contacts.

2. The Initiation of Social Contacts by Preschool Children by Alma Perry Denver.

The development of a technique for the observational study of one aspect of social behavior was undertaken in this study. A special form

was prepared and a simple code devised, whereby the observer could check each initiation as it occurred. The initiator of the contact, the recipient of the contact, and the fact that the contact involved material or verbal element or both were specified. The response to the contact was also recorded in terms of no response, acceptance and resistance.

The thirty-two oldest children in the two nursery school groups at the Child Development Institute, Teachers' College, Columbia University, were studied. Their ages ranged from 26 to 45 months. Five minute records were made on each child during the period of spontaneous play. In addition to these, a second observer made observations.

There was a wide range in the number of contacts initiated by the children. The average number of contacts per five minutes varied from 1.62 to 22.61. The mean for the group was 9.56. There was a distinct tendency for the number of contacts to increase with age, a finding which was expected. Children who averaged the smallest number of contacts per five minutes varied most in number of contacts from one observation sample to another. There was also wide variation in the group as to the selection of children with whom social contacts were initiated. Some children exhibited great preference in the matter, initiating the larger percentage of their contacts with a chosen few whereas others initiated an equal proportion with all children. That this behavior trait was a function of personality rather than a function of age or mean number of contacts was indicated.

It was found that one child initiated only half as many contacts as he received, while another initiated three times as many as he received. Unusual aggressiveness, in the sense that the child initiated

many contacts, was not always accompanied by a high mean number of contacts.

The younger children, in general, used a higher percentage of material contacts in their initiations. The older group of children, on the other hand, used a higher percentage of verbal contacts. Neither group used the physical contact in a large proportion of the cases, but it was more frequently used by the younger children.

Some most interesting contrasting tendencies were found in certain children when their responses to other children, and responses by other children to them were considered. An inclination to withdraw from the group, or perhaps an indifference to the society of others and an absorption in self activities, was indicated by the child who accepted a very high percentage of her contacts, and resisted or ignored an insignificant number. The ineffectual type of personality may be found in the child whose initiations were constantly ignored.

There was great diversification among the members of the group as to the resistance to other children, and the resistance aroused in other children. Some children resisted many contacts, but seldom aroused resistance in others. The reverse may be true, or we may find a child not only arousing resistance in others, but resisting many contacts also. One small child, who had lived a pampered life previous to entering the nursery school, probably had never shared a toy. Quite naturally, therefore, the mere fact that another child was using a plaything that she desired did not deter her from trying to obtain it. The percentage of her resistance responses was high, for she refused to give up any plaything in her possession; but her percentage of resistance responses aroused was still higher, being more than double the mean percentage for the group.

II. A STUDY IN SOCIAL BEHAVIOR OF YOUNG CHILDREN.

A.

The Problem: A study of types of social approaches to peers initiated by nursery school children and types of responses they elicited.

B.

Definitions: An "approach", as treated in this study, represents any occasion in which, to all appearances, there was a contact or attempt to make contact with another child. This includes all cooperative, organized play, sharing of materials or activity, physical contacts, conversation, "onlooker" activity and watching.

A "response" represents any occasion in which, to all appearances there was an affectionate, friendly or neutral acceptance or a sign of refusal or hostility toward the child who makes the approach.

E.g. Approach

Wallace: During story he pats Carol on the back and says "Little Girl", smiling at her.

E.g. Response

Carol: "I am not a little girl", turns her back to Wallace.

C.

Objectives: The general objective in this study was to explore various kinds of social approaches to peers and responses which preschool children use with their peers. Specifically, the study attempted to answer the following questions:

1. To what extent did preschool children initiate social contact with their peers during free play periods in the nursery school?
2. Did the frequency of approaches vary with time intervals during the play period?

3. What types of social approaches to peers were made by preschool children and what kinds of responses were elicited?

4. To what extent were the various types of approaches used by different individuals?

5. Which types of approaches most frequently elicited favorable responses? Unfavorable responses? No responses?

6. Were the frequencies of various types of approaches related to the peer who was approached?

7. Were the types of responses elicited related to the peer who was responding?

D.

Procedure:

1. Selection of Subjects.

The selection of the subjects was made after some preliminary observation had been done to determine which children provided a contrast in extent of social approaches made to their peers.

The subjects in this study were four nursery school children, three boys and one girl, who were enrolled in the Michigan State College Nursery School, School of Home Economics. In this study they will be designated as Wallace, John, Benny and Betty. John and Benny were selected as subjects who tended to make many approaches; the other two, as subjects who tended to make few approaches. Their ages at the time the study was done were as follows: Wallace, four years and eight months; John, 4 years and 11 months; Benny, 4 years and 4 months, and Betty as 4 years and 4 months.

Three of these children came from families in which the father held professional positions and one in which the father was a businessman.

Their ordinal position in the family was as follows: Wallace, youngest in the family, with two brothers, eight and eleven years old. John and Betty had each an older brother. Benny was second in a family of four children. His elder brother was five years, one sister was two and a half years old and another brother was one year and a half.

In terms of previous nursery school experience the group was quite varied. For Wallace, it was his first term in nursery school, for Benny it was his second term. John had had four terms' experience in nursery school, while Betty had had eight terms there.

2. Method of Collecting Data:

The method of record taking was an anecdotal record. The observer followed one child at a time, for fifteen minutes, and recorded as fully as possible the approaches which the child made to his peers, together with the responses of the children with whom the child under direct observation came into contact. The observation notes were headed by the child's name, the date, and time of the day. All approaches made by the subject were recorded on the left hand side of the paper, and on the right hand side the responses were noted down.

In the spring of 1954 observations were made three days a week (Monday, Tuesday and Thursday) from 9:30 a.m. to 11:00 a.m. until 17 fifteen-minute observations had been made of each of the four subjects. Observations usually were taken during the free play period, which was carried out either indoors or outdoors. As much as possible observations were rotated in such a way that each day's observation began with a different child. Each child was observed two to three times during every interval of the observation period of the study. In a few cases adjustments in record-taking were necessary because of the absence of one or more children.

E.

Findings and Interpretations.

The findings are presented in Tables I through XII, each one being followed by a discussion.

1. Extent of approaches:

TABLE I

Total Approaches Made by Each Subject in Each of Six* Consecutive Intervals During the Play Periods.

TIME	APPROACHES MADE BY				
	Wallace	John	Benny	Betty	Total
9:30 - 9:45	6	10	22	6	44
9:45 -10:00	9	10	20	14	53
10:00 -10:15	14	10	14	6	44
10:15 -10:30	11	8	15	11	45
10:30 -10:45	11	9	20	14	54
10:45 -11:00	19	7	14	8	48

* During each of these six intervals each child was observed approximately equal number of times throughout the study. Since between 11 and 12 o'clock some children were observed more often than others, the time intervals during this hour were omitted from Table I.

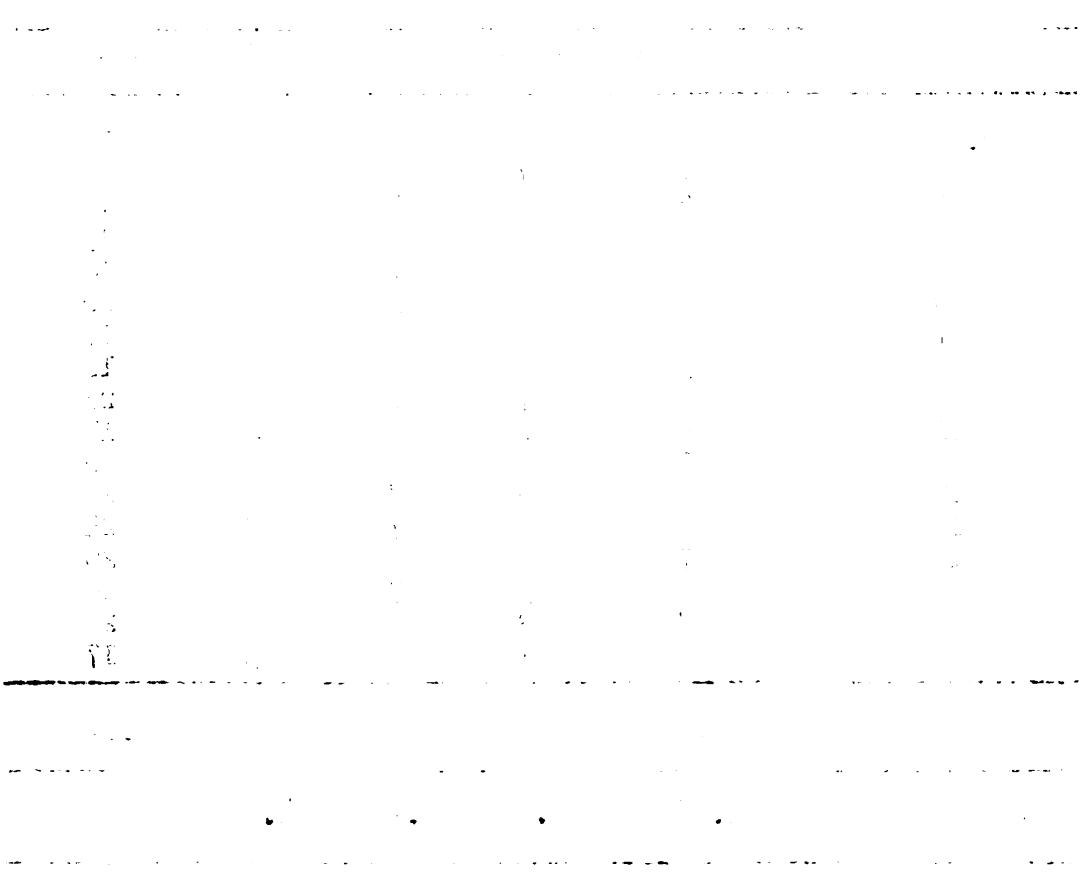
Table I, above, shows that there was no definite pattern which was common to all four subjects as to the number of approaches made by them during the six consecutive intervals during the play periods. Taking each child individually the table shows that Wallace made an increasing number of approaches as the time of the day progressed

while John had a slightly decreasing number of approaches. This might be explained by the fact that Wallace probably did not quite get the "feel" of things in the early part of the morning. After about a half-hour "warming-up" period, he started to pick up from there, that is, he was more in the mood to make social contacts. Since Wallace was new in the group he probably was not entirely at ease in the school during the first part of the morning. John, who usually entered early into vigorous play, decreased his number of approaches as the day progressed, probably because he was becoming fatigued. In Benny's and Betty's cases there were no patterns which could be observed.

TABLE II.

Frequency of Approaches Made by Each Subject in Each Fifteen-Minute Observation.

OBSERVATION	Wallace	John	Benny	Betty	Total
No. 1	4	3	5	3	15
2	2	7	7	4	20
3	2	3	4	3	12
4	2	4	4	3	13
5	2	5	6	3	16
6	4	6	5	5	20
7	2	7	5	3	17
8	5	4	4	5	18
9	4	7	9	8	28
10	5	4	5	4	18
11	7	6	8	5	26
12	4	9	7	8	28
13	8	6	7	3	24
14	7	5	5	3	20
15	4	5	7	4	20
16	7	3	9	5	24
17	5	1	8	3	17
TOTAL	74	85	105	72	336
AVERAGE	4.35	5.00	6.18	4.23	



Wallace and Betty made the least number of approaches per fifteen-minute observation. Wallace made an average of 4.35 approaches per fifteen-minute observation and Betty made an average of 4.23. John had an average of 5.0 approaches per fifteen-minute observation and Benny had the highest average, which was 6.18.

This data might have been affected by the following facts: Wallace was new to the nursery school. Usually children who have had no previous nursery school experience have a smaller average of social contacts than do children who have previously attended nursery school. The latter have had more opportunity to practice making social approaches and more opportunity to have made friends. However, Betty who had had previous nursery school experience had almost the same average as Wallace did, probably because she was withdrawn. According to her nursery school records she had been attached more to the adults than to the children. She had made few efforts to approach her peers until only a few months before the study was done.

Regarding John's average, which was quite close to Wallace's and Betty's, the writer noticed during observations that many of the children in the group made many approaches to John. These approaches made to John, however, were not within the scope of her study. Thus it was quite clear that John did not have to make many approaches to enjoy social contacts with his peers. This may have been due to the fact that he exercised leadership in a quiet and seemingly effortless manner. He was resourceful in suggesting play activities that appealed to his peers. He occasionally called his playmates by special names such as "Toddy Crack-Corn". This seemed to please them. Such friendliness made him sought out by other children.

An opposite case was Benny who made the largest number of approaches probably because he was very eager to make social contacts, but because others did not often approach him he "went after" the other children.

2. Kinds of approaches and responses made:

The categories listed below of approaches made by the preschool children and the responses that they received from their peers were suggested by the data themselves, rather than being a preconceived classification. In the classification of the approaches and responses observed the judgment and discretion of the observer were assumed to be reliable and consistent. Her decisions took into account, as far as she was able to discern, the feelings of the child involved in the situation. Sometimes the concept of a whole situation can be judged better and with more accuracy while it is being observed than from a written or verbal record of the situation. Good observation of children's behavior is at once the most exact kind of reporting and the most exact expression of feelings. This requires not only getting on paper the actual words the child says or the obvious actions he performs, but the more subtle characteristics of facial and postural expression by which he reveals his pleasure, dissatisfaction, fear, yearning or inadequacy in relation to the events taking place.

The various kinds of approaches used by the nursery school children were summarized and classified as follows:

A. Affectionate

1. Patting
2. Hitting lightly
3. Caressing the hair
4. Holding hands

B. Friendly

1. Commenting on another's activity
2. Sitting or standing near
3. Following the lead of another
4. Smiling
5. Joining forces with another
6. Requesting attention
7. Helping
8. Requesting help, favor or company of another
9. Joining in on play
10. Playing tricks
11. Offering something

C. Neutral

1. Boasting
2. Looking at or watching
3. Talking to
4. Attracting attention by other means such as laughing, making noises, etc.

D. Unfriendly

1. Criticizing others
2. Shaking another vigorously
3. Teasing
4. Snatching
5. Dominating
6. Pushing
7. Challenging
8. Interfering with play
9. Throwing things

E. Hostile

1. Hitting another.

The various kinds of responses used by the nursery school children were also summarized and classified as follows:

A. Affectionate

1. Putting arms around
2. Patting
3. Holding hands

B. Accepting

1. Answering when talked to
2. Accepting company of another
3. Accepting help of another
4. Smiling

5. Giving requested attention or favor
6. Listening to
7. Enjoying company of another
8. Pushing, hitting, tickling playfully
9. Talking to
10. Accepting offers or orders from another

C. Ignoring

1. Not talking to
2. Not noticing nor looking at
3. Not answering

D. Refusing

1. Refusing to join forces
2. Pushing
3. Refusing to let child join in
4. Grabbing things or throwing them back
5. Refusing to accept help or object offered
6. Refuting statement
7. Protesting
8. Crying
9. Evading strike

E. Hostile

1. Talking or answering angrily
2. Challenging
3. Chasing another angrily
4. Driving another away
5. Ordering another to stop
6. Turning or going away
7. Kicking
8. Hitting back

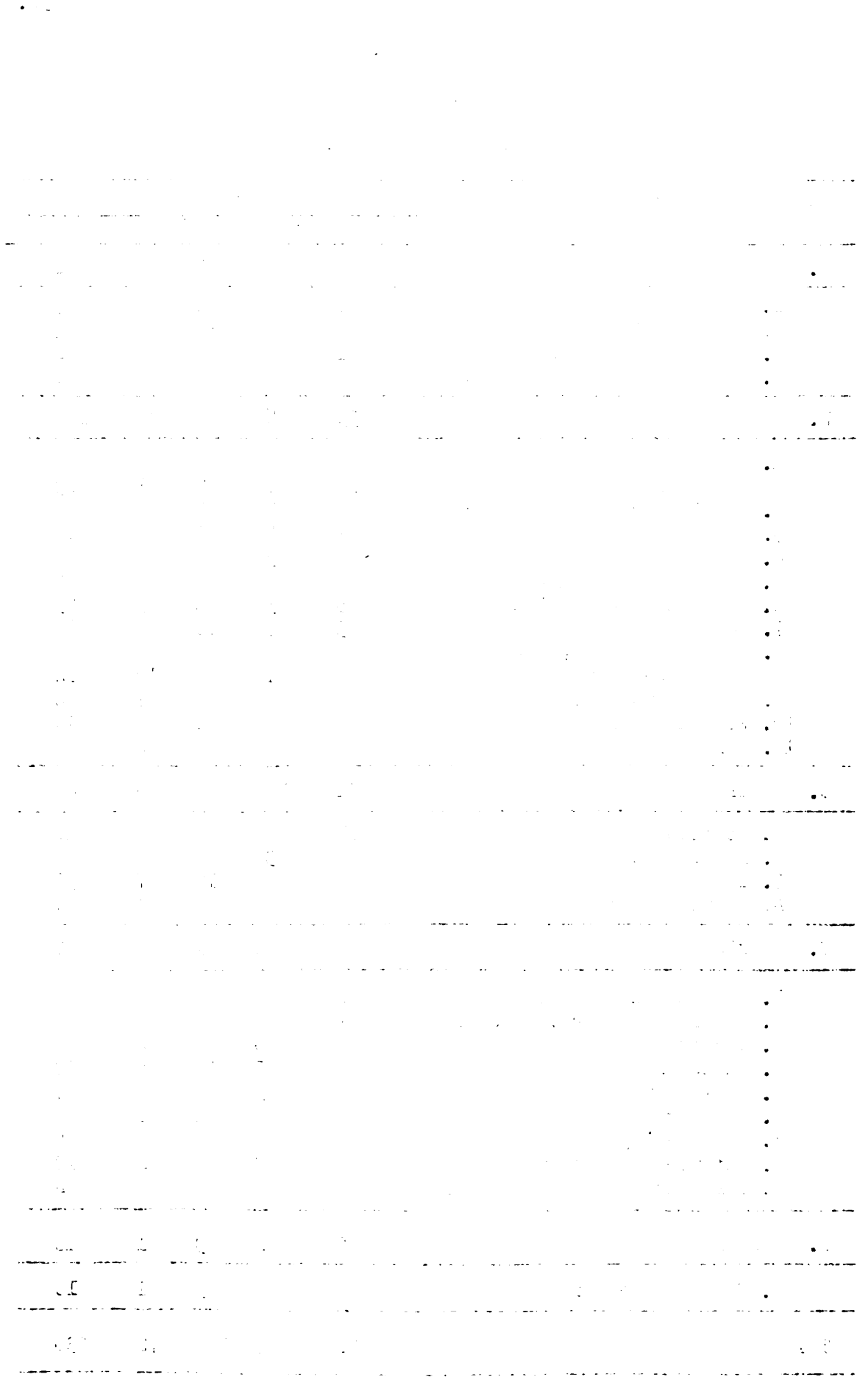
Table III shows that "talking to" was the approach which was used most often, 15.2 % of the time, by all of the children. This was a friendly approach.

The following group of approaches ranked next in frequency of use: "requesting attention", "commenting on another's activity", "helping", "snatching", "teasing", "sitting or standing near" and "playing tricks". These were used 44.9% of the time. Of these approaches 72.2% were of the friendly type and 27.8% were of the unfriendly type.

TABLE III.

The Frequency of Each Approach, According to Type, Used by Each Subject.

APPROACHES, according to type		Frequency				
		Wallace	John	Benny	Betty	Total
A.	Affectionate	5	1	12	3	21
	1. Patting	1		1	1	3
	2. Hitting lightly	2	1	10	1	14
	3. Playing with hair	1			1	2
	4. Hugging or holding hands	1		1		2
B.	Friendly	35	45	44	35	159
	1. Commenting on another's activity	13	1	2	7	23
	2. Sitting or standing near	3	8	7	2	20
	3. Following lead of another	7	4	1		12
	4. Smiling	1	3	2		6
	5. Joining forces with	2			2	4
	6. Requesting attention	5	5	6	9	25
	7. Helping	3	7	10	2	22
	8. Requesting help, favor or company	1	1	2	10	14
	9. Joining in on play		1	8	1	10
	10. Playing tricks		15	4		19
	11. Offering something			2	2	4
C.	Neutral	21	15	15	18	69
	1. Boasting	11				11
	2. Looking at or watching		3	3		6
	3. Talking to	10	12	12	17	51
	4. Attracting attention				1	1
D.	Unfriendly	11	20	31	15	77
	1. Criticizing others	1				1
	2. Shaking another vigorously	1				1
	3. Teasing	4	6	6	4	20
	4. Snatching	5	3	10	4	22
	5. Dominating		5		2	7
	6. Pushing		3	1	1	5
	7. Challenging		1	2	2	5
	8. Interfering with play		2	8	2	12
	9. Throwing things at another			4		4
E.	Hostile	2	4	3	1	10
	1. Hitting another	2	4	3	1	10
TOTALS		74	85	105	72	336



The group of approaches third in frequency of use included "hitting lightly", "requesting help, favor or company of another", "interfering with play", "following lead of another", "boasting", "joining in on play", and "hitting another". These were used 24.7% of the time. About 60.2% of these approaches were of the affectionate and friendly type, while 39,8% were of the neutral, unfriendly and hostile kind. Thus we find that this group of children used friendly approaches 47.3% of the time, unfriendly ones 22.9%, neutral ones 20.6%, affectionate ones 6.3% and hostile ones 3.0%.

Taking each subject separately we see that Wallace used "commenting on another's activity", "boasting", "talking to" in almost equal numbers of times. These stood out as his most frequently used approaches. Together they made up 46% of all his approaches. "Following the lead of another", "requesting attention", "snatching" and "teasing" ranked next in frequency. These made up 28.3% of all his approaches. As a whole, Wallace used affectionate and friendly approaches 54% of the time, 28.3% of the time he used neutral ones and his unfriendly and hostile approaches were used 17.5% of the time.

John used "playing tricks" and "talking to" the greatest number of times. Together they made up 31.7% of all his approaches. Next in rank were "sitting or standing near", "helping", and "teasing"; these made up 24.7%. Third in frequency were "requesting attention", "dominating", "following the lead of another" and "hitting another". These made up 21.1%. As a whole, John used friendly and affectionate approaches 54.1% of the time and 28.2% of the time he used unfriendly and hostile ones, and 17.6% of the time he used neutral approaches.

"Talking to", "hitting lightly", "helping", and "snatching" were

the approaches most frequently used by Benny. Together they made up 36.5% of all his approaches. Next in frequency were "joining in on play", "interfering with play", "sitting or standing near","requesting attention" and "teasing". These made up 33.3%. Third in rank were "playing tricks", "throwing things at another", "looking at or watching" and "hitting another". These made up 13.3%. As a whole 52.4% of Benny's approaches were of the affectionate and friendly type. Unfriendly and hostile approaches were used in 32.4% of the cases. He used neutral approaches 14.3% of the time.

"Talking to" was the most frequent approach Betty used. This made up 23.6% of all her approaches. Probably this was due to the fact that usually girls express themselves more readily than boys to. Second in frequency were "requesting help, favor or company of another", "requesting attention" and "commenting on another's activity". Together they made up 36.1%. This might be explained by the fact that Betty is a child who tends to seek attention. There was a scattered use of the remaining approaches. In 52.8% of the cases Betty used affectionate and friendly approaches, in 25.0% of the cases she used neutral approaches and in 22.2% of the cases unfriendly and hostile ones were used.

Table IV

Approaches Made by Wallace and Kinds of Responses Elicited

Approaches	Responses		
	Favorable	No response	Unfavorable
Affectionate and friendly:			
Patting	0	0	1
Hitting lightly	1	1	0
Hugging	1	0	0
Playing with hair	0	0	1
Commenting on another's activity	5	8	0
Sitting nearby	1	1	1
Following lead of another	5	2	0
Smiling at	1	0	0
Joining forces with	0	1	1
Requesting attention	1	3	1
Helping	1	1	1
Requesting help	0	1	0
Neutral:			
Boasting	5	6	0
Talking to	3	6	1
Unfriendly and hostile:			
Criticizing action of others	0	0	1
Shaking another vigorously	0	1	0
Teasing	0	2	2
Snatching	0	1	4
Hitting another	0	1	1
TOTAL ---------- 74	24	35	15

Table IV shows that Wallace received the most frequent number of favorable responses when he used the following approaches "commenting on", "following lead of another" and

Table I:

Approaches Made by Users and Kinds of Responses Elicited

Approaches	Favorable to response alternative	Response	
Affectionate and friendly:			
Teasing	0	0	1
Joking lightly	1	1	0
Begging	1	0	0
Laughing with her	0	0	1
Concealing or emphasizing			
anxiety	5	5	0
Joking rudely	1	1	1
Following lead of another	0	2	0
Smiling at	1	0	0
Coming across with	0	1	1
Requesting attention	1	2	1
Pulpit	1	1	1
Keeping Self	0	1	0
Neutral:			
Reading	5	6	0
Talking to	3	4	1
Unfriendly and hostile:			
Criticizing action of others	0	0	1
Showing annoyance at another	0	1	0
Teasing	0	2	2
Ridiculing	0	1	4
Insisting another	0	1	1
Total responses made	24	25	18

Table IV shows that actions received the most frequent

number of favorable responses when he used the following

phrases: "conversing on", "following lead of another" and

"boasting". Next in frequency was "talking to". These approaches, two friendly and two neutral, brought favorable responses 24.3 % of the time. In only one instance did they bring an unfavorable response. However, these same approaches, with the exception of "following the lead of another", were more often ignored than favorably responded to. They were not responded to 30.0 % of the time.

Wallace received the greatest number of unfavorable responses when he resorted to the unfriendly approaches of "snatching" and "teasing". Together they made up only 8.1 % of his approaches. At no time did these approaches receive a favorable response.

"leading". Next in frequency was "talking to". These approaches, the friendly and two neutral, brought favorable responses 24.3 % of the time. In only one instance did they bring an unfavorable response. However, three same approaches, with the exception of "following the lead of another", were more often ignored than favorably responded to. They were not responded to 70.0 % of the time.

Wallace received the greatest number of unfavorable responses when he reverted to the unfriendly approaches of "snatching" and "teasing". Together they made up only 6.1 % of his approaches. At no time did these approaches receive a favorable response.

Table V

Approaches Made by John and Kinds of Responses Elicited

Approaches		Responses		
		Favorable	No response	Unfavorable
Affectionate and Friendly:				
Hitting lightly	1	0	0	
Commenting on another's activity	1	0	0	
Sitting nearby	5	3	0	
Following lead of another	4	0	0	
Smiling at	2	1	0	
Requesting attention	4	1	0	
Helping	5	0	2	
Requesting help	1	0	0	
Joining in on play	1	0	0	
Playful tricks	14	0	1	
Neutral:				
Watching	1	2	0	
Talking to	8	4	0	
Unfriendly and Hostile:				
Teasing	1	2	3	
Snatching	0	0	3	
Dominating	1	2	2	
Pushing	1	1	1	
Challenging	0	0	1	
Interfering in play	0	1	1	
Hitting	1	0	3	
Total	85	51	17	17

As shown in Table V, John received the greatest number of favorable responses when "playing tricks". The second greatest number was when he was "talking to" the children. These friendly approaches brought favorable responses in 16.5 % and 9.4 % of the

Table V

Approaches made by John and Jane of Spokane Listed

Approaches	Responses		
	Favorable to request	Unfavorable	
Accepting or friendly:			
Asking information	1	0	0
Doing nothing or another's bidding	1	0	0
Helping	3	3	0
Asking favor	3	3	0
Following lead or answer	4	0	0
Asking to	5	1	0
Responding attention	4	1	0
Helping	3	0	3
Requesting help	1	0	0
Joining in on play	1	0	0
Playful antics	14	0	1
Neutral:			
Watching	1	2	0
Talking to	8	4	0
Unfriendly and hostile:			
Teasing	1	2	1
Snubbing	0	0	2
Dominating	1	2	2
Fighting	1	1	1
Challenging	0	0	1
Interfering in play	0	1	1
Hitting	1	0	1
Total	63	31	17

As shown in Table V, John received the greatest number of favorable responses when "playing tricks". The second greatest number was when he was "talking to" the children. These friendly approaches brought favorable response in 10.3 % and 9.4 % of the

cases. This was probably because the children very much enjoyed John's playful tricks as he talked to his peers quite clearly and plainly. The approaches which elicited the highest frequency of favorable responses included the following: "sitting nearby", "helping", "following lead of another", and "requesting attention". Together these were used in 21.2 % of the cases. Friendly approaches brought favorable responses in 47.1 % of all the approaches made. In only three instances did they bring unfavorable responses.

Though "talking to" frequently brought favorable responses, it did not elicit a response in 4.7 % of the approaches. Others which were not responded to on a few occasions were: "sitting nearby", "watching", "teasing", and "dominating". They made up 10.6 % of John's approaches.

"Teasing", "snatching" and "hitting" received unfavorable responses in 10.6 % of the approaches. In two instances they brought favorable responses.

favorable response.

"leaving", "approaching" and "hitting" received unfavorable response in 10.6 % of the approaches. In two instances they brought 10.6 % or John's approaches.

which were not responded to on a few occasions were: "sitting nearby", "watching", "leaning", and "dominating". They made up it did not elicit a response in 4.7 % of the approaches. Others

Though "talking to" frequently brought favorable response, In only three instances did they bring unfavorable response. brought favorable response in 47.1 % of all the approaches made. together these were used in 21.2 % of the cases. Fifty-fifty approaches "helping", "following lead of client", and "requesting attention". favorable response included the following: "sitting nearby", plainly. The approaches which elicited the highest frequency of John's playful intent to be called to his peers quite clearly and cases. This was probably because the children very much enjoyed

Table VI

Approaches Made by Benny and Kinds of Responses Elicited

Approaches		Responses	
	Favorable	No response	Unfavorable
Affectionate and Friendly:			
Patting	0	1	0
Hitting lightly	5	1	4
Holding hands	1	0	0
Commenting on another's activity	2	0	0
Sitting or standing near	3	4	0
Following lead of another	0	1	0
Smiling	1	1	0
Requesting attention	2	2	2
Helping	8	2	0
Requesting help, favor, or company	2	0	0
Joining in on play	5	0	3
Playful tricks	2	1	1
Offering something	2	0	0
Neutral:			
Watching	1	2	0
Talking to	0	12	0
Unfriendly and Hostile:			
Teasing	1	1	4
Snatching	2	1	7
Pushing	0	0	1
Challenging	0	1	1
Interfering with play	0	0	8
Throwing things at another	0	0	4
Hitting another	1	0	2
TOTAL ---------- 105	38	30	37

Among the approaches which received favorable responses "helping" was Benny's most frequently used approach. This made

Table 1

Agreement rate by Jenny and Mina of Responses Initiated

Expressions	Responses		
	Favorable	No response	Unfavorable
Affection and Friendly:			
Petting	0	1	0
Hitting lightly	2	1	4
Holding hands	1	0	0
Comforting or another's activity	2	0	0
Hitting or standing near	3	4	0
Following lead of another	0	1	0
Calling	1	1	6
Requesting attention	12	12	12
Helping	8	2	0
Requesting help, favor, or company	2	0	0
Joining in on play	8	0	3
Playful tricks	2	1	1
Offering something	2	0	0
Neutral:			
Watching	1	2	0
Talking to	0	12	0
Unfriendly and Hostile:			
Teasing	1	1	4
Snatching	2	1	7
Pushing	0	0	1
Challenging	0	1	1
Interfering with play	0	0	8
Throwing things at another	0	0	4
Hitting another	1	0	2
TOTAL ---------- 105	70	70	57

Among the approaches which received favorable responses "helping" was Jenny's most frequently used approach. This can

up 7.6 % of all his approaches. Benny was quite a lively boy who wandered from place to place and briefly gave a helping hand to ongoing activities which he encountered. For him, it represented progress in social expression. Earlier in his nursery school experience he had tended to play alone or to be merely an onlooker in the activity of others, according to the report of his teachers.

Table VI shows us further that "hitting lightly", "joining in on play", "sitting or standing near" were the approaches which received the second greatest number of favorable responses. These made up 12.4 % of his total approaches. While these friendly approaches received the greatest number of favorable responses, they also brought unfavorable responses in some instances. See page 39 for further discussion.

"Talking to" was the approach which was the most often ignored. This was 11.4 % of his total approaches. This might be explained by the fact that probably the children did not hear or understand him; Benny probably did not talk loudly or clearly enough to the children he was addressing. Possibly Benny used this approach so much that the children became negatively adapted to it. Next in number in the no-response column were the following approaches: "sitting or standing near", "requesting attention", "helping", "watching". These were used in 9.5 % of the cases.

Benny received the greatest number of unfavorable responses when he was "interfering with the children's play" and when he was "snatching" something from the children. They were used 14.3 % of the time. These unfriendly approaches which tended to frustrate

the time. Those unfriendly approaches which tended to frustrate "snatching" something from the children. They were used 14.3 % of when he was "interfering with the children's play" and when he was Jenny received the greatest number of unfavorable responses These were used in 9.3 % of the cases.

or standing near", "requesting attention", "helping", "watching". in the no-response column were the following approaches: "sitting that the children became negatively adapted to it. Next in number he was addressing. Possibly Jenny used this approach so much Many; Jenny probably did not/loudly or clearly enough to the children talk

by the fact that probably the children did not hear or understand This was 11.4 % of his total approaches. This might be explained

page 59 for further discussion.

"talking to" was the approach which was the most often ignored. they also brought unfavorable responses in some instances. See approaches received the greatest number of favorable responses, made up 17.4 % of his total approaches. While these friendly received the greatest number of favorable responses. These in or play", "sitting or standing near" were the approaches which

refers. I shows us further that "sitting nicely", "joining in the activity of others", according to the report of his teacher. evidence he had tended to play alone or to be merely an onlooker, Brother in his nursery school progress in social aspects der. ordering activities which he encountered. For him, it represented wanted their place to place and nicely Jane a helping hand to My J.C of all his experiences. Jenny is quite a lively boy who

others would naturally receive unfavorable responses. "Hitting lightly", "throwing things at another", "teasing" and "joining in on play" received the second largest number of unfavorable responses. They were used in 14.3 % of the time.

"Hitting lightly" and "joining in on play" drew both favorable and unfavorable responses. Benny used these approaches in 16.2 % of the cases. Possibly he tended to use them to excess to attract attention with the result that the children tired of them and hence responded unfavorably at times.

Thus, the table shows that unfriendly approaches tended to bring unfavorable responses; in only four instances did they elicit favorable responses.

others would normally receive unfavorable responses. "Hitting lightly", "throwing things at another", "beating" and "joining in on play" received the second largest number of unfavorable responses. They were used in 14.3 % of the time.

"Hitting lightly" and "joining in on play" drew both favorable and unfavorable responses. Penny used these approaches in 16.2 % of the cases. Possibly he tended to use them to arouse to attract attention with the result that the children tired of them and hence responded unfavorably at times.

Thus, the table shows that unfriendly approaches tended to bring unfavorable responses; in only four instances did they elicit favorable responses.

Table VII

Approaches Made by Betty and Kinds of Responses Elicited

Approaches		Responses	
	Favorable	No response	Unfavorable
Affectionate and Friendly:			
Patting	1	0	0
Hitting lightly	0	1	0
Playing with hair	0	1	0
Commenting on another's activity	2	4	1
Sitting or standing near	2	0	0
Joining forces with	2	0	0
Requesting attention	2	7	0
Helping	1	1	0
Requesting help, favor	6	3	1
Joining in on play	0	0	1
Offering something	2	0	0
Neutral:			
Talking to	6	11	0
Attracting attention	1	0	0
Unfriendly and Hostile:			
Teasing	1	1	2
Snatching	0	0	4
Dominating	0	1	1
Pushing	0	1	0
Challenging	0	0	2
Interfering with play	0	1	1
Hitting another	0	0	1
TOTAL----------72	26	32	14

In anlyzing Table VII it was found that when Betty used the following approaches she received the largest number of favorable

Table VII

Approaches Made to Betty and Kinds of Responses Elicited

Approach	Response		
	Favorable to approach	Unfavorable	
Affectionate and Friendly:			
Petting	1	0	0
Kissing it (it)	0	1	0
Playing with hair	0	1	0
Commenting on another's activity	2	4	1
Sitting or standing near	2	0	0
Joining forces with	2	0	0
Requesting attention	2	7	0
Holding	1	1	0
Requesting help, favor	6	3	1
Joining in on play	0	0	1
Offering something	2	0	0
Neutral:			
Talking to	6	11	0
Interesting attention	1	0	0
Unfriendly and hostile:			
Teasing	1	1	2
Snatching	0	0	4
Dominating	0	1	1
Fighting	0	1	0
Quarreling	0	0	2
Interfering with play	0	1	1
Hitting another	0	0	1
TOTAL----------	76	36	32	14

In studying Table VII it was found that when Betty used the following approaches she received the largest number of favorable

responses; "requesting help, favor or company of another" and "talking to". These made up 16.6 % of her total approaches. These friendly and neutral approaches brought only one unfavorable response. There was no significant pattern in the rest of her approaches.

Betty experienced the highest number of no-responses when she was "talking to" the children and the second highest number when she was "requesting attention" of the children. These made up 15.3 % and 9.7 %, respectively. "Commenting on" and "requesting help or favor" were the third in the number of approaches which received no responses. Together they comprised 9.7 % of all her approaches.

Altogether her approaches were ignored 34.7 % of the time. Possibly the tendency of the children to ignore Betty's verbal approaches might have been due to the fact that they so often heard her voice in the crowd that they could not differentiate whether or not Betty was addressing them.

Betty received the largest number of unfavorable responses when she was "snatching" things from other children and the second largest number was when she was "teasing" and "challenging". These unfriendly approaches made up 11.1 % of her total approaches. In no case did she receive a favorable response when she used an unfriendly or hostile type of approach.

friendly or hostile type of approach.

No case did she receive a favorable response when she used an unfriendly approaches made up 11.1 % of her total approaches. In Betty received the largest number of unfavorable responses when she was "snatching" things from other children and the second largest number was when she was "teasing" and "clowning". These responses, "reproach", "anger", fear or contempt of mother" and "telling to". These made up 10.6 % of her total approaches. These friendly and neutral approaches left only one unfavorable response. There was no significant pattern in the rest of her approaches.

Betty understood the highest number of non-responses when she was "talking to" the children and the second highest number when she was "requesting attention" of the children. These made up 15.3 % and 9.7 %, respectively. "Commenting on" and "responding help or favor" were the third in the number of approaches which received no responses. Together they comprised 9.7 % of all her approaches.

Altogether her approaches were ignored 34.7 % of the time. Possibly the tendency of the children to ignore Betty's verbal approaches might have been due to the fact that they so often heard her voice in the crowd that they could not differentiate whether or not Betty was addressing them.

Betty received the largest number of unfavorable responses when

Table VIII

Comparison of Number of Each Kind of Response

Received by Each of Four Subjects

Approaches Made By	Total	Responses					
		Favorable		No Response		Unfavorable	
		f	%	f	%	f	%
Wallace	74	24	32.4	35	47.3	15	20.3
John	85	51	60.0	17	20.0	17	20.0
Benny	105	38	36.2	30	28.6	37	35.2
Betty	72	26	36.1	32	44.4	14	19.4

From Table VIII, we note that 47.3 % of Wallace's approaches received no response, 32.4 % received favorable responses, and 20.3 %, unfavorable responses.

John received a good percentage of favorable responses which made up 60 % of the total. For the no-responses and the unfavorable responses he received an equal percentage of 20 % each.

Benny had an almost even distribution in the kinds of responses received. He received 36.2 % favorable responses, 35.2 % unfavorable; and in 28.6 % of the cases he received no response.

Betty had a higher percentage, 44.4 %, of no responses than either favorable or unfavorable. These made up 36.1 % and 19.4 % of all her responses.

Of the four subjects of this study John received the highest percentage, 60 %, of favorable responses. Betty, 36.1 %, and Benny, 36.2 %, received approximately equal proportion of favorable responses. Wallace, 32.4 %, received the least. This might be ex-

Table VIII

Perception of Number or Sex Trait of Responses

Received by Each of Four Subjects

Appreciation Made by Total	Responses					
	Favorable		Unfavorable		No Response	
	f	%	f	%	f	%
Betty	75	26.1	24	14.4	14	17.4
Jerry	100	34.8	73	43.8	27	33.8
John	61	21.3	17	10.2	17	21.3
Wilbur	51	17.8	53	31.6	22	27.5

From Table VIII, we note that 17.8 % of Wilbur's appreciations received no response, 31.6 % received favorable response, and 50.5 %, unfavorable response.

John received a good percentage of favorable responses which made up 60 % of the total. For the no-response and the unfavorable responses No received an equal percentage of 20 % each.

Betty had an almost even distribution in the kinds of responses received. He received 26.2 % favorable response, 33.3 % unfavorable; and in 21.7 % of the cases he received no response.

Betty had a higher percentage, 14.4 %, of no response than either favorable or unfavorable. Those made up 26.1 % and 17.4 % of all her responses.

Of the four subjects of this study John received the highest percentage, 60 %, of favorable responses. Betty, 26.1 %, and Jerry, 34.8 % received approximately equal proportion of favorable response. Wilbur, 17.8 %, received the least. This might be ex-

plained in part by the fact that Wallace have had no previous opportunity to practice making approaches to peers in a nursery school. Wallace also received the highest percentage, 47.3 %, of no responses. He was followed by Betty, 44.4 %, then by Benny, 28.6 %, and lastly by John, 20 %, in the percentage of no responses elicited. Benny had the highest percentage, 35.2 %, of unfavorable responses. Wallace, 20.2 %, John, 20 %, and Betty, 19.4 %, received very nearly equal proportions of unfavorable responses.

Table IX

Wallace's Approaches to Various Children and Kinds of Responses Received

Approach Made To	Total	Responses		
		Favorable	No Response	Unfavorable
Barbara	13	7	4	2
Betty	8	2	2	4
Benny	3	1	1	1
Bill	-	-	-	-
Cherry	3	0	2	1
Carol	15	7	7	1
Eddy	3	0	3	0
Ginnie	-	-	-	-
George	3	1	1	1
Jill	3	0	1	2
John	2	0	1	1
Joe	-	-	-	-
Karen	-	-	-	-
Lou	3	1	2	0
Melvin	-	-	-	-
Nelson	-	-	-	-
Tod	4	0	2	2
Children in general	14	5	9	0
TOTAL	74	24	35	15

Responses Received)

Wallace's Approaches to Various Children and Kinds of

Table IX

nearly equal proportions of unfavorable responses.

allies, 20.2 %, dogs, 20 %, and cats, 19.4 %, received very

Benny had the highest percentage, 30.2 %, of unfavorable responses.

and Lucky by John, 25 %, in the percentage of unfavorable children.

ponses. He was followed by Patty, 44.4 %, then by Jerry, 22.2 %,

nelius also received the highest percentage, 47.2 %, of the non-

quickly to Prudence. Only 8 responses to Penny in a nursery school

playing in pairs by the fact that fellows have had no previous exper-

Approach Made To	Total	Responses		
		Favorable	No Response	Unfavorable
Barbara	13	7	4	2
Betty	8	5	2	1
Jerry	5	1	1	1
Bill	-	-	-	-
Cherry	1	0	2	1
Carol	13	7	5	1
Eddy	5	0	5	0
Gimmie	-	-	-	-
George	3	1	1	1
Jill	3	0	1	2
John	5	0	1	1
Joe	-	-	-	-
Karen	-	-	-	-
Lou	3	1	2	0
Melvin	-	-	-	-
Nelson	-	-	-	-
Tod	4	0	2	2
Children in General	14	5	9	0
Total	74	24	35	15

Wallace made 15 approaches to Carol and out of these he received seven (46.6 %) favorable responses, seven (46.6 %) no responses and one (6.6 %) unfavorable responses. Carol probably made either favorable or no responses according to her own convenience when Wallace was not interfering with her work or her play.

Wallace made the largest number of approaches, 14, to the children in general. Out of these, nine, (64.2 %) elicited no responses and five (35.7 %), favorable ones. This may be due to the fact that the child or even an adult would not get as much response when he addresses everybody in general as he would when he specifies or singles out the person he wants to address.

Out of thirteen approaches he made to Barbara, seven (53.8 %) brought favorable responses, four (30.7 %) brought no responses, and two (15.3 %) brought unfavorable responses. Barbara and Wallace were seen together quite frequently probably because they were both new in the nursery school situation.

Out of eight approaches Wallace made to Betty he received four (50.0%) unfavorable responses, and an equal number (two or 25.0 %) of favorable and no responses.

To Tod he made four approaches and he received no favorable responses. Instead he received an equal number, two,of no responses and unfavorable responses.

Melissa made 13 approaches to Jerry and out of these he received seven (46.2 %) favorable responses, seven (46.2 %) no response and one (7.7 %) unfavorable response. Carol Provably made either favorable or no responses according to her own convenience when Melissa was not interfering with her work or her play.

Melissa made the largest number of approaches, 14, to the children in general. Out of these, nine, (64.2 %) elicited no response and five (35.7 %), favorable ones. This may be due to the fact that the child or even an adult would not get as much response when he addresses everybody in general as he would when he specifies or singles out the person he wants to address.

Out of thirteen approaches he made to Barbara, seven (53.8 %) brought favorable responses, four (30.7 %) brought no responses, and two (15.3 %) brought unfavorable responses. Barbara and Melissa were seen together quite frequently probably because they were both new in the nursery school situation.

Out of eight approaches Melissa made to Betty he received four (50.0%) unfavorable responses, and an equal number (two or 25.0 %) of favorable and no responses.

To Tod he made four approaches and he received no favorable response. Instead he received an equal number, two of no response and unfavorable responses.

Table X

John's Approaches to Various Children and Kinds of Responses Received

Approaches Made To	Total	Response		
		Favorable	No Response	Unfavorable
Barbara	7	4	1	2
Betty	1	0	1	0
Benny	5	5	0	0
Bill	2	0	0	2
Cherry	4	3	0	1
Carol	4	3	0	1
Eddy	6	1	3	2
Ginnie	-	-	-	-
George	10	8	1	1
Jill	3	1	0	2
Joe	-	-	-	-
Karen	-	-	-	-
Lou	4	4	0	0
Melvin	-	-	-	-
Nelson	1	-	1	0
Tod	19	13	3	3
Wallace	11	5	3	3
Children in general	8	4	4	0
TOTAL	85	51	17	17

John made the greatest number of approaches to Tod who seemed to be his special friend aside from George. Out of nineteen approaches he made to Tod he received 13 (68.4%) favorable responses and an equal number, three, of no responses and unfavorable ones.

From George, his best friend, he received eight (80.0 %) favorable responses and an equal number, one, of no responses and unfavorable responses. out of the ten approaches that John made.

Table 4

Number of Persons Children and Pets of Neighbors Receiving Unfavorable Responses

Approaches Made to	Total	Number of Unfavorable Responses
Children in General	8	4
Neighbors	11	3
Dog	12	3
Neighbor	1	0
Melvin	-	-
Lon	4	0
Karen	-	-
Joe	-	-
Bill	4	0
George	10	1
Glenn	-	-
Ray	3	3
Carol	4	1
Sherry	4	1
Bill	3	2
Gerry	3	0
Judy	1	1	0
Barbara	1	1	0

John made the greatest number of approaches to Jod who seemed to be his special friend aside from George. Out of nineteen approaches he made to Jod he received 12 (63.1%) favorable responses and an equal number, three, of no responses and unfavorable ones.

From George, his best friend, he received eight (66.6%) unfavorable responses, out of the ten approaches that John made.

It is interesting to note here that John did not make the largest number ofobservable contacts to George probably because the relationship had come to be so close that they took each other for granted.

To the children in general John made eight approaches and he received no unfavorable response. He received an equal number, four, of no responses and favorable responses.

Out of the seven approaches he made to Barbara, he received four (57.1 %) favorable, one (14.2 %) no response and two (28.5 %) unfavorable responses.

Of the six approaches he made to Eddy he received one (16.6 %) favorable response, three (50.0 %) no response and two (33.3 %) unfavorable.

It is interesting to note that of the five approaches made to Benny he received all favorable responses, probably because Benny admired and liked John.

It is interesting to note that John did not rate the largest number of conceivable evidence to decide (accurately) because the relationship did come to it to close that they took each other for granted.

To the children in general down made slight difference and no received no unfavorable response. It received an equal number, of no reaction as and favorable response .

Out of the seven shipwrecks he made to capture, he received four (57.1 %) favorable, one (14.3 %) no response and two (28.6 %) unfavorable response.

Of the six shipwrecks he made to ship he received one (16.6 %) favorable response, three (50.0 %) no response and two (33.3 %) unfavorable.

It is interesting to note that of the nine shipwrecks made to ship he received all favorable response, probably because funny acquired and liked John.

Table XI

Benny's Approaches to Various Children and Kinds of Responses Received

Approaches Made To	Total	Responses		
		Favorable	No Response	Unfavorable
Barbara	-	-	-	-
Betty	4	2	1	1
Bill	-	-	-	-
Cherry	2	0	2	0
Carol	2	0	0	2
Eddy	6	4	1	1
Ginnie	-	-	-	-
George	1	0	0	1
Jill	2	1	1	0
John	29	8	9	12
Joe	5	2	0	3
Karen	1	0	0	1
Lou	3	3	0	0
Melvin	7	2	1	4
Nelson	2	0	1	1
Tod	26	11	7	8
Wallace	2	1	0	1
Children in general	13	4	7	2
TOTAL	105	38	30	37

Benny made the greatest number of approaches to John, whom he especially liked. Out of 29 approaches he made to John he received twelve (41.3 %) unfavorable responses, eight (27.5 %) favorable and nine (31.0 %) no response. This might have been due to the fact that Benny was practically "running after" John and probably John was annoyed by this.

Out of 26 approaches he made to Tod, Benny received 11 (42.3 %) favorable, seven (26.9) no responses and eight (30.7 %) unfavorable ones.

Table II

Approaches Made to Various Children and Kinds of Responses Received

Approaches Made to	Total	Responses	
		Favorable To Researcher	Unfavorable
Allison	-	-	-
Betty	4	3	1
Bill	-	-	-
Cherry	2	1	1
Carol	2	2	0
Judy	5	4	1
Minnie	-	-	-
Jerry	1	0	1
Bill	1	1	0
John	8	7	1
Joe	1	0	1
Byron	1	0	1
Ian	4	0	4
Melvin	3	1	2
Mason	2	1	1
Ted	23	15	8
Wallace	2	1	1
Children in general	15	4	11
TOTAL	109	72	37

Jenny made the greatest number of approaches to John, when he especially liked. Out of 29 approaches he made to John he received twelve (41.3 %) unfavorable responses, eight (27.6 %) favorable and nine (31.0 %) no response. This might have been due to the fact that Benny was practically "mauling over" John and probably John was annoyed by this.

Out of 26 approaches he made to Ted, Benny received 11 (42.3 %) favorable, seven (26.9) no responses and eight (30.7 %) unfavorable ones.

Of the 13 approaches he made to the children in general he received seven (53.8 %) no responses, four (30.7 %) favorable and two (15.3 %) unfavorable.

He made seven approaches to Melvin and the responses he received were two (28.5 %) favorable, one (14.2 %) no response and four (57.1 %) unfavorable.

Out of six approaches he made to Eddy he received four (66.6 %) favorable responses and an equal number, one, of no response and unfavorable responses.

Table XII

Betty's Approaches to Various Children and Kinds of Responses Elicited

Approaches Made To	Total	Response		
		Favorable	No Response	Unfavorable
Barbara	3	2	1	0
Benny	2	0	2	0
Bill	-	-	-	-
Cherry	3	3	0	1
Carol	8	5	2	1
Eddy	5	0	1	4
Dolly	1	0	1	0
Ginnie	1	0	0	1
George	5	0	4	1
Jill	4	1	2	1
John	4	1	3	0
Joe	-	-	-	-
Karen	-	1	-	-
Lou	7	6	0	1
Melvin	1	0	1	0
Nelson	-	-	-	-
Tod	8	4	2	2
Wallace	8	4	3	1
Children in general	11	1	10	0
TOTAL	72	26	32	14

Of the 17 adjectives used to the children in general to receive never (11.3 %) no response, four (30.7 %) favorable and two (15.3 %) unfavorable.

We made seven attempts to retain and the response he received were two (11.3 %) favorable, one (14.2 %) no response and four (31.1 %) unfavorable.

Out of ten efforts he made to help he received four (44.6 %) favorable responses and an equal number, one, of no response and unfavorable response.

Table XII

Teddy's Approaches to Various Children and Kinds of Responses Elicited

Approaches Made to	Total	Responses	
		Favorable	Unfavorable
Barbara	4	2	1	0
Benny	2	0	2	0
Bill	-	-	-	-
Cherry	3	3	0	1
Carol	8	5	3	1
Eddy	5	0	1	4
Dolly	1	0	1	0
Jimmie	1	0	0	1
George	5	0	4	1
Jill	4	1	-	1
John	4	1	3	0
Joe	-	-	-	-
Karen	-	-	-	-
Lou	4	3	0	1
Melvin	1	0	1	0
Nelson	-	-	-	-
Ted	8	4	3	1
Wallace	3	1	2	0
Children in general	11	1	10	0
TOTAL	42	20	32	14

Betty made the largest number of approaches to the children in general probably because she wanted to get the attention of all the children. She seemed not to care who gave her the attention as long as she received it. Out of 11 approaches she made to them she received ten (90.9 %) no responses and one (9.0 %) favorable response.

She made an equal number, eight, of approaches to Wallace, Tod, and Carol. From the latter she received five (62.5 %) favorable, two, (25.0 %) no responses and one (12.5 %) unfavorable. From Tod she received four (50.0 %) favorable responses, and an equal number, two, of no response and unfavorable responses. From Wallace she received four (50.0 %) favorable ones, three (37.5 %) no responses and one (12.5 %) unfavorable. To Lou she made seven approaches of which six (85.7 %) were favorable and one (14.3 %) unfavorable. There was no definite pattern on the rest of her approaches which were scattered.

3. Summary of Findings:

In the number of approaches made in each of the six consecutive intervals during the play periods there was no pattern common to all four subjects. One of the subjects (Wallace) made an increase in his approaches as the time of day progressed while another one (John) had a slightly decreasing number of approaches. In the other two cases (Benny and Betty) there were no patterns which could be observed.

apparently the largest number of utterances by the children
in general during a session were marked by the absence of all
the children. The method not to come into play for the subjects as
long as she received it. Two of 11 utterances are made to them are
received ten (26.2 %) no responses and one (2.0 %) favorable res-
ponse.

One made an equal number, eight, of approaches to Melissa, Jud,
and Carol. From the latter she received five (62.5 %) favorable,
two, (25.0 %) no responses and one (12.5 %) unfavorable. From
Jud she received four (50.0 %) favorable responses, and an equal
number, two, of no response and unfavorable responses. From Mel-
lisa she received four (80.0 %) favorable ones, three (37.5 %) no
responses and one (12.5 %) unfavorable. To Jot she made seven
approaches of which six (85.7 %) were favorable and one (14.3 %)
unfavorable. There was no definite pattern on the part of her
approaches which were reattored.

3. Summary of Findings:

In the number of approaches made in each of the six consecu-
tive intervals during the play periods there was no pattern evident
to all four subjects. One of the subjects (Melissa) made an in-
crease in his approaches as the time of day progressed while another
one (John) had a slightly decreasing number of approaches. In the
other two cases (Jud and Carol) there were more no responses which
could be observed.

The average number of approaches per fifteen-minute observation ran from 4.23 to 6.18.

Various kinds of approaches and responses used by the nursery school children were summarized and classified as affectionate, friendly, neutral, unfriendly or hostile approaches and as affectionate, accepting, ignoring, refusing, or hostile response.

This group of children used friendly approaches 47.3 % of the time, unfriendly ones, 22.9 %, neutral ones, 20.6 %, affectionate ones, 6.3 % and hostile ones, 3.0 %.

Wallace used friendly approaches in 47.1 % of his approaches, neutral ones in 28.4 %, and unfriendly ones in 15.3 %, affectionate ones in 6.7 % and hostile ones in 2.8 %.

John used friendly approaches, 52.9% of the time, unfriendly ones in 23.5 %, neutral ones, 17.6 %, hostile ones, 4.7 % and affectionate ones, 1.2 %.

Benny used friendly approaches in 41.9 % of his approaches, unfriendly ones in 29.5 %, neutral in 14.3 %, affectionate in 10.5 % and hostile in 2.9 %.

Betty used 48.6 % friendly approaches, 25.0 % neutral, 20.8 % unfriendly, 4.2 % affectionate and 1.3 % hostile.

Of the four subjects John made the highest percentage of friendly approaches, Benny made the highest percentage of unfriendly approaches, and Wallace and Betty made higher percentages of neutral approaches than either John or Benny.

The average number of glances per interchange sequence was 1.15.

Various types of glances and responses used by the subjects are discussed in the following paragraphs.

Of the four subjects John made the highest percentage of friendly approaches, and Wallace and Betty made higher percentages of neutral approaches than either Jean or Nancy.

Betty used 42.6 % friendly approaches, 22.0 % neutral, 20.8 % unfriendly, 4.2 % affectionate and 1.3 % hostile.

Jean used Friendly approaches in 41.9 % of her approaches, neutral ones in 22.3 %, hostile ones, 17.6 %, unfriendly ones in 6.7 % and affectionate ones, 1.2 %.

John used friendly approaches, 37.6% of the time, unfriendly ones in 6.7 % and hostile ones in 5.8 %.

Wallace used friendly glances in 41.1 % of his approaches, neutral ones in 32.4 %, and unfriendly ones in 18.9 %, affectionate ones, 6.3 % and hostile ones, 1.0 %.

Nancy, 31.2 % neutral ones, 30.3 % affectionate ones, 19.5 % friendly ones, 17.2 % unfriendly ones and 1.8 % hostile ones.

This group of children used friendly approaches 41.3 % of the time, unfriendly ones, 31.2 % neutral ones, 30.3 % affectionate ones, 19.5 % friendly, neutral, unfriendly or hostile approaches and 17.2 % unfriendly, hostile, affectionate and neutral ones.

Various types of glances and responses used by the subjects are discussed in the following paragraphs.

Comparing the number of each kind of response received by each of the four subjects it was found that Wallace received 32.4 % favorable responses, 47.3 % no responses and 20.3 % unfavorable. John received 60 % favorable responses and 20 % each on no responses and unfavorable ones. Benny received 36.2 % favorable responses, 28.6 % no response and 35.2 % unfavorable. Betty received 36.1 % favorable, 44 % no response and 19.4 % unfavorable. Of the four subjects, John received the highest percentage of favorable responses, Benny the highest percentage of unfavorable responses, and Wallace and Betty the highest percentage of no responses.

There was a wide variation among the subjects as to the selection of children to whom approaches were made. Some subjects spread their social contacts among many, while some concentrated them only on a few.

Wallace tended to approach Carol (15) and Barbara (13) both of whom responded to him favorably or ignored him. Both seldom responded unfavorably. Betty, to whom he made eight approaches, responded unfavorably in one-half of the cases.

John most often approached Tod (19), Wallace (11) and George(10). Tod and George almost invariably responded favorably while Wallace did so more often than he did unfavorably or that he ignored John.

Benny approached John (29) and Tod (26) far more often than any others. Tod's responses were favorable a little less than half the time and the remainder almost equally divided between unfavorable and no response. John's responses were unfavorable

To further the number of each kind of response received by each of the four subjects it was found that Esther received 32.4 % favorable responses and 20.0 % unfavorable. Ruth received 32.4 % no response and 47.5 % favorable responses and unfavorable ones. Ruth received 47.5 % favorable responses and 20.0 % unfavorable. Both received 32.4 % no response and 32.5 % unfavorable. Esther received 32.4 % favorable, 47 % no response and 20.4 % unfavorable. Of the four subjects, John received the highest percentage of favorable responses, namely the 47 per cent of unfavorable responses. There was a wide variation among the subjects as to the relation of silliness to when aphorisms were made. Some subjects spread their social contacts evenly among, while some concentrated them only on a few.

Tillie tended to aphorize about (12) and Bertha (1) both of whom responded to his favorably or ignored him. Both seldom responded unfavorably. Betty, to whom he made eight aphorisms, responded unfavorably in one-half of the cases.

John most often aphorized Ted (12), Wallace (11) and George(10). Ted and George almost invariably responded favorably while Wallace did no more often than he did unfavorably or that he ignored John.

Betty aphorized John (23) and Ted (21) far more often than any others. Ted's responses were favorable a little less than half the time and the remainder almost equally divided between unfavorable and no response. John's responses were unfavorable

in a little less than half the cases and the remainder divided almost equally between favorable and no response.

Betty approached Carol (8) , Tod (8) and Wallace (8) equally and received favorable responses about half of the time.

E
Implications

The findings of this study maybe useful to parents, teachers, and students in child development. That friendly approaches usually received accepting responses, neutral ones received ignoring responses, and unfriendly approaches received the refusal type of response, is useful information for those responsible for helping and guiding children. They may aid the child in his socialization process by encouraging him to use friendly types of approaches if accepting responses are wanted. A child whom other children like and seek as a companion (e.g., John) is successfully building up desirable patterns of social behavior.

When a child receives an undue number of unfavorable responses parents or teachers may assume that the child probably does not make the satisfactory approaches to his peers. Guidance in making more friendly approaches will be valuable in this case. Other factors which appear to enter into a child's ability to make satisfactory social contacts with his peers are the personality of the child, his preference for particular children, and their preferences for him and his opportunity to have social experience.

in a little less than half the area and the number divided

Both differences $(A) - (B)$ and (B) and (C) clearly

direct equally between favorable and no reference.

and received favorable responses about half of the time.

Hypothesis 3

The tendency of girls actually may be neglectful to "ignore" unfavorable, and evidence in child development. That friendly advances are mentally received acceptant reference" rejected ones received ignoring responses" and positively affirmative received the reduced type of response" is material information for those responsible for helping and guiding children. Each and the child in its socialization process by encouraging him to use friendly types of affirmations if certain responses are wanted. A child whom other children like accepting responses are wanted. A child who is accepted by others may assume that the child probably does not deviate factors of social behavior.

When a child receives an undue number of unfavorable responses and each as a conversion ("e.g." John) is successfully building up

ference for him and his objectively to have social experience.

the child, his preference for particular children, and their interactional control with his peers are the particular of factors which appear to enter into a child's ability to make friendly affirmations will be valuable in this case. Other make the satisfactory adjustments to his peers. Evidence in making parents or teachers may assume that the child probably does not

Since this study showed that sometimes unfriendly approaches elicited favorable responses, probably children's quarrels should not be taken too seriously by parents and teachers nor should they be emphasized because quarreling may be a socializing agent. Together with making up, it is excellent training in helping the children in lessening their grievances and to be good sports.

The fact that there is no definite pattern in making approaches as far as time of day is concerned and that the average contact per fifteen minutes of observation varies from 4.23 to 6.18 seems to indicate that these two aspects of social contacts are idiosyncratic.

This study may help persons dealing with children to clarify their ideas of how nursery school children make their approaches to their peers and also what kinds of responses these approaches elicit. On the other hand, various children used different kinds of approaches and received different kinds of responses from various ones of their peers and also there was wide variation among the subjects as to their selection of children with whom contacts were initiated. These findings help one to recognize variation among individuals in their patterns of social contacts.

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APPENDIX

INDICE

ORIGINAL DATA ON APPROACHES AND RESPONSES

WALLACE

CLINICAL DATA ON APPLICANTS AND RESPONDERS

WAIVER

9:30 - May 6, 1954

1 - Wallace: "My old car has two doors and my new car has four doors."
This is going on as Carol does finger painting and Wallace looks on. Later Wallace joins in.
Carol : "My old car has two doors and we still keep it."

2 - Wallace: "You have purple but I have...."
Carol: No response (continues to work).

3 - Wallace: "Look at my snakes".
Carol: No response.

4 - Wallace: "Now look at my house".
Carol: No response.

9:15 - May 6, 1954

5 - Wallace: During story he pats Carol on the back and says: "Little girl" smiling at her.
Carol: "I am not a little girl", turns her back to Wallace.

6 - Wallace: "We - e - e - e - e " while Carol, John and Tod drink their juice. John plays with gum.
John: "What's wrong with that?"

10:15 - May 6, 1954

7 - Wallace: Lies on the grass near Carol's area and tries to reach her. She smiles at her.
Carol: Leaves the area, takes her jacket off and runs to jungle gym. She tries to get away from teacher but does not seem to notice Wallace.

8 - Wallace: He does the same - takes jacket off and joins Carol in running away from the teacher.
Carol: Accepts Wallace's company but does not talk to him.

10:00 - May 11, 1954

9 - Wallace: During story time he sits at the back quietly. He holds Barbara by the shoulders, shakes her and says: "I can't see, I can't see".
Barbara: No response but does not show resentment.

10 - Wallace: Follows Barbara as she crawls around the floor.
Barbara: Joins hands with Wallace as if deciding to team with him when teacher tells them that they might have to leave the group for a while.

9:30 - May 11, 1954

11 - Wallace: Plays with Barbara on side . When Barbara goes in Wallace follows her.
Barbara: Takes Wallace for granted and does not talk to him, accepts him.

12 - Wallace: Follows Barbara as she takes her coat in locker room to prepare to go to the porch.
Barbara: Smiles at Wallace.

10:15 - May 13, 1954

13 - Wallace: Goes near John and Tod who are kicking each other. Wallace hits Tod's feet and says something as if asking Tod to stop. (Takes side of John to gain his friendship)
John: Does not even notice Wallace's presence.

14 - Wallace: As they go out to the yard Wallace says to Betty "Now Betty". Willie follows Betty.
Betty: "Begin to run away" and she runs ahead of Wallace.

15 - Wallace: He paints outside with Betty. As he starts to do so he says "Look at mine".
Betty: Does not answer.

16 - Wallace: Continues to do some more painting and then goes to Betty 's side and looks at her painting, laughs and says: "Look at mine".
Betty: Goes to Wallace's side and looks briefly at his painting.

9:45 - May 17, 1954

17 - Wallace: Runs after Carol, hits her slightly and talks to her.
Carol: Goes with him to jungle gym.

18 - Wallace: "Hey Betty we don't like gloves".
Betty: "But I do".

10:45 - May 17, 1954

19 - Wallace: "Yea, we dumped all your pins out" to Benny so Willie leaves as if in anger.
Benny; No answer.

20 - Wallace: "Stop that" andhits Barbara at back - Barbara was getting his blocks.
Barbara: Did not pay attention to Wallace.

21 - Wallace: Goes to George, picks up one of George's blocks and runs away, laughing.
George: "Wallace, come back"and runs after Wallace.

22 - Wallace:"Look at my side walls". "Ha - ha, I live on a hill". Talking to Jill.
Jill: No response.
Wallace: So Wallace asks the teacher to look at his house.

23 - Wallace: "I know your locker" and he goes to Tod's locker as he hears the teacher ask Tod where his (Tod's) locker is.
Tod:Did not seem to hear Wallace.
Wallace: Just leaves with a defeated and disappointed look.

11:45 - May 17, 1954

24 - Wallace: During story time there are no more chairs available. So Wallace goes to Tod and sits with him on one chair.
Tod: "Go away" in an angry tone.
Wallace: Leaves with a sad look and goes to a corner.

25.- Wallace: "I was just washing, time to get up". He then faces Carol and says: "You are supposed to rest on the floor", as Carol is on top of the table.
Carol: Does not pay any attention to Wallace.

26 - Wallace: "Barbara is the baddest one" as Barbara does not get away from the table. As Wallace was probably jealous of Barbara's position, he now tries to get Barbara's place.
Barbara: "No!" and pushes Wallace off.

27 - Wallace: "I wanna do a trick but I want Tod to do it with me". So when Barbara offers to help Wallace, he accepted.
Tod: No response.

9:45 - May 18, 1954

28 - Wallace: As he finds Benny and Joe on top of a box, he says "Knock - knock" and climbs.
Benny: "You're not coming up here".
Wallace: Leaves with a sad look. He goes to a swing and swings alone for a while. Then he went to the jungle gym where John, Carol, and Barbara were.

29 - Barbara: Does not seem to realize that Wallace is with them (does not look at him nor talk to him).

30 - Wallace:-"I know what you said" to Lou as the latter whispers something to the teacher.
Lou: "What?"
Wallace: "I won't tell".

31 - Wallace: " I know what's for dessert ", to George who comes in.
George: No comment but goes to kitchen and looks on.

32 - Wallace: Starts talking to George (which he does not do so often.
George: Talks back and they start playing with their hands.

10:30 - May 18, 1954

33 - Wallace: " I am the grandma" as he is all dressed up as a woman.
Carol: Looks with a questioning look at Wallace, but does not say anything.

34 - Wallace: " But there is Lou's baby and this is my baby".
Carol: " Yea".

35 - Wallace: " I'm gonna wear those gloves", in a tone as if commanding Barbara not to wear them. Wallace pulls them from Barbara as the teacher comes in.
Barbara: " I want to wear them" and grabs gloves from top of drawer.

36 - Wallace: " I'm gonna cook supper".
Barbara: " Yes, you are".

37 - Wallace: " Cook some cereal" to Cherry.
Cherry: " Listen to Wallace", but did not cook the cereal.

38 - Wallace: " Supper is ready, supper is ready", as he finishe "preparing" food and sets them on the table.
Response: Children came in and started eating.

39 - Wallace: " This is yours, that is yours", assigning some plates to the children.
Response: Accepted quietly.

10:00 - May 23, 1954

40 - Wallace: Drinks his juice and goes to join story group. As the children started counting puppies in the picture, he says: " No, they are 1 - 2 - 3 - 4 - 5 - 6".

41 - Wallace: Goes to Lou who is playing with babies and says to her: "Hi, babies, hi, babies".
Lou: Looks at him but did not utter a word.
Wallace: Leaves her , turns his back, and says: " Now, the babies are drinking their juice."
Lou: No response.

42 - Wallace: " I wanna tell a story". The teacher consented ,so he tells a story. No matter what the reaction of the children were, Wallace continues his story.
Response: The children do not seem to be interested at first as they make a lot of noise. They finally listened quietly.

43 - Wallace: Raises a toy up, pretends that he is heavy and says : " See, I'm strong" to John and Tod.
Response: They look at Wallace and smile.

10:00 - May 24, 1954

44 - Wallace: As he sees Eddy come in, he says: " The story is about the giant".
Eddy: No answer.

45 - Wallace: As there is no answer from Eddy, Wallace repeats: "The story is about the giant".
Eddy: No response.

46 - Wallace: As Barbara comes in, Wallace says to the teacher: " Barbara wants to see herself (in a story)", and smiles at Barbara.
Barbara: Does not notice Wallace' attention.

47 - Wallace: Goes to Cherry and hits her on the head.
Barbara: " Stop that" (ordering).
Wallace: " It doesn't hurt", then stops hitting Cherry on the head.

48 - Wallace: Goes to Betty who is getting some paper for cutting. He says: "I'm taking this".
Betty: No response.

49 - Wallace: Pulls Jill's chair away and smiles.
Jill: "Don't" in a pleading tone.

50 - Wallace: Gives Jill a piece of paper and puts it on top of her paper.
Jill: "I don't like that".

51 - Wallace: "I got a little pig, ha, ha ," proud of his work.
Response: Children look at it and admire.

10:45 - May 24, 1954

52 - Wallace: Pulls a cup from Betty as she is washing it in a basin.
Betty : "I'm doing it" and grabs cup back.
Wallace: "I want to wash that".

53 - Wallace: Washes brushes with Barbara.
Barbara: Works with him and they have fun.

54 - Wallace: Plays lotto with other kids. "I found a squirrel card" to children.
Response: None, they all continue with theirs.

55 - Wallace: Cries and tries to snatch one of the cards from Betty.
Betty : Tries to keep cards away from Wallace's reach.

56 - Wallace: "Slow poke" meaning Eddy.
Eddy: Does not say a word.

57 - Wallace: "Where 's that fish, it goes here" to Benny
Benny: Looks at him and then searches for the card and find it. "This is it, this is it".

58 - Wallace: Sits by Barbara, hugs her and shakes her head to and fro.
Barbara: Smiles back and accepts Wallace's action.

10:30 - May 24, 1954

59 - Wallace: "I'm an indian,haw" and raises hand up. (addresing all children).
Response: None.

60 - Wallace; "I have a two door, I have a four door".
Carol:"Wallace does not" and says "I have doors on both sides".

61 - Wallace: "I'm in Carol's place" addresing children
Response: None.

62 - Wallace: "Tod is John's brother"
Tod : "No, he isn't"
Wallace: "Yes, he is".

10:45 - May 25, 1954

63 - Wallace: Playing in doll corner with Carol he says "It's six o'clock, let us go."
Response: They follow him quietly.

64 - Wallace: Goes to Lou's who colors, and says "What are you doing, you?"
Lou: Looks up at Wallace in a wondering look.

65 - Wallace: "I'm in the bathroom" to the kids in general. He was trying to say that he was the first to wash.
Response: None, as they don't listen to him.

66 - Wallace: "Don't come in the bathroom, because I'm here".
Responde: None, as they don't hear him.

67 - Wallace: "I got a blue wash cloth, I got a blue wash cloth" waving the wash cloth to the kids.
Response: None, they don't look at him but continue to work.

68 - Wallace: "I was the first one to wash" addressing Carol.
Carol: Just looks at Wallace but says nothing.

69 - Wallace: Plays with peg board by himself and when he hears Carol say "I already washed" he answers: "I was the first one to wash".
Carol : Doesnot say anything but continues playing.

10:15 - June 1, 1954

70 - Wallace: Stands up from chair and triesto play with Betty's hair, giggling while doing this.
Betty: "Stop that" in angry tone.

71 - Wallace: Sits by Cherry and looks at her once in while.
Cherry: Does not seem to see Wallace as she listen to story attentively.

72 - Wallace: As Betty and Lou start to dance he looks and then he joins them.
Response: None, as they don't notice him.

73 - Wallace: Goes on top of a plataform and addressing the kids says "I dance like this" and performs.
Response: None, as nobody look at him.

74 - Wallace: Imitates Carol who goes on top of a window sill.
Carol: Accepts Wallace's company but does not talk to him.

ORIGINAL DATA ON APPROACHES AND RESPONSES

JOHN

CHAPTER IV

CLAIMED BY CO-WORKERS AND RIVALS

9:30 - May 11, 1954

1 - John: " Pull that" as Wallace tries to take off his apron.
Wallace: " I know" (not liking the idea of being taught).

2 - John: Smiles and leaves Wallace. He walks around the room and watches Wallace once in a while.
Wallace: Reads in a corner.

3 - John: Follows George as the latter tries to hide behind the stairs from the teacher and the other children.Later, when George goes over to the book rack to see some pictures, John joins him but does not talk to him.
George: He seems to take John's company for granted.
John: Both are quiet but seem to enjoy each other's company a lot.
George: The same.

9:30 - May 13, 1954

4 - John: Stands near Bill and looks at him as if trying to boss Bill.He stands with hands on hips.
Bill: He kicks John.

5 - John: Hits Bill on chest.
Bill: Hits John back.
John: Leaves without getting what he wants - to be boss.

6 - John: Goes over to sandbox where Benny, Barbara, and Cherry are. He stands nearby and joins them in walking on wooden rails around the box and helps Benny put sand on his pail.
Response: They accept John.

7 - John: Joins George over at the garden area and sits by him quietly as they often do.
George: Knows John is there and accepts.

8 - John: After a while he starts to push Wallace who runs away from him. John does the same to Carol.
Wallace: Does not like to be pushed but enjoys being pursued.
Carol: She enjoys it too.

9 - John: Goes to garden area and goes besides George who looks at the plants. He talks to George (I could not hear).
George: Answers John and points out some plants which he sees.

10 - John: As Tod comes near him, he pushes Tod playfully.
Tod: Playfully pushes John back and they do this for one minute.
John: Then leaves.

10:45 - May 13, 1954

11 - John: Goes over to Wallace who is on a swing and says: "Can I have this?" meaning the other swing.
Wallace: " No", but says "yes" the next moment.
John: Swings with Wallace.

12 - John: " There's a jet; I can hear it but I don't see it". He does not talk for a while.
Wallace: No answer.

13 - John: " I can see my shadow".
Wallace: " So do I".
John: He then goes into the building with the rest of the children and wanders from puzzles to books. Nobody talks to him nor does he talk to anybody.

10:35 - May 17, 1954

14 - John: Leans on Tod's lap as they listen to a story.
Tod: Pats John's head once in a while.
John and the rest then go to build a fence for a bunny.

15 - John: "I'm gonna be the first bunny" shouting for everyone to hear.
George: " I am".

16 - John: After a while, John follows George over to a swing. They swing together and talk once in a while.
George: It seems that George's responses are always on the positive side except when John takes leadership.

17 - John: " Eddy, go get it" as he kicks the ball.
Eddy: Does not answer, justs looks at John and continues to listen to a story being read by the teacher.

11:15 - May 17, 1954

18: John: Loiters around the children and watch what they are all doing. He looks with Benny at a book; he stands by where Benny is sitting with a book.
Benny: Addresses John when he "tells" the story.

19 - John: Goes to Tod , looks, and then says: " What's that?"
Tod: " My car".

20 - John: Helps Tod with tying a string on to a stick.
Tod: Let's John do the work for him.

21 - John: During storytime, he sits by Cherry and puts his hands over her face.
Cherry: Laughs at John and seems to enjoy his company.

22 - John: Repeats these for two more times.
Cherry: The third time, she says: " Stop!"
John: Stops.

12:15 - May 17, 1954

23 - John: Faces Lou, smiles at her and mumbles something to her.
Lou: Chats with him, looking quite happy.

24 - John: Turns to the other table and smiles at Carol.
Carol: Smiles back at him.

25 - John: " Benny", "Benny" as Benny passes by John.
Benny: Looks at John and smiles.

26 - John: As Carol passes by he tries to keep her from passing by, and laughs.
Carol: Does not resent it. She rather enjoys it.

27 - John: Grabs Barbara by the hand as she passes by.
Barbara: Does not resent John's action but enjoys it instead.

28 - John: "Tod crack corn ans I don't care", singing as he sees Tod.
Tod: Was not even bothered by it, just keeps on dishing his dessert.

11:00 - May 24, 1954

29 - John: Goes to story group and starts to tickle Barbara who is nearby.
Barbara: Tickles John too and seems to like it as she laughs.

30 - John: "I can't see, Barbara" and pushes her out of the way.
Barbara: Grumbles and looks at John angrily.
John: Did not push again.

31 - John: Hits Tod at back play-fully.
Tod: Hits back smiling at John.

32 - John: After a while goes near Tod and blows his ears.
Tod: Smiles and tries to avoid.

33 - John: Grabs something from Eddy
Eddy: Starts to hit John.

34 - John: As Lou and Cherry play the piano he goes over and says: "That's hot the way".
Lou : Stops playing.

35 - John: Shows them how he plays and smiles proudly. The he leaves.
Lou: looks at him admiringly.

10:45 - May 18, 1954

36 - John: Tries or attemps to hit Benny with a block, but does not really do it.
Benny: Evades and smiles.

37 - John: "I wanna paint too" ashe hears that George is going to paint.
George: Does not say anything, but while they paint he talks to John.

38 - John: Goes near George and looks at George's painting,
George: "John, isn't that beautiful?"
John: "Yep".

39 - John: Goes over to b ick area and stands by while Eddy and Tom play. He walks over their blocks.
Tom: "No, no".

10:00 - May 20, 1954

40 - John: Pretends to hit Cherry on the face as latter sits by him.
Cherry: Smiles at John but does not say a word.

41 - John: Tod comes near John; he hits Tod slightly on lap and smiles.
Tod: Smiles back at John.

42 - John: Goes to table when Tod is and pretends to make motion with hands as if finger painting; Hits Tod's hand once in a while.
Tod: Joins John in pretending to finger paint. Does not say anything when he is hit on hand.

43 - John: Joins Tod who is playing with blocks.
Tod: Accepts John's company as they play together.

44 - John: He stops playing and hits Tod playfully, but later hits harder and harder.
Tod: Smiles at first but says "ouch" when he gets hurt.

45 - John; Leaves Tod and joins Wallace.

46 - John: "Wello madam" to Wallace.
Wallace: Looks at John and answers the same.

47 - John: "You wouldn't even dare" as Wallace says he's going to hit John with a piece of wood.
Wallace: Leaves John as if taking the hint.
John: Smiles to himself and after a while goes away.

9:45 - May 20, 1954

48 - John: "I want one" and takes one of the toss rings away from Eddy.
Eddy: "No" in protest.

49 - John: "You have to put this thing right there" and puts the thing far.
Eddy: Accepts the suggestion quietly and lets John join him in the game.

50 - John: As Carol comes and sits nearby he takes a ring a pretends to hit her with it.
Carol: Evades the ring and smiles.

51 - John: Then he hits her on the shoulder.
Carol: "Ouch" but not in a hurt tone and says; "John, you think you're so smart".

9:45 - May 24, 1954

52 - John: Plays ball with a teacher. Comes to the slide, where Nelson plays, looks at him and smiles. No approaches are made in ten minutes.
Nelson: No response. He does no seem to notice him at all.

53 - John: "Hi Toddy crack corn".
Tod: No response, just looks at John.

54 - John: "Hey Tod, come on" when Tod does not throw the ball to him.
Tod: Does not pay any attention to John. No answer.

55 - John: Goes to Tod and grabs ball from him.
Tod: "John" (Protesting).

56 - John: Joins story group and sits by George.
George: No response. Does not notice John is there as he is so busy listening to story.

57 - John: Looks at Wallace and smiles at him.

11:00 - May 24, 1954

58 - John: Plays with Barbara and hits her with his tummy.
Barbara: Hits him with her tummy and he falls, then they laugh.

59 - John: As he listens to a story and Barbara comes close to him and says: "I cannot see" he pushes her away and imitates what she said.
Barbara: No response, as if John did nothing to her.

60 - John: Looks and smiles at Barbara and plays with her foot.
Barbara: Plays with him too but I did not hear what she said.

61 - John: Sits by Betty who looks at a book .
Betty: Does not notice John's presence.

62 - John: Helps Tod nails some boards.
Tod: Accepts John's help . They work together.

63 - John: Watches Jill as she plays with peg board. "Go ahead, Jill; I'll help you".
Jill: "No" and refuses, but talks to him.

64 - John: Helps after Jill talks with him.
Jill: They work together.

65 - John: "You are no" (ordering tone) as Wallace says he is going to bring peg board home. John grabs board from Wallace.
Wallace: "I am".

66 - John: Teases Wallace as the latter acts like a baby.
Wallace: Cries to get Teacher's attention.

11:45 - May 24, 1954

67 - John: Listens to story and as Jill comes too close , he hits her.
Jill: Hits back and goes away.

68 - John: Hits Barbara who sits b him.
Barbara: Hits back and this goes for quite a while.

69 - John: During rest, he hits Tod who is resting besides him.
Tod: Hits back b t playfully.

70 - John: Tries to reach Cherry with his fork and smiles at her.
Cherry: Tries to do the same and have fun.

71 - John: "Lou, Lou"l talks to her.
Lou: Answer John.

72 - John: "Hi Tod" and smiles at Tod.

10:30 - May 25, 1954

73 - John: Goes over to Wallace and asks:"Wanna play cowboy?"
Wallace: "Yea" and joins John.

74 - John: Goes to Eddy and says:"Wanna play cowboy?"
Eddy: No answer; continues playing.

75 - John: "George", "Wanra play cowboy?"
George: "Sure".

76 - John: "We want some more men in; we have only three men", talking loudly.
Response: Children (three girls) running out of building answer "We wanna play".
Everybody plays for about eight minutes. They climb the jungle gym and walk along the board.

77 - John: "Hey, giants, come here"
Response: Three boys (Eddy, Wallace and Tod) come.

11:00 - May 27, 1954

78 - John: Goes to the office and joins story group. "I like honey" and faces Benny.
Benny : "I like it too".

79 - John: As Eddy talks during story he saya: "You be quiet".
Eddy: No answer.

80 - John: "I see a donkey" to children.
Response: None, excep from Benny who looks at the donkey in the bok.

81 - John: "Quiet" and looks at Benny in angry way as Benny makes noise.
Benny: Smiles, but says nothig.

82 - John: "Here's a cow" pointing to one in the book.
Response: Eddy and Benny look at it.

10:00 - June 1, 1954

83 - John: Looks at book and when he is trough, he sits by George.
George: Accepts John and lets him watch.

84 - John: "Shup up" as the children start to sing during the story.
Response: None, as they continue to sing.

85 - John: Gets in the way of dansers by crawling on the floor and smiles at himself.
Response: None, as they continue dancing.

ORIGINAL DATA ON APPROACHES AND RESPONSES

BENNY

10:30 - May 6, 1954

1 - Benny: As John runs along boards, Benny follows him and does the same thing. He would laugh at something once in a while.
John: Does not seem to notice him.

2 - Benny: "Okay..." to John and George.
John and George: No answer.

3 - Benny: Joining the group he finds Wallace; he runs after Wallace laughing once in while.
Wallace: Accepts Benny's company.

4 - Benny: "Betty".
Betty: No answer, tries to move a big box.

5 - Benny: Comes over to help Betty.
Betty : Accepts help offered.

9:45 - May 11, 1954

6 - Benny: Tickles John ans John andGeorge look at pictures in a book.
John: Tickles Benny too and smiles at him.

7 - Benny: Leaves for a while and comes back with a drum stick and hits John on his head slightly. He smiles as he does these things.
John: Smiles again but no comments.

8 - Benny: He looks at books with George, John and Eddy but does not say a word. Then he goes over to where Cherry, Betty and Wallace are coloring and watches them in a sort of lingering.
Response: No apparent response from children but he is accepted. He is allowed to look at the books.

9 - Benny: He tries to untie Tod's apron as Tod turn his back to Benny.
Tod: Does not seem to notice Benny.

10 - Benny: Hits Toddy slightly and he begins to play with Toddy as if struggling with him.
Toddy: "How old are you?" .
Benny: "I'm four".

11 - Benny: As he probably sees that he can go along with Toddy, he takes a crayon (wet) and colors Tod's face. All this time Benny is smiling.
Toddy: "Hey" without being angry. He seems to know that Benny is just playing.

12 - Benny: As children start a parade he stands nearby and pats every one at back. He does this for quite a while.
Response: None, but no resentment is shown.

9:45 - May 12, 1954

13 - Benny: Plays in doll corner , then he goes near block area and trows a block to hit those blocks which John, George and Eddy are building.
George: "Hey, Benny" in an angry tone.

14 - Benny: Goes over with a chair on his back and moves around the children.
Eddy: "Watch out"
John: "Get out", in angry tone.

15 - Benny: Pretends to hit Eddy in a playful way.
Eddy: Hits back and laughs.

16 - Benny: Gets a toy car and hits blocks out of their places with it.
John: "Hey, Benny", protesting.
Benny: As children do not talk to him he plays with the blocks nearby and sings once in a while.

10:00 - May 13, 1954

17 - Benny: Goes to swing where John is; gives John a push.
John: Does not say anything.

18 - Benny: Talks to Toddy, talks to Toddy again.
Toddy: Did not answer nor did he notice Benny

19 - Benny: Goes over to John and puts his hands over John's face and mouth.
John: Goes away from Benny and hides behind teacher.

20 - Benny: He goes to toher kids and after a while sits besides John quietly.
John: Accepts him.

10:00 - May 17, 1954

21 - Benny: Plays with Joe in slide. Mumbles something to Joe.
Joe: No answer but realizes Benny's presense.

22 - Benny: "Joe, let's go to the jungle gym".
Joe: Goes with Benny.

23 - Benny: He goes from one group of children to another with Joe following him. He watches children watering plants and mumbles somethig.
Response : None.

24 - Benny: "Get more water they're all out" to the children.
Response: No response except from teacher.

25 - Benny: He then goes to the big boxes where Carol is. Carol asks John to find her, Benny puts a ball inside the box.
Carol: Trows back the ball heavily (angry)

26 - Benny: "Hey, have you seen my new shirt?" (to Carol)
Carol: "No". Who is not interested to see it.

27 - Benny: He goesto story group, finds John and pulls his (John's) chair and throws it away.
John: Did not say anything. Only smiled and gets his 'chair" back.

28 - Benny: Benny hits John on head laughing while doing this. Then he sits on teacher's lap.
John: Tries to evade strike and smiles.

29 - Benny; Goes to a tree and shows Eddy the musical instruments "It is right there" pointing to instruments.
Eddy: Follows Benny to the tree and looks at them.

30 - Benny: He goes around and tries to get John so he could hit him.
John: Sides near teacher for protection.

31 - Benny: "Toddy, make way" as he tries to make a stone fall from slide, Benny only laughs.
Toddy: "No, I won't".

11:15 - May 17, 1954

32 - Benny: Takes his coat and hits it on John.
John : Evades Benny and smiles.

33 - Benny: Then he takes John's sweater and throws it in the passage-way.
John: Only smiles again.

34 - Benny: Joins the story group, laughs once in a while and looks especially at John who is across him.
John: Does not seem to notice Benny at all.

35 - Benny : "Careful, Cherry" as Cherry goes to sit on book rack.
Cherry: Does not pay attention to Benny.

36 - Benny: Puts a block on Eddy 's neck and smiles to himself.
Eddy: Laughs and looks at Benny when he finds the block. Throws block to Benny but in a nice way.

9:30 - May 18, 1954

37 - Benny: Playing on see- saw with Toddy. They have a lot of fun as they laugh most of the time. As Toddy goes off and comes near Benny, Benny hits Toddy on the back.
Toddy: Hits back playfully.

38 - Benny: Hits harder and mumbles something.
Toddy: Gets hurt and starts to cry.

39 - Benny: "You can't titter - totter with us" to Toddy.
Toddy: Did not say anything; he left the area.

40 - Benny: "Toddy..." teasing Toddy again.
Toddy: No response but left area.

41 - Benny: As he seems to be worn out he lies on titter - totter and he calls Joe.
Joe: Joins Benny and lies down.

42 - Benny: "You're not going in there, you're not playing with us". As Wallace approaches Benny and Joe.
Wallace: "Why?"
Benny: "Because"
Wallace: Leaves them.

43 - Benny: He goes to the board area and says "Come on Joe".
Joe: Follows Benny (willingly).

44 - Benny: "John", calling out loud.
John: As John is quite far he does not hear Benny.

45 - Benny: Goes over to a box where Toddy is and gives him something (toy), then he starts to play with Toddy and joins him in box.
Toddy: Accepts "gift" willingly ad accepts Benny's company.

10:00 - May 18, 1954

46 - Benny: During story time he sits quietly for a while then he says; "Betty isn't here today" to a group of children.
Response: None, nobody paid any attention to him.

47 - Benny: Goes near the rest of the kids who are busy with the blocks. Benny gets something (milk bottle) from Eddy and puts it in between the blocks.
Response: No response (apparent one at least) but he is accepted.

48 - Benny: Goes to doll corner, takes a bottle and some more bottles and puts them inside the house of blocks which Toddy is busy building.
Toddy: "Don't" screaming. "I don't like that in here".

49 - Benny: He stops but sits nearby Toddy, John and George. Once in a while he would hold John's hand or put his arms around John's waist.
John: No apparent response but accepts Benny.

9:30 - May 20, 1954

50 - Benny: Goes near Melvin and pours a pail of sand over him.
Melvin: "Don't" but not in angry way.

51 - Benny: Leaves Melvin and goes over to John and Nelson. Helps John put sand on path. Stops Nelson's bike by putting his foot on the way.
Response: They accept him but they don't include him in their play.

52 - Benny: Takes Nelson's bike when latter leaves to get something.
Nelson: Protests by pushing Benny.
Benny: Leaves smiling.

53 - Benny: Later he comes back to get the bike of Nelson which the latter leaves again.
Nelson: Looks at Benny and says nothing.

54 - Benny: Gets a spoon from John's wagon and says to Joe and Nelson "Here is a spoon" and gives the spoon back.
John: "No, that's mine".

9:30 - May 24, 1954

55 - Benny: Playing on top of box with Karen, Betty and Wallace. "Hello, Karen" and takes her seat away.
Karen: "Put that back here" (ordering).

56 - Benny: "I'll put it on top of there".
Karen: "Okay".

57 - Benny: As Toddy comes toward their group he hits Toddy playfully.
Toddy: Smiles and hits back playfully.

58 - Benny: Sits by Joe and Melvin who sit in a row.
Response: None, they don't notice him.

59 - Benny: Later as Joe and Melvin go over to sand box, Benny follows them. He throws sand on Melvin .
Melvin: " Stop that" (ordering).
Benny: He stops as teacher comes along. They all play quietly for a while.

60 - Benny: Throws sand again on Melvin.
Melvin: He throws sand back and big pieces of ground, this is done without any commets.

61 - Benny: Later as Melvin fills and truck with sand Benny helps him.
Melvin: "Hey, we're gonna fill the truck, huh?"

62 - Benny: Sitting near Melvin he puts his foot on Melvin's way.
Melvin: "Hey, put your foot out of there" (pleading). Melvin puts it away after some distractions which come.

10:30 - May 24, 1954

63 - Benny: "Look at my mustache" to Toddy.
Toddy:"I'll hit your mustache" and tries to hit it playfully.

64 - Benny: Goes to Toddy and hits him on back , Benny smiles at Toddy.
Toddy:"Stop" (angrily).

65 - Benny: Comes to table where Toddy is and sits there and looks at Toddy.
Toddy: Does not notice Benny's presence.

66 - Benny: Gets castanets, plays with them and looks at Toddy.
Toddy: No response.

67 - Benny: Hits Toddy on head with a drum stick and smiles.
Toddy: Does not bother about Benny's actions and continues with his work.

68 - Benny: Helps Toddy to do some painting.
Toddy: Accepts Benny's help quietly and smiles.

69 - Benny: Hits Toddy again with a drum stick.
Toddy: "Hey", angrily.

10:45 - May 24, 1954

70 - Benny: Plays on table with Eddy, takes Eddy's cards away and smiles.
Eddy: "That's mine" protesting.

71 - Benny: "I'll look for a tiger" asking Eddy's approval.
Eddy: No answer but continues with his work.

72 - Benny: Goes near Jill, smiles at her.
Jill: Tries to hold Benny's hand
Benny: Avoids it and tries to get away playfully.

73 - Benny: Hits Toddy's back
Toddy: "Hey, Benny" in angry tone.

74 - Benny: Goes to Toddy and helps him make a "long nose" on their wagon.
Toddy: Accepts Benny's help without a word. They work together for quite a while.

75 - Benny: "I'm not gonna help you Jill" and goes to Wallace's side. "It's almost time, Jill".
Jill: Looks at him and does not say a word.

76 - Benny: Throws a board over Betty's head.
Betty: Throws board back at him
Benny: He goes away.

10:15 - May 25, 1954

77 - Benny: Looks at book near the book rack. Then he joins John in music group; looks at him once in a while.
John: Does not take notice of Benny, as he does not look nor talk to Benny.

78 - Benny: After going to another place he goes to John again and talks to John over John's shoulder.
John: Smiles but does not answer.

79 - Benny: Eddy passes by Benny and the latter tries to get hold of Eddy and smiles.
Eddy: Smiles back but did not want to be touched.

80 - Benny: Hits Toddy's laps and smiles at him.
Toddy: Hits back playfully, then they play together.

81 - Benny: Gets a car, pushes it towards Toddy.
Toddy: Gets the car and pushes it back. They continue this for a while.

10:45 - May 27, 1954

82 - Benny: Goes to where the kids are coloring. He colors Toddy's pictures and laughs.
Toddy: "Benny" in angry tone.

83 - Benny: Takes John's paper wanting to see it.
John: "This is mine", takes paper away.

84 - Benny: Takes crayons nearby John.
John: "Benny" in angry tone.

85 - Benny: Comes to Cherry, watches her coloring.
Cherry: Does not notice Benny.

86 - Benny: Goes to John again and bothers him by pretending to color John's paper.
John: "Hey, Benny, quit it" in tired tone.

87 - Benny: Pretends to be something (lion) opens his mouth and "growls" at John.
John: Moves away from Benny.

88 - Benny: Puts paper on top of John's head, smiling.
John: Takes it off but does not say anything.

9:45 - June 1, 1954

89 - Benny: Plays with Toddy and Bill with a ladder. He brings it to another area and says; "Tod" and giggles (showing his job).
Toddy: He looks at Benny and smiles.

90 - Benny: After a while he gets off his bike and rides on Joe's wagon.
Joe: "Benny", shouting and angry (could not say much)

91 - Benny: Throws sand at Bill and Dotty.
Response: They throw sand at him too and call him names.

92 - Benny: Goes on top of board and waits for Melvin to come up and when Melvin is there Benny tries to push him.
Melvin: Pushes Benny too and they push each other.

93 - Benny: Jumps of the board and says; "bang, bang, bang."
Melvin: Just looks at Benny silently.

94 - Benny: He finds Melvin struggling with a board; he comes over to help lift the board and a few other things.
Melvin: Accepts help silently.

95 - Benny: Goes to where Dotty and Melvin are, watches them, and moves around.
Response: None, as they go on with their play.

96 - Benny: Rides on Joe's wagon and says; "I wanna ride".
Joe: "Benny" in angry tone.

97 - Benny: Benny repeats this action for about two times.
Joe: "No".
Joe: "Benny" in angry tone but could not say more.

10:30 - June 1, 1954

98 - Benny: Sits by Betty who is looking at a book.
Betty: Accepts Benny and addresses him once in a while.

99 - Benny: Follows John and talks to him "You really don't like that (screaming of kids) do you, John?".
John: No answer, he continues to walk towards a corner.

100 - Benny: Follows John and hits John's head lightly while smiling.
John: Avoids Benny's hands quietly.

101 - Benny: Gets a chalk for John and gives it to him.
John: Accepts chalk from Benny.

102 - Benny: Looks at Lou's work and comments on it, "That's a ding dong house", laughing.
Lou: Laughs with Benny and enjoy his company

103 - Benny: He sits by John and colors with a chalk on John's paper.
John: Would not let Benny color on his paper.

104 - Benny: Helps Lou color her paper while smiling.
Lou: Accepts Benny's help and laugh with him.

105 - Benny: "Color it right on the middle" and makes some other instructions for Lou. Laughs as he helps Lou color.
Lou: Follows the instructions and giggles and says; "We're being so silly".

ORIGINAL DATA ON APPROACHES AND RESPONSES

BETTY

ORIGINAL DATA ON APPLICATIONS AND PROTESTS.

NOTE

10:45 - May 6, 1954

1 - Betty: "Let's go in back of that" pointing to shed.
Wallace: He goes with her. They run over to shed and go on top of it laughing together. Later they are made to sit on stairs. Betty leaves Wallace.

2 - Betty: "Let's go there" (to Lou) pointing to a swing. When they reach there she asks: "Which one do you like?".
Lou: Takes swing first before she answers "This one" (on left), then they swing without any comments for a while.

3 - Betty: "You know what dandelion mean?"
Lou: "What?"
Betty: " It means..."

10:15 - May 11, 1954

4 - Betty: She is left near book rack as children have their juice. She looks for a while then she calls: "Jill, Jill"
Jill: "What?"

5 - Betty: "You wanna dance?"
Jill: No ahswer and she opens something.

6 - Betty: "Can I have some?".
Jill: "No".
Betty: As Jill does not like to give her she leaves Jill and ignores Jill.

7 - Betty: She starts dancing and then calls "Barbara".
Barbara: No answer (keeps playing in porch).
Betty: Goes back to dance.

9:30 - May 13, 1954

8 - Betty: Pushes Toddy trying to get his bike.
Toddy: "Don't".
Betty: Leaves him without being bothered.

9 - Betty: As John tries to catch the kids going up jungle gym
Betty says: "Come on Wallace, come on".
Wallace: Joins her but does not say anything.

10 - Betty: She makes sounds as is laughter, hides in box as if trying to evade somebody.
Carol: Comes over to where Betty is, puts arms around her and runs after Betty when latter runs.

9:30 - May 13, 1954

11 - Betty: Goes besides Barbara who is watching a man cut the bushes. She wispers something to Barbara and laughs.
Barbara: Laughs too and is pleased with Betty sommets. They laugh together and put each other's arms around each other.

12 - Betty: As she goes to gym and climbs she says: "Ah - ah look at me". Addressing the kids.
Response: Nobdy notices her.
Betty: So she leaves the area and goes to swing.

13 - Betty: She stands nearby the swing and gets a swing when one child goes away. Then she says:"Hey, we're going together" to Dotty, who is on the other swing.
Dotty: No response.

10:00 - May 17, 1954

14 - Betty: Does some carpentry work with Eddy and Toddy. Does not but looks at the other kids once in a while, then she says: "Here's the other nails" as she finds Toddy searching for nails.
Toddy: No answer and does not bother to get Betty's nails.

15 - Betty: "I don't wanna move the table" as table moves because Eddy does some sawing. "I'll pound you" (holding hammer).
Eddy: "No Betty".

16 - Betty: "I'm gonna get a table with two (whispers on Eddy's ears) legs".
Eddy: Tries to evade Betty as she comes nearer.

9:45 - May 17, 1954

17 - Betty: "Come on Wallace we're gonna run away".
Wallace: Runs and follows Betty.

18 - Betty: "We're gonna run away" to Barbara as she starts to climb the fence.
Barbara: She follows her. Then they all run out of the fence.

19 - Betty: She goes in and she sits by Carol and chats with her. "I got tickles" as she puts or rubs feathers on her face.
Carol: "I got tickles too".

20 - Betty: Goes over to where George is and knocks his blocks away.
George: Looks at her.

21 - Betty: Does the same (20) to Carol, Betty laughs and enjoys Carol's reaction.
Carol: "Don't Betty" and hits Betty.

10:15 - May 17, 1954

22 - Betty: "You know what spells NO ?" asking Wallace.
Wallace: No answer.

23 - Betty: During story time she looks at Carol and says: "We don't want any story, huh?".
Carol: "We don't want any story" and she goes with Betty to the chairs in the corner.

24 - Betty: "We don't care, do we?" to Carol as teacher says she's going to tell story to Wallace, Barbara and Tobby.
Carol: "We don't" and smiles back at Betty.

2:45 - May 20, 1954

25 - Betty: Brings water from inside and shouts (addressing children in general) "Where is the water".
Response: None.

26 - Betty: Goes near shed and says: "You know where I'm going to hide it?" to John.
John: No response, just looks at her.

27 - Betty: Runs after Ginnie (teasing Ginnie) and touches her by shoulders.
Ginnie: Looks at Betty in angry look and pushes Betty's hand off.

28 - Betty: Goes inside building, into locker room and finds Toddy there; she hits him with her sweater, smiling.
Toddy: Looks at Betty angrily and evades the sweater. "Don't Betty".
Betty: She leaves Toddy as teacher comes in.

29 - Betty: As Carol comes to sit with her to drink their juice she says: "It's pineapple".
Carol: "Really?" and tastes juice, "Yes" and she laughs with Betty. Then they join story group.

10:30 - May 20, 1954

30 - Betty: As she is done with her finger painting, she takes off her apron and gives it to Cherry saying "Here you are Cherry".
Cherry: Comes to Betty and gets apron smiling.

31 - Betty: Comes near Toddy and joins him in making figures with "molecules".
Toddy: Accepts Betty's help and talks to her once in a while.

32 - Betty: "I'm making a horse, see", to Toddy.
Toddy: Looks and continues with his work.

33 - Betty: "You know what's this?" to Toddy.
Toddy: "It's a spider".

34 - Betty: Then she goes to Lou, who is finger painting. "May I see?".
Lou : "Okay".

35 - Betty: Puts her "spider" (make-believe) on top of painting and says: "You make tails".
Lou: "No", in angry tone.

36 - Betty: "Look what I got, look what I got" to children who are around.
Response: None, as they didn't hear.

37 - Betty: "You wanna twirl around?" to Lou.
Lou : She smiles and takes off her shoes and joins her.

10:15 - May 24, 1954

38 - Betty: Sits by story group and says to children: "I bet you he is a real Indian" (meaning the story)
Response: None.

39 - Betty: Cuts paper and pastes. Gets all of paste from Cherry with whom she is sharing it.
Cherry: "That's not all your paste" angrily.
Betty: Smiles.

40 - Betty: "Ha, ha, ha, look at what I did" to all children on table.
Response: None, they do not even look, but continue with their work.

41 - Betty: "Oh Wallace, why did you take mine?" she said in a nice way.
Wallace: No answer.

11:30 - May 24, 1954

42 - Betty: "I'm gonna choose George to wash next"
George: No answer and keeps listenig to story.

43 - Betty: After washing she yells: "George, it's your turn to wash".
George: Looks at Betty and smiles but not a word from him.

44 - Betty: "I'm gonna be five" to all the kids.
Response: Some say "I'm gonna be five too." but some listen to a story.

45 - Betty: "Hey, keep your hands off Barbara" addressing John.
John: No response, he continues hitting Barbara.

46 - Betty: Grabs story book from Eddy and she goes away with the book (triumphantly).
Eddy: Cries.

12:00 - May 24, 1934

47 - Betty: "I'm gonna sleep by George, ha, ha"
George: No response.
Wallace: Joins in and says "I am".

48 - Betty: Pulls George 's rugs and tickles his feet.
George: Pulls his rug and goes from Betty.

49 - Betty: "Toddy is the giant and John is the giant" (to children).
Response: None.

50 - Betty: Puts somethig under Benny's foot and goes away.
Benny: Looks at Betty and does not say a word.

51 - Betty: "You can't make a hole out of a board" to Eddy.
Eddy: No response.

52 - Betty: "Hi, Melvin" and goes over to hit Melvin with her fork. (playfully)
Melvin: Smiles but not a word from him.

53 - Betty: Takes toasts from Eddy hands and smiles playfully.
Eddy: "Betty" protesting.
Betty: She gives toasts back.

54 - Betty: "Hi,'Peed'" to Lou and pats her on shoulder.
Lou: "Hi" and smiles.

10:00 - May 25, 1954

55 - Betty: Looking at picture with John and Wallace. When Wallace gets a book and talks, Betty says: "You shut up".
Wallace: Looks at Betty quietly and stops talking and goes to another corner.

56 - Betty: "Get out of my way", pushing angrily as Toddy sits by her feet.
Toddy: Looks at Betty silently but does not try to get out of Betty's way.

57 - Betty: As teacher reads a story she (Betty) addresses the kids and says: "There" pointing to picture.

10:30 - May 27, 1954

58 - Betty: "Look at what I made" shows paper to Benny raising it up.
Benny: Does not even look at her paper.

59 - Betty: Goes to Cherry's table and colors a paper she finds there and giggles looking at Cherry.
Cherry: Smiles but says nothing.

60 - Betty: "See mine, rain, rain" holding paper up for kids to see.
Response: Nobody looks up, but continue to work.

9:45 - June 1, 1954

61 - Betty: Look at garden with John and Wallace. Jumps over the plants and says: "Watch this, watch this"
Response: None.
Betty: She stops jumping.

62 - Betty: Gets bucket of hot water inside and washes the wagon with John and Wallace and says: "I'll squeeze it (sponge) in here ha, ha.".
Response: None, as if they did not even hear her; they continue with their work.

63 - Betty: Goes to Lou and sprinkles water over her face and giggles.
Lou: Looks at Betty silently and goes away.

64 - Betty: "You bring the ladder over here" to Wallace.
Wallace: Looks at Betty but does not move.

10:45 - June 1, 1954

65 - Betty: "We're playing Cinderella" to Carol.
Carol: Looks at Betty but does not say a word.

66 - Betty: "You be the witch" to Wallace.
Wallace: "Yea" and follows Betty.

67 - Betty: "You know what we found there?" to Carol.
Carol: Looks at her quietly.

68 - Betty: "You shut up" as Carol talks after a while.
Carol: "You shut up, you" in angry tone.

69 - Betty: "Hi stinky" to Cherry.
Cherry: "Hi stink" and giggles.

10:30 - June 3, 1954

70 - Betty: "Do you have a home?" to John.
John: "Yes" and no more comments.

71 - Betty: "Do you really?"
John: No answer but continues getting off coat.

72 - Betty: Touches Jill's hair, then after a while she handles her (Betty's) hair.
Jill: Does not notice Betty, she continues with her playing.
Betty: Listened to music by John for about eight minutes silently.

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M.A. 1954

Lazatin, Lourdes W.

A study of types of social approaches to peers initiated by nursery school children and bypes of responses they elicited