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PATTERNS AND INFLUENCES OF PEER INTERACTION IN AN  
INTEGRATED CULTURAL CENTER FOR PRIMARY STUDENTS

by

MARY WOOD, B.S.

RESEARCH PROJECT REPORT

Presented to the Faculty of Pedagogical Studies

The University of Texas of the Permian Basin

in Partial Fulfillment

for the Degree of

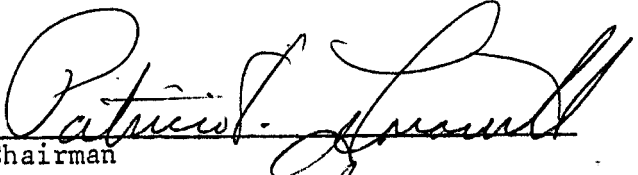
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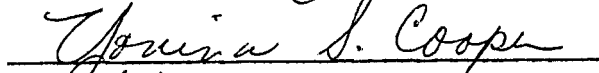
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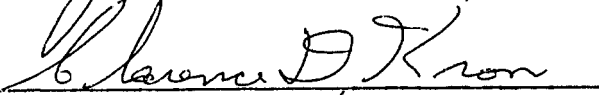
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PATTERNS AND INFLUENCES OF PEER INTERACTION IN AN  
INTEGRATED CULTURAL CENTER FOR PRIMARY STUDENTS

APPROVED BY SUPERVISORY COMMITTEE:

  
Chairman

  
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### Abstract

A series of observations was made on students attending a cultural center during the third of three visits scheduled throughout the school year. A single observer made 444 one minute observations on kindergarten/first, second, and third grade students participating in two learning areas. The group activity area emphasized group participation where small groups were formed consisting of students from each school and ethnic group represented. The individual activity area offered the students a choice of center activities as well as the freedom to choose with whom they wanted to work. The results indicate that interethnic interaction in the group activity area was closer to that which would be expected if interaction were proportionate to the ethnic percentages of the groups, while there was a significant deviation from the expected in the individual activity area. The results also show that the frequency of interaction increases for each grade level for all ethnic groups.