A STUDY OF THE INTERPERSONAL RELATIONSHIPS OBSERVED IN THE TRENE KAUFMANN SETTLEMENT NURSERY SCHOOL
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by

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>A Review of Literature Concerned</td>
<td>4</td>
</tr>
<tr>
<td>With The Nursery School</td>
<td></td>
</tr>
<tr>
<td>Historical Background of the</td>
<td>20</td>
</tr>
<tr>
<td>Irene Kaufmann Settlement</td>
<td></td>
</tr>
<tr>
<td>Nursery School</td>
<td></td>
</tr>
<tr>
<td>A Comparison of the Irene</td>
<td>34</td>
</tr>
<tr>
<td>Kaufmann Settlement Nursery</td>
<td></td>
</tr>
<tr>
<td>School Program With Principles</td>
<td></td>
</tr>
<tr>
<td>and Standards Set Forth in the</td>
<td></td>
</tr>
<tr>
<td>Literature of this Field</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>69</td>
</tr>
<tr>
<td>Bibliography</td>
<td>73</td>
</tr>
</tbody>
</table>
I

INTRODUCTION

Nature of the Study. - This study is concerned with children in a specific age group and setting. Particularly has the writer tried to point out various instances of the inter-play of personalities of very young children with their contemporaries and with adults; it is this interrelationship of the members of the group-as-a-whole to the teacher and group worker which has been the focal point of consideration. The program of activity that the children experienced takes place in an environment created especially to serve the young child, namely, the nursery school.

Not only is this study concerned with a group of children in the process of socialization, but it is also related to an appraisal of the environmental setting in which these children are participants as that setting compares to the standards, practices, and principles outlined in current literature.

Scope. - This study has been confined to a specific nursery school located in a social group work agency, namely, the Irene Kaufmann Settlement Nursery School, Pittsburgh, Pennsylvania. Further, the material presented in the succeeding pages of this paper
is limited to the four-to-six-year-old children within the nursery school setting as a male, social group worker observed and assisted in working with them.

The literature presented is used, selectively, to point out other fields which are related to certain aspects of social group work - the contributions made, and related principles which may be applicable to social group work processes.

Several authors have been quoted in this paper; however, only a limited selection of authoritative material has been used. It is intended that the material quoted be merely representative of the wealth of literature which is available. It is significant, however, that very little literature in the area of social group work has been written concerning group process within the four-to-six-year-old age grouping.

Sources of Data. - The material used in developing this study has been taken from published works of various authors in several related fields; material selected from the files within the Intake Department of the Irene Kaufmann Settlement; and narrative group records of the group worker. At all times, the writer has attempted to be objective in his appraisal of the Irene Kaufmann Settlement Nursery School Program.
Limitations. - This study does not seek to cover all the areas of activity within the nursery school program. Only those areas with which the writer was specifically concerned for a sufficiently long period to justify evaluation of them have been used. If it appears that the writer has omitted any negative criticisms of the Irene Kaufmann Settlement Nursery School program, such omission has not been intended. The writer makes no claim to have experienced only favorable associations in all areas of his work; however, he is mindful of his limitations with regard to his ability to critically appraise, the standards and practices of the nursery school program. It is the writer's feeling that the Irene Kaufmann Settlement Nursery School program may be criticized by those authorities whose qualifications are unquestionable, and still the program would permit a strikingly high rating for its quality.
II

A REVIEW OF LITERATURE CONCERNED WITH
THE NURSERY SCHOOL

The writer wishes to make clear at the beginning
of this chapter that the literature hereinafter re-
viewed is selective. To make an intensive review of
all the printed matter concerned with various aspects
of the child of nursery school years would require
volumes, and the writer would be uncertain of the value
of the results. However, literature in group work and
other areas has been consulted in an attempt to dis-
cover instances - individual and group - which give
evidence that the child of nursery school age is worthy
of special consideration as an individual with a dis-
tinct personality. Further, an attempt has been made
to show that several children in the common environ-
ment of the nursery school setting constitute a dis-
tinct group which functions with many components usually attributed only to groups composed of older children or adults.

Because the writer's interest in this study cen-
ters around children in the nursery school from four
to six years of age, only, literature which deals spe-
cifically with this age range has been consulted. Va-
rious aspects of the literature which seem to indicate
significant principles regarding treatment of the young
child as well as significant needs of the child, and how the nursery school might best be set up to effect positive results in carrying out these principles and meeting these needs are considered in this review.

The fields of sociology and psychology have made definite contributions to an understanding of group work and group process, irrespective of the setting, as DuVall has pointed out:

"It is not suggested that the competent group worker must be both psychologist and sociologist in order to render service to the persons who come to him for recreation and leisure-time educational activities. It is important, however, for the worker to realize that the basis for this practice, his methods, the ways in which he attempts to influence personality growth and social adjustment, stems from sociological and psychological theory. Hence, the more that is known about these fields, the better the work that he should be able to do.

The concepts of sociology can be the working tools of the group worker. Whether he uses a technical vocabulary, common-sense terms, or sociological concepts, he is apt to be talking about the same things as he discusses his work. Sociology gives more precise meaning to such commonly used terms as leadership, group, attitudes, human nature, competition, adolescence, community, neighborhood, habits, desires, self, and personality. Workers with the foreign-born and their children must deal with culture patterns and culture conflicts. Leaders of groups are concerned with their origin and control; with the status of the members and the roles that they play in the group and in other social situations; with neighborhood standards and patterns of behavior (folkways and mores); with conflict; with personality clashes and
social distance (the degree of intimacy); with the social interaction, the interpersonal stimulation constantly taking place among the participants in the program. Citizenship training may be thought of as the process of socialization (learning to act together dependently). The family, education, and the law are social institutions. Personality growth is largely a result of contact with other persons, and social relations are an important factor in adjustment. The attainment of objectives related to social action and the modification and improvement of the social heritage involve understanding of the social forces, social organization, and social control.

Psychology, especially in its applied forms of education, psychometrics, psychiatry, and mental hygiene, has an extensive contribution for the worker in the modern agency. The motivation of activities, awards, and recognitions, praise and punishment, the emotions and "inner drives" to action, attention span, memory, imagination, suggestion, fatigue, interest, intelligence levels, and learning ability, the laws of learning and particularly the psychology of individual differences are all commonplace elements in the daily practice of group work. Whether one works with persons in groups or as individuals, with normal or with deviated personalities, psychological insight into their needs, interests, and capacities is essential. Both professional and volunteer workers must take account of their own motives and capacities in order as to guide the participants in the program of activities that they will be able to make wise choices and successful adjustments in the various types of situations confronting them.1

"Individual differences reflected so strikingly in young children from 4 to 6 years require special attention from the

teacher or the group worker. The effectiveness of the processes and methods must be measured in terms of their ultimate influence on the personalities of the particular persons who participate in the program of the agency. But persons differ in the needs, interest, and capacities that they present, and that must be considered as vitally important factors in the group worker's program as currently developed. Workers are today concerned, not only with "average" needs and capacities of groups, but also with the constellation of needs, the variety of interests (both manifest and latent), and the capacities or abilities that must be determined with some degree of accuracy for each member. Hence, the emphasis here is upon an individual approach, both in the form of particularization in the social group work process and in the application of the principles and methods of guidance.

The psychology of individual differences has been a more important factor in the formal education of the school setup than in the informal education program of social group work. Attention to individual differences is probably of equal importance however, in each type of educational program. It is essential for the educational leader to have an understanding of a given person's capacity to learn. This insight is needed whether the emphasis be upon direct learnings (the acquisition of knowledge and skills) or on concomitant learnings (the attainment of socially desirable attitudes).

What a person needs to learn or is interested to learn must be known to the leader of a club group as well as to the teacher of a school class. The importance of this knowledge on the part of the group worker may seem obvious, but all too many leaders are attempting to function without it. The bearing that a lack of knowledge of the differences of the learning ability of members of a club has on a group work situation is indicated by the experience of a club leader before and after were studied by a guidance clinic.

It should also be noted that individual differences often determine the role that the members play in either a natural or an agency-organized group. Since sociologists have
offered, as one definition of personality, "The integration totality of the different roles that a person plays in the various groups of which he is a member," this suggests another reason for group workers to concentrate themselves with individual differences in their efforts to achieve the objectives related to personality growth and social adjustment.

In addition to the factors of individual differences and degree of homogeneity within the group, it is important that workers conceive of the groups that they lead as dynamic wholes based upon the interdependence of the members composing the groups. An awareness of their dependence upon each other comes to the members of the group (include the leader) as a result of such experiences as the sharing of common goals and purposes, the cooperative activities by which these objectives must be achieved, and their joint efforts to resist pressures from the "outside". Democratic directions of these experiences aid in the development among the members of feelings of similarity, equality, of consciousness of kind. These satisfying feeling tones tend to create, and in turn to be conditioned by, a greater awareness of interdependence. They are a part of the process of socialized attitudes among the members. Recognition of this interdependence is also basic to the "we-group" or "in-group" feeling that is characteristic of primary groups. It is an important factor in the establishment of that bond between the members which is fundamental to the stable, intimate, mutual-participant groups in which the social group work process operates most effectively.

Thus, as group workers look to the social scientists for the modification and improvement of the theoretical basis of their service, they should note the tendency to do away with the false dichotomy between the individual and the group in such fields as anthropology, social psychology, and sociology.1

1Ibid., pp. 20-24.
Further, the teacher or the group worker whose primary focus is directed toward helping the young child has the responsibility of being alert to ferreting out and stimulating interests. In this direction, then, as Wilson and Ryland have stated:

"Sociological and psychological, and educational studies have revealed that there are general norms of interest for people of various chronological ages and of different educational, occupational, cultural, economic, and other groupings. Program planning may therefore be intensively based on these assumed interests... The value, then of any program built on assumed interest is determined by the way in which the social group worker adapts it to the specified needs of the social group in question.

Because of his general knowledge of the growth and developmental needs of individuals at various age levels, the worker can assume that a group composed of members having the ordinary development for certain ages will have certain interests. He assumes that they have reached a particular stage of physical skill, coordination, and mental ability, and have attained the appropriated degree of emotional maturity. He assumes that pre-school children are interested in activities which give them a chance to experiment with the senses and with control of their bodies; that they will be interested in rhythmic activities, in stories, in dramatic and constructive play. He expects them to be individualistic and interested in self expression.

The purpose and function of the agency leads the worker to assume that certain aspects of program are to be emphasized. If the acquisition of skill or knowledge is the purpose, then the teaching ability of the worker is very important; if development of individuals is the aim, then activities which
provide scope with such developments are chosen."

In the nursery school setting, intellectual development and acquisition of skills in addition to providing a wider range of socialization and personality development are among the primary purposes of the program. To quote another author, Updegraff:

"The characteristics, habits, or attitudes below are considered as objectives related to the child's intellectual development. As they are stated, they express the ultimate aim for the individual rather than the different levels or stages which are reached at certain ages. The expression of the latter would be preferable, but they have not as yet been contributed to controlled study. Each teacher attempts to influence the school environment and its provisions so that attention is directed toward all objects and so that each child may develop somewhat near the ultimate goal than the level indicated by his present characteristic behavior.

It is desirable for individuals:
1. To have an interest in the world in which he is living, and in contact with it. In the child, this may be indicated by thoughtful questions, a variety of interests, alertness to change, investigativeness, and interest in reliving experiences.
2. To be interested in acquiring and to have a background of information and experiences with his environment.
3. To be independent in thinking. In the child, this may be indicated, for example, by the fact that he has ideas and can use them, that he plans activities, that he contributes in the ideas of the group, that he correlates thoughts and experiences.
4. To be resourceful and imaginative.
5. To have a constructive and progressively developing interest in some

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activities in which he can follow through ideas of his own.

6. To have critical ability, that is, the ability to recognize good ideas of others and to evaluate superior and inferior products and activities of his own and of others.

7. To have the ability to profit by experience, explanation, direction, and suggestion.

8. To make active and accurate use of his capacities.

9. To safeguard his intellectual capacities or activities from disturbance by emotional considerations or influences.

The child learns many facts and acquires a considerable background of information through his preschool experiences, it is one of the teacher's chief objectives and responsibilities to help the child to make constructive of these facts by encouraging sound habits of thinking. This cannot be confined to any particular and predetermined time. Nor can a teacher choose one aim and plan to work on that for a week and on another aim the following week. She can be, however, and is constantly alert to seize any opportunity which will further attainment of the objectives for intellectual development. Also she can enlarge the opportunity offered.

The majority of her opportunities, then, will rise spontaneously and without warning. She must be constantly prepared to take advantage of them.

While the teacher's chief function is to guide the children, this very guidance is directed toward making them independent of her. The objective is to develop self reliance in routines, in finding one's own activities, in managing social affairs, and in solving problems, and independence of more than average attention and approval.

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and approval.

In the younger groups, the child is given every opportunity to do as much as he can to take care of his needs in routine situations. He is encouraged to take pride in his independence, and at the same time, to accept these routines as matter of course. As the children grow older, more independence and more self-reliance are expected and taken for granted.

The material provided and the whole organization of the program are designed to enable the child to find his own activities and to engage in projects which, by their very nature, will be interesting and stimulating. The teacher is ready to suggest an activity, to provide new incentives, and to further the development of initiative, but she avoids telling the child what to do and how to do it. Much of her direction is subtle and indirect. She may suggest an alternative for an activity which she considers undesirable; she may initiate an activity and then withdraw as soon as the children are sufficiently interested to continue without the need of her presence; she may step in with a suggestion that will stimulate an activity that is not progressing profitably. She guides activity; that is, not directs it. Her aim is to help the child develop initiative so that he will not be dependent upon her for suggestion.

With regard to social behavior, the teacher's object is to develop in each child a sufficient understanding of social rights and privileges that he will be able to manage his own affairs with a minimum of teacher interference. She is ready and willing to suggest ways in which the child may settle his difficulties, to make explanations that will further his understanding, to protect each child from injury and serious injustice. But she does not expound laws to be obeyed or pronounce judgements. She wishes the children to look upon her as an adviser, not as a
It should be constantly remembered that the child, as Gessell says:

"At the age of five has already come a long way. He has surmounted a hilltop. He is no longer a mere baby. He is a "little fellow". He is almost self-dependent in the elementary routines of life at home. He is ready for the simple community life of a school room. In his emotional traits, in his general intelligence and capability, he evinces a well organized, well rounded action-system. It is as though nature had momentarily completed what she undertook to create. The 5-year-old at least presents a preliminary version of the ultimate adult. Perhaps he registers in a dim way what was once a plateau of full maturity in the remote racial past.

Five, therefore, is a nodal age. For a brief period the child remains in a phase of balanced adjustment to himself and to his environment. It is as though his problem of development had been solved. But the push of growth and the pressure of cultural demands are excessive. It is as though the culture were bent on assimilating the child; because, of course, he is destined to graduate from his five-year-oldishness.

It is not, however, easy to strike a smooth and steady balance between himself and his multifarious environment. At six years, he seems less integrated than he was at three years. He is more like the two and a half-year-old child, who has not fully found either himself or his environment and is therefore in a fluctuating two-way equilibrium. The six-year-old likewise is in a bipolar phase, trying at one and the same time to find himself or his environment. Choice and reconciliation between the two poles create tensions and hesitations. He is solving new problems of development. This is the key to understanding some of his difficulties and instabilities at

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the threshold of his formal education.\textsuperscript{1} Children introduced to the nursery school experience more often have a multiplicity of needs. It is imperative that the nursery school teacher and assistant be sensitive to them.

"Yes, very young children, too, have a wide range in their needs. This joy of preschool children is very real; their happiness is spontaneous; their delights are those of naive first-hand experiences. But they live more fully than this. They have also darkness in their moods, and the darkness of immediate misunderstandings and thwartings, and the darkness of deep, unfathomable fears and obsessions. They are a product of the immediate results of their environment in both their positive and negative reactions; and they are a product of age-old fears and ecstasies—not the one without the other. And they need channels for the expression of these things."\textsuperscript{2}

"When the preschool child first enters group life he must take some time to find out who he is. He must orient himself. He must find out what are his capacities, physical and social, what is his knowledge, how he can use his former experiences. He must do this through careful observation of other children and comparison of himself with them.

0, slowly, as the days go by, he becomes conscious that other children have ideas, too, wishes and urges to do things. And soon he discovers that they do things together—share ideas, materials, plans—that they include each other. Seems a good way, too— he wishes he could get in on it.

From this point of discovery he is ready to begin his growth in broadening, in


expansion--his development in the width dimension. He is ready to take on the social challenges of his fellows.

This group play has some of the factors that he already knows about, but it has new and exciting factors of which he had not dreamed. Take these children--they are like himself in a good many respects, but how different in others! Sometimes they are fun to play with, other times they are far too demanding.

The adult teacher's function now is to help him to use ways that will give lasting satisfaction both to himself and to the group. But she cannot hurry this process. All that she can do is to help him understand why some methods work and others fail.

She does not call his ways good or bad. She realizes how difficult that group life can be at times, and she remains in the stable role of friend.

So his first concern is with his contemporaries, and since they are with him always, he establishes some modicum of a working basis with them and then goes forging ahead with them to new areas of interest regarding things and people.

All of this social reaching out, this stretching widely through as many channels as possible, is not by any means based on the dramatic. Many an excursion by the preschool child into this world of people is based on forthright experimenting in starkest reality. There are body challenges to meet; challenges with fairly new bodies that are not sure yet what the owners may expect of them. Not occasional challenges but daily ones.

And so our aim in providing a background for preschool children to function against is to make possible experiences that are wide and high and deep, overemphasizing none of them but paying especial attention to the dimension of depths because it is so readily skipped; hoping that each child will function to the outer rim of his own capacity, that he will be able to move in any one of the three directions according to his own partic-
ular need, which is a great variable among children.\footnote{Ibid., pp. 14-18, 133.}

Nor can the field of psychiatry be overlooked in the nursery school experience. Therapeutic value for the young child can often be provided in the group experience of the nursery. There are elements of group therapy which may be said to provide an opportunity to specially selected children for a specific reason. However, the writer feels that the following dynamic experiences afforded by group therapy as enumerated by Ackerman are realized by all children to varying degrees:

1. Fluid, changing social relationships and experiences;
2. Testing of certain forms of social reality and a relieving a feeling of mastery within a variety of social situations;
3. Certain qualities of emotional support;
4. Expression of some emotional drives and the restraint of others--of special importance is the release of aggressive and hostile urges, and consequent lessening of inner tensions;
5. Solution of conflicts and the assuagement of guilt and anxiety;
6. Imitation of the adult and the other children on an unconscious level--such identification may be mediated through either love or fear;
7. Imitation of the adult and the other children on a conscious level;
8. Exploitation of the adult and the other children as objects of love or hate--the child may express destructive drives without fear of punishment, although restraint of
the destructive drives may spontaneously arise in the form of group pressure, or result from passive or active restraint by the therapist;

9. Development of intuitive insight that arises from actually living out of emotional drives and from the impact of new relationship experiences, both with the adult and the other children;

10. Modification of the child's concept of himself, particularly in the direction of increased self-respect and recognition of constructive capacities—this in turn tends to increase the child's acceptance of other persons and also to increase the child's acceptance of other persons and also to increase his tolerance for frustrating experience;

11. Finally, measurement of the validity of earlier social standards, conditioned exclusively by family life in the past, against the more flexible social standards and moral codes of this special troupe—this tends to modify the functions of the child's conscience and offers the opportunity for the development of more adequate ideals and life goals.

This form of group experience is both educational and therapeutic.

Educationally: offers the child tangible opportunity for personal growth and for creative social experience. Gain in self esteem. Increased assurance of power and status. Direct gratification of some basic emotional needs.

Therapeutically: lessens emotional stress and suffering. Corrects certain minor psychic disabilities and promotes growth of personality. It particularly is serviceable in releasing destructive motivations and encouraging reaction-formations and sublimations. Has shown effectiveness in the treatment of the less serious types of behavior disorders and the incipient
forms of neuroses in children.

  Activity group therapy can be considered a total therapy for younger children, since it produces a relatively basic character change..."1

In resume, the writer wishes to refer to Allen and Campbell's statement:

"The fundamental common ground on which all services related to children and to family life must meet is an understanding of basic human needs and of the factors contributing to sound personality development. It is essential that those responsible for the planning and operation of a nursery center have sufficient knowledge of child development and human behavior to meet on this common ground.

Such knowledge is not acquired by hearsay or merely by the experience of living, although there are individuals whose natural insight is such as to make them more apt students than others. Rather it is acquired by study of scientific research in many fields (such as medicine, psychology, anthropology, and sociology), by observation and practice with many young children in groups, and by analysis of recorded clinical experience with many individuals. This body of knowledge about child development and human behavior is constantly increasing and is constantly being re-evaluated. It is a part of professional training for many fields, including medicine and public health, and is increasingly becoming the basic core of training for teaching and for social work."2

The group worker or the teacher who deals with the child of nursery school age needs be familiar with more than one field of scientific or educational training.

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1 Ackerman, Nathan W., "Dynamic Patterns in Group Psychotherapy", Psychiatry, November, 1944, pp. 341-348.  
Human behavior becomes an integration of many facets of environment and interpersonal relationships as one progresses normally from birth to maturity. Not the least in importance of the growth process is the nursery school period, especially from four-to-six years. This is a period of vast accumulation of knowledge regarding innumerable ponderables and imponderables of life. The professional person working in the nursery school setting should be reasonably equipped to provide the maximum help necessary to the child whom one hopes will become an "integrated whole" personality.
III

HISTORICAL BACKGROUND OF THE IRENE KAUFMANN SETTLEMENT NURSERY SCHOOL

Brief History of the Agency. - The Irene Kaufmann Settlement which has grown in personnel, program and prestige to become one of the most widely known social group work agencies in the United States was organized in 1895, by the Council of Jewish Women of Pittsburgh, Pennsylvania. The organization of the agency followed the suggestion of the late Mrs. A. Lec Weil. It is difficult to visualize the present Irene Kaufmann Settlement, as it now stands, as having had its beginning in a small, third-floor room of a dwelling house. Six women with vision, purpose, and motivation to help others became the original incorporators of the agency, and in 1900, obtained the initial charter for its operation. The institution has been known by several names: The Columbian School, The Columbian Council School, The Columbian School and Settlement, and the Irene Kaufmann Settlement, respectively.

From its very beginning, the institution grew rapidly, and in 1902, an addition was built and designated the Peacock Baths in honor of its donor, Mr. Alex Peacock. Growth of the Columbian School and Settlement did not cease at this point, however, and
the institution, which had become increasingly crowded, accepted in 1909 from Mr. and Mrs. Henry Kaufmann in memory of their daughter, Irene, a new building, equipment, and an endowment fund. Since then, through a change in the articles of the institution, it has been known as the Irene Kaufmann Settlement.

In its fifty-four years of service, the Irene Kaufmann Settlement has been identified with many progressive movements, and has blazed trails in several social, civic, health, recreational, and educational activities and developments, such as the following:

"In 1897 - the Irene Kaufmann Settlement was among the early leaders to conduct a vacation, or summer play school;

In 1898 - a reading room was opened in its building; "Free Baths" were given in the one bath tub at 32 Townsend Street;

In 1899 - classes in English and Citizenship were organized by this institution, and maintained and conducted by them until 1906, when the Board of Education was induced to conduct such classes in the Public Schools;

In 1900 - "Personal Service" work was started;

In 1901 - the first Public Arbor Day celebration took place;

In 1902 - the District Nursing Service was begun, which with the years, grew to be among the largest and best organized in the city.

And so, the list could be continued, a distinct achievement and accomplishment to mark each
year of the fifty-four; the first work in school nursing; the typhoid fever study; the opening of its "Free Kindergarten"; the in- auguration of the Irene Kaufmann Settlement Scholarships; the Free Employment Bureau; Immigrants' Aid Work; Voluntary Juvenile Probation Work; the establishment of a playground; the health and moral clean-ups of the Hill District; the operation of a Civic Open Forum; the starting in Pittsburgh of pre-natal and post-natal nursing service; the Better Baby Conferences; organizing the social work in the Morals Court; the Settlement's great work in the influenza epidemic; its outstanding Art School, Music School and Little Theatre; leadership given in demolition of unsafe and unsanitary houses, slum clearance and low cost housing; the opening in cooperation with the Civic Club of Allegheny, and later with the Board of Education, of an Open Air School on the roof of its building; the conducting of Better Neighborhood contests, in which over 1,000 children yearly have some kind of a "garden", preceding other "Clean Up, Paint Up, and Plant Up" campaigns; the opening of the first "Milk Well" where milk has been sold at cost in the spring and summer to children; the conducting of a Day Camp for Children, a Recreational Guild for youth, and many other notable accomplishments."

Originally, the institution was supported by the Council of Jewish Women, then by subscriptions from individual members; later, its support came from the Federation of Jewish Philanthropies of Pittsburgh, and currently through them, from the Community Fund of Pittsburgh and Allegheny County. There is the additional income of its endowment funds, and contributions and donations of Mr. Henry Kaufmann, and the fees which the Irene Kaufmann Settlement collects from

\[\text{Ibid.}, \text{pp. 15-18.}\]
its participating members.

Frequent substantial gifts from Mr. Henry Kaufmann have made possible the enlargement of the facilities in many directions, and placed the Irene Kaufmann Settlement among the largest institutions of its kind.

As a result of a Self-Study undertaken by the Board of Trustees in 1942, two basic changes in policy have occurred: (1) To formulate a plan for an inter-racial policy at the Irene Kaufmann Settlement, and (2) To undertake extension work. In 1943, the initial step in the plan for an inter-racial policy was taken, and the first extension project also initiated. Subsequently, in 1948, the second extension project was begun.¹

In an institution of this kind, a statement of the historical developments would be of little value without additional knowledge of the purposes and/or objectives underlying its origin and its continued growth and operation.

Purposes and Objectives of the Irene Kaufmann Settlement. - As stated in the Charter of 1899:

"Said corporation is formed for the purpose of maintaining and conducting... schools, wherein shall be taught morals, ethics, English and allied branches, manual training, industrial arts, and useful and helpful acquirements in ethics, text and 

¹loc. cit.
wage earning occupations."¹

When this charter was written, it stated the agency purpose in terms of needs of a community of people whom it intended to serve. But, though the charter was not rewritten, the agency, from the time of its inception, constantly showed flexibility by constant changes in program to meet changing needs of its members.

During the more than fifty years the agency has been in existence, the field of social work also has changed; so that now there is recognition among agencies in the field that every citizen, regardless of where he lives, has the right to leisure time opportunities made possible by trained, experienced, professionally qualified workers. No longer is such service only for the economically underprivileged, but it is the right of all, regardless of economic status. Consequently, the agency recognized its current responsibility to offer soundly conceived and organized leisure time recreational and educational activities in the Hill District--its original area of operation; and in the Squirrel Hill and East End districts--both being areas to which its original clientele has moved.

In all its areas of operation, the agency tries

¹Ibid., p. 17
to offer its membership opportunities to make friends, to have wholesome fun, to exercise leadership qualities, to develop sound democratic attitudes, to attain democratic ideals, to learn new skills, to develop ability to think soundly, to become well-rounded, wholesome personalities.

Wherever the agency works, its programs are not social service offered as a favor, but a social necessity with costs borne by participants to the extent of their ability to carry such costs. The Irene Kaufmann Settlement and its branches represent a democratic instrumentality to train people for democratic living. In the writer's opinion, the Irene Kaufmann Settlement Nursery School - the one area of the agency's program upon which this paper is concentrated - represents no deviation from the above stated purposes and objectives of the agency. Rather, the nursery school serves as a medium of supplementing and enhancing the total goals of the institution.

Background of the Irene Kaufmann Settlement Nursery School. - It was during the crisis of the war that the Day Care Committee of the Federation of Social Agencies, for a period of more than a year, had concerned itself with the problem of day care of children in Allegheny

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1 loc. cit.
County. Following study of the stated problem, the need for day care service was definitely revealed and established, and the committee concluded that Day Care Centers should be opened in several neighborhoods, one of them The Hill District in which the Irene Kaufmann Settlement was located. Further, the Day Care Committee in presenting its recommendation to the Board of Directors of the Federation of Social Agencies, indicated that the Irene Kaufmann Settlement should be asked to sponsor the Day Care Program in The Hill District. The recommendation made by the Day Care Committee was approved by the Board of Directors of the Federation of Social Agencies, and submitted to the Board of Trustees of the Irene Kaufmann Settlement for its consideration. The Board approved the request, and appointed a committee to work out the details. This committee met with representatives of the Day Care Committee, formulated plans and approved a tentative budget. Subsequently, the plan and budget were approved by the Central Policy and Budget Committee of the Federation of Social Agencies and the Budget Committees of the Community Fund and Federation of Jewish Philanthropies.¹

¹Historical proceedings in the Day Care Program, taken from the files of the Intake Department, The Irene Kaufmann Settlement, Pittsburgh, Pa.
In planning for the Irene Kaufmann Settlement Day Care Center, perhaps two of the most important items in the plan are to be found in the following:

"Purpose:
The Day Care Center has a two-fold aim: To meet (1) The War Emergency, and (2) Normal needs for nursery care for children in The Hill.
It is, therefore, to be available to children who require day care because parents are working in war factories and civilian industries as well as children with social adjustment needs. The Day Care Center will be open to all eligible children and will, of course, be non-sectarian and inter-racial.

General Information:
A. Program -
While one primary purpose of the Day Care Center is to provide for children of working mothers, it is the aim of the Irene Kaufmann Settlement Day Care Center to develop and maintain a nursery school program of the highest standard, designed to meet the physical, mental, emotional and social needs of the child.

Parent participation will be utilized to the greatest possible extent.

B. Health -
Each child, upon admission will be required to have a complete physical examination, Schick Test, and inoculation for diphtheria. The health of the child will be an essential part of the program and will include regular morning check-ups, periodic physical examinations, and constant vigilance on the part of the staff. Mid-morning rest, and afternoon nap, and a well-balanced lunch will round out the health program."¹

Thus it was that in October, 1943, the Irene Kaufmann Settlement Day Care Center was opened upon the rec-

¹Ibid., p. 1.
ommendation of the Federation of Social Agencies and the approval of the Board of Trustees of the Settlement.

Post war continuation of the Day Care program was deemed most necessary, and in April 1947, in a study made of the Irene Kaufmann Settlement Day Care Center, a committee of the Family and Child Welfare Division of the Federation of Social Agencies reported that:

"...after careful review of the services and program of the Day Care Center of the Irene Kaufmann Settlement, believed that this agency was providing a service of good quality and in accordance with modern standards in the field of nursery school services, were convinced of the current need for its services, and found its per capita costs in line with the accepted costs for good nursery school care; accordingly, the continuance of the Day Care Center under the administration of the Irene Kaufmann Settlement, and with a Community Chest allotment for its operation in line with its 1947 request was approved and recommended."1

Since its beginnings, the nursery school has constantly sought to improve its service to the community through development and training of its staff, revision of its program, and inclusion of other allied services.

Set Up of the Irene Kaufmann Settlement Nursery School, 1949. - In keeping with original purposes of the Day Care Center, the nursery school continued to operate in its progressive vein, and its statement of purpose in 1949, clearly points out its broad, yet decisive frame of operation.

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1Letter from Chairman, Day Center Committee to Committeemen, Pittsburgh, Pa., August 27, 1948.
Statement of Purpose:

"The purposes of the Irene Kaufmann Settlement Nursery School may be stated as follows:

1. To meet the varied needs of children by

   a. Promoting individual growth and developing sound inter-personal relationships with parents, other adults, and contemporaries.

   b. Providing play opportunities.

   c. Relieving the child from difficult or upsetting home conditions.

2. To meet the needs of parents

   a. For increased understanding of their children.

   b. For pursuit of their own needs, such as employment, further education, adjustment in new situations (i.e. new Americans, arrival of new baby, etc.) improvement of mental or physical health.

3. To conduct experiments in Nursery School education

   a. By providing an educational setting in which racially, religiously, and economically, a cross section of the Pittsburgh community is represented by staff and pupils.

   b. By adapting programs and procedures to meet the individual differences in the emotional and intellectual needs of children.

   c. By training of teachers.

The purposes of the Irene Kaufmann Settlement Nursery School are carried out within the framework of the Irene Kaufmann Settlement, a social group work agency. To provide an integrated service, the facilities of the Settlement are used wherever possible and are supplemented by
the educational, medical, and casework resources of the community.\textsuperscript{1}

Facilities:

The Irene Kaufmann Settlement Nursery School is equipped to serve forty-five children. The facilities consist of four large playrooms (three of which are used for lunch and naps), a kitchen, a lavatory for use by the children only, and an office for staff conferences. In addition, other areas of the building are used when activities require them. In good weather the children have the sole use of the garden.\textsuperscript{2}

Admission Policies:

"In determining a child's readiness for Nursery School, chronological age is only a partial factor. The Irene Kaufmann Settlement Nursery School limits enrollment to children no younger than two years and no older than five and one-half years. All groups are served without regard to race or religion. Children are admitted with the understanding that after one month of attendance an evaluation of the child's adjustment will be made to determine the child's readiness to continue the Nursery School experience. Inasmuch as it is felt that a child cannot benefit from less than a two month experience in school, no child is accepted for temporary periods of less than two months.

In all instances of Nursery School enrollment, regardless of age, the following criteria are used:

1. the child's readiness and need to participate in a Nursery School program;
2. the suitability of the group for the individual child;

\textsuperscript{1}The Irene Kaufmann Settlement, I.K.S. Nursery School Brochure, Pittsburgh, Pa, 1949, p. 1.
\textsuperscript{2}Ibid., pp. 1-2.
(3) the group's readiness to take in another child.1

Fees:

A flat minimum fee is charged per week. Fee adjustments are possible and are based upon a scale which takes into consideration the number of family members and its income. All adjustments are made by the Director of the Intake Department.

The Nursery School Staff:

The regular staff includes a Supervisory Consultant on a part-time basis, four nursery school teachers with professional training and experience, a cook, and an assistant. The Director of the Intake Department of the Settlement serves as the nursery school caseworker. A nurse from the Visiting Nurses Association serves one hour each morning for health check-up. The services of a pediatrician are used for physical examinations upon admission and annual check-up. On occasion, students training in social group work may be assigned to the school for part of their field assignment. Volunteers on a selected basis may be assigned to assist the teachers. At all times, the staff of the nursery school works in close cooperation to provide an integrated service.

The Nursery School Committee is composed of mem-

1Ibid., p. 2.
bers of the Irene Kaufmann Settlement Board and members of the community with experience and interest in childhood education, health, and welfare. The committee serves in consultative and advisory capacity and it functions through its two sub-committees on program and admissions.

The Daily Schedule:

The nursery school maintains the regular hours of opening at 8:30 o'clock A.M. and closing at 5:30 o'clock P.M. It is open from Monday through Friday the year round, with the exception of certain legal and religious holidays. During the day, the following activities comprise the program of activities:

8:30 - 9:15 A.M. - Health Inspection
9:00 - 10:00 A.M. - Free Play
10:00 - 10:15 A.M. - Juice Time and Wash-Up
10:15 - 11:00 A.M. - Outdoor and Indoor Play
11:00 - 11:45 A.M. - Rest Period and Wash-Up
11:45 - 12:15 P.M. - Lunch Period
12:15 - 2:45 P.M. - Afternoon Rest Period and Nap
2:45 - 5:30 P.M. - Afternoon Activities¹

In brief resume, the writer wishes to point out that the Irene Kaufmann Settlement Nursery School which operates as one phase of the total Settlement program,

¹Ibid., pp. 1-8.
has its setting in an institution which is more than a half century old. With the Settlement's primary focus directed toward providing an educational experience for individuals and groups - with the view of making available an experience in personality integration - the nursery school program serves as one area in which the young child can begin democratic socialization for participation in a broader, richer and more wholesome life experience.
IV

A COMPARISON OF THE IRENE KAUFMANN SETTLEMENT
NURSEY SCHOOL PROGRAM WITH PRINCIPLES AND
STANDARDS SET FORTH IN THE LITERATURE
OF THIS FIELD

The following pages of this chapter will be
focused on the Irene Kaufmann Settlement Nursery
School program in relation to the four-to-six-year-
old children, only. The social group worker's in-
terest was concentrated upon the specific age group
mentioned; therefore, the impressions made upon the
worker will be stated as he actually witnessed the
events. In instances of comparison of the nursery
school program with the program as advocated in cur-
rent literature, the writer has tried to be objec-
tive.

Orientation Impressions. - Webster's New Colle-
giate Dictionary gives as one definition of "orien-
tation": "Determination or sense of one's position
with relation to environment or to some particular
person, thing, field of knowledge." ¹ In relation
to the nursery school, literature seems to emphasize
the importance of the parent or family's orientation.
In this regard, Allen and Campbell state:

"The family's first contacts with the
nursery center are important. At this time

¹Webster, A. Merrism, Webster's New Collegiate
Dictionary, Mass: G.&C. Merriam Co., Publishers,
1949, p. 592."
the essential relationship of friendliness
and mutual confidence can best be established.
Awareness of the factors involved in the par-
ents' use of a group program for their child
makes it evident that discussion of the child's
admission should be with a staff member fully
qualified to understand the dynamics of child
development and to be of help to parents in
determining the part the center is to take in
their plans for their child's care and educa-
tion.

Plans for a child's admission to a nursery
center require the co-operation of caseworker,
teacher, and doctor. Following their initial
inquiry, the parents' discussion of the nursery
program should be first with the caseworker.
Subsequently, specific plans for admission
should be discussed with the teacher and succeed-
ing steps should involve appropriate partici-
pation of the staff, working as a team.1

In the Irene Kaufmann Settlement Nursery School,
procedures as described here are a regular experience
for parents who come to the nursery for the first
time.

Not only is this kind of orientation important
for new applicants, but also, its importance to a new
worker entering the nursery school setting should not
be minimized. Particularly is this true if the wor-
ker is male and going into an entirely new experience
for the first time -- which was the writer's position
in this instance. Perhaps a statement made by the
worker in his summary report will point out his ini-
tial feelings as contrasted with his final impres-
sions following orientation:

1Allen, Winifred Y. and Campbell, Doris, op. cit.,
p. 48.
"It should be understood that I began my work in the nursery school with grave misgivings, and frankly, had I not been fond of children, I would have protested vigorously against the assignment at the outset. My supervisor, however, evidently realized my unreadiness to accept the responsibility, for in her initial statement she said, "This is an experiment which we have only recently begun; I am not sure of its implications, nor am I too familiar with the set-up as yet. Try it, and if it doesn't work satisfactorily, perhaps we can make other adjustments. First of all, see Mrs. ____ (caseworker and head of the Intake Department of the Agency), in the morning, and she will explain the set-up to you". Mrs. ____ did make a very thorough explanation to me, which was begun with: "First of all, we want you to know that this is an experiment..." By the time I had finished the interview, I was familiar with all the other workers in the nursery school except Mrs. ____ , part-time consultant to the school, who was unable to be present at the time. It is significant to state that my orientation to the nursery school was the most outstanding feature of my beginning experience...

For a group worker who comes to take over a new group, many questions arise in his mind regarding the group members, the agency, agency policies, and relationships with the members of the staff. Good orientation is an excellent tool in helping the worker establish fundamental feelings of security prior to meeting his "test by the group."

The Controlled Admission Policy. - The term "controlled" is used to denote the limitations placed upon the Irene Kaufmann Settlement Nursery School's admission policies with regard to age; the child's readiness and need to participate in the program; the suitability of the group for the individual child; and the group's readiness to take in another child --
which is very important.

As a part of the admission procedure, Allen and Campbell have pointed out that interviews with the caseworker; the pre-admission interview with the teacher; the health examination; and the child's experience in admission are a part of good admission procedures.

"A good beginning is the best possible basis for a happy experience in group living. It is during these first contacts between parents, children, and staff that constructive relationships of mutual confidence are most readily established. This is being done in many good nursery centers. Once tried, the results have fully justified the effort and strengthened the convictions of both parents and staff."

The Irene Kaufmann Settlement Nursery School has as a part of its admission procedures, the criteria mentioned, and as a result, parents, staff, and the child play a part in getting into the new environment on a positive basis. The term, positive, is used by the writer with the intention of conveying the meaning that a feeling of fear or anxiety usually characteristic of applicants entering a totally new setting is tempered or dispelled because the admission procedures of the nursery school serve to acquaint the new individual with the environment and the staff.

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1Irene Kaufmann Settlement, op. cit., p. 2.
2Allen, Winifred Y. and Campbell, Doris, op. cit., p. 49.
3Ibid., p. 66.
The Free Play Period. - The following statements are taken from current literature regarding free play in the nursery school:

"In a nursery group the child finds certain basic securities on which he can depend day after day. He also finds an atmosphere of freedom to be himself, to express his own particular needs, to do things, and to use his body, his mind, and his feelings. Understanding adults take care of him with affectionate and consistent guidance. He finds materials and equipment that invite him to exploration and to activity, and other children to stimulate new interests and new relationships."\(^1\)

In the Irene Kaufmann Settlement Nursery School, the child finds an atmosphere of freedom, one which permits him to do things on his own. Particularly is this true during the free play period. According to the Irene Kaufmann Settlement Nursery School Brochure:

"Free play describes many types of play in which the children themselves choose their own activities. Children are given a choice of stimulating equipment and materials as well as guidance from the 'teachers' so that their play may be creative and suited to the individual child's physical, social and emotional needs.

Children are divided into groups for all activities. A child's age, his size, and his social adjustment are all taken into consideration in placing him in a particular group.

Doll Corner includes household equipment in miniature, dolls, "dress-up" adults' clothes, such as hats, shoes, purses, etc.

Block Corner includes blocks, cars, trucks, fire engines, trains, and buses to encourage building for various uses.

\(^1\)Ibid., p. 67."
Painting and Modeling equipment includes paints, brushes, clay, crayons, colored paper, large sized newpaper, scissors, paste, magazines, easels. Most materials are readily available in cupboards where children can get them independently. Children are encouraged to mix their own paints, create their own designs, and help with clean-up.

Story Books are available on open shelves. Music Books, many with pictures are available to the children. Children are permitted to "play the piano". Teacher may introduce rhythms and songs in connection with a project in progress.

Large Muscle Activity A jungle gym, bicycles, ladders and wagons are provided for physical activity and large muscle development."

To forestall one's thinking that free play implies activity in a large open room where only romping, hustle-bustle, or a general state of mild pandemonium occurs, a quotation from current literature is given:

"The proportions and design of furniture and play equipment should be both pleasing and appropriate, thus satisfying both children and staff. Well constructed equipment and play materials help to avoid accidents. Chairs and tables should be sturdy and of proper heights. Nursery school materials are for children's use and should not only be within easy reach on low, open shelves but should be placed so that ways to use them are also suggested. For example, block shelves should be available in a part of the room where there is plenty of floor space for real building. There should be an assortment of playthings--trains, trucks, boats, and small standing dolls--on nearby shelves to use with the blocks. It should be possible to leave standing some block buildings of special interest or for continuing construction, especially for 4-or-5-year-olds. In a

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Irene Kaufmann Settlement, op. cit., pp. 4-5.
well lighted area there should be easels for
painting, ready with paper and clear fresh
paint in several colors. There should be low
tables and chairs ready for working on puzzles,
and for using clay, crayons, paste, paper, and
scissors. In a corner of the room a table and
chairs should be especially set apart with low
shelves or screens, for comparative seclusion
while looking at books. Another area should be
set apart for house play—with dolls, a good
sized doll bed sturdy enough for a child to lie
on, doll clothes and bedding, a carriage, table,
chairs, dishes, shelves and drawers that really
work, a stove, and whatever else the teacher's
and children's ingenuity may provide. 1

Available in the large play room for the four-to-
six-year old children in the Irene Kaufmann Settlement
Nursery are both the equipment and facilities mention-
ed in the above quotation.

Following excerpts show how the children of this
age often work independently in free play, but this
play often produces situations in which vital inter-
personal relationships are developed:

"Worker took the children upstairs, and
each of them selected the things with which he
wanted to play. Very independently they went
to the cabinet and began choosing the materials
needed by them. Without one moment's hesita-
tion, E went into the area set up as the "house",
and she geared herself for her favorite play
activity. A joined her."

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"When worker arrived, children were par-
ticipating in free-choice activities. C was
busy with hammer, nails, boards, etc. F was
playing with blocks. K was playing on the
trampoline. T seemed to be quite engrossed in her

1Allen, Winifred Y. and Campbell, Doris, op. cit.,
p. 70.
efforts at carpentry. Overall, there appeared a scene of intense activity as almost all of the children busied themselves pursuing their own interests."

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"As the group was going upstairs, C spoke to worker and asked if he could have the saw and hammer so that he could finish his house. Worker told him that he could. When we entered the room, M and B expressed desires to do painting; C, L, and C to do carpentry work; B to play with the blocks; M to "make something"; H to look at a book. R and K seemed to have nothing in mind for the moment, and worker suggested to them that they think about what they wanted to do for a moment, then let him know, and "together we can have a lot of fun". Most of the children were engaged in activities, when R finally decided that he, too, wanted to use the carpentry tools to "make something". Worker told him that there were not enough tools to go around to everyone at once; therefore, "we shall have to take turns. Meanwhile, why not play with B, or you could build something with blocks or tinker-toys until some of the tools are not being used".

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"...the children had just begun their activities for the morning. Free play on an individual basis was in progress, and hammering, painting, block-building, reading, and childish chatter fluctuated throughout the room. Worker exchanged greetings with those present, as he carefully examined a toy alligator which had been extended him by M. Several children gathered around to see the plastic, green and yellow reproduction of the reptile, and it proved to be a fascinating toy. When R asked M if, "I can play with it, M?", he was promptly answered "No!", by the owner who took the alligator from worker's hand as if to insure that no one else would be allowed to see or play with it. R then took B's toy frog and approached M with, "I'll let you play with my frog if you let me
play with your crocodile”. B then stepped forth to claim his own frog and proceeded to play with it. R decided that he would draw with crayons instead, and the by-play surrounding the toy reptiles was concluded."

"...I greeted the children and Miss____, and proceeded to look at the various children at play. It was interesting to note that R was busily engaged in constructing a building from imagination and blocks. I was doing carpentry. M, M, E and D were using colored chalk on the blackboard to portray a "house on fire" (B had drawn the house, and quite realistically, the boys used their crayons to blot out the windows with "fire and smoke"). C, B and R were in the larger room entertaining themselves with more strenuous activities - running, tumbling, etc. M expressed a desire to paint; C was using paste, paper and scissors to "make things"; and S was walking and talking as he looked over the entire suggestive scene for a clue as to what he would like to do."

The Teacher's Role in Free Play. - One article points out that:

"To the uninitiated, children in a nursery school seem to be working without any direction from the teacher. Painting at an easel, sitting at a table with clay, building a bridge with blocks, each child seems to be going his own way. The teacher, however, is not inactive. Thoughtfully watching what goes on, saying a word now to Jimmy, now to Joan, she answers questions, suggests the use of a bit of material, unobtrusively produces a book or a game when it is needed. Through her sensitivity to the needs of children and her knowledge of the stages of child growth she has learned to say the right word—or to refrain from speaking."1

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1Stanton, Jessie and Snyder, Agnes, "The Most Important Years", Survey Graphic, November, 1947, p. 587
For need of a better term, the writer prefers to use the word, "flexible", to describe the nature of the role the teacher plays in the nursery school. Following is the Irene Kaufmann Settlement Nursery School's statement of the teacher's role in free play:

"1. The teacher may participate in an activity to broaden and enrich the play or to redirect it into constructive play.
2. The teacher may suggest activity to a child who has nothing to do or to a new child. She may participate herself or suggest that another child join in the play.
3. The teacher may step in to help settle conflicts or remind children of accepted procedure in using certain materials. Example "We play with clay on oilcloth covered tables.
4. The teacher may show children certain mechanical techniques if help is requested. Example "A little paste on the corners of your paper, rather than paste on the entire sheet of paper makes a neater picture."
5. The teacher will talk with individual children, encouraging them to talk about their projects, expressing approval of projects, anticipating the child's need for help before he becomes frustrated.
6. The teacher may remain on the sidelines, alert to the children's activities."1

To describe only the teacher's role in free play is to omit the role of the teacher's assistant, the

1Irene Kaufmann Settlement, op. cit., p. 5.
social group worker, in this particular setting. However, the worker in assisting the teacher in the Irene Kaufmann Settlement Nursery School had to be cognizant of the differential approach in group work. According to Trecker:

"...For example, there is a difference between doing social group work with children and youth, and doing it with adults. The age of group members is an important differential. Another prominent difference among groups is the length of time the groups are to remain together. Short-term groups call for a different application of group work skills than do long-term or continuous groups. The size of the group is an additional variable, requiring a modification of method particularly in the case of large-scale groups. ...Age, time, size, composition and function are thus important differentials. The differential approach in group work implies that the worker will accept the importance of working with each group individually and will endeavor to understand its unique aspects.

There is evidence that the age differential is being recognized and studied. When workers study the difference between work with children's groups and work with adult groups, they are struck with the need to understand developmental age as a factor in group work. Children are energetic, seemingly tireless, growing and enthusiastic about their group affairs.... Children, whose powers of self-expression, communication and reasoning are developing, spend a considerable amount of time in motor activity.... Children and youth, because of their shorter life span, have limited environmental experience to utilize and need a variety of experiences to broaden their outlook. At the same time, children's groups tend to be more flexible, literal and less influenced by preconceptions.... Interactions between members of the younger age group are less complex, even impulsive, direct, uninhibited and simple.... Younger age
groups need help in learning how to control their impulses and how to focus their energy. They may be extremely harsh in dealing with their contemporaries who overstep the bounds of group propriety. In so far as program content is concerned the younger age groups usually desire a range of activities; they face program with anticipation and may be expansive as to the range of their ideas and hopes. 1

The foregoing differentials, when taken into consideration, helped the social group worker in the nursery school to understand his role of "helper" to be a dynamic one - changing from moment to moment - in the total situation. Further, the worker felt that the group work process did operate within the four-to-six-year-old group. Perhaps the process did not have the more subtle interpersonal relationship aspects which seem characteristic of interrelationships occurring in older children's groups or adult groups. Fortunately, children find little need to be subtle, but as Trecker points out:

"The group work process is operating at its best when the agency, the worker and the group (1) provide an environmental setting in which the full interplay of personalities upon one another is not only permitted but definitely encouraged; (2) help individuals to participate in the discussion of goals, the formulation of plans and the carrying out of program activities; (3) emphasize cooperative, joint activity where working together serves to integrate individual, group and agency in

a mutually satisfying effort; (4) work for a system of group organization and social control which makes it possible for the individual to function as an individual but at the same time allows him to choose to act collectively with others in socially valid ways. Group workers who believe in the group work process know that program is important but that the way in which that program is planned and conducted is of greater importance."

This philosophy does not seem to the writer to be at variance with the teacher's consideration for and interest in the basic aims of education as seen by Kilpatrick:

1. The inclusive aim of education cannot be split up into a number of separate items, each of which is to be sought (for the time being) by itself. The child is one. He is learning all the ways in which he is reacting. While he is learning what to think or how to do, he is at the same time learning how to feel about, and how to judge, each thing and each phase of each thing that he thinks about. These things are going on all the time, and he is learning it all, building it all into personality and life. The inclusive aim thus takes in everything that is all the while going on....

3. As we consider the future lives of our pupils we can, at least roughly, recognize that some learnings are more important than others.

(1) Most important perhaps of all are the emotional attitudes that make up the well-adjusted personality: the sense of inner security as one faces life, an acceptable recognition among one's fellows, the ability and disposition to face reality without evasion, absence of hurtful inferiority complexes and the like. Such things

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*Ibid.*, p. 120.
lie at the base of all else. No other learning got at the expense of these can be justified.

(2) Physical health, which needs no discussion here. Next after "mental" health, it is basic to all else.

(3) Ability to get on well with other people, to be able and disposed to treat others courteously and justly, able to share in discussion and come to conclusions, able and disposed to co-operate effectively in action.

(4) Appreciation and understanding of current social life so as to be able to take effective part in running a democratic society.

(5) In general, the ability and disposition to act on thinking."

The teacher's role and the social group worker's role in the nursery school were not conflicting, but rather, they were complementary. The teacher's role which is consciously focused on personality development as well as educational progress and intelligent behavior, is an educational goal. This is what Kilpatrick interprets John Dewey to mean when he says that:

"Intelligence after millions of years of errancy has found itself as a method."

We begin by respecting each person, respecting him, however, not simply as he is but even more with respect to what he may become. We respect him as he is by letting him start now, with his present shortcomings, but also with his present promises. But we demand of him as we demand of ourselves that he accept to act on only those ideas that will bear

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criticism. This brings in the social factor, which is the essence of reliable intelligence. We apply, each to himself, as best he can learn to do, the most competent conceivable criticism. The rest of us help by criticizing. This is the method of discussion, the method of democracy. Thus is our historic freedom of conscience brought up to date. This is true respect for personality.\footnote{1}

The nursery school teacher, professionally trained in the field of education, does not oppose the philosophy of the social group worker and vice versa. Thus is it possible for the two representatives of different fields of specialization to work harmoniously; thereby, producing a richer, broader and more stimulating environment in which each individual in the nursery school group as well as the group-as-a-whole may grow.

Outdoor and Indoor Play. - Play has been defined by Rainwater, and quoted by Wilson and Ryland, to be:

\footnote{2}

\footnote{1}Ibid., p. 28  

"...a mode of human behavior, either individual or collective, involving pleasurable activity of any kind not undertaken for the sake of reward beyond itself and performed during any age period of the individual, the particular action being determined at a given time by the somatic structure and social attitudes of the agent in conjunction with the life of the group or groups of which he is a member."
and juice served in the garden. Children use the garden according to age groups.
1. Teacher encourages children to help in bringing out equipment.
2. Teacher stimulates use of equipment in a variety of ways.
3. Teacher will observe to see that apparatus is arranged safely, that children are using it constructively, and that limited equipment is shared by all children by taking turns.)*

Of particular significance with regard to play is the statement of Wilson and Ryland, that:

"...There is something essentially personal about play—so much of oneself goes into it. For it is the individual's own body that runs, skips, hops, and leaps through space. The social group worker observes the outer form of play, but it is the other aspect, the inner content of play, which stimulates the action; it is this inner content and its meaning to the individuals which the worker must understand in order to see the real use that the group members are making of the specific activities. A great deal of the program of any group consists of the "play" of the members; and the worker's methods of helping individuals either alone or within the group setting are affected by his understanding of play behavior as an indication of needs."**

Outdoor play afforded many interesting diversions for both the children and the social group worker. Several statements extracted from the worker's records show interpersonal relations involved in outdoor play:

"Because the morning was warm and clear, activities within the building were not carried on for a very long period of time before the group was ready to go outside. When worker and

*Irene Kaufmann Settlement, op. cit., p. 6.
group arrived on the playground, worker granted C the opportunity to select one of the "new" bikes; however, one pedaled had been removed, for the threads had worn beyond the point of holding the second pedal in place. For the most part, the children were active enough—some swinging; some playing in the sandbox, the garden spot; and others were playing with the wagons. M, who originally had decided to play with a wagon, approached worker who was giving M, C and I a push in the swings and said, "I want a turn." Worker asked him to wait for a few minutes since the other children had just taken their seats, and wanted an opportunity to swing for a little while. M pouted and stood around until B, who was occupying one of the swings, saw something that drew his attention away from the swings and M was able to occupy his seat.

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"Worker selected C, C, M, H and R to accompany him. Immediately after we arrived in the large playground, the group ran to the "monkey bar" and began to climb. Worker cleaned the slide and the see-saw, and almost at once, interest became centered on the slide. The children played from one piece of equipment to another until "Midnight", the pet feline of the agency's maintenance department workers, strayed onto the grounds. There followed a wild pursuit to catch the animal, and when C had caught her up in his arms, he took her up the slide with him to "give her a ride".

In relation to indoor play:

"If children cannot play outdoors, they may continue their play until the teacher feels they are ready for a change. More often this change takes the form of organized activity.

1. Projects started by a few children may, with the teacher's stimulation, become organized play for a larger group—such as "Going to the Show", "Going on a Train", etc.

2. Music and Rhythms may be introduced by the teacher to redirect wild physical activity or where there is
specific interest on the part of the children. This takes the form of musical games, parades, group singing. Songs are also used in rest periods.

3. Story Time may be introduced in connection with a free play project to enrich or broaden the play. Variety in stories is provided by borrowing books from the library. Once a month, a member of the library staff visits for a story telling hour.1

The worker's records reflect the tone of indoor play, and significant verbalizations of the children on several occasions; and reflect their inter-relationships:

"The morning was quite pleasant, and as the worker walked into the room, it seemed to him that the brilliant, exhilarating atmosphere of the day had become reflected in the children's activities which were filled with exuberance. M was most curious and anxious that worker see his "snake" which he had fashioned from small wooden beads woven on a long string. He and B seemed very engrossed in having the "snakes" very long and very different in colors. I and D entered the room only to jump on worker's back and request a "swing us around, Mr. __". Each of them was given a turn, and they laughed gleefully. S entered the room wearing a broad smile, and came directly to worker to be ridden "piggy-back". One by one, the children gathered in the room, and as soon as a majority of the larger children had assembled, the teacher suggested that "we go upstairs". M and S were to accompany us - it was to be their first day's association with the older group of children.

Most of the children wanted to engage in carpentering, and because of the shortage of nails, Miss __ took several children to the store to purchase a box. Worker assisted I and M with their "house" and "bridge", respectively. When they were finished, M wished to paint his bridge, and when the painting was

1Irene Kaufmann Settlement, op. cit., p. 6.
completed, he seemed very glad to have "made something" on the first morning of his transfer from the younger to the older age group in the nursery.

C and R had their usual "tussle" over the use of a hammer, and as always, C's fists and feet proved too much for R's courage; therefore, R cringed and prepared to cry. Worker assured the two fellows that one hammer would be sufficient if they would stop fighting and use time and energy to work on the things that they were building.

R insisted on tearing down the garage that B was constructing with blocks, and when worker asked him to sit in the chair alone, until he could decide that he wanted to show all of us that he knew how to play properly with others, he said most emphatically, "No!" followed by "I'm not going to sit in the chair", simultaneously kicking several blocks with his feet. Worker told R that perhaps he would like worker to help him sit in the chair, and worker escorted him to his seat where he remained until he had decided to participate in the activities without being too disruptive."

"After a short while, Miss suggested that worker take a few of the children into another room and supervise their use of "Tinker Toys". Two sets were available, and five children were spaced around the table to use these sets. C was somewhat aggressive in his insistence to use one complete set, alone. Worker tried to help him see that all of the children would have to have access to the sets. Miss suggested that both sets be poured onto the table, and that everyone could play with them at the same time.

For a while, the children occupied themselves with the "Tinker Toys", after which they repaired to their usual playroom to drink fruit juice. Following their drinking of the juice, they spread mats around on the floor in preparation for listening to stories to be read by "teacher".

"As the group assembled on their mats be-
fore lunch, J sat close to worker and said, "I like you". Worker replied, "I like you too, J." After the lapse of several minutes, J repeated, "I still like you; do you still like me?" Worker replied, "Yes, J, I still like you, and I always shall like you very much." (At this point, worker began to ask himself, "What next?") Within a very short time, J asked worker, "Why are you brown?" Worker told J that he could not help his being brown, and that people are sometimes either dark brown, light brown, or fair in color, but "people's color doesn't keep them from being nice." Quickly J said, "Who borned you?", and worker replied, "My mother"; to which J queried, "And is she brown, too?" "Yes", replied worker, "she is brown just like I am." J seemed satisfied, for she asked no more questions, but sat very close to worker until time to go to lunch."

Although the foregoing excerpts from the social group worker's records reflect only a few of the total interrelationships of children-to-children and children-to-adults during the day, they seem to indicate that:

"Play provides a wonderful opportunity to do and be those things which are forbidden, for it is after all "only pretend". It gives a chance to express anger and hostility, for in play it is permissible to be "bad". As children grow older and develop a superego, or conscience, which forbids certain forms of activity, play truly becomes a "leave of absence from the superego." Through play they are also freed to express their love for others. Some children are taught that it is not "nice" to express affection openly, but in play they are able to do so. In short, by affording a release from restrictions, play provides a sense of freedom which makes it possible for individuals to express their real feelings of hostility and of love and to do those things which they otherwise would fear to try. This feeling of freedom is also an important factor
in the leisure-time activities of adults."

The Lunch Period. - During the lunch period in the Irene Kaufmann Settlement Nursery School other opportunities are afforded the children for expanding relationships with other adults within the nursery center. According to Allen and Campbell:

"Sometimes the secretary, the cook, or the janitor may be a source of warmth and attention for particular children. Visits to the office, kitchen, or repair shop may be means of giving individual children a sense of special importance to a particular person. The absence of fathers in many homes of children in nursery centers leaves a gap in their lives. Small boys particularly need a man with whom to identify and every resource for friendly contacts with older boys and men should be encouraged.

To the young child, food is both a physical necessity and a source of emotional satisfaction. Long before he comes to the nursery, he has established attitudes and feelings about food based on his early relationship to his mother. Meal times at the nursery should be relaxed and happy. Children should sit at small tables, with a teacher, and there should be no long periods of waiting or of sitting stiffly and quietly. Chairs and tables should be of proper height and comfortable. Food should taste good and be attractively served as well as nutritious...

There is a minimum of bustle and confusion. Serving dishes are convenient to the teacher so that she need not keep getting up and down. Three-year-olds can help to set and clear the tables, and 4-and-5-year-olds can take increasing degrees of responsibility for serving. Utensils and dishes should be available for older groups....

Especially for the younger children, learning to handle a spoon and fork, and to get food into their mouths without spilling,
are real tasks. This is not a time to insist on formal "manners". Good manners are dependent on the acquiring of these elementary skills and should be a later outgrowth of friendly, happy mealtimes and the example of the adults."

The social group worker recorded the following observations regarding several lunch periods in the nursery:

"Soon the entire group went inside to wash up for lunch. While inside, worker heard I using new "bad words". Heretofore, worker had heard her call her contemporaries "stinker", but today she vented her ire more descriptively...I was removed from the room by Miss ___ and allowed to sit in another room, alone. She was there only a short while, however, when it was time to go to lunch, and she joined the group. Worker selected G, R, and M to eat at his table. G ate two complete servings; M ate no dessert nor very little else; R played with his food, ate very little, but drank three glasses of milk."

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"Then mats and books were put away, and worker chose K, J, and R to eat at the table with him. However, when worker arrived in the dining room, G was already seated at his table (worker had promised him on last Thursday that he could sit at his table on the following Monday). K ate at another table when it was explained to her that worker had promised G previously, however, today worker did not know that G was present when he selected her. K did not protest too strongly at having to choose another seat."

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"During lunch, C was heard to ask Miss ___: "Men don't marry men; do they, Miss ___?"

\[Allen, Winifred Y. and Campbell, Doris, \textit{op. cit.}, pp. 76-77.\]
Miss was in the process of informing C that they did not, only to have B interrupt to state that: "Men don't marry men, men marry women; and women don't marry women, either!" The subject seemed to have lost its flavor for discussion after B's profound statement. B spoke of his Daddy's new car immediately afterwards. Worker had noticed that any new-looking blue car was usually spoken of by B as belonging to his father. Worker does not know, however, whether such a statement is true -- that is, if B's father does own a blue automobile of some make. Usually A, if she happens to be around when the statement is made, adds that her father's car is "just like that, too". Worker is aware, however, that her father is not and has not been included in the family picture for quite sometime."

The social group worker was not able, at first, to resolve his feelings around the nursery school philosophy regarding the children's eating habits. This negative feeling of the worker is reflected in a statement extracted from the worker's summary statement:

"Policies, Techniques and Procedures used in the nursery school with which worker did not become reconciled were: ....

3. An "eat what you want to eat" permissiveness. This may be valid; however, worker has not become reconciled to the theory that the "child knows what is best for him", and his personal food selection will not permit of malnutrition. Worker feels that adult guidance is necessary for children, especially as it pertains to their eating habits as well as to budgetary consideration for food purchased."

However, current literature supports the Irene Kaufmann Nursery School's procedures at luncheon, and the worker can recognize the validity of the following
statement:

"Food dislikes should be recognized. Grownups do not like everything equally and appetites vary from day to day. If normal encouragement to finish a meal does not work, a casual attitude leaves the way clear for normal progress the next day."1

Afternoon Rest Period and Nap. - Literature states:

"Regular rest periods are another nursery routine. Usually the cots are ready before the noon meal and there is a short period of rest first. After a busy, active morning, this is a welcome relaxation to the child, especially if he has a special toy or a book to keep him company.... But the requirement for rest and food, as well as other phases of care, vary with the children served, and the nursery program should be geared to these realities."2

The worker's records make several comments relative to the rest period of the children:

"C asked worker to come into the room with him for a short while as he rested. Worker told him, however, that he (worker) had to leave, but that he would accompany C to the room; there, he spread the covers on C's cot. This seemed to satisfy the boy."

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"Worker chose R, A, and M to sit at the table with him, and during lunch, we talked about M's crocodile; A's father's new car; and R's eating such a hearty meal. After lunch, we went into the office and listened to stories. Following the stories, the children went to rest."

Special Activities. - It is almost a foregone requirement that the teacher and her assistant be sensitive to opportunities for special activities which may

1Ibid., p. 77.
2Ibid., pp. 80-81.
be implied in a casual remark or an act on the part of the members of the group. Certainly such sensitivity makes possible richer experiences for a child when the teacher or the social group worker helps to crystallize thoughts into action. In the Irene Kaufmann Settlement Nursery School,

"The program includes trips in and out of the neighborhood which vary in length with the age group. The children visit the firehouse, the post office, the flower show, the zoo. In preparation for the trip, the children talk about it, dramatize it, hear stories. After returning, the children are encouraged to talk about what they saw and express their impressions through block building, painting, dramatization.

Twice a week, the older children are taken by a male group work student for a special program of activities, including trips and modified sports. In this way, the school attempts to provide masculine influence and contact for the children in a setting from which it is ordinarily lacking.

The school organizes activities around the major Christian and Jewish holidays. Such activities include the use of symbolic material (Chanukah lamp, the Christmas tree, matzos, Easter eggs, etc.), songs and stories, and related craft projects."

The group worker's records reveal how an unplanned activity was "picked up" from an outdoor play experience and carried forward. The special, unplanned activity began when several of the children took shovels and be-

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1Irene Kaufmann Settlement, op. cit., pp. 6-7.
gan digging into soft earth within the play area. The teacher, immediately sensitive to an activity, suggested that the children were "gardening". Thus was an unplanned activity born. Further developments are extracted from the worker's records:

"C, I, R, and B took themselves over to the area in which the "garden" had been started two weeks ago, and at that point, they began saying that they were "making a garden, and we are going to plant something." Miss ______ approached worker to ask him if he thought that seeds could be planted today, and worker responded in the affirmative. Worker was asked to take the children who were working in the garden to the stores to see if he could find any seeds. When the row was ready for planting, worker asked the four children if they were ready to go and get their seeds for planting. As they set out to go to the store, C came up to go with them. Worker explained that only the children who had worked in the garden during the morning would be going to the store, and that C would have a turn to go to the store on the following day. C told worker that he and R had started the garden "a long time ago, and so I should go to the store, too". Worker could not disregard this observation, and since it was impossible for anything to be done in the situation, C joined the group. With the five children, worker went to various stores looking for seed, and finally we were able to buy corn seed."

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"Miss ______ approached worker and asked him if he would like to plant another row of corn whenever he thought the children were interested. Worker assented, took the seed, and went to the garden area. A, C, I, and B were interested, and asked if they could plant some seed. Worker asked C to issue several seeds to each of the ones who wanted to plant. The row was cleared, and as seeds were given the
children, they planted. Because the ground had been prepared previously, it did not take very long to plant this second row, and soon the interest had lagged, for there was nothing else to do in the garden."

"Teacher approached worker and asked if he would like to take C and R into the small playground where the garden spot was located, and transplant the corn. Worker responded that he would enjoy it. Worker asked C if he would like to go outside and help worker transplant "our corn, for it is growing very fast and the stalks are too close together." C said that he would help. When worker asked R if he cared to go, he replied, "No", as though he were peeved with worker for something worker had done. (Worker wondered if he had wanted him to tell M to let R play with the crocodile?) After R did not care to go, worker asked Miss—if she had any other suggestions to make. She suggested that worker ask B if he would like to accompany C and worker. B was eager, and the two boys and worker went into the garden spot to transplant the growing blades of corn. During the activity, worker explained to them why it was necessary to "thin out the corn", and why it was necessary to "dig the blades out by the roots" if we wanted the plants to continue to grow after they had been replanted. The two boys seemed to enjoy themselves; when the planting was finished we returned to the building to join the group."

"There seemed to be much interest expressed in the garden— the corn is becoming taller each day, while the lettuce is just beginning to peek through the surface. Most of the children wanted to dig in the garden, and worker cautioned them not to step on the rows that were already planted, unless they wanted to stop the other plants from growing. C said that, "I am going to make another row", and he began to dig. He set the pattern that
the others in the group wanted to follow, and most of them dug for quite some time."

One other activity was created by chance. The chance was made when the worker took several of the children for a walk. The walk terminated atop a hill from which much of the city could be viewed by the children. In their looking around, one child noticed two "cabs" in operation (an incline elevator in motion). A few days later, the worker's record states that:

"Beautiful weather made the trip quite enjoyable, and as we walked (I holding worker's hand practically all the while), the youngsters ran along the sands, the sidewalks, played "hide-and-seek" from worker, and enjoyed themselves thoroughly. As the group approached the resovoir, R and C expressed a desire to go up-hill and walk around it. Worker explained that: "This morning, we are going to talk with the incline operator to see if it will be possible for us to take a ride on the incline, and if so, how much it will cost. We hope to take all the larger boys and girls for a ride very soon, and so our walk this morning has one purpose, and that is to get information that we can take back to Miss ___ about the incline. We will not walk around the resovoir this morning." The walk continued until the incline-shed was reached and the group observed the inclines in operation. When the cab had come to a halt, worker spoke to the operator and explained the purpose of the visit. Operator gave worker the full details and spoke to the group of children. The group stood around for a short while looking and talking about the "cables; wheels; housepart", and R clung to worker's hand saying that he was "afraid" to go close to the edge. After a short while, worker told children that it was time to return and take our information back to the other children.... "Teacher" asked members of the group what they had seen on
the trip, and what the incline-operator had said. Various members of the group tried to explain what had been said, and worker assisted them in conveying the information. It was planned that on one day, soon, worker and teacher will take as many of the larger children as possible for a ride on the incline."

In the area of planned activities, many good projects arise from special holidays and special agency programs in which the nursery school may be included. On one occasion, the agency had planned, as part of a total agency activity, to have a parade. Each club group within the agency was asked to represent itself in the parade with a self-designated symbol. The nursery school chose to be "clowns". Following the children's self-designated symbol, the worker's records state that:

"...Miss ___ told the group that "we shall go inside and make our hats for the parade next Monday." The children were asked to make paper clowns which could be pinned onto them during the parade. Paper hats were being constructed by the teacher when worker left the room for a few moments...worker went to the table and began making hats. As they were finished, each of the children took one and colored it "clown style" - large, multicolored dots - then set it aside to dry. While most of the children were engaged in putting the watercolored dots on their hats, Miss ___ went into the hallway to have her "private talk" with C who had been somewhat persistent in being "unruly" during the activity."

Holiday symbols such as Easter baskets, rabbits,
eggs, and many other symbols for different, celebrated days, afford activities of constructive, educational and entertaining value for the four-to-six-year-old nursery school child. The teacher and the social group worker can provide many wholesome experiences for the individuals and the group from these occasions.

The foregoing statements from current literature related to specific aspects of the young child; the stated program emphases of the Irene Kaufmann Settlement Nursery School; and excerpts from the social group worker's nursery school records have been used to show various aspects of the nursery school program, and their relatedness to significant phases of the development of the nursery school child. For, as Allen and Campbell state:

"Within this flexible pattern of group living occur many phases of development which have special significance for each child. His relationship with his teacher has other emotional values beyond his personal security.... The younger children in nursery groups still need adults primarily as sources of "mothering" and affection.... A warm and friendly relationship with his group teacher is a step outward, toward further relationships on his own with other adults and children." 1

Agency, Nursery Staff, and Social Group Worker Relationship. - The program of the nursery school which, to the writer, is very effective, could not

1 Allen, Winifred Y. and Campbell, Doris, op. cit., pp. 75-76.
accomplish its effectiveness without cooperative efforts of the total staff and agency with which it is connected. The writer has interpreted Allen and Campbell to mean the same when they state that:

"An effective nursery center program requires a fully qualified professional staff. Equally essential, and much more difficult to achieve, is real teamwork between members of the staff in order that their varied skills may be readily available to each individual child and parent."\(^1\)

**Agency Supervision of Worker** — A qualified social group worker is a graduate of an accredited school of social work. Schools of this type require approximately two years of graduate study in which supervised field work is included in order to receive the master's degree. The school's standards of training are accredited by the American Association of Schools of Social Work. A social group worker in training receives supervision within the agency in which he does field work. The Irene Kaufmann Settlement provided the social group work supervision for the writer in the person of a professionally qualified social group work supervisor. The supervisor-student relationship within the framework of the agency made possible a broad, yet intensive, training period for the writer.

**Nursery School Consultant-Social Group Worker**

\(^1\)Tbid., p. 113.
Conferences - Although the agency supervisor-worker relationship provided a constructive, learning and growing experience, it was not the worker's total supervisory contact. The nursery school consultant, whose criticisms of the worker's methods and the changing aspect of his role, further helped to enhance the value of the worker's experience. Conferences held in a comfortable, relaxed atmosphere provided the means of clarifying issues for the worker. These conferences did not prove to bring out opposing theories to those of the agency supervisor. Rather, the nature of the two different consultations was integrated in such a fashion as to stimulate more concrete thinking, planning, execution, and understanding on the part of the worker.

Use of Records - The records written by the worker in the nursery school contained a certain amount of process, analysis and evaluation. The focus of these records was directed on individual children within the group and the group-as-a-whole. Records helped to note developmental progress of an emotional nature which could be used in the Intake Department to supplement the records of individual children. Most of all, the group records helped the worker to keep his attention centered on the child's behavior in relation to his
personal group work focus which was that of preparing
the child for his next group experience in the kinder-
garten setting. The worker set up as his own goal the
helping of the children to become as acceptably social-
ized as would be expected in their next group setting.
The worker realized that the transition from the pri-
mary group experience represented by the child in the
family to the secondary group experience typified by
the child in the nursery school, represented a tremen-
dous step for the child. The worker felt that equally
as formidable a step would be the transfer from the
nursery school group to the kindergarten group. Good
adjustment in the nursery school, however, could serve
to soften the introductory period of kindergarten school,
and prevent an unnecessarily traumatic experience for
the child. The use of records helped the worker to re-
tain a degree of "awareness" which seemed so necessary
in his role as a "helper" with the nursery group.

Teacher-Worker Relationships - As has been stated
earlier in this paper, the teacher and her assistant,
the group worker, performed their duties in correla-
tion one with the other. Observation, planning, and
working together helped the children to benefit from a
combination of interested persons working in their be-
half. Too, the worker's records helped bring an objec-
tive point of view of the children to the attention of
the nursery school teachers. This is significant in some instances because the day-to-day contact with the children, which the teacher undergoes, can dull her sense of objective perception. The teacher's conscious, educative focus necessitates her concentration in a somewhat different direction from that of the group worker. There is possible, through the use of records, a worthwhile experience for the nursery school teacher as she reads the group worker's report, and similarly, there is a worthwhile experience for the group worker as he observes the teacher's technique, method, and skills.

Nursery School-Parent-Worker Relationships

"The Nursery School experience has little value for the child unless the parent understands its relationship to the experience of the child in the home and family circle. From the time of the first admission interview and throughout the child's school attendance, parents are asked to share with the caseworker and teachers, pertinent information about the child at home. The school, together with the parents, is then able to develop a consistent, stable environment for the child.

From time to time, the parents of the children attending the school are invited to meet as a group to discuss common problems of child care and education, listen to outside speakers, and join in group projects for the improvement of the school's program."

The social group worker was not excluded from the parent's group sessions, but had a participating role in the meetings. This relationship was a worthwhile

Irene Kaufmann Settlement, op. cit., pp. 3-4.
one for the worker, and served to acquaint parents
with the "man at the school" whom their children talked
about when they reached home.

Intake Department-Agency Supervisor-Group Worker
Relationships - At the point where the head of the In-
take Department, agency supervisor and the group work-
er integrated their thinking, the worker realized the
benefit of a unified effort. Intake records which were
available for the worker to consult; the head of the
intake department who stood ready to discuss those
areas of his work with which the group worker was con-
cerned; and the intake department head-agency super-
visor's continuous planning, contributed knowledge of
inestimable value to the worker.

To sum up the value of the integrated relation-
ship of the agency staff and personnel with regard to
the nursery school program, the writer wished to quote
the following:

"When there is genuine sharing of purpose
and responsibility, and a respect for each in-
dividual's skill and capacity, and the day-by-
day experience of working together should be a
satisfying one. Teamwork within a staff is
essential to the agency's service. It requires
skilled leadership and sensitivity to the many
details that make it up."1

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1Allen, Winifred Y. and Campbell, Doris, op. cit.,
p. 132.
SUMMARY

In the foregoing chapters of this paper, the writer has attempted to set forth the following:

(1) the nature, scope, sources of data, and limitations of the contents;

(2) a review of selected literature from several fields related to the area of social group work which aids in giving a broader understanding of human personality - its dynamics - and interrelationships of individuals which may be interpreted in certain instances to be synonymous with aspects of group process;

(3) a history of the agency in which the particular nursery school written about is located; and an historical background of the nursery school, itself; and

(4) a comparison of the Irene Kaufmann Settlement Nursery School's principles, policies, and practices (as evidenced in written material from the nursery school and narrative group records of the writer) to current literature relating to what are considered to be good nursery school practices and their effect on the interpersonal relationships which are considered essential to personality development.

In the writer's opinion, based on his findings, the Irene Kaufmann Settlement Nursery School operates in
accord with desirable standards as set forth in the literature. In addition, the use of a male social group worker in the nursery school setting to assist the nursery school teachers, served to provide an opportunity for the nursery school staff to test a theory that the experience for the children would enhance their development in terms of relationships with a male adult since this is one of the areas of interpersonal relationships which is thought to be essential for all children. This experience provided:

"...masculine influence and contact for the children in a setting from which it is ordinarily lacking."¹

This step, though experimental, did prove to have some positive value, and in this area, the Irene Kaufmann Settlement Nursery School seems to have moved a step further than current nursery school literature advocates as a usual part of the program.

The nursery school setting provided the group worker the opportunity to observe the operation of group work process in a group of four-to-six-year-old children. Although very little current group work literature deals specifically with interpersonal relations at this age level, the presence of certain phases of the group work process of the social group work process (most commonly thought of in terms of groups

¹Irene Kaufmann Settlement, op. cit., p. 7.
composed of older children or adults), cannot be denied nor should they be overlooked.

In summarizing the significance of the experience for the worker, the following bear special mention.

(1) The school is conducted on an inter-racial plan of admissions, thereby initiating the setting from which a group worker can gainfully experience a "democratic" group membership.

(2) Progressive education, the Irene Kaufmann Settlement Nursery School teacher's method, offers little in the way of conflict with the group work philosophy, and a drastic change of methodology is not necessary for the group worker. Rather, the worker is free to study interpersonal relationships and the use of the group work process.

(3) As a male group worker, the writer feels that his relationship with the children individually and with the group-as-a-whole was constructive; and the children seemed to enjoy having a "father figure" to whom they could relate themselves.

(4) The total nursery school and supervisory staff was most cooperative in helping the worker adjust to the "experimental innovation", and teamwork prevailed throughout.

(5) Constructive criticisms were given the work-
er with the view of assisting him in understanding his role with the group and the philosophy of the nursery school, and making possible interpersonal relationships on a staff level which, to the worker, seemed to be absolutely necessary if good interpersonal relationships were to be developed among the children.

The foregoing statements serve to point out the worker's challenging experience as a social group worker in the Irene Kaufmann Settlement Nursery School. If his work with the school was helpful to any degree, it was due largely to his keen interest in the experiment, his desire for growth, a splendid relationship with the total staff, excellent direction, constructive agency supervision, and his genuine fondness for the children in addition to their inherent ability, as is true of most children, to adjust themselves and relate to those of their own age and to other adults.
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