1950

A study of the contribution of student residents in the settlement program and its resulting value to the student.

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Boston University
A STUDY OF THE CONTRIBUTION OF
STUDENT RESIDENTS IN THE SETTLEMENT PROGRAM
AND ITS RESULTING VALUE TO THE STUDENT

A Thesis

Submitted by
Willette Cragin Pierce
(A.B., Tufts College, 1933)

In Partial Fulfillment of Requirements for
the Degree of Master of Science in Social Service
1950
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ACKNOWLEDGEMENTS

The writer wishes to thank the staff at the National Federation of Settlements and Neighborhood Houses especially Miss Lillie M. Peck and Miss Jean Maxwell who made available reports and documents related to the topic, and who gave many hours of their time to discussing the most worthwhile approach to such a study; the headworkers of the Boston settlements maintaining residences, for their co-operation in contributing their thinking to this subject and for supplying names and addresses of student residents; the many interested residents of today for testing the questionnaires; and Oliver K. Hulsey for his valued assistance in editing this thesis. The writer is most appreciative of the carefully answered questionnaires received from former student residents, the contents of which comprise the bulk of material for this study.
CHAPTER I
INTRODUCTION

Student Residents as One Aspect of the Settlement Movement

"The essence of a settlement is a group of settlers."¹

In reading literature concerned with the settlement movement, both by settlement people themselves and by men and women in other fields who at one time have lived in a settlement house, one is impressed by the recurrence of statements indicating the value of this aspect of the settlement movement. "Leaders acquire an awareness of social trends by daily contact in the capacity of residents."² "I never should have taken up the cause of the working class had I not lived at Hull House," said Alice Hamilton.³ And James Ford: "Virtually all leaders in housing reform in the 1890's were persons with a settlement background."⁴ "We have chosen to come and live and work here, to be all we can to the people and to receive all that they can be to us as friends and neighbors," said Graham Taylor in 1894.⁵ "Cannon Barnett used the word 'settlement'" ¹ M. D. Stocks, Fifty Years in Every Street, p. 65.
² Frederick J. Soule, Social Settlement in Greater Boston Neighborhoods, p. 11.
³ Settlements 60th Anniversary, p. 4.
⁴ Ibid., p. 4.
⁵ Ibid., p. 7.
to describe a group of people living in a neighborhood and identifying themselves with its life as a means of understanding and improving conditions." M. Audra, in an address before the general meeting of the Federation of Social Centers of France, June, 1949, made this very pertinent comment:

[Translation]

I believe that the reason for the persistent strength and vitality of an institution like Toynbee Hall is the reflection, the continuation, the reproduction of the old residential English Universities which one finds there... But one found there especially, a teaching by contact through the common life shared by these young students around the warden, the welcome given to the children and the young people of the neighborhood, the education by conversation, the discussions and even the silences.

Purpose and General Questions

This thesis is an attempt to evaluate the effect of student resident programs in operation in the Boston settlement houses during the past two decades. Because the Greater Boston Survey recommended that living quarters in Boston settlement houses be discontinued, an effort will be made to answer the following pertinent questions:

1. Are student residents essential to the proper functioning of a settlement program?

---


7. M. Audra, Nos Voisins, Nos Amis, p. 18

8. Lewis R. Barrett, Greater Boston Survey, Recommendation No. 45, p. 123
2. Should one or more settlements in each city maintain residencies?

3. Should every house maintain facilities for student residents? Should some settlements in each city have such facilities?

4. What are some of the factors to be considered in maintaining facilities for student residents?

5. How do headworkers feel about residencies as a part of a settlement program? What special contributions do they feel that student residents make to the general program of settlement houses in relation to philosophy, purpose and function?

6. How do student residents evaluate their experience with regard to themselves, the agency and the community?

7. What additional values are evident in the professional lives of men and women who have lived in settlement houses?

**Method of Procedure**

Members of the staff of the National Federation of Settlements and Neighborhood Centers showed a great interest in this topic when it was first suggested. Miss Maxwell, Secretary of Field Service and Training, was in Boston at the time and gave a great deal of thought to the method of procedure. She suggested that the writer plan a visit to New York in order to look at selected material on this topic and to have an opportunity to talk with the National Secretary, Miss Lillie M. Peck.
As a result of these interviews, a general plan for the thesis was drafted. A general outline for a nationwide study of residencies in settlement houses was included. The staff of the national office hope that this thesis may be a pilot study to encourage other students to attempt similar studies.

Personal interviews were held with six headworkers of Boston settlements, all of whom have, or have had, student residents. Questionnaires were sent to over one hundred former student residents. Because of the length of the questionnaire and lack of the opportunity to make personal contacts, a cover letter and a self-addressed, stamped envelope were enclosed. As indicated by Table I, thirty-nine responses were found valid and applicable to this study.

Scope and Limitations

There were several reasons for sampling the opinions of student residents of Boston settlements during the specific years 1935-1940. First, it seemed wise to go back a few years so that those interviewed might have gained more perspective in their thinking on the subject. Also, the writer was interested in finding out how this experience had influenced residents in their later community contacts and in their own professions. Since these years preceded the war, the selection of residents was not limited as it was during the war years.

9 See Appendix D.
The writer discovered certain limitations in going back fifteen years. The files in the settlement offices were not always up to date. Many addresses had been lost and many of those on file were incorrect.

The returns were carefully and completely filled out in almost every instance. Many included notes wishing the writer success and some asked to be informed of the results of the study.

Of the six headworkers interviewed, four had been in the same settlement house during the years 1935-1940, one was formerly a resident in the house where he is now headworker, and the sixth is new to the field.

The subjectivity of the sample is another limitation. The writer realizes that the material in this thesis is based almost entirely upon the opinions of the individuals involved. Even though each response is limited by the emotional content, certain conclusions can be drawn from coinciding opinions in a large sample. Although a large sample was taken, it must be realized that it was taken from a limited number of settlements; that is, those which have students in residence.

No attempt was made to determine the financial value of student residents to settlement houses.

Sources of Data

As indicated above, material has been secured from
personal interviews with headworkers, answers to questionnaires, interviews with the staff of the National Federation of Settlements and Neighborhood Centers, pamphlets, books, surveys and articles.

During the years 1935-1940, six houses provided facilities for student residents. Lists were secured from the headworkers of four houses. The other two no longer maintain residencies, the present headworkers have no information on the subject and the former headworkers could not be contacted. However the names of four residents from these two houses were obtained and questionnaires were sent to them. None were returned. One settlement house did not have residents between 1935 and 1940 but does have now. This headworker was interviewed and his comments were included. Thus, the study is based on data received from thirty-nine students and headworkers of five houses and from the headworker of one house where residencies were recently established.

The original mailing list for the five houses totaled one hundred and twenty-two names. Of this total twenty-eight were returned unclaimed, one was reported deceased and nineteen were disqualified because they did not fit the category of student residents. This left a balance of seventy-four, of whom thirty-seven filled out questionnaires. One wrote a letter expressing his views and another wrote, "I have been away from settlement work for so long that I am afraid any comments
would be very dated." Table I shows how the sampling was obtained.

<table>
<thead>
<tr>
<th>Settlements</th>
<th>Orig. Mailing List</th>
<th>Lost or Deceased</th>
<th>Disqualified Mailing List</th>
<th>Revised Mailing List</th>
<th>Valid Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Boston Social Centers</td>
<td>15</td>
<td>5</td>
<td>2</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Elizabeth Peabody House</td>
<td>25</td>
<td>4</td>
<td>4</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>Goodwill House</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Lincoln House</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Norfolk House Centre</td>
<td>47</td>
<td>5</td>
<td>9</td>
<td>33</td>
<td>22</td>
</tr>
<tr>
<td>Roxbury Neighborhood House</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>South End House</td>
<td>30</td>
<td>15</td>
<td>4</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Totals</td>
<td>122</td>
<td>29</td>
<td>19</td>
<td>74</td>
<td>39</td>
</tr>
</tbody>
</table>

Definitions

The writer will use the term "settlement" or "settlement house" in its generic sense, though many other terms are used. To quote Frederick J. Soule: 

10 Frederick J. Soule, *Settlements and Neighborhood Houses*, p. 463.
been applied to London's Toynbee Hall in the 1880's when its leaders "settled" in the working class district of Whitechapel. The term "neighborhood" is more characteristically American, free from any implication of class distinction... In some instances the terms are used interchangeably. Forty-seven houses employ the word "settlement" in their corporate titles as "community house," "community center," "association," "commons," "hall," or "inn." Despite these variations, the generic name "settlement" everywhere persists as a symbol of a distinctive ideology. In all settlements today, regardless of their activity or social emphasis, the factor of the neighborhood as the base of operation is universally accepted.

The term "student resident" is used to denote a full or part-time student residing in a settlement house.

The term "worker-in-training" is used to denote a recent graduate of a college living and working in a settlement house for the purpose of obtaining practical experience and exploration of the social work field. They have been placed in the same category as student residents because they also take courses while in residence. Two were included in this study.

The National Federation of Settlements has recently changed its name to The National Federation of Settlements and Neighborhood Centers. Both are used in this study.

The term "pilot study" indicates a method developed for studying a phase of residency in the settlement movement.

"Headworker" is the term applied to the director of a settlement house though in some instances "director" is the term used. In England the director is called "warden."
Description of Settlement Houses Considered in this Study

East Boston Social Center consists of three centers in a solid Italian community. The first center opened January, 1932. Mr. Max Nelson has been headworker since that time. A residence building is maintained for the staff and students.

Elizabeth Peabody House is located in a very congested area near the heart of the city. It was founded in 1896 and has always maintained a very large residence including the staff, students who come for a year or more and many students who take advantage of the opportunity to live there for one or two months during the summer. Miss Elizabeth Dale has been headworker there since 1948.

Goodwill House, originally located in the North End, was sponsored by the Congregational Home Missionary Society until it was incorporated in 1916. After ten years of service in the North End, it followed its Italian neighbors to East Boston. It has a small residence. There have been many changes in the staff including the resignation of the headworker during the spring of 1950.

Lincoln House Association, located in the south end of Boston, began as a club for small boys in 1888. This house no longer has student residents and information about former student residents could not be obtained from records.

Norfolk House Centre began in 1882 as the South End Industrial School. It has had residents for thirty-one years
and has maintained a large, active student residency since 1932. Norfolk House is strategically located on an open square in a continually changing neighborhood of many nationalities. Frederick J. Soule has been director since 1919.

**North End Union** was founded in 1882. It is situated in a solid Italian neighborhood near the market district of the city. Frank L. Havey, present headworker, has been on the staff since 1931.

**Roxbury Neighborhood House** was established as a day nursery and kindergarten in 1878. There is a resident building next door to the settlement house where staff and occasional students live. Resident facilities have been maintained since 1907. Miss Alice A. Griffin, present headworker, has been a staff member since 1920.

**South End House**, located in the south end of Boston in a rooming house area, was established in 1891. The residence includes an organized corps of social work students from Simmons College as well as many students of other fields and other schools. Charles F. Ernst, headworker since 1949, was a resident of this settlement house during the years 1909-1917.

Table II indicates the number of residents and the number of student residents in each Boston settlement house.
TABLE II.
NUMBER OF RESIDENTS AND STUDENT RESIDENTS
OF BOSTON SETTLEMENT HOUSES

<table>
<thead>
<tr>
<th>Settlement House</th>
<th>Total Residents</th>
<th>Student Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Boston Social</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Centers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth Peabody</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>House</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norfolk House Centre</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>North End Union</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Roxbury Neighborhood</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>House</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South End House*</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*Figures could not be obtained for years 1935 and 1940.

Financial arrangements in the different houses vary. At the present time, cash payment for board is required by all and three, of the six houses, also require cash payment for rooms. Service to the house is mandatory and is considered in determining the rate. Table III on the following page shows the present arrangement in each house.
TABLE III.
CURRENT FINANCIAL AND SERVICE ARRANGEMENTS OF BOSTON SETTLEMENT HOUSES

<table>
<thead>
<tr>
<th>Settlement House</th>
<th>Hours of Service Required per Week</th>
<th>Pay Rent</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Boston Social Centers</td>
<td>5 to 6</td>
<td>no</td>
</tr>
<tr>
<td>Elizabeth Peabody House</td>
<td>6</td>
<td>yes</td>
</tr>
<tr>
<td>Norfolk House Centre</td>
<td>9</td>
<td>no</td>
</tr>
<tr>
<td>North End Union</td>
<td>7 to 8</td>
<td>no</td>
</tr>
<tr>
<td>Roxbury Neighborhood House</td>
<td>3</td>
<td>yes</td>
</tr>
<tr>
<td>South End House</td>
<td>by arrangement</td>
<td>yes</td>
</tr>
</tbody>
</table>
CHAPTER II

HISTORICAL BACKGROUND


The settlement movement originated in England in the middle of the 19th Century. To quote Frederick J. Soule:

The beginnings of the settlement movement followed the establishment of London's Working Men's College in 1854 by a Cambridge group under the leadership of Frederick Denison Maurice. Charles Kingsley brought churchmen, collegians, and workingmen into a united effort for the betterment of social conditions. In 1873 Rev. Samuel A. Barnett and Mrs. Barnett settled at St. Judes, Whitechapel, and were in time joined by Arnold Toynbee from Oxford. Ten years later Toynbee Hall was dedicated to the memory of this young Oxford tutor, becoming the first of the residential settlements.

Early houses in America were a direct outgrowth of the English movement. In 1887, after brief studies in England, Dr. Stanton Coit founded University Settlement in New York's East Side. Jane Adams opened Hull House in Chicago in 1889. Within two decades there were fifty houses in some twenty cities. Metropolitan Boston had by the close of the second decade founded a House in each of its more congested areas and environs.

The settlement movement in the United States consists of the combined activities of 205 settlement and neighborhood houses, 10 city federations of these agencies, and the National Federation of Settlements. In addition, 61 neighborhood houses are affiliated with the National Federation through individual membership.

There are 25 settlement houses belonging to the Greater Boston Federation of Settlements. Boston has 19, Cambridge has 4, Brighton has 1 and Salem has 1.

At the present time, three of the Boston settlements maintain large residencies that include students. Five others maintain residence facilities for the staff and one of these includes a small number of students.

The Role of the Student Resident in a Settlement House

From the days of the first settlement houses in England until the present day, the student who desired to live in residence has played an important role in the settlement picture. Students from Oxford and Cambridge were an integral part of the early settlement family at Toynbee Hall. Today, students in the Boston settlements come from many colleges and universities where some are studying to become doctors, lawyers, nurses or dentists as well as those who are studying to be social workers. Others are interested in a general college training. Added to this group are the students of art, music and the theatre. They all help to make up part of the settlement family. What it has meant to them, to the community in which they did reside and to the community in which they now live, we hope will be answered in part by this study.

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2 Re-constituted on March 31, 1950 as The Settlement Council.
Mary K. Simkovitch said in her retirement address: 3

Eating together, like dancing, is also the mark of the community. At the family table, at the sacred meals of all religions, at parties, people attain that unity for which there is no mechanical substitute. . . . Yes, the building of human fellowship is the highest of the arts . . . it is in our neighborhoods that the practice of democracy, the building of human fellowship, must begin. This is a discipline we must accept for ourselves if we expect it from the United Nations. . . . The tryouts for "one world" is in the neighborhood. . . . a discipline to accept, a realistic springboard to recognize, a factual base with no cobwebs of fancy to brush away. . . . It is in these neighborhoods that the future is being fashioned day by day.

Frederick J. Soule records the thinking of the Committee on Interpretation of the United Settlements of Greater Boston when he says in reference to student residents: 4

Such relationship between school and settlement recalls the traditional beginnings of the settlement movement in England and America as a close adjunct to the universities. Throughout the intervening years, both as volunteers and residents, students have continuously sought the neighborhoods for service and observation, but in a new sense the kinship of school and settlement is now recognized by our Boston educational institutions. This means a valuable relationship to college and settlement alike, and an advance in the professional status of the neighborhood workers. . . . For this reason it is especially important to provide a social internship for university men and women, akin to the pattern of Toynbee Hall in London and the early American settlement houses.

3 Mary K. Simkovitch, Address Commemorating Her Retirement as Director of Greenwich House, p. 1.

CHAPTER III
ANALYSIS OF DATA

Information About Students Who Were Residents During the Years 1935-1940

Questionnaires returned by thirty-nine student residents indicate the work arrangements, range and proportion of assignments, major courses of study, schools represented and length of residence. Twenty of the thirty-nine, lived in residence for part or all of one school year, eleven for nearly two years, five for three years, two for four years and one for seven years. The latter lived in the settlement house while going to school and stayed on after finishing. The students usually rendered service for their room and paid for their board. The following table shows the living and working plans of the thirty-nine student residents.

**TABLE IV.**
LIVING AND WORKING ARRANGEMENTS OF STUDENT RESIDENTS, 1935-1940

<table>
<thead>
<tr>
<th>Arrangement</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worked for room and paid board</td>
<td>26</td>
</tr>
<tr>
<td>Worked for room and board</td>
<td>5</td>
</tr>
<tr>
<td>Paid for room</td>
<td>5</td>
</tr>
<tr>
<td>Paid for room and board</td>
<td>3</td>
</tr>
</tbody>
</table>

Returns showed the following distribution of major courses
of study and the schools and colleges attended. Ten students were from schools of social work, twelve from medical schools, four were art students, four sociology majors, two theology students, and one each majored in education, guidance and personnel, government or Slavic languages and literature. One clerical school student and two workers-in-training complete the list. The workers-in-training had attended liberal arts colleges majoring in psychology.

Ten schools and colleges were represented. Eleven students attended Boston University, twelve Harvard, three the Boston Museum School of Fine Arts and three Simmons. Radcliffe, Tufts, Boston Clerical School, Gordon College and Hobart Episcopal Theological Seminary were represented. Six were students from other parts of the country spending their summer in a settlement house while either doing field work in a social agency in the city, or getting a settlement house experience.

Many courses were considered helpful to the students in their settlement work. Sociology, psychology, social work, guidance and personnel courses were of value to them in gaining greater understanding of human behavior, sharpening their awareness of social conditions and indicating "levels of motivation." Group work courses helped them to develop skills. Medical courses were of value in giving physicals. Psychological testing and vocational guidance helped directly. Some courses had value to those interested in community organiza-
tion. Three stated that none of their courses helped.

In answer to the questionnaire, twenty-six of the student residents said they had had no previous contact with settlement houses, six had some knowledge of settlement work and three had been volunteer workers. Four did not answer the question.

Original contacts with the settlement houses were arranged in various ways. Twelve were through referrals by a faculty person or by the dean's office. Five made direct contact with the headworker, one was sent from the volunteer service bureau, three were sent by other social agencies. One medical student applied directly because of his interest in social work.

Assignments covered the gamut of settlement activities. Just as with the regular staff, each person had more than one type of assignment. Table V indicates the variety of assignments for which these students were collectively responsible. It does not indicate the actual number of assignments per person. However, with a total of one hundred-and-eight assignments for thirty-nine students, the average number for each one was three and seven-tenths during his residence. Many duties were of a temporary or occasional nature such as assisting with large scale seasonal activities, handling publicity for special activities and working on fund raising campaigns or special community projects.
### TABLE V.
**STUDENT ASSIGNMENTS, 1935-1940**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching skills</td>
<td>19</td>
</tr>
<tr>
<td>Leading groups</td>
<td>22</td>
</tr>
<tr>
<td>Playground supervision</td>
<td>15</td>
</tr>
<tr>
<td>Office duty</td>
<td>7</td>
</tr>
<tr>
<td>Host or hostess</td>
<td>17</td>
</tr>
<tr>
<td>Surveys</td>
<td>3</td>
</tr>
<tr>
<td>Work with neighborhood councils</td>
<td>3</td>
</tr>
<tr>
<td>Home visiting</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Medical examinations</td>
<td>5</td>
</tr>
<tr>
<td>Casework</td>
<td>1</td>
</tr>
<tr>
<td>Publicity, posters, displays</td>
<td>3</td>
</tr>
<tr>
<td>Testing and counseling</td>
<td>3</td>
</tr>
<tr>
<td>Assisting with large group activities</td>
<td>3</td>
</tr>
<tr>
<td>Entertainment</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>108</strong></td>
</tr>
</tbody>
</table>

**Problems of Residence**

Student residents were asked to comment on problems arising out of their resident experience. The majority felt that the over-all experience was not difficult. The major diffi-
culties seemed to stem from the individual's lack of skill in handling group activities. A typical statement was, "The groups were difficult, but it was a challenge to try to handle these children and to help them to grow up to be useful citizens." When asked what other problems were encountered, four mentioned lack of time due to studies, and wished they had had more time for their groups. Two mentioned staff relationships and two were concerned by the lack of interpretation of the function and purpose of the settlement houses. Lack of facilities to entertain, the necessity of obtaining some meals outside, feeling "confined as far as outside contacts were concerned" and "the clash of personalities between staff and members" were mentioned. One said that "it was to be expected that there would be some problems when staff lived and worked together". "Every effort was made to promote understanding" was a statement made by several. One spoke of the "neighborhood being depressing at times, but the house was a pleasant respite always."

Table VI shows the actual number and type of problems listed by the thirty-nine student residents considered in this study.
TABLE VI.

PROBLEMS ENCOUNTERED BY STUDENT RESIDENTS, 1935-1940

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Yes</th>
<th>No</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments and responsibilities</td>
<td>7</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Living in residence</td>
<td>5</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>Staff relationships</td>
<td>2</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td>Understanding agency policies</td>
<td>2</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Skills and techniques in handling assignments</td>
<td>10</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of time</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depressing neighborhood</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These problems affected the individuals in several ways. Two found that experience lessened their difficulties, two accepted the problems as normal, three learned to be more direct and to enforce rules, and one felt a lack of insight into, "of what the objectives of the program consisted". Two decided against settlement work as a result of their experience. One said that she "realized the value of living away from work", and three others said that the personal restriction of settlement work caused them to decide on casework. Twenty-five did not indicate any specific problems. However, several of these twenty-five said that the experience would have been more fruitful if the economic struggle had been less; if the stu-
dent had had more time to give and if more understanding, interpretation and training had been offered.

Contributions by Student Residents

This sample of student residents felt that they had made positive contributions to the community through "the interchange of ideas with other people in residence and in the community", by leading group activities, encouraging sportsmanship, furnishing entertainment and by helping to prevent the spread of illness. They felt that through their own interest and enthusiasm they had helped to create and develop new interests and hobbies, bring forth individual talents, particularly among the children and instill an appreciation of art and music in those with whom they came in contact. This is aptly summarized by one who said, "I gave to my class of boys the philosophy of life that my thirty years of living had given to me." One unusual contribution was that of a refugee student who, with his leadership in the Club for New Americans, helped impart the American way of life to other refugees from Europe. His experience with this group was the basis of his master's thesis.¹

Influences of Residence on Students

Judging from the responses, each person was conscious of some positive influences on himself. Table VII indicates

¹ Rudolf Ekstein, Adjustment Problems of Refugees, p. 2
these areas of influence.

TABLE VII.

<table>
<thead>
<tr>
<th>Area of Influence</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Choice of work</td>
<td>12</td>
</tr>
<tr>
<td>Avocation</td>
<td>10</td>
</tr>
<tr>
<td>Relationship to the individual</td>
<td>25</td>
</tr>
<tr>
<td>Attitude towards community affairs</td>
<td>27</td>
</tr>
<tr>
<td>Attitude toward groups</td>
<td>26</td>
</tr>
</tbody>
</table>

Other influences were given although the questionnaire asked for only those listed in Table VII. One felt the experience instructive and informative; another gained much from being able to go to the headworker for advice; one couple met at a settlement house where both were student residents. They said that the influence of their experience was so great that they later named their own home in Kansas "Norfolk House".

As will be noted from Table VII, the greatest areas of influence were "attitude toward community affairs", "attitude toward groups" and "relationship to the individual". As one resident said:

Having been a part of a community makes for growth in understanding and evaluating and in appreciation of group problems. It increased my appreciation of the
significance of the individual as a member of a group. This applies to community problems as well as to my personal experience as a member of a residence.

Another resident gained a greater awareness and understanding of the social problems facing the individual in a low income community and a recognition of the need for settlement house facilities in reducing crime and delinquency. It provided an opportunity to meet congenial people of my own age, some of whom are still close friends, and to learn techniques from other workers with different educational training and experience. A knowledge of settlement house organizations and function is useful in my present job as vocational counselor in advising people who might benefit from the experience which a settlement has to offer, either in contributing individual service or in receiving service.

The majority of students had already decided upon their careers before becoming settlement house residents. However, as a result of their experiences four continued in settlement work and two decided not to do settlement work, but to go into another area of the field of social work. Six others said that their settlement house experience influenced them in this respect but did not state how. One who decided to go into case work said that her experience was not, on the whole, satisfactory and gave her reasons:

As a result of my experience I felt that I would go on to Simmons School of Social Work. Also, I decided to leave settlement house field. I felt that the settlement house field was too vague and not co-ordinated. Many persons in charge of settlement houses did not accept the graduate work in this field. They thought that learning through experience was all that counted. I had learned in my one short year that settlement houses were far too busy to carefully train an apprentice. Therefore, I felt that I would not care to continue in such a slow-growing field after graduate school. I knew that I could remain in the field but felt that my opportunities around Boston were limited
because of the attitude here. Also the pay was very small and there was no appreciation of all that group workers put of themselves into their work. I feel that my decision to go into case work was a sound one for I soon saw that were I living and working in a settlement house I saw only one minute part of each problem and did not know how to cope with it.

This same person felt that there were some positive values in the total experience for she said, "I learned to value the person and not where he came from. I was more interested in them. ... I gained some knowledge of community affairs."

A few other statements apropos to the influences of this resident experience may well be presented here. "Our own interests were broadened and thus we developed new avocations." "I feel more strongly about such things as racial discrimination and civil rights." Tolerance, sympathetic understanding, recognition of differences, belief in the value of group experience were other gains mentioned. "I have a deeper insight into social problems of a big city." One person summed up the predominate opinion of many in the group with, "This settlement experience has succeeded in broadening my whole horizon in every way."

Student residents were asked to make a short statement about their experience of living in a settlement house and to indicate whether they found it to be stimulating and/or enlightening. Table VIII shows the exact responses. Some discussion, based on the comments of the student residents follow.
TABLE VIII

<table>
<thead>
<tr>
<th>Experience was enlightening</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience was stimulating</td>
<td>9</td>
</tr>
<tr>
<td>Experience was both stimulating and enlightening</td>
<td>25</td>
</tr>
<tr>
<td>No answer</td>
<td>4</td>
</tr>
</tbody>
</table>

Students found the resident experience stimulating because of the personal contacts with particular headworkers and staff members. "Mrs. Eva Whiting White will always be a guiding star to us who had the privilege of knowing her..." "I was fortunate in being in residence where there was an unusually fine and stimulating group of people... and a wonderful settlement director." "It was stimulating too, to work with people in the neighborhood and to watch them develop through group experience" and "challenging to try to create experiences and watch the growth of individuals." One was glad of the opportunity to confirm his "belief that artistic ability is often found among the underprivileged."

Living in a crowded city neighborhood was an enlightening experience to many. "It broadened my background and understanding of economic and social influences of housing, health, poverty and crime." Some students felt that they had developed an ability to accept people and to get along with them under all circumstances.
One resident said that he found it both stimulating and enlightening to live in a community "where all concerned are interested in the welfare of people and in helping these people to enjoy a better kind of leisure time." A refugee who worked with other refugees as part of his settlement house assignment said that "living in the settlement house helped me to experience the American community, particularly the low income group."

One resident filled out the questionnaire and then did not mail it in, sending a note instead in which he said:

I decided it was of no real value to you. I will not be mailing it. I was at the House for purely selfish reasons. . . . hated teaching untalented old adults. . . . didn't like booming tough little Irishmen in the halls. . . . my benefits were purely selfish. I learned to like and enjoy all you people, and that is the end of it.

It is interesting to note that this very person, whom the writer knows, has sent several people to live and work at the same settlement and has been careful in his selection, contacting the director in every instance and giving some background information. He also contributed a great deal personally, but seems quite unaware of that fact.

Present Contacts with Social Agencies

These former student residents were asked what kinds of agencies and organizations they had become interested in as a result of their settlement experience. Twenty-four of the thirty-nine are now active on boards and special committees,
as volunteers, assisting with drives and as staff members of social agencies. Six said they were not active. Nine did not answer. Many are actively connected with case work agencies including Red Cross, Family Society, Mental Hygiene Department, Friend's Relief, Children's Aid and state social work. Group work agencies represented are the Girls' Clubs, Y.W.C.A., Girl Scouts, Boy Scouts, nursery schools, camps, churches and settlements. Services are rendered to hospitals, dispensaries, a sanitarium, a foundling home, the volunteer service bureau and the P.T.A. Vocational guidance, community chest drives, chairmanship of a community association and the exhibition committee of an art school were other areas of activity listed.

Interpretation

It was found that thirty-one of the thirty-nine former student residents have interpreted settlements to others. Thirteen did this frequently; eighteen occasionally. Four said they had not given any interpretations and four did not answer the question.

Twenty-one interpreted settlements through personal contacts, either professionally or socially. Nine took the opportunity to interpret to groups ranging from social to church, school and professional groups. Other methods were in vocational advisement and counseling, in case work, with leaders' groups, by interviews and in working with community programs.
One person summed up the general consensus by saying:

Without the resident experience and that feeling of really "being a part" of a neighborhood, it would be difficult to adequately interpret, to say nothing of understanding the settlements.

Another said that it made her "realize how badly volunteer help was needed and how much each individual can give to enrich the lives of others." One exception was made to the positive statements. "I felt that staff members could lose their perspective by being too absorbed in the work itself."

Opinions Regarding the Continuation of Student Residence

Thirty of the thirty-nine students favor the continuation of student residence in settlement houses. In addition four stated that they gained a great deal personally, but did not feel qualified to give an opinion as to its essential value to the settlement program. Four did not answer. One believed the practice should be discontinued. Answers to this question were thoughtfully written and contained sound comments and constructive criticisms.

Personal gain to the individual was expressed in a majority of instances and in a number of ways. These same persons believed that by virtue of this personal gain they were more valuable to the agency, to the community, and as interpreters of social problems and the settlement movement.

Statements and examples of personal gains overlapped, were intertwined and coincided with values to agency and community.
Residence gave students greater knowledge of the community, offered training and education, was financial value to both agency and student and affected the program and community attitudes. Insofar as possible, each of the categories will be considered separately.

Living in residence gives a person a much better insight into the work he or she is doing and certainly brings the person into close contact with the actual problems and experiences which one must meet to correctly interpret the work the settlements are trying so hard to accomplish. It also offers a wonderful opportunity to discuss the work with other staff people who also live in the settlement.

Living in residence gives a real understanding of the life of the neighborhood and its problems, a slant "that coming in for two hours a week couldn't possibly give."

The interchange of ideas and the discussion of problems is stimulated by discussions among members living in residence.

I believe in residence simply because of mutual sympathetic understanding, exchange of ideas with people in other professions which leads to the broadening of each individual and at the same time having an opportunity to familiarize other people with the problems that are part of your own personal profession with understanding in life. Living in such a setup eliminates some of the problems of social life and friendship. It also creates a "big family" attitude which gives one a certain comfort when one is living a distance away from home.

A healthy relationship between staff and student residents was gained through "direct experience in group living...Both residents and community profited by this system." "I'm very grateful for my experience because it was a participating one, and friends that were made were worth their weight in gold."
And another said:

Time at the settlement was valuable to me because I had always been rather aloof which was a bad attitude for one practicing medicine. Talking to a number of strangers during my stay there did me a lot of good and probably would others.

Financial aid was another factor. The opportunity to work in a settlement house and partially finance their way through college meant to some the difference between going on or discontinuing further study.

The opportunity to study group work and to gain direct experience was a value indicated by one student who said:

This experience is invaluable to one interested in providing and evaluating group work services especially of the type offered by settlements. Group work can hardly be a "nine to five" job in any case. How better can an embryo group worker see his work in relation to other workers and its place in the community, receive the stimulation of constant contact with other activities outside his groups, learn himself the meaning of living in a group outside of his own family or chosen acquaintance?

From the educational point of view we learn that "those of us who were student residents were able to get so much more from our classes in sociology, etc., than those who had no background experience." Another quotation was:

The experience for the resident is invaluable. I would place the experience which I had above graduate work in its practical grounding as well as providing an excellent vantage point from which to study social conditions in a depressed city area.

Another felt that:

To be unable to give students an opportunity to live and participate in resident living in a settle-
ment would be to rob them of one of the most beneficial experiences in their lives. It is an education in itself. Even though they do not actively engage in such work later, their appreciation and belief in it goes with them and they in turn are able to help interpret this subtle art to others. They themselves become better citizens of whatever community they find themselves and are able to contribute so much more to society because of this experience.

Many felt that the agency itself benefits as a result of having students in residence. One made the following statement.

From the settlement's viewpoint a person in residence is much more available than a volunteer. . . . A worker is apt to improve if problems are hashed out with others interested in the same child and the same neighborhood also. . . . Residents are there regardless of the weather.

Student residence offers an "excellent way to get an active, young, interested staff of workers. . . . who will be in sympathy with the settlement program." "Settlements tend to become too standardized and stereotyped and need the stimulation as well as naivete of students." These students "come in with new and fresh ideas." "Residents contribute to the organized program. They are of financial value to the house since their services are obtained at a minimum expense." Changing residents creates an atmosphere of stimulation, new ideas and enthusiasm.

The community also gains. "Students living in residence are closer to the people of the area and the people are closer to the residents." Residents are in close contact with the actual problems. As one said:
The resident plan provides a very close touch with neighborhood. People of the neighborhood feel if you live at the center, you are part of it. The center and you are inseparable. You are one and the same thing. You are interested in their and your neighborhood. How could the many needs of the past been demonstrated and instituted by settlements and how carried on by other public agencies, if one didn’t live in residence?

The feeling was expressed repeatedly that the community point of view was different toward resident workers as compared to non-residents. The residents were more quickly and readily accepted because of their own identification with the community and with the individuals in the community.

Contact with other residents helped to interpret much that one person alone would be unable to uncover. The opportunity for residents to "put their several heads together in discussion of the problems that arise is always a sound procedure."

Living in a group helps the student resident to gain "self confidence, respect and maturity, and enables him as a result to make a bigger contribution to society."

Another stated that:

Residents, if given the opportunity, can make a contribution to a community that that community might otherwise not be able to support. Individuals who are able to make such contributions are able to aid themselves in achieving their own goals.

The influence of the training which the resident receives spreads out beyond the agency and the immediate neighborhood.

This is the perfect educational method to learn about people. One must live with persons to learn of their mores. One gets the total picture of the environment of the individual in his or her natural setting.
"Sometimes this is the only opportunity for the student to live twenty-four hours a day in such a group setting and here it offers a unique opportunity for learning." "For graduate students the settlement neighborhood is an ideal field for study, and a neighborhood is never understood until lived in."

Arguments against the continuation of student residence in settlements were given by one former student resident who does not believe the practice is sound. The reasons are expressed in full:

I question it because one is shut off from outside contacts. This is an unconscious thing that occurs, for the group one lives with is lots of fun usually; but before one realizes it one is stifled by living and working under one roof. I feel from experience that this plan makes one stagnant! Living and working with the same people constantly results in frayed nerves and one falls into a rut. It is much easier to stay "put" for the evening and as a result one often loses outside contact. Also, by not living "in" one is usually able to have a broader point of view for one has opportunity to talk with others about one's work, think things through in this way and bring much back to the group living there.

Students who favored continuing the practice of student residents in settlement houses were also aware of the problems involved. As one said, "I am sure with planning and adequate interpretation this experience could become a must. As it was, it was beneficial, but today I can see many ways it could be improved."

Lack of time was a major problem to many students. They were pressed for time to study and felt unable to give the time they would have liked to have given to their settlement work.
There was also the problem, "from the resident point of view... of being always on the job and not getting away from shop."

"Inspiration from outside" the immediate agency and neighborhood was a need felt, but found lacking, according to one student. An opportunity to attend meetings outside the settlement field was suggested as a means of providing stimulation. "A person can give just so much when he has to take in...."

It was suggested that scholarships be made available, especially for those who planned to stay in the field.

The following suggestions were made by one person:

I think the residents, at least some of them, should be older people of experience who can approach social problems as wise human beings do. Too frequently, settlement workers and candidates for such work are overly engrossed by what they learned in courses and fail to learn by what they actually do in the field. I think inviting distinguished guests to regular meals as a normal part of the resident experience would add greatly to the value of the table talk. At any rate, residents should have as much contact as possible with non-professional social workers.

We are dealing with human beings in the field of social work. Staff and students of the settlement house, too, are human, and must themselves be considered in the overall picture. This was aptly expressed by the comment that "other things being equal, it's (student residence) an idea that is as good as the personalities involved make it....Life is what you give it, not what you take from it."
Headworkers' Statements of Student Resident Services, 1949-1950

Headworkers, of the six houses which have had students living in residence within the past two years, were each interviewed personally and asked to fill out a questionnaire. This questionnaire was designed to secure information about the practice of student residents in the Boston Settlements of today. Factual material, as well as the opinions of the interviewees relating to this topic, was sought.

The assignments arranged for student residents in these six houses are shown in Table IX.

**TABLE IX.**

ASSIGNMENTS FOR STUDENT RESIDENTS, 1949-1950

<table>
<thead>
<tr>
<th>Types of Services Assigned</th>
<th>Number of Settlements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service in leadership</td>
<td></td>
</tr>
<tr>
<td>Teaching specific skills</td>
<td>2</td>
</tr>
<tr>
<td>Leading groups</td>
<td>5</td>
</tr>
<tr>
<td>Playground work</td>
<td>3</td>
</tr>
<tr>
<td>Service available to the community</td>
<td></td>
</tr>
<tr>
<td>Neighborhood surveys</td>
<td>3</td>
</tr>
<tr>
<td>Home visiting</td>
<td>2</td>
</tr>
<tr>
<td>Counseling</td>
<td>1</td>
</tr>
<tr>
<td>Health examinations</td>
<td>1</td>
</tr>
<tr>
<td>Office work</td>
<td>2</td>
</tr>
<tr>
<td>Hall duty</td>
<td>4</td>
</tr>
</tbody>
</table>
Other service assignments were: fund raising campaigns, community organization work, inter-agency programs, personal guidance, public relations, lounge supervision, library, research, and special studies.

Students currently give group leadership in all six houses, offer community services in five, perform hall duty in four and office duty in two. Table X indicates how the headworkers feel about assignments in each category.

**TABLE X.**

**HEADWORKERS' EVALUATION OF THE SERVICES OF STUDENT RESIDENTS**

<table>
<thead>
<tr>
<th>Types of Services</th>
<th>Satisfactory</th>
<th>Not Satisfactory</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service in group leadership</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Service available to the community</td>
<td>5</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Office duty</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hall duty</td>
<td>5</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source of financial support</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Relationships of Student Residents**

Headworkers were asked to evaluate the student resident program in terms of relationships and leadership. Table XI provides their answers.
TABLE XI.

EVALUATION OF RELATIONSHIPS OF STUDENT RESIDENTS

<table>
<thead>
<tr>
<th>Values</th>
<th>Yes</th>
<th>No</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the level of leadership higher because you have student residents?</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Are staff relationships with students satisfactory?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In general are residents accepted by the neighborhood?</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In general are residents accepted by members of the settlement house?</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there other values you see in having student residents?</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The headworkers brought out other values in their own agencies resulting from their practice of having students in residence:

The plan is desirable in certain houses in each city for inter-relations with universities... it develops good public relations, is of value for student training and field recruitment.

Values Within the Neighborhood

"The plan has values within the neighborhood on the basis of neighborhood leadership or identification."

The student resident is an important factor in the over-all service of the settlement because he or she is more closely connected with all that is going on and is more aware of the settlement neighborhood conditions than a non-resident worker.
"A resident has greater influence on the youth in the community." "Students are better settlement workers, too, because they live in a settlement neighborhood atmosphere and soak up a lot of settlement spirit." "They develop an awareness of life as it is lived in the crowded sections of the city.... Their attitudes are affected by this awareness."

The flexible hours of the student resident results in more freedom from an "exact schedule of time and hence /They/ are more valuable than those who travel to and from the neighborhood."

Interpretation by Student Residents

Interpretation is of significance "if residents are 'out-going' and can stand up as lone individuals to the thinking of the native groups." "They become good public relations persons outside the neighborhood." Four headworkers mentioned that contacts to house membership offered by students from other parts of the country, from other kinds of society, and other countries have significant value." "Residence provides an opportunity for an exchange of ideas. It permits of better international understanding. There is discipline in developing an antidote to prejudices." A student in residence can be a demonstration to neighbors that we really believe in democracy when we have students of other races and color." "Parental interest, college interest, all are a part of public relations. They add skills and right attitudes toward study and research."
Five headworkers feel that these students later go out into different fields, providing an opportunity for a kind of interpretation to the greater community than might otherwise take place. They say "some ex-residents have been our greatest boosters." "This has been an historic fact." "Every student resident is one more person who is out in the world interpreting." One headworker questions this, saying that "it depends on how much really good supervision has been given the student and his or her ability to understand the purpose and function of the settlement."

Value of Residence to the Student

Every headworker agreed that this experience is of value to the student. It is a "practical experience in democratic living." "One of the greatest assets a person can have is probably a knowledge and understanding of people" and the opportunity for an "interchange of ideas and experiences." Residence offers "training in a broader grasp of social work, and training in practical considerations in the midst of the academic." "There is an opportunity for training as a team by doing their field work together in case work, group work and community organization." "There is a chance to meet worthwhile life-mates." They bring other experiences to the neighborhood and gain "leadership experience, knowledge of nationality groups, skills and theory, knowledge of housing conditions and inadequate laws." "Judging from their students' comments,
I should affirm this strongly." One qualifies the value to the student, saying that it is of value "if supervision and interpretation is adequate." One headworker said:

When residents leave us, they have a background of knowledge they cannot get in any other way. They pass this knowledge on as workers, students, teachers, and citizens; their conception of the world, educational and civic needs, have become very valuable to others.

Another writes that:

Students have a priceless experience, according to the statements of many residents who have written back to us. We can give many examples of how it has actually changed the life work of many residents.

Limitation of the Plan of Student Residents

Headworkers were asked to check whether the limitations listed in Table XII applied to their houses, and also to mention any other limitations which they encountered.

TABLE XII
LIMITATIONS IN USING STUDENT RESIDENTS

<table>
<thead>
<tr>
<th>Limitations</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of continuity of leadership</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>School vacations of residents</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Lack of experience of students</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Lack of stability and continuity</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>because of turnover of residents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The sixth headworker did not check this question though he stated that there were "limitations, but not sufficient to jus-
tif) giving up the arrangement."

Other limitations of having students in residence were "over stimulation; perhaps not enough study," "It may interfere with other studies." "Personality, perspective, experience, prejudices, age, etc., all can be limitations."

Summary

Thirty-eight of the thirty-nine former students interviewed believe that the experience of residing in a settlement has an intrinsic value in the field of human relations. "Living in," identifying with and getting to know the neighborhood increased their understanding of individuals, of groups and of the community. Residence greatly increased their social consciousness. To live and work with staff and residents from allied and different fields, such as art, medicine, theology, music and social work, was a stimulating experience to most. To meet and work with people from different cultural, racial, educational and economic backgrounds was an education in itself. Students gained a knowledge and understanding of the dynamic forces in the community through close identification with the neighborhood in which they lived.

Settlement work has been interpreted to others, through personal contacts and groups, by thirty-one of the thirty-nine former student residents. Many now serve on boards, committees and drives, and volunteer or contribute in other ways to
public and private agencies in the field of group work, casework and community organization.

The majority of students who came to live in settlement houses had already made plans for their own future and were enrolled in schools preparing them for their particular professions. However, many did feel the influence of this experience in their vocations or avocations. The degree of the influence was determined in part by their own settlement experience and their personal interests.

Each former student resident felt that he or she had made some contribution to the community, to groups or to individuals. The value to the settlement program was determined by particular interests and/or skills of the individual student resident. Some developed or created new interests within the programs; others made their greatest contribution with individuals; a few worked on community problems and projects.

The majority of student residents had never heard of a settlement house before this experience. Financial need was the primary factor for many in making the decision to live in the settlement house. Yet each one felt that the experience had proved to be of additional value to him personally. The importance of the experience to the individual depended upon himself and the situation in which he found himself.

Problems encountered were few in retrospect, and not serious. Factors creating the problems resulted from their
own limited time, their own lack of knowledge of group work skills or experience, personality conflicts and lack of interpretation of settlement policy and program by the staff.

Positive values to the individuals appear to outweigh the problems encountered. Inter-stimulation between individuals, the so-called bull sessions between students and staff, was of great importance to the individual. One person summed up the general opinion of the majority of students in his statement that "it is the perfect educational method to learn about people. One must live with persons to learn their mores."

Less unanimity of opinion was expressed by the six headworkers. Those maintaining large residences saw an intrinsic value in the practice of student residencies as a part of the settlement program. Headworkers of small houses brought up problems due to lack of facilities, in regard to the choice of resident and the time needed for his supervision. Vacations, personality factors and changes in personnel each year are problems to be faced.

Every headworker agreed that great benefit usually accrued to the students themselves. The opportunity to live and work in a neighborhood, to learn the problems first hand, to be able to identify with the community offers a real education for interested students.

Five headworkers believe that students make satisfactory group leaders and give valuable service to the community. Five
believe each city should have some settlement with facilities for student residents. One believes that a student residence is not a necessary part of the settlement program and that the many problems involved must be reviewed carefully when such a practice is in operation, or is to be considered.

Both headworkers and former student residents consider that the greatest value of student residence is the value to the student, to his own growth and development. He is likely to be a much greater asset to his own community and to his profession in later years as a result of a constructive resident experience. The student is an asset to the settlement program and often provides leadership which might not otherwise be available. Student residents can have great value for those houses which have adequate facilities for residence, interested students, and enough staff to supervise them.
CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The actual sampling of this study may be larger than the figures indicate. The lists of students living in settlement houses during the years 1935-40 were found to be incorrect and incomplete. Returns show that many names on the list are not those of "student" residents. We assume, therefore, that many of the questionnaires not returned were sent to non-student residents.

We may speculate as to the reasons why there was not a hundred percent response. The questionnaire itself was very long and took time and thought to fill out. Those who felt strongly about the values of the student resident plan, we assume from the many comments included, believed so much in the practice, and were enough aroused by the questions posed in the Greater Boston Survey to take the time to record their opinions. The others who did not answer, we may assume, either did not care enough to take the time involved to fill out the lengthy questionnaire, or did not want to commit themselves by stating their views. Some may feel as one person did, that his views were not worth recording. If these speculative reasons for lack of response have any truth, then a total sampling might show a little different picture; that is,

1 See Table I, pg. 7
other reasons against the policy might have been submitted. The very large percentage favoring the plan might have been modified. The short time allowed for making returns could certainly account for some lack of response, especially for those whose mail had to be forwarded to other parts of the country, or for those who now live outside of the United States or who are traveling, as in the known cases of three persons. Four returns have been made already since the recording of the data, so could not be included.

As the headworkers indicated, student residents may not be absolutely essential to the proper functioning of a settlement program, and facilities do not make it feasible in some instances. Yet in those houses which do maintain residences, especially the larger ones, the programs are broader in scope and the enthusiasm of young students is contagious. One headworker said that "without residents, the settlement as such does not exist. The individuality of an agency has gone."

And another,

With the growth of schools of social work, the settlement residency now becomes an opportunity to develop for these students in the field of social service something akin to the internship which the hospital provides for students of medicine.

Results of the study indicate that there is great value in having one or more settlements in each city maintain sizable residence with adequate facilities for students. Also, good
supervision would be necessary.

It is evident that certain factors must be taken into consideration in each instance where residencies are maintained. There must be an opportunity for proper living facilities. Headworker, staff and board must believe in this practice. Supervision and interpretation is essential. Residents should be carefully selected, primarily in regard to personality. This is a communal living arrangement and "misfits" could be of greater harm to the total program than in a situation where the inter-mingling of many kinds of persons does not exist. Skills and interests of the student should be considered in determining his value to the total program. Perhaps a larger residency can better cope with problems of vacations, turnover of students and individual differences of skill, abilities and personality.

All headworkers interviewed felt that students could be of some value to the general program by living in residence. However, reservations were expressed in relation to the type of person and the need for supervision. Contributions, it was agreed, could be of great value to the student, and to the community later when he went out into his own community. Those who hold with the old settlement philosophy which believes in having students and staff "settle" in a community, hold that residents are a must for the proper functioning of the settle-

3 See footnote #6, pg. 2
ment program as a training center, to strengthen the relationship with the neighborhood, for the interchange of ideas, and in making more, and more varied, leadership possible. Some believe that residence may be of value under certain circumstances.

Student residents, on the whole, valued their experiences greatly. Answers indicate that the greatest value was to themselves through increased understanding of individuals and groups, and of the community. They contributed considerably to the agency in leadership as well as in other areas, and as a result of their experiences, they have been able to do a great deal of interpreting to their own community, frequently in relation to their work. The personal value of increased understanding has made itself felt in the professions and work in which they are now engaged. In many instances doctors, social workers and others are able to use settlement houses as a resource for clients, patients and for acquaintances. Because of their own increased awareness, they find themselves serving in many capacities of social value to their communities.

The trend in the settlement movement appears to be going in two directions. This is indicated by the National Federation itself. Until a year ago it was the National Federation of Settlements, Inc. Now it is the National Federation of Settlements and Neighborhood Centers. The Residential Settle-
ment is patterned after Toynbee Hall and the University Settlements in England. The Neighborhood Centers offer educational and recreational opportunities to the community, but do not maintain residency in the agency, nor does the staff live in the community. The latter are not settlement houses in the sense in which this term was used originally. However, they are included in the one national organization. The type of center depends upon its board of directors and the headworker. England also has two types of settlement, but each comes under a separate national organization. The University Settlements are closely affiliated with a college or university and offer an opportunity for students to "settle" in the community to learn social problems first hand. In addition there is an association of community centers which do not maintain residents.

There may be a slight decrease in the number of settlement houses maintaining residences in this country today. Certainly the proportion is less since the inclusion of the neighborhood centers. Whether to have or not to have residents, whether to have or not to have students in residence depends upon the policy of the particular settlement house, beliefs of the headworker, and the dictates of the board of directors. If we are speaking of the settlement in the broader sense, including both residential and neighborhood centers, then we can conclude that residences are not essential to the proper functioning of the agency in terms of program, purpose and policy.
If we think of the settlement movement in its original connotation in this country and in England, in terms of the English residential settlements, in terms of the French settlements, we could agree with Mr. Nelson when he says:

The key to the real usefulness of the process lies squarely in the lap of the headworker. The intangibles in the field of settlement work are, many of them, to be found in the unique services of student residents.

Recommendations

Further study of this topic nationally

It is hoped by the National Federation of Settlements that this pilot study may be an impetus to other students to make similar studies in other cities, or to study other aspects of the resident program in this or in other cities. This could be of value to the national office as was suggested to the writer when the topic was first considered. An outline for a possible comprehensive study of the many aspects of residence in settlement houses in the United States today is to be found in Appendix D. The writer has been assured that whatever material can be collected could be of inestimable value to the National Federation which is very much interested in this subject at the present time.

Boston Resident Study for 1950

The United Community Services Division of Recreation, Informal Education and Group Work has requested its section known as the Settlement Council to make a study of present-day set-
tlement residences in Boston. Several student residents of this year have asked the writer when they should "fill out the questionnaire." In light of these two facts, it seems to be possible and advisable to make a study of present-day settlement residence practice, slightly modifying and adapting the student questionnaire used in this study. This could be used for non-student residents as well, as has been indicated by the many returns from interested former staff and part-time workers whose names were included in the original unchecked lists. The opinions of the headworkers of non-resident settlement houses in Boston might be secured and compared to the material obtained from the headworkers of this study.

Faculty members of the various schools of social work could be interviewed to determine how they feel about the need for having or not having facilities for students to enrich their field work training. This would add a different perspective to a total resident study.

A comparison of opinions of an equal number of student residents of the past five years with those of this study, might show trends in types of residences, and perhaps some differences of opinions and emphasis of the whole subject.

The aim of this study has been to determine the values to the community, the agency, individuals and students. These needs must be to some extent less tangible than an exact fin-

4 Memo from Claire Fisk, Settlement Council
ancial evaluation. However, the survey recommendations specifically stated that the policy of providing living quarters should be discontinued "except where the headworker or a full-time member of the staff has maintained residence over a period of years, or except where a clear financial advantage to the agency is demonstrable."

Financial Evaluation of Student Residence

This study might have been of greater value if the head-workers had been specifically questioned about the financial gain, even though several did indicate the values accrued. A complete study of student residents should include the financial aspect of the program. This is a most difficult task. It is impossible to judge the true value of the student resident program without considering the net cost of a student residence in relation to the tangible and the intangible assets to the immediate program, to the student, and as a result to the community at large. For such a study to be objective it would be wise to have it done by a person or persons not directly connected with the settlement program.

Suggested Readings

For those interested in pursuing further the subject of residence in the settlement movement today, the writer recommends the articles of Major Ellis and Hertha Kraus.

5 Lewis R. Barrett, Greater Boston Community Survey, p. 123
Major Ellis said:

I am an unrepentant believer in the advantage... of getting people to come to live there and meet people, and thus themselves become part of the local community. It is not a question of "from above". It is simply one of widening the make-up of the local community, and I know of no way of doing that except through settlements. I still want to bring in people with a different experience and a wider outlook to live with the people and to take a part in planning and developing the community life... I think that the whole chance that we have of being of any use to each other clearly depends upon how well we know each other. People cannot know all their neighbors well, but they know them better than if they lived far away. As for students... even if they only stay for a month or two they will know their neighbors better... it will be something... true knowledge, which you may get from residence is the kind that counts in these days as in the past. The people who stay long enough to know the neighborhood really well are the people who do the most. Residence in a settlement even for a matter of weeks is a great value to people.

Hertha Kraus suggests very definite plans for training of graduate and undergraduate students, some doing field work in a settlement, others living there and combining "this period of internship at the settlement as Field Center with supervised training in one of the specialized agencies in the vicinity.

She suggests that:

Modern social planners and workers may well turn back to the social settlement as a point of vantage for meaningful participation, observation, field research and general field experience. The college settlement was and remains an infinitely valid idea. With comparatively slight modifications it should again become a most important instrument of broad social education and a partner to many colleges and universities.

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6 Major Lionel F. Ellis, Toynbee Hall and the University Settlements, pp. 177-178


Approved

Richard K. Conant
Dean
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BIBLIOGRAPHY

BOOKS


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UNPUBLISHED MATERIAL


Winslow, Richard S., "A Newcomer Looks at the Settlements." Address delivered at the General Meeting of the United Settlements of Greater Boston, Boston, 1940.
APPENDIX

A. Accompanying Letter Sent with Questionnaire to Residents

B. Questionnaire Sent to Student Residents of the Years 1935-1940

C. Schedule for Headworkers

D. General Outline for a Plan for a Pilot Study, as Suggested by the Staff of the National Federation of Settlements and Neighborhood Centers
As a former resident of one of the Boston Settlement Houses, you probably will be interested in the study I am making evaluating this phase of settlement work. I have been on the staff of Norfolk House Centre for ten years, and have always lived in residence. Now, as a student at Boston University, School of Social Work, I am writing my thesis on this topic. To do a thorough piece of research it is necessary for me to get the opinions of student residents who have lived in one of the settlement houses in Boston during the years 1935-1940. This was decided after consultation with national settlement staff and faculty members at Boston University.

The enclosed questionnaire has been discussed with the headworkers of the settlements maintaining residents. They have approved the project and submitted your names. I should very much appreciate having you return this by July 1st, or earlier if possible. An envelope is enclosed. If you have any questions please feel free to write to me about it, or to call if you are in or near Boston. My phone number is HIGHLANDS 5-3542. I can be reached usually on Monday, Wednesday or Thursday evenings. If there are questions you cannot answer, do not be concerned. Answer those that you can.

May I thank you in advance for your co-operation.

Sincerely yours,

Willette C. Pierce
Questionnaire for Student Residents Who Have Lived In Boston Settlement and Neighborhood Houses

May 1950

Name: ____________________________
Address: __________________________
Present Occupation: _______________________

Name of Settlement House in which you lived while in School: __________________________
Married? ____________________________ No. of Children? ____________________________ Single? __________________________

A. Factual Information

1. What years did you reside at the settlement house? From the year ________ and month to the Year ________ and month ________.

2. Did you work for your room? _______ board? _______ room and board? _______. Did you pay for your room? _______ board? _______ room and board? _______. (If the arrangement was a combination of 1. and 2. please indicate.)

If you worked what were your assignments? _______. Please list all kinds of services you performed while at the settlement house.

   a. taught specific skills? _______ which ones? _______.
   b. lead groups _______ kinds? _______.
   c. playground work _______ ages of children _______.
   d. office work _______.
   e. host or hostess in hall or rooms _______.
   f. neighborhood surveys _______ kinds _______.
   g. neighborhood council work _______.
   h. neighborhood visiting _______.
   i. other _______.

Please check all areas of services, listing those not stated, under i. Comment _______.

3. How did you happen to decide to live at the settlement house in the first place? _______.

4. Did you have any contact with settlement houses before living in this one? Yes _______. No _______. What kind of contact did you have? _______. Volunteer? _______. Member? _______. Other? _______.

5. What school did you attend? _______. Year _______. Month _______. to year _______. Month _______. What was your major field of study _______. Please list any courses you took, which you feel helped you in your work at the settlement house _______. Please comment on how they helped _______.

6. Please list agencies, organizations and so forth in which you have become interested as a result of your settlement experience. (e.g., W.W. or W.O.A. settlements, clubs etc.) _______. Are you active in any of these, serving on boards? _______. serving on committees? _______. volunteering? _______. other? _______. Please list kinds of committees, agencies etc. giving details of your own contributions or relationship in each instance _______.

** If more space is needed for any of the above answers please use other side, indicating clearly the number of the question. **
Questionnaire for Student Residents

B. EVALUATIVE INFORMATION

1. Will you please make a short statement about your experience in living in a settlement house, indicating whether you found it to be in general stimulating ______ enlightening ______ Please state in what ways

2. Did you find your experience difficult? Please check yes ______ no ______ In what ways?

3. What kind of problems did you encounter in the settlement house
   a. in connection with your own responsibilities and assignments? ______
   b. living in residence? ______
   c. staff relationships, or getting along with staff members? ______
   d. understanding agency policies? ______
   e. skills and techniques in handling assignments? ______
   f. other? ______

4. How did the above problems affect the value of the experience to you? ______

5. How could your settlement experience have been more fruitful? ______

6. What contributions do you feel you made to the settlement during your residence?

7. Do you feel that your settlement experience has influenced you in
   a. your choice of work? Yes? ______ No? ______ How? ______
   b. your avocation? Yes ______ No ______ How? ______
   c. your relationship with individuals? Yes? ______ No? ______ How? ______
   d. your attitude toward community affairs? Yes? ______ No? ______ How? ______
   e. your attitude toward groups? Yes? ______ No? ______ How? ______
   f. Other ways in which your settlement experience has influenced you?

**If more space is needed for any of the answers please use other side, indicating clearly the number of the question.**
C. INTERPRETIVE INFORMATION

1. Have you had occasion to interpret settlement work to your friends or to others? yes? no?

Please check whether you feel you have interpreted:

often  frequently  occasionally  never

2. If you have had occasion to interpret settlements, please state where?

In what ways?

(e.g. meetings, personnel contacts etc.)

3. Comment on what effect you feel your resident experience has on the way you interpreted settlements in the above instances.

4. Questions have been raised about the advisability of continuing the practice of having residences in settlement houses. Will you please indicate your point of view, being as specific as you can, giving in a few sentences, your overall impression or opinion or reaction to the idea of continuing the practice of student resident workers in settlement houses?

5. Do you think the resident plan is is not a sound one? Please give your reasons why.

If more space is needed for any of the answers on this page, please use the other side, indicating clearly the number of the question.
Schedule for Headworkers of Boston Settlement Houses which maintain Residencies

Actual information

Name:

Settlement House:

How long have you been at __________ House? From year________ to year________

How many years has the resident arrangement been maintained here?________

How many residents do you have this year?________________

did you have last year?________________

did you have in 1935?________________

did you have in 1940?________________

What kinds of residents do you have, and how many of each of the following?

<table>
<thead>
<tr>
<th>Type</th>
<th>This Year</th>
<th>Last Year</th>
<th>1935</th>
<th>1940</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Staff</td>
<td>number</td>
<td>number</td>
<td>1935</td>
<td>1940</td>
</tr>
<tr>
<td>b. Students</td>
<td>number</td>
<td>number</td>
<td>1935</td>
<td>1940</td>
</tr>
<tr>
<td>c. Other</td>
<td>number</td>
<td>number</td>
<td>1935</td>
<td>1940</td>
</tr>
</tbody>
</table>

Comments:________

Regarding financial arrangements; please check the following:

a. Residents pay board_________room_________board and room_________

b. Residents give service for board_________room_________board and room_________

c. If residents give service, how many hours per week do they give for board_________room_________board and room_________

If residents pay board and/or room and __gave service, please indicate by filling a combination of a,b, and c.

Comments:________

If residents give service, what of the following [and if xx they do?]

a. Teach specific skills_________which ones?

b. Lead groups_________kinds?

c. Playground work_________ages of children?

d. Office work_________

e. Hostess or host in hall or rooms_________kinds?

f. Neighborhood surveys_________

g. Neighborhood council work_________

h. Neighborhood visiting_________

j. Other_________

Please check all areas of service given, listing others under i.

Comment:________

Evaluation of service of student residents, relationships etc.

Do you consider the student resident arrangement satisfactory from the following points of view. (Check as many as seem to you to be indicated.)

a. Service in group leadership_________

b. Service available to the community_________

c. Service for office duty_________

d. Service for hall duty_________

e. Source of financial support_________

f. Other_________

Comments:________
Do you feel that having student residents has value as regards the following?

a. Is the level of leadership higher because you have student residents? yes__ no___
   If yes, please state in that specific area___
   If no, please give your reasons___

b. Are staff relations with students satisfactory? yes__ no___
   Comment___

c. In general are residents accepted by the neighborhood? yes__ no—
   Comment___

d. In general are residents accepted by members of the settlement house? yes__ no—
   Comment___

e. Are there other values you see in having student residents? Please comment___

Do you feel that there are not limitations in using student residents for any of the following reasons? Please check each.

a. lack of continuity of leadership? yes__ no—
   Why?_____

b. vacations? yes__ no—
   Why?_____

c. lack of experience of students? yes__ no—
   Why?_____

d. Lack of stability and continuity of relationship with groups because of the turnover of students? yes__ no—
   Why?_____

Interpretation

Do you consider the contacts to house membership offered by students from other parts of the country, and from other kinds of societies, and other countries, to have any significant value? yes__ no__
   Please comment___

Do you feel that student residents who later go out to practice or to work in many different fields, provide an opportunity for a kind of interpretation to the greater community and to other areas of society and to the general public which otherwise would not, or might not, take place? yes__ no—
   Comment___

Value to Students

Do you consider the student resident arrangement of value to the student? yes__ no—
   Please comment___

How do you consider student residency affects the lives of the residents themselves?
SURE OF RESIDENTS FOR STUDENTS

Do you believe your residential arrangement should ___ should not ___ be continued? 
Please comment ____________

Do you believe one or more settlements in each city should have a resident arrangement? 
Please comment ____________

Do you believe all settlements should ___ should not ___ have student residents? 
Please comment ____________

Do you believe residents are ___ are not ___ essential to the proper functioning of any settlement house? 
Please comment ____________

What factors caused you to terminate ___ continue ___ the student resident plan? 
Please comment ____________

Please list limitations to student residents. ____________

Conclusions

Questions have been raised about the advisability of continuing the practice of having residences in settlement houses. Will you please indicate your own point of view, being as specific as you can, giving in a few sentences your general opinions as to this aspect of the settlement movement as it affects the purposes, objectives, and programs of the settlements.

Please make a statement concerning the place of a student resident arrangement in a settlement house today, with some comment of the value of having student residents in relation to the purposes, objectives and programs. In balancing the advantages and disadvantages, will you comment on the value you see to your agency, and to the house membership and to the settlement field in having, or not having student residents.

What seems to be the value in an interpretation to the greater community? It seems to be the value of student residents to other areas of society and the general public?
SUGGESTED OUTLINE FOR A NATIONWIDE STUDY OF SETTLEMENT RESIDENTS

AS ONE ASPECT OF THE SETTLEMENT IN THE UNITED STATES

INTRODUCTION

History of the Settlement Movement in England, and experiments which paved the way, had influence on, and stimulated the settlement movement.

Study of the International settlement picture

SETTLEMENT MOVEMENT IN THE UNITED STATES DURING THE LAST FIFTEEN YEARS

Staff residents, either in the agency building or the neighborhood. Separate studies in different cities, different years

Long time residents in settlements (divide as above)

Student and young transient staff or workers-in-training (as above)

CONCLUSION

Trends of the aspect of "residencies" in the settlement field, with some indication of its relation to the settlement program, its purpose and function.