The use of program planning and media in an adolescent group

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THE USE OF PROGRAM PLANNING AND MEDIA
IN AN ADOLESCENT GROUP

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF SOCIAL WORK

BY
BETTYE JEAN WILLIAMS

SCHOOL OF SOCIAL WORK

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CHAPTER I

INTRODUCTION

Significance of the Study

Approximately a century of growth is involved in the development of community services providing recreation and education activities for individuals and groups. Private and public agencies utilize recreation and education facilities with different emphases. Grace Coyle divides programs as utilized by agencies into four major sub-divisions:

(1) programs which provide primarily recreation or education activities; (2) programs combining such activities with a social purpose or ideology aimed at affecting individual behavior or social attitudes along with or by means of the recreation and education program; (3) recreational and educational activities developed as secondary functions of organizations with other central purposes; and (4) recreation and education activities used as a part of treatment of physical, mental or emotional difficulties. ¹

Most settlement houses are classified in the second sub-division wherein agencies "combine activities with a social purpose or ideology aimed at affecting individual behavior or attitudes with or by means of recreational and educational programs. Programming is evident in every agency in order to carry out its objectives and desired goals.

Program planning aided by program media such as: games, social recreation, music, dancing, creative dramatics, arts, crafts and discussions are fundamental to all group work. These

media are "the pegs" on which a worker builds program and seeks
to understand the role of group life in the development of in-
dividuals and to enrich social experiences through an apprecia-
tion of the wide variety of program activities. Wilson and
Ryland state that program media are the "tools which are used
within the group setting to help individuals and the group-as-
a-whole achieve desirable personal and social goals." ¹

Since the planning of program and the use of specific ac-
tivities are tools, one of the social group worker's prime con-
cern is in selecting appropriate media and knowing when to par-
ticipate in group planning. What program is to be used and to
what degree a group can enter into its own planning depends
upon the social and psychosocial forces within the group. With
young children the interest span is short and there is little
competition among them except for the love and affection of
the adult; whereas adolescents are at times rebellious against
adults and may need ego-support with their peer group. The
neighborhood forces and social experiences are also important
because the worker is able to plan with a group by formulating
a hypothesis based on former experiences of the group.

Emerson House serves approximately two hundred and nine
adolescents. Eighty-nine boys between the ages of twelve and
seventeen and one hundred and twenty girls between the same
ages. Most of the adolescent groups coming to the house are

¹Gertrude Wilson and Gladys Ryland, Social Group Work
friendship groups seeking, as do many groups, opportunities for a variety of experiences.

From some of the universally accepted characteristics of adolescents the writer feels that program planning with this age group and the selection of appropriate media is very significant. "Adolescence has been described as the intermediate stage between childhood and adulthood; when a person is neither a child nor quite yet an adult." With this stage comes many problems; there are social, psychological and physical changes which affect the adjustment of the total adolescent individual. Physical changes in adolescents occur in a period of rapid growth referred to as "growing pains." Socially the adolescent desires to be like, act like and belong to his own peer culture. Irene Josselyn states that psychological changes fall into two general categories:

  First, there is a reawakening of sexual interest, now conscious, verbalized, and acted out in accordance with the mores of the peer group. Second, there is increased pressure from within to be freed of infantile dependency and to achieve adult status.

All of these factors are related and have a definite influence on the development and adjustment of the total individual. Wilson and Ryland in their discussion of needs of adolescents between the ages of thirteen and eighteen state the following:


Program content should recognize no limitations of media through which the adolescent finds help in working on such problems as emancipation from his family, vocational choices, relationship with the opposite sex, and realization of himself in relation to society and to his religious beliefs. No one group can provide sufficient testing ground for adolescents as they use their experience in groups to find their way into adult life.1

The writer became interested in the study of program with adolescents at Emerson House while doing field work on a block placement, and the worker's use of self in planning with a group as well as social group work methods in program planning. The writer also desired to establish some guide lines in program planning for her own clarification of theory and practice.

Purpose of the Study

The purposes of this study were: to describe the psycho-social characteristics, and individual needs of an adolescent group at Emerson House; to identify specific areas of program planning and use of program media such as; discussions and other activities; and to evaluate program planning according to the worker's role as related to the group process.

Method of Procedure

The writer read material concerning the subject in textbooks and pamphlets. Data were compiled from a questionnaire submitted to the group leader. Process records were studied and supplemented by personal interviews with individual club

members. Experiences from a series of group meeting from one club were used as they related to a specific criterion in program planning.

Scope and Limitation

This study was limited to girls between the ages of fifteen and sixteen; a period of study from October 5 to February 17, 1954. This study was further limited to one group which consisted of nine members and activities suggested by the leader and the group members. A further limitation was a nationality grouping of American Whites, Italians and Poles.
CHAPTER II

THE COMMUNITY AND THE AGENCY

The Community

The process of program planning is influenced by social, economic and physical factors of the community. Every member of a group brings with him his own set of norms and values according to his own particular environment. These formulated values and norms influence the program planning of the group. Wilson and Ryland state that "Program content of any group is affected by all the factors fundamental to the life of the community of which the group is a part." ¹ Since program planning is influenced by community factors the writer felt that it was important to know the community of the group to be studied.

The immediate neighborhood in which Emerson House was located corresponded to tracts 292 and 291 of the United States Census Bureau.² These tracts are located in a section of Chicago called "West Town." The neighborhood area was bounded by Chicago, Ashland, Kinzie and Damen Avenues which in 1950 had a total population of eight thousand and eight hundred. This area was primarily residential. The business district was concentrated at the corner of Chicago and Ashland Avenues from which it spreads in all four directions. With very few exceptions industry was concentrated between Grand Avenue and Kinzie

¹Op. cit., p. 156
The group studied lived within this compact neighborhood. The neighborhood did not seem to offer enough opportunities for the people to acquire understanding and knowledge of the greater Chicago community.

The general trends of the population was to move west. To be able to move west was a sign of rise in economic status and success. The Emerson House area was not the newest nor highest economically in Chicago, but it was generally the second step in migration from the areas of first settlement around the loop and river fronts to the near north west side.

Nationality groups of the neighborhood were originally German, Russian and Scandinavian. The population at the time of this study was predominately Polish and Italian. There were also small groups of Germans, Czechs, Ukrainians and Negroes. The members of the Hep Cats were American Whites, and third and fourth generation Poles and Italians.

The Hep Cats reflected the neighborhood patterns, and as the majority of the people, they belonged predominately to the Roman Catholic church. The intake registration of 1953 showed that there was a small number of people belonging to the Protestant church. Within this area there were parochial and public schools.

For those who work with youth, it is important to know and understand the social differentiations established in the community into which a group is born. The members of the "Hep Cats" were divergent in nationality, religion, economic and
social status. These social factors within the Emerson House community had possible influences upon the Hep Cats. The mores, values and customs of individual members entered into group discussions, activities and affected decision making because of the social differences and needs of each individual. From the following chart some of the background characteristics of each club member was shown.

CHART 1

BACKGROUND CHARACTERISTICS OF A FEMALE ADOLESCENT GROUP AT EMERSON HOUSE CHICAGO, ILLINOIS, 1954

<table>
<thead>
<tr>
<th>MEMBERS</th>
<th>AGE</th>
<th>NUMBER OF SIBLINGS</th>
<th>OCCUPATION OF PARENTS</th>
<th>RELIGION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruby J.</td>
<td>16</td>
<td>4</td>
<td>Housewife</td>
<td>Engineer</td>
</tr>
<tr>
<td>Judy F.</td>
<td>15</td>
<td>4</td>
<td>Bookbinder</td>
<td>*</td>
</tr>
<tr>
<td>Velma K.</td>
<td>16</td>
<td>2</td>
<td>Saleslady</td>
<td>**</td>
</tr>
<tr>
<td>Laura L.</td>
<td>15</td>
<td>4</td>
<td>File Clerk</td>
<td>Machinist</td>
</tr>
<tr>
<td>Mable L.</td>
<td>16</td>
<td>3</td>
<td>Bakery worker</td>
<td>Defense worker</td>
</tr>
<tr>
<td>Jane W.</td>
<td>16</td>
<td>3</td>
<td>Housewife</td>
<td>Inspector in factory</td>
</tr>
<tr>
<td>Louise W.</td>
<td>16</td>
<td>4</td>
<td>Housewife</td>
<td>Dye setter</td>
</tr>
<tr>
<td>Mae P.</td>
<td>16</td>
<td>2</td>
<td>Defense</td>
<td>Baker</td>
</tr>
<tr>
<td>Helen M.</td>
<td>15</td>
<td>2</td>
<td>Housewife</td>
<td>Tavern Owner</td>
</tr>
</tbody>
</table>

Note: *Father deceased
**Informant did not know nature of father's job at the A. B. Dick Co.
According to the chart the occupation of the fathers range in the laborers' class with one exception where the father was an owner of a business enterprise. In this group five mothers worked to supplement the family income and their jobs were semi-skilled and unskilled. Four of the mothers were housewives. The family groups were comparatively small for families in this neighborhood. Four of the girls were from families of four which were considered large families by some of the people in the neighborhood.

The Agency

A significant factor in group planning is the place where people meet because group work is an approach to the social development of individuals. Administration of program in a settlement house is also significant because the experiences of groups are largely determined by the administration and the structure of the agency. In Emerson House the group work staff was composed of a program director, part-time workers, worker in training, social group work students and volunteers. According to the agency's objectives and purposes the staff was supervised by the executive and program director. Sullivan states the succeeding idea about agencies providing leisure time activities:

All agencies providing leisure time program use the same kind of activities, but they do not all use them in the same way...other agencies, place their emphasis on the development of qualities of self-reliance, good citizenship and the ability to work cooperatively in groups. The underlying theory is that these values will accrue to the participants
taking part in the activities as they are carried out through the agencies programs.¹

Emerson House was an interracial and non-sectarian family agency. The purpose of the association as provided in material for orientation in 1952 was as stated below:

The object for which the Chicago Commons Association is formed is to initiate and to maintain opportunities for social education and civic advancement of the people of Chicago, and for the improvement of the social conditions in the city, through the operation of social settlements or community centers in local communities and through research and demonstration.²

Program policies of Emerson House were to help individuals learn to live together and to grow in their understanding of each other for the benefit of their family, and the total community. There was also a policy of the agency to enable each individual within a group to develop wholesome friendship bonds. The agency had two programs for groups. Afternoons were for younger children and evenings were scheduled for adolescents and adult interest and friendship groups. Afternoon groups ranged from seven through thirteen years of age. These groups were formed according to common interest and skills. Strong peer relationships were recognized by the agency which made possible work with friendship groups. This method of grouping cut across areas of class, religion and nationality lines and there were opportunities to aid members of one culture to see

¹Dorethea Sullivan, Reading in Group Work (New York, 1952), p. 41.
and understand others. Program planning for adolescent groups at Emerson House was based on expressed and implied interest; however, there was no overall planning of mass activities for these groups. The participants of the evening programs were from ages of fourteen through seventeen. Most of the evening groups were "friendship." In these groups membership was already determined as there were strong bonds between the members. Frequently they had their own ideas and plans for program and came to the house for leadership and service.

In the following pages the writer will cite some of the evidences of the above social factors of the community and agency which affected planning and selection of specific media.
CHAPTER III

THE GROUP AND ITS MEMBERS

The socio-economic way of life in a community and an agency has a definite effect on program planning and the selection of media. For an example, inconsistency within the agency and the home provokes resistance to new ideas within the individual. The agency should be identified with prevailing social factors and patterns of a given community in order to offer services to groups.

The worker is aware that every individual coming to the group has a unique personality, in that his needs, interest and emotional drives differ. Members of the "Hep Cats" have been known to the agency for three or four years. Seemingly they were normal with many of the overall characteristics of adolescents. In this period of growth the adolescent need guidance and help with adjusting to the adult world. It is Havighurst's opinion that the developmental process of adolescents are as follows:

The period from twelve to eighteen is primarily one of physical and emotional maturing. The sex glands ripen, and sex differences widen. The boy becomes ready for manhood, and the girl for womanhood. The principal lessons are emotional and social, not intellectual. Emotional independence from parents is established. Boys and girls learn to be attractive to each other. Adolescents learn to work together on common interests, and to subordinate personal differences in pursuit of a common goal. School loses its appeal to the wide open mind of the child and must cater to the selective interests of the adolescent.1

The maturation process and ego development are the two psychological characteristics which are important when working with adolescent groups. In this period of rapid physical growth the body become unfamiliar. There are changes in stature as well as secondary sex characteristics.\textsuperscript{1} Worries and anxieties also accompany this stage. "Adolescents naturally try to be like other young people."\textsuperscript{2} When patterns of development differ they become worried and anxious. If the adolescent is helped to understand more about the body and to expect changes which will occur the anxiety may decrease.

The adolescent stage represents an identification with one's own peer group. Groups form because several people accept each other sufficiently to want to be together. The "Hep Cats" were formerly members of the "Flappers," another group which divided. The "Flappers" were composed of girls entering the adolescent stage and others who were already far in this period of development. This caused a break in the club because activities of interest to both groups could not be planned successfully. In 1953 there were originally six girls, who at the intake registration, expressed a desire to be together to have discussions, fun, play games and take trips. After several meetings the "Hep Cats" decided to secure additional members. It was suggested that each girl would ask a friend to join the

\textsuperscript{1}Irene Josselyn, \textit{The Adolescent and His World} (New York, 1952), p. 19.

\textsuperscript{2}Evelyn Duvall, \textit{Keeping up With Teen-Agers} (New York, 1947), p. 4.
Members floated in and out of the club until the worker discussed membership limitations with them and suggested that some limit be set. A limit of twelve was decided upon and this probably had some effect on their selectiveness. The conduct and attitudes of potential members were discussed before the group agreed to their admission.

The worker with the "Hep Cats" was cognizant of the need for program for each individual. Behavior and attitudes, as one member acted and another reacted, were the clues to individual and group needs. An analysis of the media showed that each member of the "Hep Cats" had a different status within the group and exhibited different behavior patterns.

Helen attended only 62 percent of the meetings. She was fifteen years old and from a family of two children. She was aggressive and moved independently within the group. She related to any of the girls in situations which proved more profitable to her. Helen was active in projects and crafts. She expressed a desire to have more projects such as: sewing, jewelry making and knitting in club meetings.

Judy F., was the club's secretary and she attended all of the meetings. Her father is dead and the family group of four was supported by the mother. Judy was an aggressive individual and had a need for affection at her level of development. She worked well with active games, dancing and singing. Judy seeks affection from the adult and expressed herself in explosive terms.
Jane W., came to the first meeting and attended fifteen out of sixteen meetings. She was one of three children and worked three nights a week. Jane was somewhat alone in the group but seemed closer to Mable and Velma. She had a definite interest in active sports and had skills in ice and roller skating. Jane had a need for the development of more skills in a wholesome physical outlet, such as; swimming, dancing, skating and ball games.

Louise W., was studious and did not attend meetings when they conflicted with her school work. Out of sixteen meetings she attended thirteen. Louise was sixteen and one of four children. She was liked by all the girls in the club but strived to have Judy for a close friend. Louise had skills in dancing and baton twirling and expressed a desire to have some of these activities in their meetings. She had a need to have the support of relationship with adults and boys and girls her own age.

Mae P., joined the club at the first of the year but did not attend because of a conflict caused by her job and moving to a different location. At the time of the interview Mae was no longer working and her attendance average was 37 percent. She was sixteen and was accepted by all the members in the club. Mae was the older of two children and had skills in sewing. In the meetings attended she expressed a desire to learn more about growing up and boy-girl relationships. Working seemed to have added to Mae's maturity and she had a need to understand
herself and others in her peer group.

Velma K., enrolled at the first meeting but did not attend when Mable was absent from the meetings. She attended fourteen meetings out of sixteen. Velma was sixteen and a withdrawn member of the group. She and Mable were dependent on each other. Velma exhibited an ability to lead the girls in singing and dancing. She worked three nights a week and was one of two children. Velma needed to risk herself in relationships with adults and members of her peer group.

Mable, joined the club at the second meeting and had an attendance of 75 percent. She was invited by Velma to become a member. They worked cooperatively on the fringes of the group. Mable was dependent on Velma and showed little interest in any specific media or in trying to relate to other members of the club. She was sixteen and one of three children. Mable needed support in becoming less dependent on adults and friends.

Ruby J., was vice president of the club and then president after Nadine withdrew. She attended 100 percent of the meetings and assumed the leadership role in almost every meeting. Ruby was more mature than the other girls and was very domineering unless her leadership was challenged. She was accepted as the leader of the group and the girls usually responded positively to her suggestions without questions. Ruby had skills in roller skating and singing. She needed support in developing her leadership abilities within a democratic frame of reference.

Laura L., became a member of the club at the second meeting
and attended all meetings thereafter. She was elected vice-
president after Ruby became president of the club. Laura was
fifteen and aggressive. She and Ruby were a friend-enemy pair.
They were close friends but both rejected each other as they
attempted to attain more status in the group. Laura enjoyed
dancing, singing, roller skating and had skill in drawing. She
had a need for broadening and widening her understanding of the
Chicago community.

Nadine S., was the club's first president. She enrolled
in the first meeting but withdrew after the first party because
of the conflict in steady dating. Her percentage of attendance
was 50. She attained a level of social maturity which had not
been reached by any of the other girls in the group. Nadine
was seventeen and had a steady boy friend which gave her a
unique status factor because all of the girls had an interest
in developing boy-girl relationships. She had a need for sup-
port in developing leadership ability.

The "Hep Cats" needed media selected to meet their needs.
From an analysis of group records, media desired and received,
the writer was convinced that the following were the expressed
and implied needs of the group: to become less dependent, to risk
themselves in relationships with others, to dance, to develop
leadership abilities, to understand themselves and boy-girl re-
relationship, to acquire cultural and domestic arts, and to de-
velop a greater acceptance of their club responsibilities.

The group expressed a desire for discussions which seemed
to indicate an unexpressed desire to talk about and understand themselves and to gain a knowledge of problems common to other adolescents in order that they would feel more competent and secure in their social growth.

Through the domestic arts the "Hep Cats" were attempting to establish their feminine social role within the socially accepted framework of the neighborhood. With this age group boys and girls are preoccupied with social activities and experimentations in order to acquire adult social skills which are aided through dancing and playing games. The "Hep Cats" expressed a strong desire for these media, which was an indication of their need to associate with the opposite sex. Even though they expressed an interest in cultural and domestic arts they also had a definite interest in active physical activities. This medium implied a need to release some of the stored-up energy which increases with the growing-up process. In relation to the "Hep Cats" needs for acquiring adult social skills in order to function in an overall community, they needed to develop leadership, and to extend themselves to each other and other people. In the adolescent period there is a large percentage of indecision because of the ambivalent feelings. In the "Hep Cats," group decision making was difficult as well as the acceptance of responsibilities.

Attendance to meetings was very good on the part of officers and most of the pairs. A majority of the members were regular in their attendance which indicated that the club was meaningful
to them. The date of entrance, members who were inactive, and the percentage of meeting attended by each member will be seen in the following chart.

CHART 2

ATTENDANCE OF THE HEP CATS AT SIXTEEN CLUB MEETINGS

<table>
<thead>
<tr>
<th>MEMBERS</th>
<th>ENTRANCE IN CLUB</th>
<th>NUMBER OF MEETINGS ATTENDED</th>
<th>PERCENTAGE OF MEETINGS ATTENDED BY MEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruby J.</td>
<td>10-5-53</td>
<td>16</td>
<td>100.0</td>
</tr>
<tr>
<td>Judy F.</td>
<td>10-5-53</td>
<td>16</td>
<td>100.0</td>
</tr>
<tr>
<td>Velma K.</td>
<td>10-5-53</td>
<td>14</td>
<td>87.5</td>
</tr>
<tr>
<td>Laura L.</td>
<td>10-14-53</td>
<td>15</td>
<td>93.7</td>
</tr>
<tr>
<td>Mable L.</td>
<td>10-14-53</td>
<td>12</td>
<td>75.0</td>
</tr>
<tr>
<td>Jane W.</td>
<td>10-5-53</td>
<td>15</td>
<td>93.7</td>
</tr>
<tr>
<td>Louise W.</td>
<td>10-5-53</td>
<td>13</td>
<td>81.3</td>
</tr>
<tr>
<td>Mae P.</td>
<td>10-28-53</td>
<td>6</td>
<td>37.2</td>
</tr>
<tr>
<td>Helen M.</td>
<td>11-18-53</td>
<td>10</td>
<td>62.5</td>
</tr>
<tr>
<td>Nadine S.</td>
<td>10-5-53</td>
<td>8</td>
<td>50.0</td>
</tr>
<tr>
<td>Lana S.</td>
<td>11-18-53</td>
<td>2</td>
<td>12.5</td>
</tr>
</tbody>
</table>

According to the chart over 80 percent of the girls attended meetings regularly and only two of the girls attended 37 percent or less of the sixteen meetings. The first club meeting was October 5, 1953. Two of the girls joined the club October 14 and one October 28, 1953. Helen and Lana became members of
the club November 18, 1953. Lana S., attended two meetings and withdrew. The reason for her withdrawal was not known.

From the worker and records read, the patterns of interpersonal relationship in this group falls into diads and triads which were constantly seeking more status in the group. Grace Coyle has said:

The Group Leader, As He Works with a group, is aware not only of the individuals as they participate in the multiform aspects of the group life. He will also become aware of certain discernible processes by which individuals are related to each other... It is this pattern to which the study of sociometrics is opening the door. These might be described as a kind of horizontal pattern of emotional interactions. The emotions that create these links between individuals include the whole gamut of which human personality is capable.¹

The following sociograms will give the reader a clearer picture of interpersonal relationship as the "Hep Cats" presented them in three of their initial meetings.

October 5

SOCIОGRAM 1*

Judy

Louise

Velma

Ruby

(Jane + Nadine)

Content of Meeting:
Election of officers
Selection of club
name
Discussion

October 14

SOCIОGRAM II*

Judy + Nadine

Jane

Laura

Mable

Velma

Louise

Ruby

Content of Meeting:
Refreshments
Discussion
Plans for future
meetings

October 18

SOCIОGRAM III*

Helen

Judy

Louise

Nadine

Mable

Laura

Jane

Velma

Ruby

Content of Meeting:
Discussion
Ceramics
Games

* Reciprocated Choice → Unreciprocated Choice
   --- Reciprocated Rejection → Unreciprocated Rejection
The worker saw the group in their relationship as follow:

There are some strong pair relationships in the group. When the club began Louise and Judy were a strong pair but Helen has made this a triad. Helen is more aggressive than Louise and demands more of Judy's attention. Mable and Velma are dependent on each other and have least identification with the group-as-a-whole. Neither has too much status with the group. Ruby and Laura are a friend-enemy pair, each wants the leadership role. Laura has more status in the group because she is tactful and considerate of the other girls whereas Ruby tends to disregard other people if her own wishes seem more important.

In the three represented meetings different media were included but mutual pairs and triads were exhibited. Through the participation of different media group arrangement was clearly defined. In addition to the affection bonds there was also hostility and rejection shown within the pairs. In Sociogram 1 there was free interplay of individuals and leadership roles were established by Judy and Ruby. Dependence on each other was shown by Velma and Mable, also the ways in which they operated on the fringes of the group-as-a-whole. Judy, Louise and Ruby formed a strong triad at this meeting. Sociogram 2 Judy became domineering over Nadine, the president, who did not exhibit leadership abilities. Nadine and Jane supported each other in their group roles. Louise, Laura and Ruby formed the triad in this meeting. In Sociogram 3, Ruby and Laura displayed their rejection of each other. Their prime concern was to attain more status in the group. Laura was able to obtain more status than Ruby in this meeting and Ruby joined in mutual friendliness with Mable and Velma. Helen joined the club late but immediately entered a pair group and made it a triad.
Louise was usually included in one of the strong triad groups.

Throughout the sixteen meetings the girls displayed a shifting interaction from pairs to triads. As is characteristic of adolescents the "Hep Cats" illustrated their growth struggle through their struggle for status, leadership, independence and dependence in the group and on an adult figure.

Leadership in the group was dominated by Ruby and Laura. They had a need for support in working within a democratic frame of reference which would give each member a chance to be heard. The officers were totally unprepared for leadership duties and it was necessary for the worker to help them to perform their functions with adequate support.

The process of acceptance of responsibilities was not adequately established in the "Hep Cats" group and responsibilities for carrying out plans were left with the leader and only a few of the club members. There was a slight discussion on this problem but evidences proved that there was not enough to be beneficial to the entire group.

Interpersonal relationship with the "Hep Cats" was a display of positive and negative feelings. There was a definite need for more support in developing stronger relationships where all of the girls are able to express their feelings; whether hostility, aggression or affection in a wholesome outlet.

Program planning and appropriate selection of media to meet individual and group needs can be assumed by a worker
through expressed and implied interests. Member interest differed in the "Hep Cats," but there were some common bonds of interest in the group. Grace Coyle states that "as the adolescent grows his emotional needs will lead him to seek a variety of social experiences and avocational interests."¹ From the following charts the activities desired and participated in by individuals and the group are shown.

¹Ibid., p. 76.
### CHART 3

**INDIVIDUAL INTEREST OF THE HEP CATS**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Ruby</th>
<th>Judy</th>
<th>Velma</th>
<th>Laura</th>
<th>Mable</th>
<th>Jane</th>
<th>Louise</th>
<th>Mae</th>
<th>Helen</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussions:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Sex</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>School</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Dating</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Home and Parents</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Understanding self</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Physical Activities:</strong></td>
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<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>Basketball</td>
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<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
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<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Bowling</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Ping Pong</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Roller Skating</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Ice skating</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td><strong>Skills:</strong></td>
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<td></td>
</tr>
<tr>
<td>Ceramics</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Sewing</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
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<td></td>
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<td></td>
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<td></td>
<td>x</td>
</tr>
<tr>
<td>Dancing</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Singing</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Drawing</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

Note: Nadine and Lana were not members of the club at the time of the interview.

Chart 3 indicates the individual interest of the "Hep Cats" also the media indicated in individual interviews with members. According to the chart the media which were desired by more girls were the expressed interest of the group. For example,
discussions on sex, dating, home and parents, roller skating and dancing were the reasons the girls gave for organizing the club. Drawing, sewing, ceramics and ice skating were of interest to only the girls who had a knowledge of or skills in these media from previous experiences. From the wide variety of media the girls were seeking new knowledge and interested in acquiring more skills.

CHART 4

ACTIVITIES WHICH GROUP DESIRED AND IN WHICH THEY PARTICIPATED

<table>
<thead>
<tr>
<th>Activities Desired</th>
<th>Number of Members Desiring Activities</th>
<th>Activities Participated In</th>
<th>Number of Members Participating in Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex</td>
<td>9</td>
<td>Sex</td>
<td>9</td>
</tr>
<tr>
<td>School</td>
<td>4</td>
<td>Boy-girl</td>
<td></td>
</tr>
<tr>
<td>Dating</td>
<td>8</td>
<td>relationships</td>
<td>6</td>
</tr>
<tr>
<td>Home and Parents</td>
<td>9</td>
<td>Understanding</td>
<td></td>
</tr>
<tr>
<td>Charm</td>
<td>9</td>
<td>self</td>
<td></td>
</tr>
<tr>
<td>Understanding self</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Activities:</td>
<td></td>
<td>Physical Activities</td>
<td></td>
</tr>
<tr>
<td>Trips</td>
<td>3</td>
<td>Parties</td>
<td>9</td>
</tr>
<tr>
<td>Bowling</td>
<td>8</td>
<td>Dancing</td>
<td>9</td>
</tr>
<tr>
<td>Skating</td>
<td>9</td>
<td>Trip to theatre</td>
<td>6</td>
</tr>
<tr>
<td>Parties</td>
<td>9</td>
<td>Bowling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Games</td>
<td></td>
</tr>
<tr>
<td>Skills:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooking</td>
<td>2</td>
<td>Cooking</td>
<td>7</td>
</tr>
<tr>
<td>Drawing</td>
<td>3</td>
<td>Ceramics</td>
<td>6</td>
</tr>
<tr>
<td>Jewelry Making</td>
<td>2</td>
<td>Singing</td>
<td>8</td>
</tr>
<tr>
<td>Sewing</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chart 4 indicates the media requested on questionnaires and in the initial meeting. The chart also shows the number of members requesting specific media and what media were received by the group during this study. Teenage discussions, parties, trips, movies, and skating were the media that were desired most by the group. The media desired were planned and carried out with a few exceptions. The discussions on home and parents and charm failed to materialize because the worker attempted to use resource persons who did not keep assignments and failed to carry through the discussion. Trips, bowling, and other active media were used only on a few occasions. From the total number of members requesting specific media and the media received, the writer felt that the group was exposed to a variety of media. However, the writer also felt that not enough media were focused on the "Hep Cat's" expressed and implied needs, such as leadership ability and acceptance of responsibilities.

Program planning and use of specific media come into being through discussions of formal or an informal nature. Evidences of how the "Hep Cats" planned and the worker's role in helping them select appropriate media will be illustrated in the next chapter.
CHAPTER IV

PROGRAM PLANNING AND GROUP PROCESS

Worker's Use of Self

This chapter will include an evaluation of program planning and selection of media as related to the group process. The activities which transpired within a group setting to help individuals and groups achieve personal and social goals are media. Trecker explains media of expression as:

Media of expression in program refer to the specific means used by group members to plan and experience program in the area chosen. Parties, social events, dances are means of providing leisure time experience which are recreational. In formal but planned group discussion is a prominent means of helping groups to think through both social and economic problems. The arts and crafts have tremendous significance in this era of machine technology... Group workers have long realized the great value in "seeing" and have used outings, trips, or excursions to help place their groups in first-hand contact with a new and different situation. There are but a few examples of media interchangeably useful in numerous areas of content.1

The group process in social group work can be recognized in every club, in that; each club has reasons for its existence, each club has a way of accepting and rejecting its members, each club has a concern for someone to lead and help its members in controlling their activities. Therefore, the worker is always concerned with the methods used to help the group accomplish its expressed purposes, and to strengthen relationships through

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selected use of media, and finally in aiding members to assume responsibilities for their own specific group in the agency and the community.

The worker is guided in planning program based on the group process by certain specific principles which have been established as criteria in professional social group work. In order to analyze group process records the writer was guided by these basic principles which follow: (1) Worker's diagnosis of social and psychological needs. (2) Worker's responsibility in the initial meeting. (3) Worker's conscious use of self through observation and discussions. (4) Worker's use of self in helping members to: (a) clarify reactions that relate to individual problems and experiences, (b) receive psychological support which includes encouragement, member interest and a desire to be a happy group, (c) understand self; when an occasion arises within a group for understanding of such feelings as anxiety and hostility the worker is active in seeking to help members develop self awareness and insight of their own problems. (5) Selective use of skills and new knowledge when needed. (6) Another criterion for evaluating program is the worker's actual activity in developing program. For example, building program on past experiences, and assuming such roles as teacher or specialist. (7) It is the worker's evaluation of each meeting which helps in planning and strengthen program. (8) The worker seeks to build program through stimulation of related program ideas.
These principles will be included in the evaluation of program planning for the "Hep Cats." The writer established principle number one in chapter three, therefore, it will not be included in this chapter. In Wilson and Ryland's chapter on program planning and development the following ways in which a worker is active in helping members plan their own program have been suggested.

(1) Provides a group with variety of choices. Sometimes there seems to be only one choice. (2) Worker uses environment and recognizes limitation. (Available resource of environment) (3) Worker is always active in helping member and the group develop new skills. (4) The worker is helpful in enabling the group to participate in its agency and the wider community. (5) Helping members to select and carry out program responsibilities. (6) Support officers or members in understanding responsibilities; helping officers and members to assume responsibilities. Helping members to actually lead. (7) Helping a group to make decisions; sometimes it is necessary to help members to understand what is meant by decision making. (8) The worker is active with the indigenous leadership and is careful to analyze members' reaction to same. Worker is active in analyzing member reaction to each other's suggestions.¹

In understanding the worker's role in helping the "Hep Cats" plan and the media selected, the writer felt that above specific areas should be regarded as the criteria for determining the methods used.

The worker in the Initial Meeting.—In establishing adequate relationships with a group it is necessary to provide an atmosphere of relaxation since the worker functions during the group's leisure time. The initial meeting with the "Hep Cats"

illustrates the worker's use of informal conversation in a relaxed manner to establish rapport with the group.

10-5-53
I asked the girls if they would like to meet in the new kitchen. They said they hadn't seen the new kitchen and wanted to see it. We stopped in the woodshop and visited with the program director and the woodshop instructor.

Another factor in establishing rapport besides pleasant facilities was the use of the worker's first name which may not be a good practice but it seemed to have pleased the "Hep Cats."

10-5-53
Ruby asked what they had to call me. When I said they could call me Alice, she said that was good because she only liked first names. After examining the kitchen we all set up our own chairs around the table. I said they all knew who I was but I wasn't sure of their names... I asked if they all attended the same school. Louise said all the girls went to Wells except the three who attended Catholic school.

The discussion medium was also used in the initial meeting. The use of discussion whether formal or informal, offers to a group or an individual a sense of satisfaction in clarification of ideas. It was through this medium that the "Hep Cats" were able to convey their ideas, feelings and needs for a variety of media. The worker used the discussion medium and raised questions to stimulate their expression of ideas.

10-5-53
I said I understood from their registration that they were formerly the Flappers. They were trying to outdo each other in talking about last year. Said the club was continually arguing thus it was difficult to get anything done because no decisions came easily. Said they could never have any fun because there were girls who could never agree on which boys to invite.
It is the role of a worker to encourage member planning if the group is emotionally and socially mature enough to plan. Notice how the worker utilized encouragement with the members, suggesting their ability to formulate their own ideas.

10-5-53
I said I realized that they were very good friends and spent lots of time together. I said that they must have many ideas as to what they expect from club this year. I asked if they could tell what they were interested in doing this year, and Ruby asked, "You mean what else besides parties." I said I thought parties were very important. Louise said they wanted to learn something too. I suggested that one of them make a list of things they were interested in and then we could think further about what we were interested in first.

The worker apparently used her knowledge of adolescents and their ambivalent feelings when she agreed with their ideas knowing that perhaps in a short time they would change. It was in this manner that the worker created a permissive climate which helped to facilitate related program. A variety of media were discussed and all of the girls suggested media that they thought were interesting. Their past experiences may have been the background for ideas and media expressed in this meeting.

10-5-53
Ruby said they wanted some discussions. I asked what they had in mind. The girls looked at each other and mumbled something and Ruby explained that Gretchen said it was dating but said she didn't know because it wasn't just dating to them.

The worker immediately suggested what she felt was implied in some of the verbal expressions and helped the group to clarify their interest in the discussion of teenage problems.

Adolescents often do not express all that they want or
need because of their fear of meeting with disapproval from
the adult. It becomes important for a worker to be able to
diagnose on the basis of psychosocial needs of the members' age
level. The worker of the "Hep Cats" discussed teenage problems
with confidence and understanding with the group.

10-5-53
I asked if it were necking, petting and the various
things pertaining to sex. They gave a chorused "that's
right!" They were all quite excited. I said that from
what they are saying I gathered they were interested
in the whole phase of growing up, personality develop-
ment and sex. I talked about the interrelatedness of
the things they were interested in... They kept agree-
ing and exclaiming that that was what they wanted. The
feeling among them was tremendous. I would assume that
they must have spent a great deal of time talking about
these problems.

The decision making process in an initial meeting is im-
portant in helping members to share in the privileges and re-
sponsibilities of the management of their own cooperate affairs.
After discussing possible program media the "Hep Cats" were able
to plan their next meeting in advance. The worker supported
the girls in their suggestions which enabled them to make their
own decision of what media was to be used in the following
meeting. Adolescents often need help in considering choices
and in making decisions.

10-5-53
I asked them what they were planning to do next
time. Louise suggested cooking after Judy had said
that she liked the kitchen for a meeting place. Ruby
said they had too many things to do to cook next time...they had to vote on a name for the club and dues. I
said they could possibly cook popcorn. Judy liked
this and was enthusiastic. Said they could have pop-
corn and cokes. The girls decided among themselves
who would get the popcorn.
Even though the worker directed her question, of "what they were planning to do next time," to the group it seems that Ruby and Judy were the only two who felt secure enough to express what they wanted.

In this group session informality of the worker, freedom of expression and relaxation provided the members and the worker with the opportunity to explore program possibilities and plan into their next meeting. It is evident that the worker utilized many of the social group work principles in the initial meeting. The following are some of the principles utilized by the worker: establishing purposeful rapport, developmental diagnosis of social and psychological needs, activity planning with members and planning activities for the next meeting.

Use of Discussion.--The "Hep Cats" made a long list of media expressing their interest verbally. The media suggested had little relation to the real interest and needs of the members. From the interviews with the girls, it seemed that they wanted to use their club for an opportunity to learn more about groups their age and what they were doing outside of this closely knit neighborhood. The group was not vocal about what specific media they wanted to have included in their meetings and the worker attempted to help them build program on ideas expressed in the initial meeting.

In program planning clarification of ideas and psychological support are important. Clarification in a group experience may be done in the following manner: helping members to clarify
issues when they are trying to make decisions, helping members to evaluate the attitudes toward one another in proper perspectives, helping members to understand motives in member behavior, and helping members to become aware of their own feelings, desires, and attitudes. Psychological support in a group experience is exhibited when the worker is active in giving due encouragement and praise to members and the group-as-a-whole, and when the worker encourages the members to ventilate their feelings, establish limits and in permitting members in the group to know the worker's confidence in their ability to develop a meaningful group experience. It is through the understanding of different attitudes and issues that individuals are helped to grow.

The worker enables group growth by helping members understand their roles and giving them clarification and psychological support in carrying out their responsibilities.

The "Hep Cats" in their discussion on maturation became involved in a discussion on birth control which conflicted with some of their religious beliefs. Three of the girls were Protestants and the remainder Catholic. The worker who was Protestant gave them an opportunity to discuss their feelings and she discussed birth control in a general manner, without focusing the discussion on the views of either church. The following evidence will indicate how the worker through the use of the discussion medium offered clarification and psychological support of the group members beliefs.
Mable asked what the film meant when they talked about the period of fertilization. I showed her on the chart what they had said. She didn't seem satisfied and kept asking questions. I suspected that she was asking about timed birth control and I said that sometimes it is referred to as that. The girls all sat with their mouths open looking in awe at me. I said I thought it was accepted by the Catholic church. This brought a detailed speech from Nadine about the Catholic policy on birth control. Louise and Jane chimed in with a "that's right." I said that I wasn't trying to sell them any ideas, that they would have to practice what they believed. I said it was important that they decide on what they felt was right for them.

The worker through the medium of discussion enabled some of the members to develop greater understanding of what they believed, even though all of the girls did not seem in agreement with the suggestions that were offered by the worker.

The media of dramatics, whether member participated or attended, offers personal growth and social development opportunities. Two of the values of dramatics which were helpful to the "Hep Cats" were decision making and discussion. Discussion may center around choice of plays or ideas to be presented and the members may gradually reveal their own problems as they talk. Decision making revolves around casting for the play, choice of play and arrangements for facilities. To the "Hep Cats" Anna Cristie was important in their social growth because they were able to express basic feelings of friendliness and hostility. The worker fulfilled a teaching role here in helping the girls to understand the meaning of the play. She also observed the reactions of two of the members and made available her knowledge for their clarification.
Anna Cristie proved to be very interesting to the girls. Helen liked it very much and talked about it with a sophisticated air. Jane and Velma sat to my left and from their lack of reaction I decided to find out how they felt about this play. During the first intermission I said to Jane and Velma that I didn't remember in what act the father learned that his daughter was a prostitute. Jane asked, "What's a prostitute?" There was no comment from Velma and no expression on her face. I couldn't determine whether everything had passed over their heads or if they wanted to know my reaction. I asked if she remembered some of the first lines the girl had given about herself and Jane was able to recall some of them and then I explained what they meant. Velma picked it up and related it to a story she had read.

In this group the customs, beliefs and mores of the church and community to morals and concepts of standard conduct had a definite influence on the girls in their club. At the play the worker had an opportunity to discuss behavior and its meaning. In general, the support the worker offered decreased tension, relieved guilt feelings and increased individual self-confidence.

Velma had much more understanding than Jane. She made comments about certain lines and what they meant and she talked about the fact that Anna's chances were nil once she became a prostitute. Jane was perturbed about this as she felt it was very bad to live the kind of life Anna did. I tried to interpret to her that Velma wasn't saying it was all right and that we have standards of conduct, we say this and that is wrong, this seems to act as a guide to everyone, but we apply a hard and fast rule with not much consideration as to what brought on the act, that is we make it difficult for them to change because their previous acts are held against them.

Jane was Catholic and had definite ideas of right and wrong which made it difficult for her to understand and accept Velma's ideas. In helping Jane gain insight and develop a deeper level
of understanding the worker offered advice in the form of a question and answer. This enabled Jane to become a role-taker and identify herself with the situation in the play.

1-20-54
I asked her if knowing something about Anna's early life didn't make some difference and she agreed. I said that knowing this doesn't condone what she has done, but we begin to look at her as a person and not at what she has done.

It was not the play itself which was helpful to the "Hep Cats," but the summary around their ideas, customs, beliefs and the understanding of themselves as life was exhibited around them that would contribute to their growth and understanding.

Other areas of discussion for the "Hep Cats" were boy-girl relationship and understanding self which the worker felt were their prime interest. According to the psycho-social development of adolescents the boy-girl relationship is important. The "Hep Cats" expressed their particular problem around establishing relationships with boys. The worker helped the girls to understand that their problem was not unique and that other girls their age shared the same problem. She also gave them support by helping them to work on some solution to the problem.

10-28-53
Ruby said to me, "What are we going to do? The boys never ask us for dates." I asked if this wasn't true of other girls their age and said that it was not unusual to run around in a crowd until they were a little older. The girls said that some of the girls in their class dated but those same girls got all the dates. They were free in talking about their problem and also saw humor... I tried to draw together some of their problems and help them get some directions.

Through a discussion on the reproductive system of the
female the "Hep Cats" became interested in knowing about the maturation process of boys. It is evident that the worker must have created an appreciation for this knowledge since the girls were desirous of acquiring more information.

10-21-53
After we talked for sometime about the female reproductive system Ruby said, "We want to know about boys." I said that was a pretty important question... I asked them if they had ever seen the pamphlet put out for teen-agers by the Science Research Inc. Since they were not acquainted with them I told something about them and then suggested that we look at the one I had along on "Understanding Sex." I suggested that we read the section on the male and look at the diagram and illustrations first... While I was reading I would stop and talk about the material read... this gave them a chance to ask questions and discuss any material. They would say, "there was something I've always wondered about."

The "Hep Cats" were seeking new knowledge and the use of this medium was helpful to both individuals and the group-as-a-whole in understanding and clarifying many of their personal and social problems. The worker's manner of support and the way in which she offered not only her knowledge but written material was meaningful to the "Hep Cats" in their use of the discussion medium.

"In all areas of program, increasing skill brings new feelings of self respect, self reliance, and poise."¹ Through the teachings of ceramics the "Hep Cats" were helped to develop skill and knowledge of the process.

11-18-53
While we were working on the meeting some of the

¹Ibid., p. 153.
girls had difficulty with breaking pieces. I told them if they worked with the pieces on the table there might be less breakage because there would be even pressure exerted against the clay... Laura had given me her pendant and had asked me to see what could be done.

Through the use of the clay medium the value of working within limits was evident and essential in the social development of the "Hep Cats." In order to participate in their society, a sense of limits should be acquired. The girls received a limited amount of discipline in this medium but were forced to work within the limitations that clay imposes in order to prevent breakage. The worker in teaching some of the processes of ceramics enabled the girls to acquire a better knowledge of the medium. In giving them an opportunity to see finished articles the girls acquired an appreciation for the skill. This led to continued use of the medium throughout three group sessions.

10-2-53

I talked to them briefly about the glaze, got it out and it seemed difficult for them to believe that some of the colorless powder would actually turn into color. I said I would go up and get some glazed pieces to show them. When they saw the glazed dishes they wanted to make their fathers ask trays for Christmas. This idea was well accepted by all, they glazed their jewelry and then started the ash trays. They enjoyed this and said they might possibly work on clay all year. They were able to be more creative this time and did not try to keep to rigid forms.

There was a sense of achievement and a development of self confidence gained by the "Hep Cats" in the use of this medium. After completing the first article they were able to improve their skill and be more free and creative in their next project.

Worker's Role in Planning.—As pointed out in the criteria
on page twenty-nine the worker should be active in: helping
members to select and carry out program responsibilities, giving
support to officers or members in understanding responsibilities,
helping members to actually lead, and enabling a group to make
decisions.

The worker enabled the girls to develop their plans and
also helped them to make their own decisions by giving them
choices.

10-14-53
I went on to explain to the new girls briefly
about the list of suggestions and then talked about
the discussions, telling about the possibilities
such as divisions, etc. Judy and Ruby added com-
ments and we broke the discussion down to five and
then I asked which order they preferred?

Many ideas for media were made but the worker focused the sug-
gestions primarily on the teen age problems. She helped the
new members to understand what had taken place in the previous
meeting in an attempt to include them in the group discussion.

Adolescents with their ambivalent attitudes toward adults
sometimes find it difficult to make choices. They may or may
not make decisions in an attempt to establish self confidence
in making their own decisions which was indicated by their
having cokes delivered to them at the bowling alley.

1-13-54
When the girls wanted to call down for cokes I
said that they must realize that the girl who brought
up the drinks expected a tip. They denied this but
Helen said that was right. I said they could do what
ever they liked about it but I just wanted them to
know. They decided they would just ignore that. When
the delivery came and the girl discovered she wasn't
getting a tip she gave them a dirty look and they
ignored her and busily chatted among themselves.

In the structure of an adolescent group it is sometimes important that they elect officers whether or not they are to function. To the "Hep Cats" the election of officers was a general pattern of procedure. It was evident in their selection of officers that past experiences and leadership ability was not considered. Nadine was chosen president even though Ruby was the natural leader of the group. The writer felt that Nadine was chosen because of her status in the club and because she was more mature than the other members. On several occasions the worker was cognizant of the officers' need for help. The worker helped the officers during the meeting by offering suggestions and by sometimes performing the duties of the officers. According to the records the worker helped Ruby to perform her duties as the president.

1-27-54
I had talked with Ruby about the fact that they had planned to sew on their club names at this meeting... I also reviewed with her the other items to be discussed such as the party and plans for the hayride.

Out of the club structure and the group's difficulty in making decisions a lack of cooperation in club responsibilities developed. Club responsibilities were not equally shared and carried out by the girls. An evaluation of one of their parties by the worker and the group indicated that some of the girls had to carry out all responsibilities. The worker attempted to help the girls in their acceptance of responsibilities by
pointing out job assignments that would probably help in their planning.

11-18-53
I suggested to Nadine that she use the paper I brought along and then work with the club on the four general areas: refreshments, entertainment, set up and cleanup. She used the paper and proceeded... Nadine said that Judy should be sure to get the job assignments down so they would know afterwards if anyone "flapped-up."

After the party three girls were left to clean up. The worker helped them to see the importance of planning and gave them support. She discussed with the girls the importance of evaluating the party in order to avoid similar circumstances from occurring.

11-25-53
Clean up worked out fine, but a few of the girls really did all the work. They were griping to me about the situation and I said I realized that it was unfair and said that this was something we would need to consider in planning for our next party. I suggested that we evaluate the party in club meeting so we could avoid some of the pitfalls next time. The difficulty was that the girls who weren't helping with cleanup were making themselves very much available to be taken home.

In the evaluation of the party the worker pointed out the importance of sharing and carrying out club responsibilities. She gave further support to the girls who were left with clean-up and made available her own knowledge of job responsibilities to the group.

12-2-53
Ruby said that the boys didn't even walk all the girls home, that Velma, Mable and Jane had to walk home alone. I said as far as that went, those three girls were left in the kitchen washing the
dishes and thus got left behind. I said that we would discuss the party when the club was all here and iron out some of the wrinkles we ran into and try to avoid them at the next party. Ruby and Louise were very defensive about the clean up and were talking about all they had done. I said that it was not the matter of what anyone had done but that it was unfortunate that some of the girls were left with the clean up in the kitchen and thus were not around when the boys were leaving.

As is characteristic of all adolescents the "Hep Cats" were defensive in the acceptance of their responsibilities.

The worker's activity in program planning with the "Hep Cats" was in the areas of (1) helping members to understand and accept responsibilities, (2) in helping the members to select and carry out program ideas, and (3) in helping the group make decisions and in analyzing member reaction to each others suggestions.

Stimulating Related Program.--It is an achievement for an adolescent group to plan over a long span of time because their interest change. From observation a worker may conclude that the interest and needs of an adolescent group may be singing, and within a short period of time the group's interest may be dancing. However a worker recognizing a basic interest of a group, seeks to build program based upon the expressed interest. The worker also seeks to stimulate other program ideas which are based on implied interest and needs.

In the case of the "Hep Cats" the worker accepted the groups interest in having a party with boys as basic in meeting their needs for heterosexual relationships. She stimulated related program over a period of time from October 28 to
November 25, 1953. The following sequence indicates the media planned by the worker and the group: games, dances, charm and the final party. Perhaps due to circumstances beyond the worker's control the activity planned on charm, which the girls were interested in was not carried out and was replaced by ceramics. The writer questioned the selection of this medium because it did not seem to be in line with the group's expressed or implied interest at the time. Although the members became interested in this medium the records revealed member resistance to the activity.

11-11-53
When I told the girls we would be meeting in the craft room they immediately asked, "Where is the beauty teacher?" As we walked down to the craft room I told them I had talked with him over the telephone and he said he had such a heavy schedule that he would not be able to be with us until after the holidays. They were disappointed. I said I realized that they were planning on the grooming session but felt that he would not let them down after the holidays.

The worker suggested an informal party to the group which stimulated their interest again in the long range plan for a Christmas party.

10-28-53
Louise asked if they couldn't have a boys club from another house. Some of the girls objected as they felt they didn't want to waste their money on someone they didn't know very well. This presented something of a problem... I suggested that they have a small informal party in November where they invite a boys club from another house and if they got along well they could include them on their guest list for the Christmas party.

In planning for the party the girls showed real concern in
having activities in which the boys would take part. The worker encouraged the girls to bring in games and work on them to see if they could possibly adapt them to their party. The worker assumed a teaching role when she helped the girls develop leadership ability in the media of games and dances. Wilson and Ryland in their discussion of helping members to lead said:

When one person or sub-group is put in charge of planning and carrying out the program for regular or special events, the worker helps these members to realize that knowing how to play a game or do a dance is just the first step; that knowing how to teach it is the second step... Some individuals have the kind of personality pattern which makes it easy for them to do this, but even they often need help in making the activity enjoyable for the others.1

The worker realized that the "Hep Cats" needed to develop leadership ability and she was also aware that in assuming this responsibility the girls might feel insecure. She promised to help with their planning whenever they felt she could. The games that the worker suggested were mixers and they were of importance to the girls since they had already expressed their fear of the boys not participating in the party. The development of leadership is one of the potentialities of games. Games are also valuable in that members who are shy and withdrawn are able to gain security within certain formations. In preparation and participation of the games and dances Velma, a withdrawn member, was able to participate and develop some leadership ability. In this meeting she was active and for

1Ibid., p. 188.
the first time she extended herself to the group-as-a-whole.

11-4-53
After the business meeting we played games. They asked me what we should begin with and I suggested that we start with the new one that Laura told us about at the last meeting. We got off to a good start and the girls had many ideas as to how the games could be used in their parties. We played "Zip Zap" under Ruby's direction and Follow the Leader as suggested by Louise in addition to some others.

The worker encouraged the girls and made a few suggestions. She also made possible free interplay of members and it was in this meeting that more of the girls took an active part in all the suggested media.

From the assumption that they would have a party and invite boys, the "Hep Cats" became aware of their awkwardness and inability to dance. Adolescents usually lack the skills of social dancing because of the erratic co-ordination and emotional reactions, characteristic of their age group. The worker helped the girls to plan a meeting where they could learn some of the basic steps of dancing: by sharing ideas with each other and receiving help from the worker the group was able to acquire some skills in dancing.

11-4-53
We started dancing about 8:15. The group spirit was tremendous. This I felt was in evidence and it proved to be so by what the girls said while they were dancing... Nadine led the various formations with the polka. She had many ideas about how they could be danced together as a group... They had many new bop steps and had fun teaching each other as well as teaching me. Velma suggested the Bunny Hop and she got a good following. She led the Bunny Hop plus the singing and I noticed that later on she suggested the Virginia Reel. The girls, it seems to me are almost
receptive to anything. I feel that they are secure enough to have many new experiences.

The worker felt it was important that the girls have an opportunity to practice before the party in order that they would feel more secure in leading the games and dances. The worker suggested that the girls practice and attempted to convey the importance of everyone knowing the games and being able to participate in them for the success of the party.

11-18-53

I suggested that we play games tonight and that the girls who were going to lead and direct them tonight for practice. Some of the girls said they wanted to lead and then retreated a few minutes later. Ruby said she knew "Zip Zap" and then later on would not volunteer. The same was true with Judy. When it came to assigning specific responsibilities only Laura said she would lead all the games. I said I believed it would be more helpful to the club if more girls were given the experience. I asked Ruby if she didn't feel that she knew "Zip Zap" well enough to lead it. She said she thought she did. I then asked Judy about a game she suggested and said I would be there to help them if they had trouble.

The informal party was November 25, 1953. The writer felt that the party was a success and that the girls enjoyed themselves. Notice in the following evidence how pre-planning of activities was used at the party.

11-25-53

The boys came early and Robert helped us out by giving the club a tour of the house. Ruby and Judy both followed through and were setting up the room with the help of Nadine and Laura. Nadine brought her phonograph and records. I found the other girls huddled together in the washroom -- all excited. They were impressed with the boys and were worrying about how they were going to impress the boys. I asked them to come downstairs as the tour was just about finished. When I went down for the final check the girls all said they didn't want to play the "baby" games we had planned.
I said they may feel now that they don't want to play them but that it was necessary that we have some means of getting acquainted, etc. I said very matter of fact like, that we would play the games as we had planned and that when the boys came down I would help them get started and give them a lead. When the boys came down I introduced myself and the girls as a club. I talked about the fact that we would want to learn each others names and we were going to try this with a game Ruby would teach us, and said I was sure some of us had played "Zip Zap" before. One of the boys said he had played it at another party. Ruby proceeded, was nervous at first but soon showed that she enjoyed being the center of attention.

The worker offered support to Ruby and also introduced the game idea to the group.

When it looked as if it were time for a change I signaled to Laura. She looked at me and shook her head as if she were saying, "I don't know what you are talking about." I suggested to the group that we move our chairs against the wall and as I turned to get a record I asked Laura to tell us what to do next. She picked it up. This was a good mixer and when we finished Laura suggested the partners dance. After the first dance the boys huddled together. A few of them began dancing and the girls that weren't dancing asked those boys to dance. When we were playing our first dance Bill, Nadine's boyfriend, came in and was most belligerent. He stayed for awhile, left, and later came to get Nadine.

It is important to offer member support to a group. The worker through her understanding of the group situation suggested that the girls compromise on the records to be played.

Judy, Mable and Laura were complaining to me, asking me to see that another jitterbug record not be used as there were only a few who knew how. I suggested that they talk to the girls and suggested that they work out a compromise, like having a jitterbug record for so many slow records.

There can be no doubt that an interest in boys was natural for the "Hep Cats" who were between the ages of fifteen and
seventeen. This party seemed to have been the necessary medium that the "Hep Cats" needed in their growth and development. Through an analysis of the plans for the party, member needs were met, however, the Christmas party did not occur. This in itself was no serious omission because in each of the stimulated activities the need for developing leadership, interpersonal relationships, and the acceptance of responsibilities were met through games, dancing and the informal party.

Evaluation of the Worker's Role

In social group work recording and an evaluation of the record helps the worker to understand his role with a group. The social group worker writes what he observed, what was said and his role in the group. The worker of the "Hep Cats" evaluated her role as being an advisor, teacher, and enabler. She observed and listened to group conversation and acted in accordance with what she felt were the interests and needs of individuals and the group-as-a-whole. In helping the group develop skill in the process the worker became aware of how adolescents feel about inconsistency.

11-18-53
I said if it didn't make too much sense to her that possibly she could paint a design on it. Ruby was standing on the other side of the toom and came over saying to me, if she can paint a design on hers why can't we put our names on ours?

The worker records her own awareness of her activity in helping the girls to make their first articles from clay.

11-18-53
I realized the inconsistency on my part. Before I could answer Laura said rather sharply to Ruby, "You didn't have to say that." Ruby became
very defensive and said she didn't know why Laura should have something if the rest of them didn't. I said I realized what she meant. I said that in emphasizing the color glaze that it was much wiser to use on the first piece as there are always many flaws. ...I said if they wanted to paint their names on it it was perfectly all right... Only Velma and Ruby wanted their names on theirs. I became aware of how easy it is to be inconsistent and just how much inconsistency means to this age level.

The worker was aware that she did not fulfill all of her obligations to the group in preparing for their club meetings. Preparation before group meetings is important in order to attend to all details. The following evidence shows that the worker was aware that all preparation should be completed at the designated time for group meetings.

10-28-53
It was after seven before I arrived at the agency. The girls were already situated in the group work kitchen. I told them about the movie and said we couldn't have the lounge again... We had a great deal of difficulty getting settled and it was evident to me that I should have done a better job on preparation.

The worker showed a definite interest in the girl's participation in overall agency affairs because of their need for an opportunity to broaden their relationships with other people. She was also interested in the development of their own abilities.

12-2-53
We went up to the residence living room at 8:30. Ruby and Laura were the only ones willing to learn the alto parts. Laura learned easily and concentrated on making her voice blend with Ruby's. She also took responsibility in getting the other girls to put more effort into working for a finished production. I suggested that we practice once more before the next club meeting and the girls felt it would be a good idea... On Thursday night Laura, Ruby and Jane insisted on singing the song, "O Holy Night" I tried to discourage
it, saying it was written for a solo voice but this was little consolation. I finally gave in to their insistence but am concerned about it.

The worker was aware that the officers needed help in their planning. She was also aware of Nadine's need for more guidance in the development of her leadership in the group.

10-14-53
The group seems to move without direction. By that I mean it functions spontaneously. I think that an agenda would help Nadine....it seems that now they get their business mixed up with their social time.

The worker felt that the group was receptive to many new ideas and that they were secure enough as a group to have many new experiences. Throughout the entire period of study from October 5 to February 17, 1954 the worker analyzed her activity with the group and seemed to have been constantly aware of needs indicated by members and concerned about the ways for meeting these needs.

In the criteria established for the evaluation of a worker's activity with a group, the writer felt that the worker of the "Hep Cats" was active in the following areas: offering psychological support and clarification, helping members to understand their roles and themselves, helping members to develop leadership and making possible opportunities for member interaction. Perhaps due to time, recording, or other possible circumstances the writer felt that the following were the areas where the worker was not as active as the needs of the "Hep Cats" indicated: use of environment and recognizing limitations, use of specialist and enabling group to participate in wider community activities.
CHAPTER V

SUMMARY AND CONCLUSIONS

Program for groups is everything that a group does in order to obtain personal and social growth. Programs are developed through the use of media. Before planning program for any age group it is essential for a worker to have a knowledge of the psycho-social characteristics of the group's age level. The adolescence period is characterized by rapid physical growth, intellectual awakening, association with one's own peer group, and ambivalent feelings surrounding needs to be dependent and independent.

Some of the significant factors in program planning and selection of media were a knowledge of the neighborhood, the agency and the social factors which influenced program planning.

The Emerson House neighborhood was composed of a number of intercultural groups belonging predominately to the Catholic church. The neighborhood was primarily residential with bordering business areas. Occupations of parents were usually in the laborers' class. Both parents of some of the children coming to Emerson House worked.

Emerson House was located in one of Chicago's west side communities. It was an interracial and non-sectarian family agency offering service to all its neighborhood groups. Administration and the structure of an agency is significant because the experiences of groups are largely determined by these
factors. Emerson House's program was geared to help individuals to learn to live together, to grow in their understanding of each other for the benefit of their family, and the total community.

The worker of the "Hep Cats" was cognizant of program for the total individual. Behavior and attitudes, as one acted and another reacted, were the clues to individual and group needs which were:

1. To become less dependent.
2. To understand themselves and the boy-girl relationship.
3. To accept responsibilities.
4. To acquire cultural and domestic arts.
5. To risk themselves in relationship with their own club group and with others of their peer group.

The group participated in a variety of activities using different types of media to meet their individual and group needs. Media used by the group were: parties, discussions, games, dancing, ceramics, trips, bowling, movies, singing, and baking.

The worker used the media of discussion and enabled some of the members to develop greater understanding about what they believed even though all of the girls did not always seem in agreement with the suggestions offered by the worker.

Program planning with the "Hep Cats" was in the following areas:
1. Helping members to understand and accept responsibilities.
2. Helping members to select and carry out program ideas.
3. Helping the group to make decisions.
4. Analyzing member reaction to each others suggestions.

The worker stimulated related program for the "Hep Cats" through five meetings. The following sequence indicates the media planned by the worker and the group: games, dance, charm and a final party. Through an analysis of plans before and after the party, members' needs were met through the activities planned.

In the criteria established for the evaluation of a worker's activity with a group, the writer felt that the worker of the "Hep Cats" was active in the following areas:

1. Offering psychological support and clarification.
2. Helping members to understand their roles in the group and themselves.
3. Helping members to develop leadership abilities.
4. Making possible opportunities for member interaction.
5. Utilizing the following social group work principles in the initial meeting: established purposeful rapport, developing diagnosis of social and psychological needs, and planning activities for the next meeting in keeping with their needs.

Perhaps due to time, recording or other possible circumstances the writer felt that the following were the areas which
the worker was not as active as the needs of the "Hep Cats" indicated:

1. Use of environment and recognizing club limitations.
2. Use of specialist and enabling the group to participate in wider community activities.
QUESTIONNAIRE

(group leader)

Name of agency ________________________________________________________

Name of worker ________________________________________________________

Present name of group __________________________________________________

Number of active members _______________________________________________

Age distribution ______ 14 ______ 15 ______ 16 ______ 17

How long has the group been in existence? _________________________________

What is the structure of the club group? __________________________________

If the group has no officers do you feel they would benefit more by one? ______

What activities have you brought to the group? _____________________________

How did they respond to each activity you suggested? _______________________

What do you understand as the needs of the group? _________________________

What is the club's attitude toward:

Charms _________________________________________________________________

Boys in the agency _____________________________________________________

The agency ___________________________________________________________

Workers (female) _____________________________________________________

Workers (male) _______________________________________________________

Interracial setting _____________________________________________________
Are program plans relative to:
Vocational choices ____________________________________________
Family emancipation ____________________________________________
Appropriate sex role (female) (male) ____________________________________________
Understanding the city as a whole ____________________________________________
Understanding the community as a whole ____________________________________________
Religious or philosophical beliefs ____________________________________________
What creates the greatest difficulty for you in helping the group to plan?
What recommendations do you have in terms of leadership, agency, and program?

Please add any other significant information about the group such as: friendship bonds, group relationship, leadership control and authority.
QUESTIONNAIRE

(group members)

Name of club __________________________________________
Worker _________________________________________________
Name of person interviewed ________________________________
Age ____________________________________________________
Employment status _________________________________________
Number of siblings in the family _____________________________
Is the father or mother in the home? _________________________
Which? _________________________________________________
Occupations of parents: _________________________________
Mother __________________________________________________
Father __________________________________________________
How long have you lived in this community? ________________
Do you like this community? ________________________________
What is it that you dislike about the community? ____________
Do you enjoy your club meetings? ___________________________
Do you enjoy the agency in which your club meets? __________
Is there anything about the agency that you dislike? _______
What type of activities do you have in your club? ____________
What part does your leader play in these activities? _________
What type of activities would you like to have in your club? __________
Do you enjoy participating in physical activities such as:
basketball _______ swimming _______ ice skating _______
volleyball ______ bowling ______ roller skating _____ ping pong _
Are there other physical activities which you enjoy? _______
List those you enjoy ____________________________________

Do you enjoy discussions on teenage problems such as:
school ___ dating ___ sex ___ home and parents _______
understanding yourself _____ becoming an adult _______
finding and preparing for a job _______________________
Which of the teenage problems do you feel are most interesting to you? ________________________________

Do you have any specific skills? _________________________ If so
what skill? _________________________________________

Are you a member of other clubs or organizations? _______
List the other clubs or organizations and office held _______

What did your club do which you felt important? _______
Who made the suggestion? ____________________________
Did your leader help in the planning? __________________
What did your club fail to do which you felt was important? ___________
What was the reason that this was not accomplished?__________

__________________________________________________
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