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Beyond the settlement walls: the worker's role in the use of the group work method in the development of a non-building centered neighborhood group

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BEYOND THE SETTLEMENT WALLS

THE WORKER'S ROLE IN THE USE OF THE GROUP WORK METHOD
IN THE DEVELOPMENT OF A NON-BUILDING CENTERED
NEIGHBORHOOD GROUP

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
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THE DEGREE OF MASTER OF SOCIAL WORK

BY
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CHAPTER I

INTRODUCTION

Significance of the Study

During the past three decades within the framework of an expanding social philosophy much leadership and labor has gone into the settlement's contribution to the development of the social group work method.

...Students from the schools are increasingly assigned to neighborhoods for field work, often leading to eventual employment by the settlement.

It is logical that the houses should pursue this interest since group work had its beginnings in their local clubs. Actually the term "group work" was coined by two settlement leaders and many of the writers and lecturers in this field began their specialized careers in neighborhood group leadership. Clubs from the beginning were native to neighborhood houses.¹

Social group work as one of the three processes in the field of social work, primarily concerns itself with small groups of people and the dynamic factors that emerge when people assemble and begin to interact with one another. In an effort to meet people where they are and to increase the quality of service to their clients, some settlements are employing this method not only with groups that meet in agency facilities but also with groups that meet in the community beyond the confines of agency buildings.

Historically the settlement has been in the forefront in providing leadership for various types of neighborhood and community groups both building centered and non-building centered and it continues to do so.

However, today some social settlements seem to be placing a new emphasis on their way of work with people.

Murray, Bowens and Hogrefe stated clearly and concisely the social and human problems that furnish the new framework for group work practices.

The use of the group work method in community settings is not the results of happenstance. It grew out of the needs of the communities. The problems of the depression followed by a world at war, the over population of urban centers and the serious lack of housing are only a few of the social factors which demand the attention of group work. With the rapid change in urban and rural communities and the mushrooming of new communities has come a growing number of vital human problems including intercultural tensions, confusion and frustrations of the individual in the speed up tempo of living, apathy, discouragement and personality disorganization. These and many other characteristics of a multitude of American communities provide the framework for group work practice and call for an aggressive application of the skills of group workers.¹

The community setting is an open field for creative experimentation with the social group work method and some agencies providing group work services seem to be accepting the challenge to venture beyond their four walls in the application of this method. Inherent in the very nature of group work is its responsibility to help people to develop concern and responsibility for their immediate neighborhood surroundings as well as the broader community of which they are a part.² Social group work theories and practices have evolved out of our democratic ideals and beliefs and are designed to implement and enrich our democratic

² Ibid., p. 5.
ideals and beliefs and are designed to implement and enrich our democratic way of life. Social group workers utilize the group to help individuals to change and grow toward a richer and fuller life and at the same time prepare them to function more adequately in wider area of community living.

The writer's attention was first directed to the non-building centered setting for the practice of social group work while employed by a settlement house in Cleveland, Ohio in 1950. Interest in this subject was further intensified while the writer was a field work student at United Neighbors Association, a social settlement in Philadelphia, Pennsylvania where she became aware of their program in the use of the social group work method with neighborhood groups. The writer felt that it was significant to make this study at this time in this area because she hoped that it might serve as resource to the agency in its work with groups and also be of interest to other social group workers.

Purposes of the Study

The purposes of this study were (1) to discuss the development and progress of the settlement way of work with groups; (2) to discuss the social group work method as an enabling method in working with groups; and (3) to give evidence of a worker's role in the use of the social group work method during the first year of the development of a non-building centered neighborhood group.

Method of Procedure

Data for this study were secured from the agency's process records of the selected group and reports relative to the agency; and personal
interviews with the present worker with the group and his supervisor. Literature pertinent to the subject was read.

Scope and Limitations

This study was limited to an analysis of the worker's role in the use of the social group work method in the development of a non-building centered neighborhood group. It was further limited to the study of the first year of the life of the group, 1950-51.
CHAPTER II

THE SETTLEMENT AND THE GROUP

Historical Background

The industrial Revolution affected social conditions in England and America which created numerous social ills and problems and rendered a large segment of the population poor and underprivileged. Philanthropists who had amassed large fortunes as the result of industrial speculation created charities for the "poor." Vicar Samuel A. Barnett of England sensed the needs of these underprivileged masses to be far more than the relief doles given by the charity organization and challenged young university students to come and live among the people, partake of their sufferings, learn of their problems and render assistance wherever a need was evident. This led to the founding of the first settlement, Toynbee Hall, in 1886. Two years later in America, Stanton Coit was instrumental in establishing the Neighborhood Guild in lower East side New York.

The roots of the social settlement are entangled in the social and political reforms of the eighteenth and nineteenth centuries. They are also in the complex economic changes brought about by the Industrial Revolution, changes which came too rapidly for easy adjustment by a rigid feudal society, producing tragic consequences to whole sections of the population. Out of change and reform came the settlement.1

The philosophy behind the movement was heavily undergirded with religious motivation. While the objectives of the settlement included relief giving they were further designed to bring the "rich" and the

1Lorene Pacey, op. cit., p. 1.
"poor" together for the purpose of discovering mutual bonds of understanding.

From the beginning of the movement the settlement worked with groups of people. Henrietta Barnett in her account of "The Beginning of Toynbee Hall" made a statement regarding the work of university men which was significant in terms of its reference to work with groups in the initial stages of the movement.

...Since 1884, the succession of residents have never failed. Men of varied opinion and many views, both political and religious, have lived harmoniously together, some staying as long as fifteen years, others remaining short periods. All have left behind them marks of their residence - sometimes in the policy of the local Boards, of which they have become members; or in relation to the Student Residences; or the Antiquarian, Natural History or Travelling Clubs which individuals among them have founded or by busying themselves with classes, debates, conferences, discussions.1

Clubs, classes and board activity specified in this statement pointed out the sensitivity of early leaders to the importance of group life in human growth and development and the raising of community standards. This was exemplified also by Stanton Coit, in his attempt to define Neighborhood Guild, in which he stated:

The very name Neighborhood Guild suggests the fundamental idea which this new institution embodies; namely that irrespective of religious belief or non-belief, all the people, men, women and children, in any one street or any small number of streets, in every working class district of London, shall be organized into a set of clubs which are by themselves or in alliance with those of other neighborhoods, to carry out or induce others to carry out all the reforms - domestic, Industrial, educational, provident or recreative - which the social ideal demands. At the outset, a true insight into the spirit and methods of the Guild will perhaps be gained most readily by noting that it is an expansion of

1 Ibid., p. 18.
of the family idea of Cooperation.¹

This account not only gave further witness to the importance that settlement pioneers attached to group activity but it also pointed up the importance of neighborhood organization which has made its contribution to the development of community organization.

The settlement movement served as a vanguard to social progress and made numerous significant contributions to the development of all three of the methods of social work. From its inception the settlement has rendered services to individuals, groups and communities and made its impact on the development of Case Work, Group Work, and Community Organization methods which are now recognized by other disciplines of human service and have achieved professional status.

Francis Bosworth, in an article for the Social Work Year Book in 1954, stated "While the settlement method has undergone many changes the fundamental philosophy remains the same."² It is difficult to define or describe what a settlement is by what it does. Most modern writers agree that what a settlement is is more related to a set of ideals, the realization which call for ever changing and flexible program. The settlement, functioning as a social science laboratory, often demonstrated the way a neighborhood need could be met and then encouraged private or public agencies to take over the permanent sponsorship of the activity that was demonstrated.

In the 1951 Social Work Year Book John McDowell, the Executive

¹Ibid., p. 21.

Director of the National Federation of Settlements and Neighborhood Centers pointed out four distinguishing characteristics of settlements which in summary were as follows: (1) the settlement works in the interest of the local community promoting interaction between people toward their concern for better living conditions; (2) it is a family serving agency seeking to strengthen family life; (3) its program is designed to fit the needs of the given neighborhood; (4) professional workers personally identify themselves with the life of the community in which they serve. Upon a close examination of this statement made by John McDowell, it was discovered that it stated basically the same philosophy and objectives that were contained in Vicar Barnett's advice to the university students in 1881 that led to the founding of the first settlement.

United Neighbors Association

Since social group work has a traditional setting in the settlement movement, many settlements have made an attempt to employ the group work method in their community work projects. To facilitate these projects some settlements have employed professional social group workers who work almost exclusively in the community using private homes, churches, lodge halls, schools and other community facilities to house their groups.

The United Neighbors Association of Southeast Philadelphia in Philadelphia, Pennsylvania was an example of a settlement that had its roots in the traditional heritage of the movement and kept abreast with current

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1Settlements and Neighborhood Centers, Social Work Year Book, 1951.
changes. United Neighbors was a merger of four settlement houses and a camp. Its operation as of September 1951 included two houses, a community projects unit and a camp.

The philosophy and purposes of United Neighbors according to its 1951-52 Evaluation Institute report were as follows:

In order to discuss agency operations it was felt that we must have a yardstick against which to measure ourselves. The first prerequisite of such a yardstick is that it include agency philosophy and purpose which is, in many different forms, a program of cooperative action which makes it possible for our neighbors to think, plan and work together for better living within their neighborhood with the guidance of staff and support of the larger community. The second prerequisite for such a yardstick is a thorough understanding of the nature of work which is expected of us by virtue of our being a settlement house. The work of the settlement should consist of:

1. Education and recreation
2. Services to individuals
3. Neighborhood service
4. Social education and action
5. Experimental and demonstration projects.

This statement linked United Neighbors with the best thinking of the settlement movement and demonstrated the agency's potential for adjusting to change. The organizational structure of United Neighbors included the executive board of the Association, and executive director, an assistant to the director and supervisor of community projects, a coordinator of house programs, two program directors, four community project workers, a camp director, and field work students from various undergraduate schools and graduate schools of social work. This structure also included program specialists and various types of volunteers.

The Community Projects Unit of United Neighbors with which this

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1United Neighbors Association, Staff Evaluation Institute of Agency Policy and Program, June, 1951 and 1952, p. 11. (Mimeographed.)
study was concerned was initiated in 1949-50 and was known as the field work department prior to 1954. The aforementioned report made a statement in connection with the Field Work Program that presented to some extent the agency's thinking behind the launching of this program and its initial approach to the task.

When United Neighbors Association first thought of extending its service to the untouched areas of the community in which it was located, the necessity of developing a job to do this became apparent. Because of the experimental nature of this idea it was not possible to write down a job description. Certain things were, however, immediately recognized by the workers hired to do this area job. These things became definable steps which could be termed the initial approach:

1. Locating islands for potential development
2. Organizing groups
3. Finding facilities for the use of the groups
4. Developing leaders

The field workers directed their work toward finding what expressions a neighborhood would give of its own needs and of finding and developing adult neighborhood leadership. These were ideas which formed the basis upon which the area workers began their new jobs.¹

The Group Studied

At the time of this study the Community Projects Unit was working with many types of groups in the neighborhood, among which were Home and School Associations, Neighborhood Clubs, a Public Recreation Center, a labor union and two neighborhood councils. All of these groups used facilities outside the agency building for program.

The selected group for this study was one of the neighborhood clubs under the Community Projects Unit of United Neighbors. This group was located in an area which was described as an "island" of low income residence.

¹Ibid., p. 18.
Negro people living in the midst of a predominantly white (Italian) Neighborhood. These people had moved in from other sections of the city of Philadelphia and from southern states. Real estate manipulations played a large part in the process of creating the "island." Illegal conversions of one-family units into several apartments constantly threatened the neighborhood with deterioration. While these Negroes were not received with antagonism they were completely ignored and had little or no contact with their white neighbors. United Neighbors felt that its objectives covered this kind of community problem and assigned a worker to this area. Prior to the organization of the Neighborhood Betterment Club the worker spent several weeks acquainting himself with the neighborhood seeking to discover unmet needs, indigenous leadership, and community resources. He availed himself of every opportunity to introduce the agency's objectives and his function in the area as the agency's representative. Through personal contact with the people of the area the worker discovered what he believed to be an unmet need and set about to explore more definitely as to whether the people were interested in organizing a neighborhood social club of adults. He immediately involved a neighborhood person to assist in exploring the idea, and together they visited people whom they felt might be interested. A church in the area was secured for the first meeting and notices were sent to those persons who had expressed interest in planning for a neighborhood club. This group was composed of Negro men and women representing several families who were interested in becoming acquainted with each other and in the betterment of the neighborhood. During the first year thirty-five members were enrolled and the average attendance was fifteen.
Although this agency like other agencies that operate community projects in the neighborhood made use of the principles and processes of community organization in its community operations, the following statement made by the supervisor of the Community Projects Unit of United Neighbors gave recognition to the validity of the social group work method in carrying out an important segment of the Community Projects Program: "Social Group Work is used effectively with most of our neighborhood clubs."\(^1\)

CHAPTER III

THE SOCIAL GROUP WORK METHOD

Since this study concerned itself with the worker's role in the use of the social group work method the writer deemed it important to discuss the social group work method in order to set the stage for the body of the study. Underlying the methods of professional social work is the democratic philosophy of life which is in essence the foundation of our western civilization. Social group work is closely related to the democratic idea and serves to perpetuate and enrich the democratic way of life. The social group work method is an enabling method. Change and growth toward more positive and satisfying experiences both for the individual and the group as a whole is the expected product of social group work.

In the enabling method, the members are helped to learn new ideas, develop new skills, change attitudes, and deepen their personalities through participation in a social process wherein they make decisions and take social action necessary to accomplish the purposes of the group...We therefore see social group work as a process and a method through which group life is affected by a worker who consciously directs the interacting process toward the accomplishment of goals which in our country are conceived in a democratic frame of reference.1

Assumptions and Processes

Inherent in this method are assumptions and dynamic processes that must be understood and applied as the group worker attempts to work with the group. A few of the assumptions supported by writers in the field indicate that (1) every agency practicing social group work has

a defined objective which extends an opportunity for self-directed
growth and the potential development of the individual and the group
as a whole; (2) every group has a reason or bond that calls the group
together; (3) the community from which a group is drawn has distinctive,
cultural, religious and occupational features that must be known and
understood; (4) there must be an awareness of the total personality of
each individual in the group; (5) a knowledge and understanding of
human behavior is necessary; (6) in social group work the program is
person centered and grows out of the interests and needs of the group;
(7) the organizational structure of the group is flexible and evolves
from the objectives and program of the group; (8) agency and community
resources should be used to strengthen and deepen the content of the
group experience; and (9) an evaluation of the process and program is
essential to progress.

As a group emerges toward the fulfillment of its objectives there
are several processes in operation that are definable and can be influ-
enced for positive results: (1) the process of group formation, (2)
the process of interpersonal relations, (3) the process of establishing
authority and control, (4) the process of decision making, (5) the
process of program planning, and (6) the process of evaluation. These
assumptions and processes are interwoven and several of them are
usually in operation at the same time in a given group situation. It
is believed that these processes are present in every social group and
can be influenced and developed for positive results by a social group
worker.1

1Grace L. Coyle, Group Work With American Youth (Harper and Brothers,
1946), Chapters III, IV, VIII, VI, IX; Gertrude Wilson and Gladys Ryland,
Social Group Work Practice (Boston, 1946), Chapters II, III, V; H. B.
Trecker, Social Group Work Principles and Practices (Boston, 1946), Chapter IX.
The social group worker is the key to the effective practice of social group work. It is the skillful way in which the worker utilizes his knowledge and understanding of the assumptions and concepts of the method and the conscious use that he makes of himself and program media that he enables individuals and the group as a whole to have satisfying experiences that lead to positive change and growth and ultimately the achievement of democratic goals and values. The social group worker has many roles to play and much of which to be aware when he is working with a group. This descriptive statement of Wilson and Ryland's view of the worker activity gave some idea of the dynamics of the worker's role.

...Within the group the worker stimulates, guides, clarifies, implements, teaches, expedites, limits and permits as the occasion demands....He sensitively listens, feels and observes; and determines his role by evaluating the data so gathered against the interpersonal relations within the subgroups and the individual behavior pattern of each member.¹

The worker not only functions within the framework of the group but also apart from the group in behalf of the group and its members. He confers with individuals through marginal interviews, scheduled conferences and home visitations. However, all such contacts are geared toward helping individuals to function more effectively within the group toward the achievement of personal and social growth and the accomplishment of the group's objectives.

The social group worker serves as a link between the group and the agency and also serves as a link between the group and the community at

¹Wilson and Ryland, op. cit., pp. 73-74.
large. The worker stimulates and helps the group to participate in agency wide activities, and also the civic and social affairs of the community. First and foremost, the social group worker is charged with the responsibility of helping people to help themselves.
CHAPTER IV

THE WORKER'S ROLE IN USE OF THE GROUP WORK METHOD

The social group work method has been defined as an enabling method and the social group worker has been viewed as an enabling person. This chapter illustrated the worker's knowledge, understanding and awareness of the dynamics of the method and his conscious use of self in testing specific assumptions and processes underlying the social group work method as he assumed his role in the development of a club. What the worker brought to the situation greatly influenced the depth and quality of his work with the group.

His faith in the ability of the group to rise to the fulfillment of its needs and the exploration of its interests, with his help, seemed to have been predicated on his knowledge and acceptance of the importance of the decision making process and his skill in helping to create a permissive atmosphere in which members felt free to risk their positive and negative feelings and opinions on controversial issues as well as issues that were easy to decide. The process of decision making and the process of interpersonal relations are intricately bound to nearly all phases of the group work method.

Achieving collective action on questions or issues is essential to the life and growth of the group; therefore the group is constantly exposed to the task of making decisions. The group worker helps the group to realize the necessity for making decisions and helps to create

\(^{1}\)Names of persons, groups and agencies have been changed to preserve anonymity.
an atmosphere for free expression to enable decisions to be made. He helps the group to recognize its responsibility to carry out a decision once it is reached through the democratic process. He also helps the group to implement its decisions and carry out its plans by working with individual members who have designated responsibilities.

Interpersonal relations take into consideration the positive and negative feelings and the various shades of feeling tones as expressed by members toward each other, the worker, the agency and the community.\(^1\)

The process of interpersonal relations is constantly at work in group life and the worker has a definite role to play if meaningful relations are to develop between him and the group and likewise the members and each other.

In every group situation patterns of relationships take form. Some members stay by themselves and never become very active with the group; these are known as isolates. Those who pair off and support one another are known as diads; a threesome is known as a triad; and when four or more members form a small group with a leader within the large group, such a group is known as a sub-group. In addition to these patterns of relationships there are patterns of acceptance and rejection; certain symbols and rituals that identify the group; a group climate exists which either has a positive or negative affect on the group. Members play various roles in the group situation, the clown, the martyr, interrogator and others; and the norms and values of the community and the agency affect relationships in the group.

\(^1\)Wilson and Ryland, op. cit., p. 59.
situation.¹

Relationships change and grow as the group and the worker go through various experiences together. There is a constant shifting of relationships and no worker is expected to come forth with the right answer at all times or make the right move in every situation but he should come to understand the interacting pattern of personal relations and find his own place in it toward the end of helping members to fulfill their own purposes more thoroughly.² The process of interpersonal relations draws heavily on the worker's knowledge and understanding of human behavior.

The process of decision making and the process of interpersonal relations were in operation in nearly every meeting and became evident as various matters confronted the group. Both of these processes were demonstrated in the areas of Group Formation and Program Development and the worker's awareness of activity relative to these processes was identifiable in several situations throughout the development of the selected group.

The Process of Group Formation

As a part of the formation process the group tests the leader, formulates its objectives, selects its name, decides who shall be included or excluded from its membership, sets up its organizational structure, and members become better acquainted with one another.³

¹Grace L. Coyle, op. cit., p. 91.
²Ibid., p. 119.
³Wilson and Ryland, op. cit., Chapter II.
The social group worker implements the process in many different ways. To know the community from which the members of a group are drawn helps the worker to understand the behavior patterns of the group. This is important because cultural, religious and economic patterns differ from community to community and are related to the norms and values held by a group and these patterns also affect relationships.

The worker assigned to the Cedarwood area realized the importance of knowing the community and proceeded to acquaint himself with the neighborhood.

After calling the previous week arranged a conference with Mr. J. and Miss M., principal and counsellor of Abraham Lincoln School. Spoke to them as to their understanding of general neighborhood problems and something concerning the changing practice of settlements in this area and my function as we knew it to date. After initial resistance on Mr. J's part, I began to develop some relationship. Mr. J. was agreeable to my addressing the Abraham Lincoln School's P.T.A. Executive Board, which was meeting the following day.

In the course of gathering information from the school officials about the problems of the neighborhood the worker gave information about changing practice of the settlements in the area and clarified his function as the agency's representative. The principal showed an initial resistance to the worker, however, further interpretation of his role helped to establish a relationship which was evidenced by the principal's willingness to permit the worker to speak to the executive board of the P.T.A. In his contact with the school officials the worker demonstrated his awareness of the importance of his role in establishing relationships with other leaders in the community and his role of clarification.

In the following excerpt from the record the worker spoke to the
executive board of the P.T.A. which provided him with an opportunity
to meet a larger group of neighborhood people.

After an introduction from Mr. J. who attempted to put my
function on a school connective social action basis, I
then had to interpret to the board my actual function of
helping neighborhood groups meet in the neighborhood to
develop their own interests, whatever they might be....I
feel that this was a valuable introduction to about 20
women in the community, four of whom were Negro.

In fulfilling this assignment the worker used himself consciously
to interpret his function in the neighborhood to an important group of
lay leaders which proved valuable in future relationships. The worker's
activity in becoming acquainted with the neighborhood before helping
to initiate a neighborhood club was definitely related to the formation
process in as much as the information that he gathered about the neigh-
borhood helped him to work more effectively with the group in its forma-
tion period.

In the formation process the group attempts to formulate its objec-
tives or purposes. Most groups have in some conscious form, purposes
or objectives that are recorded for public consumption. In social
group work these conscious objectives are referred to as avowed objec-
tives. However there are also often unavowed objectives that the mem-
bers of the group are not able to consciously articulate such as the
achievement of status through the accomplishments of the group, ego
expansion and assurance that comes from belonging to a given group and
other needs that various members may have that belonging to a group
fulfills.¹

In the initial meeting of the selected group with the help of the

¹Grace L. Coyle, op. cit., p. 46.
worker, one of the members began to articulate her ideas about the need for a neighborhood club and inferred a possible objective which demonstrated to some extent this phase of the formation process.

He called on Mrs. McK. to lead us in a psalm which she did (two verses). After which the Rev. K. seized the opportunity to deliver a long and emotional benediction and then asked Mrs. P. to read from the bible. Mrs. P. read a passage from the bible after which I was finally able to cut through and suggest that we begin a discussion of why this meeting was being held. Mrs. P. began it by saying that there were many people in the neighborhood who didn’t know one another, and therefore didn’t trust one another and that she felt that we certainly should get together and have a club.

In this incident the worker limited the preliminary activity of the group and guided the discussion toward the purpose for which the group had met. Mrs. P’s statement was the identification of an unmet need in the neighborhood, a possible solution to this need and an objective for the group, to get to know one another.

During the process of formation the group worker is on trial and is usually tested by members of the groups. Wilson and Ryland stated that:

Every group puts the worker on trial in the initial stages of their relationship consciously or unconsciously, the members and particularly the indigenous leaders are concerned to find out whether he is there to help them perform their functions or to take their functions away for them. In meeting this situation, the social group worker uses his understanding of the behavior of individuals in groups. He knows that the outsider is at first disliked simply as an outsider and not as a person. But he also knows that the outsider is eventually accepted by the group if an when it approves of his behavior.1

The following excerpt showed some testing of the worker in the initial formation stages of the group.

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1Gertrude Wilson and Gladys Ryland, op. cit., p. 69.
Sister G. wanted to know what the community chest was willing to do for this club....I explained it to the group my job, how I fitted in under community chest and the fact that community chest was willing to and anxious to have them use my services to help them get organized....I went on to say something of the fact that the group and the people in the neighborhood must help themselves....It would be my job to help them to help themselves.

Recognizing and accepting his role as an "outsider" at this point of the group's development the worker used Sister G's. statement as an excellent opportunity to interpret the function of the community chest in a neighborhood activity and clarified his role as an employee of an agency supported by the community chest. He also guided the group to think in terms of the potential strengths and resources of the group and the neighborhood and his job as a group worker in helping them to develop their interests.

Another phase of the formation process is the group's selection of its name. Finding an appropriate name for a new organization often involves a prolonged period of time and discussion and sometimes actual research is necessary. The name of a group to a great extent indicates the nature of its interests and most groups find it difficult to select a name that is appropriate and acceptable to the group as a whole. The worker has the responsibility of helping the group to think in terms of its objectives and other factors that may be involved in the name and the way a name is selected.

In the first meeting of the group a problem arose around the selection of its name and the worker assumed a definite role in its solution.

Rev. K. said we should call it the Sister Ruth club and went on to give us a few parables about the godliness of Sister Ruth. He was volubly backed by Sister G. in this. I asked
the group if that was the best kind of name to use since I had thought that such an adult group would have members who were not church members or were not familiar with scripture and to whom the name would have little meaning. Rev. K. said that subject should have meaning to everybody. Mrs. McK. said that we certainly were not going to convert people or to try and make them read the Bible and maybe we should find a name that would be more understandable to everyone in the neighborhood. Mrs. P. had laughed when the Sister Ruth conglomeration was going on and enthusiastically backed Mrs. McK. in stating that we were not a church group although we appreciated meeting here at the church and that we should have a name like the Cedarwood Betterment Club which would have no connection with any church. At this point with Mrs. McK, Mrs. P. and myself all going against the religious connotation of the group name, Sister G. backed down and Mrs. McK. was able to have the name of the Cedarwood Betterment Club.

The worker sensed the problem that Rev. K. created and consciously used himself to stimulate the group to think of the importance of its name in terms of its appeal to the general neighborhood. In doing this the worker demonstrated his appreciation of the importance that the club attached to its name and also his knowledge and understanding of this neighborhood's problems and the background of the people. In view of Rev. K's. overpowering personality the worker enabled the other members of the group to ventilate their feelings and opinions by creating a permissive atmosphere, and the group was finally able to decide on a name more in keeping with their objective to reach all the people in the neighborhood. This record excerpt also demonstrated conflict in which the process of interpersonal relations within the group were affected. The worker was aware of the way in which the group had divided itself around the selection of the name and gave psychological support to the members who favored the non-religious name.

In the process of formation the group attempts to work out some type of organizational structure. In social group work it is believed
that the organizational structure of the group should be flexible and evolve in relationship to the objectives of the group and the program that the group is endeavoring to execute. The worker helps the group to define its organizational needs, he works with the officers of the group, he helps the group to evaluate the effectiveness of its leadership and to modify its organizational structure when necessary.¹

The following record excerpt illustrated the worker's attempt to help the group to organize itself.

At this point the Rev. K. stood on his feet and addressed the group as though addressing a congregation and went on with a very platitudinous approach that we would have to build a solid foundation and that we would have to have officers and committees....I interjected and said that perhaps we should first understand what we want to do about getting a group organized before assigning officers.

The worker was sensitive to the group's need to have officers and attempted to guide the group toward considering what it wanted to do about organizing before electing officers. This activity on the part of the worker supported the principle of flexible organization.

Another factor which affects the formation process is the social climate of the group. A warm accepting climate contributes to the development of positive interpersonal relations. Grace Coyle stated:

One of the aids to fruitful personal relations lies in a warm, friendly and accepting atmosphere. In such a climate the powers of each can easily expand and become socially valuable by contribution to the whole. The leader by his own warmth and interest in individuals has much to do with producing the social climate and determining the opportunities for growth of personal relations.²

¹H. B. Trecker, op. cit., p. 169.
²Grace L. Coyle, op. cit., p. 119.
The setting in which a group meets has an effect on this process. Lighting, heating, ventilation and furniture arrangements are a few of the factors in the setting that have a positive or negative effect on the group.

In the following record excerpt the worker attempted to create a more desirable setting for the group meeting.

When I got to the church Sister G. met me; the lights were on and she had lit the fire in the potbelly stove. Seeing the stove situation, I decided to use it to advantage and break up the formal meeting of the previous meeting. I arranged the chairs around the stove in a circle feeling that such might break down the church like feeling that had pervaded the first meeting.

The worker was aware of the need for a more informal atmosphere than the setting of the previous meeting provided and arranged the chairs in a circle to facilitate discussion. He was also aware of the contribution that this arrangement might make in creating a more informal and friendly atmosphere for the meeting. The following excerpt from the record demonstrated a positive social climate that existed in one of the club meetings.

I had never before seen the group in such good spirits with constant joking going on between Mrs. N., Mrs. McK., Mrs. O. and myself. Perhaps it was caused by the feeling of being together again after the holiday lapse, and perhaps it was partly due to Mrs. N.'s. infectious sense of humor. Mrs. N. at once point as a sample of her humor said, "Both Mrs. A. and I are Jews and therefore we know what we are talking about." I was able to joke with her and said that with a name like N. nothing could surprise me. There was an awful lot of good natured kidding and fun throughout the meeting.

The social climate of the group was warm and free flowing and the worker gave psychological support to the group by creating a permissive atmosphere. He contributed to the warmth of the group climate by his participation in the fun.
Helping members to develop their leadership ability is one of the roles that the worker must assume. Wilson and Ryland stated:

Perhaps the most obvious role of the worker, in helping members to lead, is found in his work with officers. Even though an election maybe preceded by a discussion of each office and the abilities needed to perform its functions, the officers are frequently chosen because of their status with the other members rather than their experience or qualities of leadership. The officers may be utterly unprepared for their duties, or they maybe exceptionally well qualified. In either case, the worker helps them to perform their functions, teaching and supplementing where necessary.

Mrs. O. was elected the president of the group. In her acceptance speech she indicated that she felt inadequate in her ability to assume the responsibilities of president.

Mrs. White cast her ballot for Mrs. O. gave Mrs. Owens the office of president. Mrs. O. then said that she had not sufficient training in running a meeting, but was assured by the group with real warm feeling that she learned fast and that she would be a good president.

The group expressed their acceptance of her and their faith in her ability to become a good president.

The following record excerpt demonstrated the worker's role in enabling Mrs. O. to assume her responsibility as president.

Mrs. O. came in for our regular Monday conference during which time she was primarily concerned with her being able to run the meeting of the Cedarwood Betterment Club as their new president. We get into the Cedarwood Betterment Club, its beginning, its development, its function, its position in the neighborhood and in the larger community and its possible direction in the future. Mrs. O. seemed anxious to know as much as she could about the club and about the function of the officers in such a club. After going over this carefully with her, we get into her main beginning point of concern which was the correct way to open a meeting, close a meeting, conducting a discussion,

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1Wilson and Ryland, op. cit., p. 186.
and conducting a vote. We covered this in detail with Mrs. J., making copious notes and feeling reassured that it would be perfectly right for her to bring the notes with her in her little book to the Cedarwood Betterment Club meetings.

The worker sensed Mrs. O's willingness to learn and gave psychological support to her effort to secure help. He assumed a teaching role by imparting to her information about parliamentary procedure. He showed a concern for her basic understanding of her responsibility in as much as he reviewed with her the beginnings and development of the Cedarwood Betterment Club and guided her thinking in the direction of the future potentialities of the group.

The amount of dues and the collection of dues are two problems that most groups have to work through during the formation period. Dues have different meaning for different members and in many organizations dues represent a means of securing status. Sometimes people withdraw from a group because of the conflict around the payment and collection of dues and others are excluded from groups because the dues are beyond what they feel able to afford. The worker has a very definite role to play in helping a group to come to grips with such problems.

The following record excerpt was an example of conflict around club dues in this group.

After the business of dues was begun, Mrs. P. made a remark that the dues were 20¢ but the club would welcome more in case anybody would want to give it. I interjected at this point to thank Mrs. P. for her enthusiasm and to express the club's appreciation for her zeal but suggested that since we were anxious to have all members of the community come regardless of their financial situation that perhaps it might be best if we held to a 20¢ dues payment and accept no more, so that no one who might be thinking of joining the club or who was already in the club might feel embarrassed or feel that the club was not for them.
Mrs. O. came in at this point and thought that it would be a better organized club if the same dues payment was held for everybody, every week, and Mrs. McK. agreed.

In view of his knowledge of community patterns the worker was aware of the importance and meaning of dues for the group and gave psychological support to Mrs. P. However he stimulated the group to explore the proposed idea in the light of its purpose to attract all the people of the neighborhood regardless of their financial status.

He provided a permissive atmosphere which enabled members of the group to support the idea of a standard amount of dues to be paid weekly.

During the formation period as well as at any other stage of a group's development evaluation is an important factor and to be most valuable should be continuous rather than periodic. H. B. Trecker stated:

Evaluation may be centered upon individual growth, program content or worker performance because all of these aspects tend to influence the general achievement of the group. When individuals, groups, and workers are studied in an attempt to ascertain their growth and development, subsequent experiences can be better provided to meet newly recognized needs.¹

The worker has a very definite role in effecting the evaluation process within the group's experience and he guides the group to assume its responsibility for participating in this process. An evaluation can be carried on in several different ways and often the worker evaluates the experiences of the group for his own guidance.

The record of the selected group did not supply clear cut illustrations of the evaluation process in which the worker initiated and

¹H. B. Trecker, op. cit., p. 135.
stimulated group participation but there were numerous incidents
demonstrating his awareness of the evaluation process and the following
excerpt was an example of one of them.

It was an extremely stimulating and invigorating meeting
and I feel more encouraged as to the possibility of the
[Cedarwood Betterment Club]. The members are becoming
more and more involved in the program. There is a develop-
ing sense of group identity, and there is a gradually
heightened interest throughout the community. There is
enthusiasm and a gradually wearing away of the initial
suspicion, shyness and fear of some of the members. I
very definitely feel that this group has a sound basis now
and with a stimulating enough program should continue and
expand more in the neighborhood.

In the above mentioned record excerpt the worker evaluated the past
experiences of the group with a view toward its future progress. He
showed awareness of the interpersonal relationships within the group
and the changes that had taken place in the behavior patterns of some
of the members. As the result of this data he felt that the group had
reached a sound basis of formation.

The Process of Program Development

Social group work views program as the entire content of the
group experience including the business meeting, all types of planning
sessions, preparation for programs and special events, program activi-
ties, committee meetings, the social climate, evaluation, interpersonal
relations and any other factors included in the life of the group. Dis-
cussions, parties, trips, camping, music, art, crafts, drama, speakers,
movies, and various other forms of expression are known as program
media in social group work. The group, the group worker and the program

content are the three essential elements in this process. With the help of the worker program is evolved out of the interests and needs of the individuals and the group as a whole and is person-centered instead of activity-centered.1

The worker's role in helping the Cedarwood Betterment Club to develop its program content during the first year of its life was demonstrated in two areas in this study. The range of program interest manifested by the group and the long range planning that the group accomplished.

**Range of Program Interest:** One of the earmarks of a rich group experience is the range of program interest. The worker makes several different approaches to the problem of helping the group to express its interests and needs. He draws on his knowledge about the growth and developmental needs of a given age group. He gathers clues from his knowledge of the community and also from the objective of the agency. Interest finders and check list are mechanical devices for assessing the interest and needs of the group. What is implied in the various members' responses to program suggestions or what is enjoyed or not enjoyed in the program content are further evidences of interest and needs.2

The record of the Cedarwood Betterment Club demonstrated a wide range of program interest with the worker assuming various enabling roles appropriate for each given situation.

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The following record excerpt illustrated an attempt at program planning by the group. In this planning process the worker assumed a rather vigorous role.

After I finished I suggested to Mrs. F. that perhaps it might be well that we went around in a circle and have all the members present give their feeling about what they would like to see happen in the group program. I felt there was a meeting of minds of the group in the program of health and food with a wide interest could be developed later in nursing. There was some back and forth discussion as to how we should go about getting the best person to talk to us on the subject of health and food. After some discussion it was placed squarely on my shoulders to obtain a speaker and I said that it was well within my job and that I would contact someone hopefully for the following meeting.

The worker was aware of the importance of helping the group to identify its interests and needs in terms of program suggestions and in order to accomplish this he created a permissive atmosphere and stimulated members of the group to express themselves. He also involved the group in an episode of decision making by encouraging discussion around the securing of the best person to discuss the subject of their interest.

When a program specialist is participating in a group meeting the preparation of the specialist for the experience is another important function for which the worker is responsible.

Mrs. K. was an instructor in Home Nursing representing the American Red Cross.

Before the meeting Mrs. K. met with me at West House at 7:30 and at that time I gave her background material on the group and answered some of her questions as to age, sex, racial, and religious composition, parental status, size of families, etc. I told her something also of the history of the group and how I come to be working with her on home nursing. She seemed most anxious to cooperate in every way and also seemed a little bit at sea as
to this kind of a group situation.

In order to assure to some degree a good experience both for the group and the specialist the worker acquainted the specialist with the group. This preparation is necessary and is a task that can be assumed by a member or a committee but the worker usually paves the way.

Wilson and Ryland stated:

It is very helpful for the worker to have some contact however brief— with the specialist before hand. Specialists outside the agency need some information and help if the members are to be served effectively. While the worker gives the specialist a sense of direction in the matter of content he does not tell him what to say; rather he uses his skill in the art of human relationships to help the specialist give to the group. 1

In the following record excerpt the interest of the group expanded to include the neighborhood children.

Mrs. W. seconded by Mrs. I. thought it would be a good idea to have some kind of Christmas party for the group and Mrs. E. and Mrs. P. were particularly interested in a party for the children as well. At this point [A.E.] suggested that we have some kind of program at the Christmas party and it came out that she had led a group at House of Industry. I said that was a find idea and that perhaps she would think out a program to present to the group at the next meeting when we could discuss it and help her out. She agreed and the group is planning refreshments, games, and some kind of program along the line of tableau or act or song fest.

At this meeting the group expressed interest in having a party for the children of the neighborhood as well as for themselves. The worker gave psychological support to this idea and recognized A.E.'s experience in working with children and encouraged her to use her knowledge and experience in planning a Christmas program to enrich the group's Christmas party.

The worker has another role to play in helping to expose the group to new experiences. By virtue of being a representative of the agency there are certain agency wide activities that the worker is expected to introduce to his groups especially if such activity would possibly fill some need of the group.

Mr. D. was the director of one of the agency's house operations and had been invited to speak to the group about the house program and its relation to the United Neighbors Association. During the course of his presentation he mentioned camp and its possibility of use by members. The worker was aware of the group's interest in camping and stimulated discussion in this area. He was also aware of the opportunity that camping offered the group to identify itself with an agency wide program.

Mr. D. then told the group something of Fest House and its services and also mentioned camp and its possibilities of use by members. I asked him how much it cost to send a child to camp. This involved the group in a real discussion as to the different uses of camp both in season and out of season and then got into different methods of collecting money. This will also aid in the group identifying with United Neighbors Association.

This discussion stimulated by the speaker and guided and encouraged by the worker led the group into another phase of programing and agency wide participation. Their interest in camping became a weekly item on the business agenda and the whole neighborhood was drawn into the efforts of this group.

In the following record excerpt the interest of the group widened into political concern.

...I then said to the group that I had heard Dr. James Price, considered a Negro leader in the committee who has been active in the drawing up of the charter speak about
it and that I felt quite certain from what I know that it would be of benefit to everyone to have a new city charter. This brought about quite a discussion on present discriminatory practices in the city and ran the gamut of incidents in their lives dealing with "Jim-Crowism" in Philadelphia.

The club finally decided that we should have a speaker down for the meeting of April 2, from the City Charter Citizens Committee. We also felt that it might be well if we could contact the committee men in the neighborhood to perhaps come into the meeting of April 9 and tell us where they stood on the City Charter.

The worker gave psychological support to the group's interest in the political area and supplied information that enabled the group to make decision regarding the type of program it wished to pursue. The information and encouragement from the worker and the political programs led to further activity on the part of the group and many of their neighbors were aroused to their voting responsibility.

The following excerpt was taken from a record of the Cedarwood Betterment Club meeting that was held five months after the group was organized. At this time the group made an attempt to join with other groups in the immediate vicinity across racial and ethnic lines. The club was invited to participate in the planning for the use of a facility in the neighborhood. Some members of the group were suspicious as to whether or not Negroes were really wanted but finally decided to send four representatives to the St. Paul's Project Committee Meeting. In order to facilitate the committee's movement into this new experience the worker met with the group prior to the St. Paul's Project Committee Meeting and gave them support.

Prior to the meeting of the St. Paul's committee I spent some time with them showing the value that such a project will have for the community and emphasizing to them their responsibility to take part in anything they felt was of value to the community. I felt this my responsibility as a staff member of West House and as the group leader to
expose them to the situation so that they could intelligently decide what their role as individuals should be.

In giving psychological support to the group and encouraging their participation the worker demonstrated an awareness of his responsibility in serving as a bridge between the group and the broader community and his responsibility to expose them to broadening experiences.

The representatives of the [St. Paul's] Committee reported back to the club and the following record excerpt from this meeting showed the activity of the worker in helping the group to face its decision making responsibilities.

At this point Reverend Q. came in with a crucial questioning attitude... The skepticism on his part found immediate response from Mrs. P. who said that she was willing to go along with what was right but that so far as she could see if the group decided not to go along with this that she was not going to let her children go. I said that at this time that I felt the use of [St. Paul's] no matter who was in it or who sponsored it, was up to the individual to see whether this was right or wrong and certainly I could not tell them what to do. I went on to say that they were at this meeting so that they could make up their minds themselves as to whether they wanted to be involved in the project and if they wanted their children to be enrolled.

The freedom with which the members participated in the discussion was evidence of the permissive atmosphere that the worker had created and he helped the group to face its responsibility by giving psychological support to the idea of self-determination.

The following record excerpt of the same meeting in which the [St. Paul's] Committee report was being discussed, a member of the group affirmed the way that the worker had encouraged the group to make its own decisions.

He went on to say that the reason he thought there was a "dead fish on the line" was that it was so different from the [Cedarwood Betterment Club] where I had never tried to
tell anybody what to do and where all decisions were made by either the planning committee or the club with all big decisions being made at the meetings by the group members themselves.

The worker gave psychological support to the group representatives in an effort to free them for greater participation in the (St. Paul's) Committee Meeting and be explained to them the value of such a project for the community and the value of the group's participation. This excerpt was an affirmation of the way that the worker had consciously used himself to expose the group to the democratic process of decision making.

The group also feared the possibility of losing the worker if it agreed to go along with the plan of the (St. Paul's) project. In the following excerpt the worker allayed the fears of the group.

Mrs. P. and Mrs. O. both agreed with Rev. Q. and Mrs. T. asked whether I would leave the club if I were going to be part of (St. Paul's). I said that under no circumstances would I leave the club and I would be with it directly or indirectly at least until the fall and perhaps after that. She said that she just wanted to make sure they weren't going to lose me. I said that they shouldn't fear my losing interest in them and no matter whether I was leaving the group I would so long as I was part of Southwark House be in contact with them. Rev. McK. suggested that the group decide whether or not they wanted to be a part of the (St. Paul's) Project. I asked him whether he felt it necessary at this time since we would be able to have at least one more club meeting before there was another committee meeting and we could then benefit by more information and then make final decisions.

The worker gave psychological support to the group in assuring them that he would continue to be in contact with them as long as he was the agency's representative. He sensed the impact of the fear that existed relative to their participation in the (St. Paul's) Project which was a new experience and suggested the postponement of their final decision to a later date after more information had been gathered.
on the project which would also allow more time for the dissolution of fear. This activity on the worker's part demonstrated his awareness of the importance of timing in helping groups to work through various problems.

The following record excerpt demonstrated the group's attempt to evaluate what had occurred in the development of its program. This record excerpt showed an informal approach to evaluation, however, the worker participated in a way that was helpful to the group.

It was decided over tea, cheese and crackers that next week and from then on we would have our business meeting last over the refreshments so that we would not hold up the speakers who would come to us. Mrs. M. and Mrs. O, thought that we were imposing on the speakers. I agreed and said this was something we learned through experience in running a club and I felt it would help in the meetings.

The worker helped the group by giving support to the idea and pointing up the learning values that had occurred from their experiences with guests.

**Long Range Planning.**—In the development of program long range planning is a difficult task to achieve in a group situation. Some of the immediate needs of a group must be fulfilled before a group is ready to plan ahead for the future. Each situation that the group experiences if properly stimulated and guided in a positive direction can help the group to accept the idea of planning ahead. The worker can implement the group's efforts at long range planning if he is aware of the group's readiness to plan in such a way that each decision made around program features is a meaningful one and is properly undergirded with leadership to facilitate its fruition.

The idea that involved the group in long range planning was precipitated by a group member.
Mr. I. then asked what we ought to be doing for the two weeks between the end of the home nursing course and the commencement ceremony. I said that that was something we could use the rest of the meeting to decide which was plans for program for that interim period, and for the meetings immediately after commencement.

The worker gave psychological support to the idea of long range planning and permitted the group to discuss any ideas that they wanted to consider for future programs. The following record excerpt was closely related to the above one in as much as a resume of the group's ideas for future program were summarized in the worker's report for the Planning Committee of the club.

Thursday, March 15, 1951 - spent a great deal of the day in contacting speakers and possible speakers for the program suggestions that the group had made in the previous meeting and also visited the Republican committee. The speakers and the contacting of speakers was taken up in a [Cedarwood Betterment Club] planning committee meeting and cleared with the planning committee after the speakers were arranged. The following is the proposed program:

March 19 - Continuation of the home nursing course with Mrs. R.
March 26 - Conclusion of the home nursing course with Miss E.
April 2 - Speaker from the Citizens for City Charter committee to address the club.
April 9 - The Democratic and Republican committeemen to meet with the group and discuss the position and understanding of City Charter.
April 16 - Graduation exercises for the home nursing course with film on health and disease being run by Mr. C. of the Philadelphia Health and Tuberculosis Association, the distribution of the home nursing pins and certificates with Miss E. and Mrs. R. and hopefully a discussion around health and food with Mrs. R. and Miss E. and hopefully Mrs. L from Fife-Hammill. This is to be the ending program of home nursing and will provide hopefully a good ending for the major program undertaken so far by the group.
April 23 - A worker from Family Service to talk with the group on general family budgeting.
April 30 - Hopefully a speaker on consumers product research looking forward to the subscription and use by the
club of a consumer research periodical. This may continue as may perhaps the general family budgeting if the group is stimulated by the already planned sessions.

Acquainting the group with community resources and helping the group to make use of such resources is one of the important roles of the social group worker. The work accepted this role and as the result the experiences of the group were deepened and enhanced as members came in contact with new personalities. Most of these programs dealt with personal and family problems that faced the members of the group and therefore filled a real need of the group.

Summary of Program

During the year the group planned and executed plans that exposed the members to personalities and informative material from several health, welfare and political organizations in the community. The following summary of the program features during the first year of the life of the group provided the foundation for the various demonstrations of the worker's role in enabling the group to develop its organization and program:

Three lectures followed by discussions on "Health and Diet" sponsored by a health clinic in the area; a six week course on "Home Nursing" under the leadership of the American Red Cross; Directors of two camps presented their camp program to the club which resulted in the appointment of a camp committee that assumed the task of encouraging and helping parents of the neighborhood to send their children to camp; a worker from Family Service led a discussion on Family Budgeting; a worker from the Health and Tuberculosis Association presented a film
on T.B.; a member from the Committee on Citizens for City Charter and a Republican committeeman from the area came to the club and discussed the New City Charter which program stimulated political interest and members of the club distributed literature and urged their neighbors and friends who were non-club members to vote; the director of "West House," one of United Neighbors units of operation, spoke to the group and gave further impetus and interpretation to agency wide objectives and program, in addition to a Christmas party for themselves the club sponsored two parties for the children of the neighborhood and also took twenty-eight children to a Christmas party at the Y.M.C.A.; two friendship clubs for children and one club for teenagers were organized as the result of this group's interest. Each one of these groups was led by a member of the "Cedarwood Betterment Club" who volunteered his or her services.

The records of this group bore evidence of rich and varied program content that led to new interests and explorations for individual members and the entire group. There was also evidence of the fact that members of the group became more and more involved in the various phases of the program as positive interpersonal relationships were established and developed with the help of the social group worker.
CHAPTER V

SUMMARY AND CONCLUSIONS

The community setting is a wide open field for creative pioneering with the social group work method and some agencies providing group work services seem to be accepting the challenge to venture beyond their four walls in the application of this method. This study was concerned with the role of the worker in the use of the social group work method in developing a neighborhood group in a non-building centered setting.

The settlement movement which had its beginning in England in the latter part of the nineteenth century was a vanguard to social progress and made numerous significant contributions to the development of professional social work. From the beginning of the movement the settlement worked with groups of people and served as a social service laboratory demonstrating ways of meeting unmet social needs in underprivileged neighborhoods and communities.

United Neighbors Association of Philadelphia, Pennsylvania was an example of a settlement that had its roots in the traditional heritage of the movement and kept abreast with current changes and was important to this study inasmuch as the selected group was under the supervision of this agency's community project unit which worked almost exclusively in non-agency building centered settings and made use of the social group work method in its work with small neighborhood clubs.

Underlying all of the methods of group work is the democratic philosophy of life. Social group work is closely related to the
democratic idea and helps to perpetuate and enrich our democracy. The social group work method is an enabling method whereby through the assistance of a social group worker who is likewise an enabling person, people are helped to change and grow through the medium of the group and the help of a social group worker. There are assumptions and processes inherent in the method that can be influenced and developed for positive results by a social group worker. In addition to his work with the group, the worker serves as a bridge between the group and the agency and also between the group and the community and at all times he is charged with the responsibility of helping people to help themselves.

The worker with the selected group brought to the situation knowledge and understanding of the basic assumptions and processes of the social group work method and used himself consciously to carry out various phases of the method as he enabled the group to move toward the achievement of its objectives. This study was especially concerned with the worker's role as he made use of himself in implementing the process of group formation and the process of program development which are two important phases of the method.

From this study the writer drew the following conclusions:

1. That the worker made conscious use of himself as he implemented the various assumptions and processes of the social group work method in assuming his role as an enabler in the development of the [Cedarwood Betterment Club]. As an enabler his role was that of giving psychological support, clarifying issues, creating a permissive atmosphere, limiting, guiding, permitting, expediting, teaching, stimulating,
encouraging, and interpreting.

2. That the non-building centered setting did not affect the worker's role in the use of the assumptions and processes of the social group work method in developing the Cedarwood Betterment Club.

3. That the worker's basic understanding of human behavior, his knowledge of the community and his use of community resources deepened the quality of his work and enhanced and enriched the experiences of the group.
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