GROUP WORK PRACTICE IN A RECEIVING HOME

FOR BOYS

An Analysis of an Experimental Project in the Boys' Receiving Home of the Children's Aid Society of Vancouver, British Columbia, 1952-53

by

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ABSTRACT

This thesis is a study and analysis of the introduction of group work services to the Boys' Receiving Home of the Children's Aid Society of Vancouver, British Columbia. When the project began, no group work services and no adequate leisure time program were readily available for the boys living in the Home.

The current philosophy of institutional care for children, the principles and potentialities of group living, and the concepts of environmental control are outlined. Within this frame of reference, the origin and development of the Boys' Receiving Home is traced, and the experiences and general behaviour of the boys are described. The basic function of the group worker and the values of group experiences in this setting are discussed.

This purely experimental project, that at first contained many negative elements, showed little initial promise of being very successful. Group process records are analysed to show the gradual process of developing a group work program providing a variety of experiences for the boys, and contributing to the total program of the Receiving Home in other ways. Particular attention is given to three areas: (1) the series of co-ordinated meetings involving (a) the staff of the Receiving Home; (b) the boys themselves as they planned and participated in the leisure time program; (c) the staff of Alexandra Neighbourhood House; (2) the general changes that were brought about in the boys' behaviour; (3) the progress of the boys towards more normal behaviour. Other specific contributions of the project, such as working with the case workers and the house parents are mentioned.

The project indicates the need for continuing group work services and a greater variety of modern institutions with a range of social services. Finally, suggestions are made on the most appropriate function for the present Receiving Home, and the role of the Children's Aid Society in developing such new institutions.
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GROUP WORK PRACTICE IN A RECEIVING HOME

FOR BOYS
Chapter I

SOCIAL WORK AND THE MODERN INSTITUTION
FOR CHILDREN

For many years it was thought that the foster family home was the total answer to providing homes for dependent children. It was thought that the institution, with its record of inhuman mass care, was gone for ever. However, experience has shown that some children fail to adapt themselves in a satisfactory manner to even the most suitable foster homes. Home after home has been tried and the child has not been happy. When care has been provided in a modern institution, some of these children have been able to adapt themselves to the group living program in a very satisfactory manner. Experience has also shown that social agencies have had considerable difficulty in finding suitable foster homes in which to place all the children under their care. Some other means of care has had to be provided. Here, again, the modern institution is proving itself to be a unique resource. As one prominent writer says "There is ... (today) ... an acceptance of the complementary nature of institutional and foster home services rather than the continuing assumption that they are in competition with each other."

Apartment from those institutions designed for special groups such as the advanced delinquent, the physically handi-capped, and the mentally deficient (none of which are within the scope of this study), there are four main types of children's institutions that are recognized today. These four types each render specific services according to their function, and they may be classified and described on the basis of these services:

1. **Institutions for general care or training.** These include institutions making no limitations in regard to the type of children received other than those based on such broad classifications as age, sex, race, or religious affiliation. They would also include day nurseries and institutions for normal adolescents in need of group experience.

2. **Receiving homes.** These are frequently referred to as "shelters". They provide facilities for diagnosis, or emergency and short-time care. They include temporary shelters used by agencies pending placement in a family home, and also the detention homes or courts or protective agencies. In many localities this function has largely been taken over by subsidized foster homes.

3. **Study homes or treatment centres.** The function of these centres for study and treatment is explained most concisely in the following quotation:

   Institutions for the observation of children with serious problems and treatment for such children while they are living within the institution, represent a
somewhat recent development. The name study home, which has become popular, is a term that has followed the introduction of psychiatric service into the field of child welfare, but there is a sense in which it is a misnomer. As the name implies, institutions so called attempt an intensive study and treatment of each individual -- a service usually not expected of the asylum, school or home. Once a diagnosis has been made, however, it is treatment which is more important than study, a fact that should be recognized by child guidance clinics as well as by institutions concerned primarily with disturbed children. It would be more appropriate to name these institutions treatment centres, because those establishments worthy of the name have gone far beyond the diagnostic function of merely studying the children entrusted to them.  

4. Institutions combining the features of receiving homes and clinics for study and special treatment. As the classification of this type of institution implies, their function is to provide care not only for children who are dependent or neglected, but also for some disturbed children in need of special observation and treatment. These institutions must supply or have access to the necessary clinical facilities and trained staff to diagnose serious emotional problems and carry out the required therapy.

It can readily be seen that the older institutions were of the first type, and that the other three types listed below have been off-shoots from this parental stem, as have been the special types of institutions for children such as those for the mentally handicapped. In other words, the development of

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1 Howard W. Hopkirk, Institutions Serving Children, New York, Russell Sage Foundation, 1944, p. 28.
children's institutions has followed the trend to specialization which is so characteristic of the twentieth century. ¹

Development of Social Work services in institutions

In his work, Mayo has described the stages of confused thinking that have characterized the progress and development of institutional living. He has also clarified the roles of case work and group work in this setting. He points out that

For years institutions for children were criticized because of the predominance of mass treatment which existed and the absence of case-work methods. The first reaction to such criticism on the part of institution executives was to deny the necessity for case work as practiced in the community and to proclaim the values of group life, making little apparent effort, however, to improve its content. The next step was to embrace case work as a point of view and technique and forget that whether we like it or not the institution is primarily a group situation. Our present state of mind is fortunately more rational, for we are beginning to see group life in institutions as a potential asset and realize that the basic difficulty consists not in the existence of a group situation but rather in our failure to develop it skilfully and in relation to case work. ²

This gradual change in point of view has come about as institutions have again become more generally accepted as a valuable resource for child care, and as professional social workers have come to think of Social Work as including group work and community organization as well as case work.


Types of children that benefit from institutional care.

Parallel to the development of the modern institution as a group living situation, has been the classification of children that are suited for institutional living. A group of case workers in Cleveland, realizing that many social workers today had little knowledge of modern institutional care, made an attempt to arrive at some general criteria as to which children might best profit from placement in modern institutions. They accepted as their basic assumption Hyman Lipman's statement that "children who need close relations with substitute parents should be placed in foster homes, whereas children who need a more diluted relationship with adults would be better off in institutions," and they singled out the following types as those who would profit most from group living:

1. The child who has such strong family ties that his acceptance of substitute parents would be difficult.
2. The child of separated parents who is being used as a pawn by them to meet their own needs, with the situation heightened when one or both parents have remarried.
3. The child of certain inadequate parents who, because of their attitude toward failure as parents, seem to prevent another family's success with their child.
4. The child who is unable to form the close relationship with adults that is required in a foster home.

5. The child who has had a succession of failures in foster homes and is in need of a less personal environment before again attempting family life.

6. The child who requires a period of close and continuous observation in order to determine his needs.

7. The child over six years of age who needs regular habit training.

8. The child who needs protection from unstable parents.¹

In addition, it was the consensus of opinion of these workers that the ordinary institution can admit only a limited number of seriously disturbed children without impairing its services to all. The children for whom placement in institutions was not considered as beneficial included infants, preschool children, orphans, feeble-minded, hyperactive, and completely withdrawn children.²

The reasons why certain types of children might be expected to benefit from living in a modern institution become more apparent when its unique values are studied.

The unique values of the institution.

Schulze has listed a substantial number of values to be found in the institution which may not be found elsewhere:

¹ Schulze, p. 392.
² Ibid., p. 393.
1. The availability of a multitude and variety of facets of which institutional living is composed which may be selected and brought to bear upon the individual child for therapeutic purposes according to his needs;

2. The possibility it offers for direct and continuous observation of the child under various living situations, so urgently needed to arrive at a clear diagnostic picture of the child;

3. The opportunity it affords the child to rub shoulders with a variety of people, adults as well as children, in daily companionship, so very important for the child who has been lifted out of traumatic relationships and who in this way is afforded a chance to establish, at its own pace of socialization, new relations with both adults and children, singly and in groups;

4. The relatively greater freedom that the child may be permitted in the expression of its hostility because of the greater frequency and closeness of contacts between skilled and professional staff in the institution;

5. The potentialities for the enrichment of the individual through self-expression and achievement in play and work which is of the essence in the treatment of children in particular need of success, recognition and the expansion of their personalities through acquaintance with new interest fields as well as through the deepening of their interest levels;

6. The range of opportunities to develop a sense of belonging and security as a member of the small living unity, of the institutional community as a whole, of the various activity groups, school and work groups and any number of informal play groups with their potentialities for making acceptance a repetitive experience;

7. The opportunity to be reasonably dependent as well as independent in an environment less highly charged emotionally than a family or substitute family, where the "give and take" and "do for yourself" cannot help but be more highly colored and more deeply involved because of the quality and quantity of emotional ties in existence;

8. The frequency of experience with the application of democratic processes to daily life which may have great significance in relation to his learning how to function as a good citizen now as well as in the future;

9. The daily consistent routine, which though often misunderstood and abused, can be a valuable therapeutic
factor and helpful to any child, and especially to one who grew up like Topsy and is particularly anxious to know what to expect and to what he is reacting. Furthermore, in the group situation the teaching of conformance to certain routines becomes less of a personal issue of obeying a certain adult but rather, if skilfully handled, a matter of something being expected of the individual child as of others.¹

Before turning to the particular institution to be studied, the various classifications, concepts, and categories that have been discussed so far can be integrated to provide a clearer picture of "the modern institution", its method, its basic philosophy, and its aims.

A general picture of a modern institution.

The modern institution accommodates a group of unrelated children living together in the care of a group of unrelated adults. It should have a highly trained staff, and its living program should include group work and case work services under psychiatric guidance. It should perform a specific function and serve a highly selected group of children. It should be much smaller than the children's institutions of the past, since it is now realized that large institutions whose populations may exceed one hundred children have little chance to make constructive use of group living.

Environmental control is the basic method that is utilized. Mayo's article includes a statement by Dr. David Levy, that "We have accomplished more in the re-directing of conduct through the manipulation of environment than in any other way."²

Dr. Levy continues that it is necessary to "create a new situation containing some of the essential ingredients lacking in the old environment and suited to individual needs."\(^1\) Mayo adds that

We move ... (a child) ... to a new environment in the hope that the constructive patterns of another group may be gradually assumed and that social conduct may replace the anti-social. If this is to be accomplished, it demands a union of these basic services with the same 'kick', the same sense of adventure, of security, and recognition, but in a socially acceptable manner, that the old group gave.\(^2\)

The group living philosophy of the modern institution is clearly stated by Schulze. She says that, from a social work point of view, the word "group" "... implies a network of relationships that have a strongly lasting character and, because of this, can contribute a great deal toward the development of the latent potentialities of the individual belonging to it, especially if it is skilfully guided according to modern group work principles."\(^3\) She adds that "a healthy social climate ... is one of the strongest treatment influences with children whose strivings, drives, and conflicts too often have remained latent, because of an undesirable home situation, and thus served to distort their personalities. They can only be helped through the medium of creative expression and satisfying human relationships that will lead to self-respect, personal

\(^1\) Loc. cit.
\(^2\) Loc. cit.
\(^3\) Schulze, op. cit., p. 391.
satisfactions, and group recognition and in this way make it possible for them to become better integrated individuals."¹

This is a general statement of the philosophy of the modern institution.

The ultimate aim of the modern institution is the diagnosis and treatment of children to prepare them for the return to the community as better integrated individuals. The children are not retained in the institution for an indefinite period but are moved on as soon as a satisfactory plan can be substituted.

Implications for the use of social work.

Mayo can see the possibilities of integrating case work, group work, and community organization so that they all contribute harmoniously to this ultimate aim. In particular, he says,

... group work with children is only a part of the administrator's responsibility in the institution. The staff, the board, and the community offer equally challenging opportunities to the superintendent who is 'group conscious' ....²

These concepts of group work with respect to children, staff, board, and community, lead us beyond the narrow confines of the old conception of group work as recreation and leisure-time activity alone. We begin to see group work as a philosophy or a way of life as well as a technique and as much a part of the total administrative scheme as case work.³

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³ Ibid., p. 331.
He suggests, in general, that social workers need to sharpen their "awareness of the possibilities of effective group work in institutions."¹

A specific institution.

The Boys' Receiving Home of the Children's Aid Society of Vancouver, British Columbia, has provided an example of how these theoretical concepts can be applied to a specific situation; it has presented an opportunity to demonstrate and evaluate the use of group work services with a collection of anti-social children.

The Boys' Receiving Home was opened in February 1950 as an emergency housing unit for teen-age boys. At this time, the Children's Aid Society was faced with the problems of caring for an increasing number of teen-age boys who were not suitable for foster home, boarding home, or hostel placement. These were the only other resources available. The boys who were cared for in the Receiving Home had already shown themselves to be unsuitable for any of the other resources; they had histories of unsuccessful foster home placements from which the boys either ran away or were removed at the request of the foster parents. Truancy, bullying, lying, stealing, swearing, temper tantrums, and refusal to cooperate with adults were common complaints that led to placement in the Receiving Home.

¹ Mayo, op. cit., p. 331.
At this time, the Home was a potential group work situation, although group work services were not being utilized. The Home was being supervised by a male case worker who had a large country case load and was therefore unable to give consistent case work services to the residents of the Home. This condition continued until June, 1951.

In June, 1951, a series of changes was initiated. A male case worker with a smaller case load was appointed to supervise the Receiving Home more closely. Under his supervision several other developments were brought about, including the appointment of better qualified house parents, a more highly selected group, better public relations in the community, and a recreational program.

When the boys in the Home were carefully considered, those who had histories of delinquent behaviour were removed from the Home. The Home was limited to boys between the ages of twelve and fifteen years who were attending school, and who could be expected to profit from the group living experience without creating too disturbing an influence on the other group members. Since sleeping accommodation in the Home was limited, the number of boys in the Home was reduced from sixteen to eleven.

Through the efforts of the supervisor of the Home, public relations were considerably improved. The supervisor, realizing that the immediate community viewed the Home with some disapproval, deliberately set out to remedy the situation. Through his efforts, the local residents became more tolerant and cooperative, and a neighbourhood auxiliary was formed; it
included representatives from a local church, from service clubs, and from Alexandra Neighbourhood House (which is located four blocks from the Receiving Home). Through this auxiliary, the church offered the use of its gymnasium, and one of the service clubs financed the building of a games room in the basement of the Home. These were much needed resources, since space for recreational activities in the Home is very limited.

A limited amount of organized leisure-time activity was gradually developed. A volunteer leader and the house father supervised the group in gymnasium activities once a week. With the supervisor's help, most of the group members joined the Air Force or Army Cadets, and some got part-time jobs such as delivering groceries or pin-setting at a local bowling alley. In the summer holidays, some of the group members attended Camp Howdy, a Y.M.C.A. camp.

These are the main improvements that were made in the physical environment and in program development from July, 1951, until September, 1952. At this time the Home was serving the double function of receiving home and semi-permanent residence. The supervisor, who had some understanding of group work, recognized that if group work services were introduced as an integral part of the group living situation, the process of helping the boys to become better integrated individuals, might be more effective. With this in mind, the Children's Aid Society consulted the School of Social Work of the University of British Columbia, and in September 1952, the author began
his work in the Boys' Receiving Home, as a student in second year field work placement, professionally supervised by a member of faculty and administratively responsible to the Receiving Home supervisor.

Experiences and behaviour of the group members.

So far, the behaviour characteristics of the group members have been listed very briefly. A more complete picture is obtained when the actual experiences that they have been through are studied and related to their present behaviour and attitudes. A number of boys with similar histories were studied by Fritz Redl, in Detroit. His description of these boys fits the boys in the Receiving Home very appropriately. He says that

If prevailing criteria for what constitutes an adequate child-adult relationship pattern are used as a basis for reaching conclusions, we can see very little in the case history profiles of our children that would satisfy even the most naive clinician or educator that they had had anything even approaching an 'even break.' In very few instances were we able to gather any evidence that there had been even continuity of relationship with original parent images. Broken homes through divorce and desertion, the chain-reaction style of foster placements and institutional storage were conspicuous events in their lives. Aside from continuity, the quality of the tie between child and adult world was marred by rejection ranging from open brutality, cruelty, and neglect to affect barrenness on the part of some parents and narcissistic absorption in their own interests which exiled the child emotionally from them. Certainly there were also operative heavy mixtures of both styles of rejection, overt and unconscious.  

Redl lists what he calls some of the missing links in their lives. These missing links are:

1. Factors leading to identification with adults, feelings of being loved and wanted, and encouragement to accept values and standards of the adult world.

2. Opportunities for and help in achieving a gratifying recreational pattern.

3. Opportunities for adequate peer relationship.

4. Opportunities for making community ties, establishing a feeling of being rooted somewhere where one belongs, where other people besides your parents know you and like you.

5. Ongoing family structures which were not in some phase of basic disintegration at almost any given time of their lives.

6. Adequate economic security for some of the basic needs and necessities of life.

Redl adds that "It is important to emphasize that these items were missing from their environment - not that their disturbance patterns themselves prevented them from absorbing and utilizing them." As a result of these events, the following characteristics, as outlined by Redl, are apparent in the children in the Boys' Receiving Home. They have

...extremely poor adjustment to the communities and schools from which they came. In the school, both on a behavioural and a scholastic basis, they showed severe disabilities to the extent of having to be in special classes or of being excluded from school altogether. In their communities, they either ran with the other delinquent children or engaged in 'lone wolf' activities of a delinquent or impulsive nature. In both school and community areas, they suffered from the same loss of continuity and stability that occurred in their adult relationship patterns. Because many of them were shifted about so much they never became

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1 Fritz Redl and David Wineman, Children who Hate, p. 57.
acquainted with or rooted in any one community milieu.¹

These are the characteristics that make these children unpredictable, unmanageable by the untrained foster parent, and therefore unsuitable for foster homes, boarding homes, or hostels. These are the characteristics that led Redl to give them the apt description of "The children nobody wants."²

Attitudes of the boys to adults and activity of an Institution.

The fact that these children are cared for in an institution does not, of course automatically change their behaviour. Redl says of children such as these, that

Their attitude towards adults is conditioned by 'prestige values which proclaim proud independence from adults,' and by 'a strong hatred of adults which induces strong resistance toward cooperating with any adult sponsored program, out of pure suspicion and aggression'.... 'At the outset it can be safely assumed that the adult group leader is an intruder'....³

When this picture of a collection of such deprived children is considered, one might well wonder what hope there is for them, especially when it is remembered that the Receiving Home is not planned or designed specifically for their treatment,

¹ Redl, op. cit., p. 53. Note: Although the experiences and behaviour characteristics quoted from Redl apply to this group, there are some differences that must be considered. Whereas Redl's group was in the 8-10 years age group, this group is in the 11-15 years age group. Therefore, the characteristics of adolescence must also be studied. The behaviour characteristics of disturbed adolescents are vividly portrayed by Hacker and Geleerd, who suggest methods of working with disturbed adolescents that could be applied to this situation. See F. Hacker and E. Geleerd, "Freedom and Authority in Adolescence," in The American Journal of Orthopsychiatry, American Orthopsychiatric Association, New York, 1945, vol. 15, pp. 621-630.

² Redl, op. cit., p. 20.

³ Ibid., p. 226.
and that when the boys are first sent there it is because they are too disturbed to be accepted anywhere else in the community. What could the social group work method be expected to contribute to such a situation? This question can be answered first in a general way and then more specifically.

In general, most social agencies serving groups have two purposes in common: (1) to help individuals use groups to further their development into emotionally balanced, intellectually free, and physically fit persons; (2) to help groups achieve ends desirable in an economic, political, and social democracy. Social group work ... is a method of affecting group life with references to these purposes which are the lifeblood of the social welfare movement. 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 towards the accomplishment of goals which in our country are conceived in a democratic frame of reference.¹

More specifically, within this general concept, and in relation to children, it is realized that

Group experiences are some of the most important elements in the child's growing up. They help him overcome infantile levels of emotional development which otherwise make it difficult for him to relate to his associates. They help him to express or sublimate aggressive and sexual drives in socially acceptable activities. They help him re-enact home situations with substitute parents and siblings. They help him to fulfill the need of all children to be liked by others - both adults and children.²

While this concept is true for all children, it is particularly appropriate for deprived children. In this situation, then, the most fundamental job of the group worker is to provide skilfully guided group experiences that are suited to the needs.


of the individual boys, and that will, gradually, help them to
develop creative means of self expression, satisfying human
relationships, self respect, personal satisfaction, and socially
acceptable conduct in such a way that these elements will become
a permanent part of their lives. As one prominent writer says:

... group work ... furnishes the basic lifelike, social
situations within which much of the prescribed case-work
treatment may be put into practice. That is to say that
the case-worker must turn to the group-worker to furnish
adequate social groups comparable to the real life-situations
in which her clients must eventually function. We all live,
play, and work in a group world; (it is therefore) ... essential
for us to teach the younger generation this art. Social
work as a whole, then, may find in guided group
experience not merely a dessert but something as necessary
to the whole diet as is case work. 1

These general concepts were to serve as a guide through­
out this project. However, when the project was initiated, the
full extent of the boys' retarded and distorted social and
emotional development, and the intensity of their hostile, anti­
social reactions to their peers, to adults and to the general
environment, were not appreciated. There had been no opportun­
ity to determine if the boys revealed any positive characteris­
tics in their relationships, if they revealed any creative ability,
or if they would benefit from group experiences. There were,
therefore, two basic objectives at that time. One objective
was to observe the boys' behaviour, and thereby determine as
accurately as possible the degree of social adaptation that
existed. The other objective was to initiate and develop a
group work program based on these observations and guided by the

1 Leonard Mayo, "What May Group Work and Institutions
Contribute to Each Other?", in the Proceedings of the National
Conference of Social Work, Chicago, The University of Chicago
general concepts already stated. This would only be done if it appeared that the group work method could be used and would be of value in meeting the needs of the boys. It was not known if the use of group work services would be feasible in such a setting.

When the project started, the local church gymnasium (which had been used the previous year) was the only suitable and readily available space in which to carry on any kind of program with the boys. The Boys' Receiving Home had very little to offer either in the way of a suitable room or in the way of games, hobby material or sports equipment. This was partly because of the boys' aggressive, destructive tendencies. Anything that was provided was immediately abused and soon destroyed. For the same reasons, and by their general behaviour, the boys invariably abused the facilities of most recreation centres and were unable to use them in the appropriate manner when exposed to them. The group worker was therefore reluctant to encourage the boys to venture into the community under his supervision at this time. Even if this had been attempted, it is doubtful if the boys would have gone anyway, since they were initially very suspicious of the worker and hostile to him.

From the little that was known about the situation, it was anticipated that the main problem would be the lack of facilities. It was also anticipated that it would be quite necessary to develop an effective team work relationship with
the house father, who, in this case, had previously had considerable experience as a games and recreation instructor in British institutions. He had also held varied and quite responsible administrative positions in these institutions. As is to be expected, he had many worth-while ideas and a slightly different but very positive philosophy from these experiences. His participation in the process of developing a group work program therefore promised to be of real value, and was considered to be just as essential and just as valuable as that of the workers concerned. In the past, the house father had devoted considerable time to leisure time activities with the boys and had consistently shown a real interest in the boys' progress. Before the group worker actually began his work at the Receiving Home, the supervisor of the Home had discussed the proposed group work program with the house father, who had agreed to go along with the idea, although it was quite new to him.

With so little information about boys who were probably very difficult to work with even under ideal circumstances, and with the anticipated problems that would arise out of the lack of resources and equipment, it would have been reasonable to expect little or no success from this experimental project. However, in spite of these circumstances, soon after this project was started, it was found that group work services would be developed in a satisfactory manner; however, four interrelated areas of planning were necessary to bring about this
development. The first of these areas was preliminary planning with the house father and the supervisor of the Home. This led to the second area - team conferences including house father, group worker, case workers, and supervisors. One of the many purposes that these conferences served was to establish the fact that group sessions should be held with the boys so that they could contribute their ideas to the process of developing the new program. These group sessions were soon being held regularly with the boys; they were the third area of planning. From these sessions, it was necessary to find ways of meeting the interests that were expressed by the boys. The fourth area of planning was meetings with the staff of Alexandra Neighbourhood House. This made it possible for the boys to participate in a number of activities that interested them in the Neighbourhood House.

Ultimately, there were two concurrent but quite different lines of activity. One was the previously established gymnasium activity, which, when it was suggested, was immediately and eagerly accepted by the boys. The other was the more complicated process of gradually developing a new program which would provide new, desirable experiences for the boys.

For the purposes of analysis, it is convenient to select the two major aspects of the total program; one is the process of developing a new program; the other is the general changes in the boys' behaviour that were brought about through this program. A chapter is devoted to each of these aspects. The group work record is used to provide selected examples that illustrate the developments in each of these areas.
DEVELOPING A NEW PROGRAM

From the first stages of preliminary planning, the subsequent stages of team conferences, group sessions with the boys, and meetings with the Neighbourhood House staff, each arose in turn. In this way, the most effective group work program that could be provided under the circumstances was gradually developed to a greater extent than would have been thought possible at the outset. In fact, it was developed to limits set only by the limits of the immediate community resources.

Preliminary planning.

Before the process of developing a new program actually began, the group worker and the supervisor of the Home reviewed the previous efforts to develop a program, and discussed various possibilities:

(Oct. 23) W. met Mr. H. The following points were discussed about the Receiving Home.

Should efforts be made to develop a "club spirit" at the Home? Mr. H. thought that the boys were conscious of

1 The term "team conferences" is used to describe the meetings which included the house father, the group worker, the case workers, their supervisors, and a worker from the Child Guidance Clinic (on some occasions). These conferences served many purposes and they were the base of the whole project. They served as case conferences, as a medium for exchanging and integrating group work and case work philosophy, as a medium for planning programs, and as a means of coordinating the work of all those involved in the project. Only the program planning aspects are considered here.
a social stigma about being "C.A.S. boys" and that a club within the Home might be met with little enthusiasm because of this feeling. He thought that if a club could be formed in the community (perhaps using local church gymnasium as a centre of activities) and if other boys in the community could belong, the boys from B.R.H. would be helped in this way to feel more a part of the community and that a move of this sort would tend to help the boys to mingle more freely with others in the community. At present, he feels they have few friends outside of B.R.H., except occasional contacts with escapees from B. I. S., with whom they identify quite readily.

Mr. H.¹ has in the past made efforts to establish contacts in the community for each boy according to his particular interests and abilities, e.g., Earl was on the school soccer team. He has tried to make the procedures of buying clothes, referring to parents (when at school) as natural as possible for the boys so that to outward appearances their life is as near as possible to that of boys from their own homes. He has attempted to get business men from men's clubs to "adopt" individual boys and develop their interests in fishing, hunting, and other activities. He has attempted to get some of them into the "Y".

Following this meeting it was apparent that an activity program centred at the Receiving Home would probably not be successful because of the wish of the boys to be away from the Home during their leisure time, because of the wide range of interests of the boys, and because of the lack of equipment and facilities in the Home.

From October 24th to November 20th, the only planned program was the already established gymnasium activity. Other possibilities such as a swimming night once a week were tried, and developing a hobby shop in the house was considered by the group worker and the supervisor of the Receiving Home. The swimming night was not developed because of its limited value

¹ Mr. H. is supervisor of the Home.
in view of crowded conditions at the pool, and because of lack of interest and enthusiasm by the boys. The hobby shop in the house was not developed because of the lack of equipment and space, and because of the boys' desire to be away from the Home during their leisure time. During this time the worker had been meeting with the group members in the Home. On these occasions, active games had been tried out in the games room, and "Monopoly" (a board game) had been played. On these occasions the house father had shown real cooperation and had told the group members that they had to stay in the house. This was not too satisfactory a plan; the house father did not want to set these limits and the boys did not want to accept them. The worker felt that these reactions had an undesirable effect on the group work program.

This condition continued for the first month of the group work program. At that time it was possible to initiate the team conferences.

It was the house father's reaction to the group work program that led to the first of these conferences:

(Nov. 20) Mr. H. reported on a conference with H.F. Mr. H. had raised the subject of Monday night program in the house with W. helping to develop a hobbies program.

H.F. felt that he could do what W. was doing. If he had had a gymnasium, a swimming pool, a hobby shop, he could have been doing these things a year ago. He felt that W. was trying to do in four hours a week what H.F. was doing 24 hours a day. H.F. thought that if W. was with the boys, W. should set the limits on whether or not they could go out or stay in.

1 H.F. is used in the group record as an abbreviation for "house father."
Mr. H. attempted to clarify W.'s role as a specialist person working with the boys under limits set by H.F., who at this time accepts case work as a specialized job but not group work. He cannot see W.'s job as that of a professional specialization.

This development was discussed in the group worker's supervisory conference. Since the house father's reaction provided an opportunity for the group work program to be discussed, it was decided, in consultation with the case work staff, to hold a team conference including house father, workers, and supervisors.

Team conferences.

The first team conference was held as planned:

(Nov. 26. In this conference H. F. was able to present his point of view about his position. He said that in his previous experiences with boys' homes in Glasgow, his role as house father included working with the boys in recreational activities and hobbies of all sorts. He realized that there was a lack of equipment and facilities for these things at B. R. H. and that this was a real handicap to the program. He felt now that recreational facilities were being developed, not for him but for the group worker (implying that he had been wanting these things all along for the boys, and now they were becoming available - it was the group worker that was using them.)

Group Work and Case Work Supervisors attempted to clarify for H.F. the differences in function between house father, group worker, and case worker, pointing out that equipment and facilities were for the boys and not for any one of the total staff.

H.F. wanted participation in the group work program to be on a voluntary basis, pointing out that the boys had been allowed a lot of freedom in the past, even before his arrival at the Home, and that in the past years great strides had been made, first one boy joining cadets and then some more. The same thing applies to this new program, he thought. When the boys can see that they are missing something by not participating, they will want to join in.
H. F. wants W. and Mr. H. to meet with the boys and talk over and clarify the new program with them. H. F. wants to be present and participate in this.

This conference involved cooperative planning between workers, supervisors, and house father. The result was that the house father's suggestions were to be put into effect, and that the workers, supervisors, and house father were to meet regularly to assess progress. One of the greatest values of the meeting was that it gave recognition to the house father's position and gave him an opportunity to participate in the planning. The specific plan that was formed was that group worker, case worker, and house father would meet with the boys, and convey to them that all the people working with them in the Receiving Home are interested in them and are working together to plan with them to make their experience in the Receiving Home a happy one. The house father invited the group worker and the case worker to have supper at the Home on Friday, November 28; the meeting was planned to follow immediately after supper. This plan was carried out. The workers and the house father had come to a common agreement that was acceptable to the house father, who, in this situation, was in the position that could determine the degree of success of the group work program.

Subsequent staff meetings were characterized by increasing understanding and cooperation between the house father and the professional staff. After the first discussion with the boys in the Receiving Home, group work and case work supervisors, group worker, case worker and house father met to evaluate the
discussion with the boys and to plan for the next one. The group work supervisor clarified for the house father and the case worker that the group worker should be the person to lead the discussion. This was a further clarification of the group worker's job; in the past the case worker had been accustomed to planning some events with the group members. The house father and the case worker were still to be in on the discussion so that all three adults could develop a consistent approach to the group, and so that case worker and house father could deal with any matters that came up which concerned them directly, such as allowances or the routine of the Home. It was also planned that in the next discussion, group worker, case worker, and house father would show the boys that something definite had been done about their requests. In this way their faith in the group discussions and in the adults concerned would be maintained.

This mutually satisfactory state of affairs, with house father, group worker, case workers, and supervisors meeting regularly to plan and evaluate the discussions that were held concurrently with the boys, continued until January. At this time the house father suggested that the sessions with the group members be discontinued temporarily; he thought that the group members were treating the sessions too lightly and that if they were withheld for a short time the group members might appreciate them more. The house father's suggestion was accepted, and the group members' reactions when they learned that there would not be a group session on the following Friday evening were noted by the house father, as suggested by the group worker. The group
worker explained that this would give an indication of the value placed on these sessions by the boys. The house father agreed to do this. Although the group worker did not really agree with the idea that the group sessions with the boys should be discontinued, he and the case worker were prepared to accept it, as it could well prove to be valid, and of value to the total program. This was the main concern, and this incident shows how a promising idea would be accepted, applied, and then evaluated, regardless of which team member suggested it. Such was the degree of cooperation that existed. The group sessions were temporarily discontinued, and after two weeks the group worker discussed the situation with the house father:

(Jan.30) W. asked H. F. how the boys had reacted to not having the group discussions for the last two weeks. H.F. said that the first week no one asked about it or wanted it - they were glad it was over, but tonight they had asked about it, and he had said that they had to have something that they really wanted to talk about - that it wasn't just a matter of asking to have things done for them.

W. told H. F. that Earl had been asking what had happened to their "gripe sessions" and that W. thought that the group might be ready for another session by Friday, February 6th.

H. F. agreed that he, too, thought that the group might be ready by that time, since they had been asking about it tonight.

W. mentioned to H. F. that it was important for the three of them (W., Mr. H., and H.F.) to agree on what points they wanted to bring up, so that they would have a consistent approach to the group. H. F. agreed to this and said they could do that at the next meeting on Monday, February 2nd.

Any controversial matters such as this were always resolved in such a way that the group sessions continued to be
constructive experiences for the boys. This, too, illustrates the degree of cooperation that existed.

The group worker, the supervisor of the Home, and the house father continued to plan for the sessions with the boys. This planning helped to make the actual group work program with the boys more effective:

(Feb. 4) W., Mr. H. and H. F. agreed that a group discussion would be of value.... It was decided to try having the discussion during the meal instead of following it, to offset the restlessness and impatience that had been apparent previously.... Discussion was set for Friday, February 6, at supper time.

This process of cooperative planning between the workers and the house father progressed to an increasingly more effective level as time went on, and, a week later:

(Feb. 13) H. F. asked W. if W. would go ahead and start the discussion with the group at supper time. W. agreed to this, and sat down to supper with group.

Following supper, H. F. asked W. how it had been. This was asked with real interest and sincerity. W. told H. F. about the session, and that W. felt that it had been a very good session. H. F. said that he thought it was better for W. to handle the discussion alone since the group was then able to concentrate on the things that W. did with them - when he and Mr. H. were there, their presence and the wider range of matters discussed made the discussion less effective.

H. F. told W. to feel free to come in any night even if it was not a regular program night if there was something W. wanted to plan with the group. W. said that he would.

From this time on it was accepted that it was part of the group worker's job to plan program with the boys in the discussion sessions.

The team conferences had therefore provided a medium for working out plans that were mutually acceptable to the house father and to the professional staff. These conferences were
an essential preliminary to the sessions with the boys, and they made the process of developing the group work program with the boys an effective, integral part of their lives in the Receiving Home.

Group sessions with the boys.

These sessions were established as a result of the house father's suggestion on November 26 that he, the group worker, and the case worker should hold group sessions with the boys to plan program with them. From this time on, team conferences and group sessions were being held concurrently, and it was possible to evaluate a group session and plan the content of the next one in the intervening team conference. The group sessions were a most effective medium for cooperative planning between the three adults and the boys. The planning process was immediately accepted by the boys in the first session:

(Nov. 28) Boys were asked if they would be interested in a woodwork shop, and gave a unanimous response of "yes!" Earl wanted to build a racing bug, and get some help from C.A.S. to get wheels and axles - "then we won't have to steal wheels off baby carriages and get into trouble."

Dave wanted more horseback riding, a woodwork shop, and a metalwork shop.

They were asked if they liked this session, and boys unanimously agreed that they liked it. By this time they were getting restless and wanted to leave the table. They were told that there would be another session next week. Boys dispersed to various parts of the house.

At this time the leadership of the discussions was shared by the group worker, case worker, and house father. It had not been stated at this time that the group worker should lead the discussion. This was a transitional period in which the new concept of group work was being gradually introduced.
The team conferences held between this and the next group session were used to clarify this concept of group work leadership. In the next discussion the group worker took a more active role in leadership. The following excerpt reveals the element of program development that was included in the group session.

(Dec. 5) Earl remarked that the discussion they had had last week was "no good" because "nothing had happened that they had asked for." W. started the discussion by asking if they remembered what they had talked about last week. Nobody could think of anything specific, so W. asked "Didn't somebody ask about woodwork?" They remembered that Dave had asked about it. W. told group that they could have the woodwork shop at Alexandra House for one night a week, but that it would have to be Tuesday or Friday. There was much argument about which night would be best. Earl, Fred and Jack were doubtful if they could go anyway. Jack said he wasn't going to go down there and get his teeth knocked out. W. asked if it was fair to have a vote on which night they wanted. It was generally agreed that this was fair - W. asked for a show of hands. Gerry, Joe, Roy, Harold, and Norm voted for Friday. This was a majority out of the nine boys present. The others were still dissatisfied, so W. said that they could have another vote if they wanted to, after trying Friday night for a few times - Woodwork is to start on December 12th. W. told group that if there was anything else they wanted to talk about they could each have a turn now, and W. gave each boy in turn a chance to say what he wanted to. There was general agreement that boxing, judo, and weight-lifting are the activities that appeal to these boys.

In this meeting, the group members saw that the previous meeting had been constructive in that their expressed wish for woodwork had resulted in the woodwork shop at A. N. H. being made available. The vote on which night would be the best for woodwork was taken in an effort to give the boys a chance to participate in the planning, and to give them as much freedom as possible in the decision.

These sessions had originally been introduced as "gripe
sessions", in which the boys had been given the opportunity to say anything they wanted to. By the third meeting, however, it was possible to help the boys to move away from this negative concept:

(Dec. 12) After supper, Norm and Gerry who had been sitting at a small table, brought their chairs to the large table for the "gripe session", at W.'s suggestion. W. asked the boys if they thought they should change the name from "gripe session" to something else; W. then asked what happened at these sessions. Fred volunteered that they had heard about going to Alexandra House and about wrestling for Earl, and that they had asked for sports equipment. W. suggested that it was more of a meeting than a gripe session. Earl said it was a discussion. Fred said "all those in favour of calling it a discussion, raise their hands." All except Jack and Walt voted in favour of changing the name.

By this time the boys had experienced the constructive value of the meetings, and they were able to appreciate the planning element involved.

In subsequent discussions, it was possible to clarify the group workers' job still further, and to plan for other new experiences:

(Dec. 19) Fred said that W. was to sit at the head of the table - that H. F. had said so. When any of the boys directed general questions to Mr. H. he would tell them: "You ask Al - he's the group leader." Earl wanted to go fishing and on a camping trip. He also wanted free show-passes, and remarked that 'nothing ever happened about the show passes.' W. asked Mr. H. about the show-passes, and he told the group that free passes were available for Tuesday afternoon, - December 23rd.

W. asked group how many would be interested in going on an overnight trip if it could be arranged. All were interested. W. said that it might be possible to arrange a trip.

W. asked Mr. H. if he had been able to make any arrangements about the Xmas tree trip, and Mr. H. told group that permission had been obtained to cut trees and light a fire in Cypress Canyon, above West Bay. Dave, Gerry, Earl, Walt, and Fred said they wanted to go. H. F. said that they could all take lunches.
This illustration shows how the group worker was given the role of group leader. This was acknowledged by the house father when he suggested that the group worker sit at the head of the table, and by the case worker when he helped the group members to focus on the group worker as group leader. At the same time, the case worker and the house father were able to contribute to the discussion at appropriate points. Previous requests (e.g. show passes) were met, and new adventures were discussed in a spirit of mutual understanding and co-operation.

As the group work program progressed, these meetings with the boys became even more effective as they became more meaningful to them. At one point in particular this was very clearly revealed:

(Feb. 13) W. asked Jack about his last trip up the mountain, and Jack told W. how they had shared the work of cooking, washing dishes, and about the fun they had had. The conversation carried on along these lines, Jack's stories getting more and more excited and the group as a whole letting their imagination run wild along the same lines. After a few minutes Earl suddenly remarked, "We're all around one table - this is the round table discussion!" W. agreed that it was the time to discuss things and make plans. Earl said, "Yea, let's discuss - shut up, you guys!" W. said there was something he wanted to tell them and Earl and Jack told the group to shut up. W. reminded group that they had talked about going on an overnight trip, and that W. wondered if they still wanted to go. There was a general chorus of consent - "Sure we do, when do we go? We talked about that before Christmas!" W. added that they might be able to get the Y.M.C.A. cabin for a weekend, and that since Jack had been there and knew all about it, he might be able to act as a leader on the trip. This pleased Jack, who agreed eagerly, and it was also an acceptable plan to the group. Earl, Dave, Jack, and Harold were particularly in favour of going. The group again went off into a mood of excited anticipation and unrealistic planning of what they would do up the mountain. Earl and Jack brought the group back to reality with such orders as "shut up! This is a discussion!" W. also, firmly reminded them that if they wanted to have these discussions they would have to pay attention. When group had quietened
down W. asked "Why do we have these discussions, anyway - why do we get together like this?" Fred said "to keep us guys out of trouble." Harold said "to help little children" (as though that was the stock answer to all work with a group such as this). Earl said, "to help us have a better time like other kids have."

W. told Fred and Harold that they were both partly right. W. told Earl that his answer was the best of all; that he wanted to help them to plan for themselves; wanted them to bring their ideas to the discussion so that they could work them out together - not just to ask for things but to help to make them happen. If they could plan between now and the next discussion night how they wanted to distribute the work for the trip, they could make more plans then.

The boys seemed to appreciate more clearly that this was a planning session with W. in a helping role. W.'s final remark to the group was "It's up to you to bring your ideas, and then we'll help you with them - is that O.K.?" There was general agreement that this was all right, and W. felt that there was a real understanding of this situation by the boys, and that they felt that it really was "all right" - that these sessions were for them, and gave them help and satisfaction. W. and boys left supper table in an atmosphere of understanding and mature objectivity about what the meetings were for.

This was the first occasion on which the group worker had been able to lead the discussion among the boys without the case worker and the house father being present. This fact may help to account for the interest and more mature outlook that was apparent. During the gymnasium sessions the boys had gone through a process of increasing socio/emotional maturity; this level of development seems to have carried over into the discussion group at this point. The group worker was able to go deeper into reasoning and abstract discussion with the boys, who, in turn, reciprocated by acknowledging W.'s suggestions and questions with responses which, for the most part, were considered, reasonable, and co-operative. It is therefore
apparent that an effective relationship built up with a group in one area of activity (the gymnasium) can be used to help them in other areas (e.g. discussion sessions).

The discussions on program development made it necessary for the group worker to find ways of helping the boys to participate in the activities in which they expressed interest. The most desirable and readily accessible resource was Alexandra Neighbourhood House which had a complete staff of group workers. The use of its facilities involved planning with the staff of the Neighbourhood House. A series of meetings was arranged to precede and coincide with the use of their facilities by the boys from the Receiving Home.

Meetings with Neighbourhood House staff:

On November 28, when the boys expressed an interest in woodwork, the group worker met with the director of Alexandra Neighbourhood House and explained the need for more facilities and the interest in woodwork that had been expressed by the boys. It was arranged for them to use the Neighbourhood House woodwork shop under the worker's supervision. This was to be an experiment, with the possibility of the boys moving from woodwork into other areas of program in the Neighbourhood House at a later date.

At this time, then, the third major area of planning (with the staff of the Neighbourhood House) was initiated. It was carried on concurrently with and coordinated with the team conferences and the group sessions. From this time on the boys' activities in the group work program were being carried on according to a carefully arranged and closely coordinated over-
all plan. Each adult with whom the boys were in contact had taken part in the planning, and each was aware of the need to work closely with the others and was willing to do this.

On the first trip to the Neighbourhood House, the staff members on duty were aware that the worker was going to arrive with the group, and they showed real interest in the boys and in their woodwork projects. Following this experience the group worker met with the executive director and the Friday night program director to report that the woodwork program had been a success and that the interest shown by the staff members had contributed to the success. It was agreed that this program would be resumed on January 9, after the Christmas holidays.

In January, events occurred that were of significance to program development. Several of the boys went to Alexandra Neighbourhood House on their own and enquired about joining. At this time the group members did not belong to the Neighbourhood House. The use of the woodwork shop was an experiment to see if their interest could be aroused in the Neighbourhood House program. Since the boys appeared to be taking an interest in other aspects of the program, the worker met with the director of A. N. H. to discuss the progress of the experiment, and the possibility of helping the group members to join the Neighbourhood House and participate in the total program for their age-group. A number of points were agreed on as being mutually desirable:
1. Registration should be completed as soon as possible. If W. arrives at the A. N. H. at 7:30 on Friday, December 16th with group, individual registrations can be completed.

2. Interpretation to total A. N. H. staff of the following points would be of value.

   a. Some background on the type of boy in the R. H. and why he is there.
   b. Why B.R.H. is approaching Alexandra House "as a group."
   c. What has been achieved so far through contact with A. N. H.
   d. Why a total staff interpretation is necessary.
   e. What B.R.H. staff hopes to accomplish with co-operation of Alexandra House staff.

   It was decided that a staff conference would be held between A. N. H. staff and B. R. H. staff to interpret the situation to A. N. H., on January 19. In the meantime, the Friday night woodwork program would continue.

   The conference was held as planned. The house father, the group worker, and the case worker attended a regular staff meeting at the Neighbourhood House, at the group worker's suggestion. The regular staff and the group work students at the Neighbourhood House were at the meeting. The following excerpt reveals the content of the meeting:

   (Jan. 19). Mr. H. gave a case summary to illustrate the type of boy in the home. The group worker gave an outline of why the resources of Alexandra House were being used in this particular manner - i.e., this was an attempt to introduce the boys to the House through their expressed interest in woodwork. It was an attempt to overcome their anxiety and fear of moving out to a new situation - an attempt to give support and encouragement of a transitional nature until they could find their own interests in Alexandra House.
W. mentioned that the acceptance and encouragement that the boys had received from A.N.H. staff had given them strength and self-confidence to continue coming.

H. F. mentioned that the fact that one of the boys (Jack) had had a very happy experience on his mountain trip with a group from A.N.H., and that this had increased the other boys' interest in joining A.N.H., had been very encouraging.

In answer to questions, H. F. gave an outline of the total program of the Receiving Home.

A.N.H. staff agreed that this total interpretation had been of real value.

This meeting gave the Neighbourhood House staff a more complete picture of the problems of developing program in the Receiving Home and an appreciation of the possibilities of the Neighbourhood House as a program resource for these boys. It also gave the house father the opportunity to contribute to the conference and to explain the program of the Receiving Home.

Following this meeting, the group worker continued to meet regularly with the Friday night program director at the Neighbourhood House:

(Jan. 30) W. and Miss G. reviewed the developments since this group had started to use A.N.H. The following points were considered:

1. H. F. has paid up all the memberships (unknown to W. until today).
2. Most of the boys are now attending Alexandra House for regular program.
3. Alexandra House needs more leaders for this program.
4. Tuesday is regular "Tweenage" night.
5. Since boys are now regular members they should be subject to the regulations of the House, i.e., no longer come on Fridays.

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1 The term "tweenage" is used to describe the general program for 12-14 year old boys and girls. It is separate from the "teenage" program for 15-18 year old boys and girls.
6. Teenagers are complaining about this group using the house on Fridays.
7. Woodwork night might therefore be shifted to Tuesday.

8. In this event, woodwork shop might be open to all tweens - agers who want to use it. This would still provide group from B.R.H. with their main interest, and provide a means of their mixing with other A.N.H. members while still under W.'s guidance.

Following this meeting, a group session and a meeting with A.N.H. staff were necessary. The boys had to be told about the change in plans, and it was agreed that the Tuesday night staff at the Neighbourhood House should be informed about the new group that would be coming in, the nature of the group, and the worker's job with the group. The boys were approached in the following manner:

(Feb. 2) W. told H.F. that A.N.H. wanted B.R.H. group to go to woodwork on Tuesdays instead of Fridays. W. also told Fred, Dave and Walt, and said that he would be there when A.N.H. opened. They all accepted this change as a good idea and said they would see W. down there.

This approach put the change on the basis of an impersonal administrative request from A.N.H. The house father was made aware of the changes in the total plan, and his cooperation was therefore obtained in helping the boys to go to woodwork on Tuesday nights.

The Tuesday night staff were brought in on the new plan in the following pre-arranged manner:

(Feb. 3) W. had supper with A.N.H. staff and volunteers who were to be on duty that night. W. and Miss G. explained to staff group that W. would be in woodwork shop with B.R.H. group as part of an interim plan, the final aim being a two-way process of B.R.H. boys moving out to other programs if they wanted to, and perhaps some of A.N.H. members moving in to woodwork shop, with the end result being an interest group under W.'s leadership, including some boys from B.R.H. and others from total "tweenage group". All staff involved were aware of the situation and the aims.
Through this process of carefully planned meetings, the boys from the Receiving Home were able to participate in a leisure time program under the guidance of a number of leaders who were all aware of the overall aims and objectives, and who could therefore contribute to them in a coordinated manner. An illustration of this overall leadership that was designed to be helpful to the boys is found in the following excerpt:

(Feb. 24) Miss G. came to woodwork shop to ask if the group would like to send a delegate to the tweenage council that is being formed. W. asked if they would like to send someone, and Fred said "Sure, I'll go!" W. asked Gerry and Roy if it was all right with them if Fred went, and they both agreed that it was all right. Miss G. told group that Earl was the delegate from the cooking club. No one else was in woodwork shop at this time.

The program that was now available to the boys under this integrated leadership included a wide variety of activities: club groups (two boys' clubs, each of which developed its own program, such as hikes, cooking, hobbies, special projects to help A.N.H.), games room program, gymnasium program, parties (with social recreation, games and dances), woodwork (also under other leaders at other times) and the tweenage council, (to plan and coordinate the total tweenage program).

Each of the elements that has been considered so far has helped to bring about this final state of program development. First, the supervisor of the Receiving Home realized that group work services could be integrated with the Receiving Home program. After some preliminary planning, this was done in such a way that the house father was an integral part of the planning team. From this point, it was possible to plan program
in the group sessions with the boys, helping them to develop their interests by joining Alexandra House. With the co-operation of Alexandra House staff, a variety of experiences was made available in the tweenage program. There was, therefore, a triple series of inter-related, concurrent, and co-ordinated group experiences. The first series involved the staff of the Receiving Home, the second involved the boys themselves as they actually participated in the planning and in the activities, and the third involved the staff of Alexandra House.

The work with the staff of the Receiving Home and of Alexandra House was an essential preliminary to the work with the boys. If Alexandra House (the only group work agency in the community) had not been so conveniently located, it would not have been possible to develop the group work program in such an effective manner. The process of developing a program and helping the boys to move out into leisure time activities depends to a great extent on what resources are available in the community; it also depends on the extent to which the staff of community agencies understand the boys' needs and are able to cooperate in providing the kinds of experiences that will meet these needs.
Chapter III

Changes in Behaviour

It was possible to observe changes in the boys' behaviour in two different areas of the group work program. One area was the gymnasium activity periods which revealed changes within the group. The other area was the adult supervised leisure time activities in the community; changes were also apparent in the boys' reaction to these activities.

Changes in behaviour within the group.

The series of activity periods that were held in the church gymnasium provided an opportunity first to observe the boys' behaviour and then, on the basis of these observations, to work regularly and consistently with the boys in this controlled environment for a period of three months. There was little outside interference, and, under these circumstances, changes in individual and group behaviour were brought about.

After the first period in the gymnasium, the extremely anti-social nature of the boys was revealed. At this time, some of the objectives that were set up were to reduce the anti-social behaviour of the individuals, to develop a more democratic process of making decisions, and to improve the personal and social adjustment of the individuals within the group.
For the purposes of analysis, the ways in which changes in behaviour were gradually brought about are discussed under the following headings: kinds of activities, duration of activities, the process of initiating and carrying out activities, the organization within the group, and the worker-group relationship.

Kinds of activities.

The kinds of activities that were indulged in by the boys during the first meetings included fighting, impulsive "acting out", rope climbing, swinging on the rope, tumbling and gymnastic stunts, simple games of their own invention, wrestling, and basketball. Later, indoor soccer, indoor rugby, British Bulldog, and war ball were added. Most of these activities are self-explanatory, and excerpts from the group records will help to clarify the others. The following are examples of free, impulsive "acting out":

(Oct. 24) Dave found a cub cap, a pair of glasses, and a miniature walking stick in a cupboard; he made a very comical figure strutting around, obviously pleased with himself and getting great satisfaction from it.

(Oct. 24) Joe, Fred, Walt, Harold, Dave, and Gerry were running wildly around the gymnasium screaming and shouting when they were not actually taking their turn at shooting for the basket.

(Oct. 24) Harold and Joe started to fight furiously, and chased out of the gymnasium, saying they were going home. Walt and Dave were aimlessly running around the gymnasium.

These were the various forms of free, impulsive "acting out". Some examples of games of their own invention are
revealed in the following illustrations:

(Nov. 7) All the boys were either sitting around or amusing themselves, none prepared to cooperate with any of the others. Walt asked W. if they could play "tag with the lights out." W. said they would have to ask the janitor. Walt did, and W. explained in more detail what he wanted to do, since Walt did not make his request very clear. Janitor said he didn't mind what they did as long as nothing got broken.

All boys joined in eagerly and the game went on for 35 minutes as follows: Several of the boys would carry a rolled up mat and charge one of the others with it. When he was hit he had to go to "prison" - a dark storage space under the stage. In the dark it was not possible to tell who was the victim in each case, but the game was very popular.

This game lost its interest, and a new activity evolved -- rolling one boy up in a mat with only his head and shoulders out, and piling all the other mats on top. The weight of the mats prevented him from getting out until the other boys let him out. W. supervised this activity closely to ensure that the boy rolled in mats was not subjected to too much weight. Walt, Dave, Earl, and Frank took turns at being rolled up.

(Dec. 7) On another occasion Dave re-appeared and announced that he had been up in the attic watching the gymnasium through a ventilator. Since Earl and Walt did not believe him he challenged everybody "you come with me and I'll show you!" Dave led the way to a small doorway high up in the stage wall. To reach it, it was necessary to climb on a table and then scramble up to the doorway. It was then necessary to climb on to a pile of trestle and squirm through a small trapdoor. All boys had candle stubs which Dave had found in the kitchen. Harold and Joe asked W. to help them in getting up to the attic. W. helped them to get up. After a few minutes of looking around and realizing that there was nothing in the attic, W. and boys returned to gymnasium. There was an atmosphere of adventure and excitement about the whole visit to the attic that appealed to the boys.

From the many possible illustrations, one more will be included:

(Dec. 1) Dave had found a volley-ball net and he and Earl were putting it up in the gymnasium. Dave went to the store-room to look for a volley-ball. He could not find one, but came back with a flag. He came charging down the stairs into the gymnasium screaming and yelling and ran around in the gymnasium with the flag. Joe and Walt also got flags and acted in the same manner.
W. went to store room when Dave and Joe went back there. Dave found a large collapsible wheel chair and asked W. if they could use it. W. agreed that it would be all right to use it if they did not damage it and if they put it back afterwards. W. helped Dave to unfold the chair and set it up. Dave gave Earl rides in the chair. Earl was carrying a flag and shouting "charge! charge!" as Dave raced down the gymnasium and swung his chair into a sharp turn just before it hit the wall. This went on for several minutes a variation being to charge straight at some other boy and swerve before hitting him. Earl gave Dave a ride. He went so fast and turned so sharply that the chair tipped up backwards and Dave fell out on the floor. He almost burst out in a fit of temper, but both boys immediately started to laugh so hard they they could not be angry.

In general, their activities were unorthodox and unpredictable; they were entered into impulsively and with little apparent ability to resist the temptations they offered.

Duration of Activities:

In the first meeting, fighting, arguing, and impulsive acting out were of longest duration. Individual activities were of much shorter duration, and activities including the total group were of very short duration. The following illustration reveals the state of organization of the first meeting:

(Oct. 24) Earl, Dave, Jack and Roy were clamouring to play basketball. W. agreed to this, and was assigned the role of referee by Jack. W. started the game. Wild confusion developed immediately. It was a case of Earl vs. Jack with no one else having any idea of what was expected. From this point on, the noise and confusion were such that W. was unable to determine who was on what team. However, W. noted that only Jack, Earl and Roy had any idea of how to play, or any interest in playing.

This trend continued through the second, third and fourth meetings. During this time individual activities were more popular and lasted much longer than group activities. For example:
(Oct. 24) Dave found a long rope with a ring attached to one end. He asked W. if they could use it. W. examined the gymnasium ceiling and found a hook that appeared to be suitable over the centre of the floor. W. set up a tall step ladder and Earl volunteered to climb ladder and hook the rope on. All boys took turns climbing the rope, W. explaining correct technique. Harold could only make it about half way up. Fred made it all the way with great difficulty. Others all climbed all the way with comparative ease. This new activity proved very popular - it was varied by swinging in a large circle, one boy pushing another till he took off from the floor and went flying around hanging on to the ring. All took turns at this.

This kind of informal free play was most popular and of greater duration than organized activities during the first four meetings. Progress was slow and gradual, and although the third meeting was still characterized mainly by free play, individual activities and impulsive acting out, it was no longer of the same aimless, erratic form. It was of a more organized nature. (For example, the exploring trip to the attic and the free play with wheelchair and flags.) Organized activities of longer duration were therefore becoming apparent. By the fifth meeting the activity was mostly organized games. Although there was still some free acting out, it involved fewer individuals for shorter periods of time:

(Jan. 5) There were some violent battles, but since they were part of the game, nobody objected or lost his temper. On one occasion when Joe did forget the spirit of the game and started screaming and yelling and crying when Roy caught him and ripped a button (accidentally) off his shirt, Joe left the game, and said he wasn't going to play any more. Earl and Dave laughed at him and called him a sissy, and he screamed, "what the hell do I care!" and then turned to W. and screamed, "And you can bugger off too!" crying bitterly all the time.

A few minutes later, he was back in the game playing eagerly, and helping to catch a new victim. However, the activity of the game was more satisfying than a continued
display of negative behaviour would be. Joe saw that he was not getting any attention and was losing out on the chance to have fun with the other boys.

In the sixth and seventh meetings, such displays of fighting, arguing, and impulsive acting out were almost non-existent, and organized activities were planned by some of the boys and carried out effectively and in an orderly sequence. The behaviour of the boys in the seventh meeting was, therefore, a complete contrast to their behaviour in the first meeting, with the pattern of activity completely reversed.

The process of initiation of activities:

During the seven meetings, there were changes in the ways that activities were started. In the first meeting, individuals or sub-groups would make insistent demands to the worker that the whole group should do what the particular individual or sub-group wanted to do. Such an imposed program could never have succeeded with this group at this time because of their inability to co-operate with each other or with the worker. This was shown, for example, in the attempt to start a basketball game in the first meeting. Consequently, many of the activities of the first four meetings started because the individuals responded to impulsive demands which they were unable to control. Sometimes the results were quite chaotic:

(Dec. 8) Dave was pursuing his usual course - antagonizing Harold at every opportunity. Dave, Norm, Joe and Harold made it impossible to continue the volleyball game by their constant interruption (running across the court and distracting the players). W. turned his attention to
Harold. Dave had him pinned down to the mat and was pounding him in a wild, unrestrained manner. W. was unable to note the sequence of events that led to the next incident. Dave, Earl, Joe, and Gerry were involved in a fierce battle.

In spite of this sort of situation, with the worker's help some of the impulsive acting-out was channelled into games right from the first meeting, and new activities were started in that way:

(Oct. 24) W. played "head the ball" with Roy, Earl, and Walt, while Gerry amused himself by swinging on the rope. This game of "head the ball" was very simple but proved popular, and was played eagerly and intensely by the boys. This game had been suggested by W. when activity was appearing to lag.

(Nov. 7) W. showed Harold, Gerry and Fred some simple balancing stunts and pyramids, and they attempted to help each other (with little success). They enjoyed this activity and there was much laughing and joking about it.

In the second meeting, some of the boys suggested simple group activities to the worker; in this way, activities that provided outlets for aggressive impulses were initiated:

(Nov. 7) Harold told W. about a game he knew of where one person lay on the mat and a second person sat on his feet and was shot up into the air (sort of "human cannon ball" effort). Harold asked W. to give him a ride in this manner. W. Did. This activity was immediately popular. All boys joined in and took turns at having rides. Fred, Earl, and Harold gave rides to everyone else. (This was one of the highlights of the evening as far as enjoyment went.)

(Nov. 7) Earl wanted to wrestle but nobody was willing to wrestle with him. W. suggested that he referee while some of the others wrestled. Earl did. He proved to be a very competent referee, and obviously enjoyed the role. Dave wrestled Walt. After three rounds Dave won. (First two rounds tied, final round a really desperate effort to win.) During the game Fred, Joe, Harold and Gerry paid attention to it, cheering and shouting. Gerry assumed the role of an announcer and gave a running commentary over an imaginary microphone.
In the third meeting, more of the individual members initiated activities, which, although still on an impulsive level, were within the structure of various games instead of being expressed through fighting and arguing:

(Dec. 1) In the gymnasium Earl started a basketball game on his own initiative. Walt, Dave, Roy, and Joe joined in and played eagerly and without conflict for five minutes.

(Dec. 1) Harold told W. he had to get the mats out and show him how to do some gymnastics and tumbling. W. told Harold that if he wanted to use the mats he had to help get them out. Harold agreed willingly to this and helped to get them out. W. was showing Harold how to do simple tumbling and balancing stunts. Joe came over and wanted W. to put up the rope. W. said they could have it up after a while when the other boys had had time to play basketball. Later, Joe again asked for the rope and W. agreed to put it up. Dave helped W. to get the ladder and to set it up. Roy climbed the ladder and hooked up the rope. Harold, Joe and Roy attempted to climb the rope; Roy climbed to the top; Joe climbed part way, and Harold attempted to climb it but was not strong enough. At Roy's request, W. showed him how to grip the rope with his feet.

(Dec. 1) Roy and Earl were playing ball tag using chairs to defend themselves. Walt asked W. to play "rugby" with him, running up and down the gymnasium and throwing the ball back and forth in "rugby pass" style. W. and Walt played for several minutes.

This process of channelling their impulses into activities became increasingly effective in the fifth, sixth, and seventh meetings. In these meetings, the total group would participate in group games such as indoor soccer, indoor rugby, war-ball, and British Bulldog. These games were suggested either by the worker or by one of the group members. By this time the process of initiating activities was mutual agreement between the group members. Activity in the fifth meeting illustrates this trend:
The activity that developed immediately was throwing and kicking the balls indiscriminately around the gymnasium. W. insisted that there must be no kicking the ball at the walls or ceiling or at other boys (to protect building, and to prevent outbursts of temper and fighting). W. told them that if they wanted to throw the balls, to throw them at the basketball backboards. These limits were accepted with little resistance, and the group members even began to discipline themselves by warning any member who stepped out of line. Within these limits, all group members were very active. Norm and Joe were throwing the soccer balls at one basketball hoop. Dave was bouncing a basketball around the gymnasium floor. Earl, Walt, Roy, and W., were involved in a vigorous, four-cornered passing game with the rugby ball. Earl would deliberately send very fast spiral passes at W. and laugh triumphantly if W. missed them. This activity continued for about fifteen minutes.

It seemed as though the group members had found an acceptable outlet for their aggressive drives and hostility. There was little negative feeling or extreme hostility evident in their actions but rather a positive feeling of satisfaction arising from this individualistic passing game which involved the co-operative element of passing the ball to one of the other players in order to get it back. This is the first occasion on which four individuals (W., Walt, Fred and Earl) have been able to co-operate in any activity in the gymnasium for this length of time.

A few moments later, Earl suggested to W. eagerly "let's play soccer!" W. said he wondered how many wanted to play (a superimposed game or one suggested by W. would not have been successful, as shown by previous experience). Earl said that Fred, Roy, Dave and Walt would play; he turned to them and urged them to play. Dave was the last one to agree; all the others agreed eagerly. Earl turned to Norm and Joe and asked them if they wanted to play. Norm agreed and Joe followed his example. Earl and Roy volunteered to pick sides. Sides were unequal but Earl did not object to being one man short. Earl told W. to referee the game. W. did, and W.'s decisions were accepted without question by all except Roy, who defiantly questioned several decisions, but
in each case finally accepted the decisions and continued to play eagerly. W. imposed the rule that the ball must not be raised off the floor (to prevent damage). Since all boys were playing in socks, they could not kick very hard; the game was therefore adapted to the gymnasium very satisfactorily.

Earl and Fred had wanted to play "war ball" as well as soccer, and asked W. if they could play now. At W.'s request, Earl explained the game to him and to other group members, and they decided to play, using the same teams as for the soccer game. The game involved throwing basketballs at opposing team in an effort to tag them. It was a wild, energetic game that they thoroughly enjoyed. Earl was the last person remaining in the game, and therefore the winner.

W. asked if they wanted to play another game of war ball or British Bulldog. (Joe had already asked to play British Bulldog.) The unanimous choice was British Bulldog. Roy suggested that W. should be the first one to go in the centre to try to catch them. Earl said this would not be fair, that W. could catch them too easily. Since Roy, Fred and Dave still wanted W. to go in the middle, W. offered to go in until he caught the first person, and then this person could take over. All agreed to this. W. caught Fred, who resisted violently and fought with W. to avoid being lifted off the floor. All were cheering for Fred until he was finally lifted off the floor (object of the game).

These illustrations show that over the period of seven meetings, the process of initiating activities changed from erratic, impulsive, and independent decisions to decisions that were mutually acceptable by the worker and the group members.

Organization within the group:

With this change in methods of initiating activities, there was a natural and inevitable change in the organization of the members within the group. During the first three meetings, isolated individuals or sub-groups of two or three individuals would participate in activities such as basketball, tumbling, and gymnastics for very short, indefinite periods. The ties
between the individuals were very loose and temporary at this
time, and easily severed by attacks of impulsive acting out. When the group members did unite in any activity during these
meetings, it was only for very brief periods, when they were
wrestling or enjoying games of their own invention.

During the fifth, sixth, and seventh meetings, when an
activity was started, its appeal spread to the total group, and all group members participated in the activity, sometimes on the
basis of team membership. In the latter case, the groups
stayed together as teams for the duration of the game, and con­
flicts and aggressive impulses were channelled through the out­
lets provided by the games:

(Jan. 26) The initial activity was a "soccer practice"
initiated by the following boys - Gerry, Earl, Walt and
Harold. Fred said he wasn't going to play anything, and
sat out looking very sullen and dejected. Earl asked W.
to start a soccer game, and Earl, Walt, Harold, Gerry,
and W. sat down when W. suggested that they should sit down
and figure out what they could do with four players.
Basketball was suggested, and this was immediately taken up
as an acceptable suggestion. "Yea, Basketball!" This was
the general reaction. After some discussion and disagree­
ment as to who would play on what team (no real arguing or
shouting as in previous sessions) Earl volunteered to play
with Gerry against Harold and Walt. Earl told W. to
referee the game and to call steps and interference.

At half-time (called by W. after about 7 minutes of
play) Earl and Gerry were leading 2:0. W. suggested to
Earl that maybe Harold and Walt could use another man on
their side. Earl said "Yea! sure they could - Hey, Fred,
come on and get in the game." Fred, who had been listlessly
kicking a soccer ball against the wall agreed to play with
Harold and Walt against Earl and Gerry.

In the second half of the game, W. suggested to Fred
and Walt that they work as a pair and pass the ball down to
Harold if Earl or Gerry blocked them. They did this, and
Harold scored a basket. By using these team tactics, both
Walt and Fred were each able to score baskets. In the
meanwhile, Earl had scored two more. At this point the
score was 4 : 3 for Earl and Gerry. The game broke up in
confusion (after 15 minutes of play) when Fred kicked a ball at Gerry and hit him on the neck. Gerry began to cry and called Fred a no good bastard and went after him in a cool, calculated manner as if he were going to systematically tear him apart.

Before they had a chance to start fighting, Earl said "O.K. if you wanna fight, then wrestle!" Mats were already out on the floor and Fred and Gerry agreed to wrestle; Gerry is the strongest member of the group, but Fred was determined to take him on in spite of his own obvious apprehension.

During the wrestling, Earl, Walt, and Harold were spellbound and watched every move. W. refereed one round and then invited Earl to referee. Earl did, using W.'s whistle. Gerry was pinned by Fred in the two rounds fought; W. declared Fred the winner when Gerry would not go a third round.

Fred and Gerry were both surprised at the outcome of the fight; all had expected the opposite result. Fred was elated and triumphant.

This illustration shows that the internal organization of the group had changed from a state in which isolated individuals either remained isolated or formed a very loose temporary tie with one or two other individuals, to a state in which the individuals were able to unite with a common purpose and remain together, performing effectively as a group for a considerable period of time under the stress of competitive games.

Worker-group relationship:

One of the elements that helped to bring about the changes that have been noted in behaviour of the group members was the relationship between the worker and the group members. As this relationship became more effective, the group members became more co-operative with each other and with the worker. From the first meeting, the worker attempted to build an effective relationship in any way that presented itself - by
meeting expressed interests of individuals and sub-groups, by using all available resources, and by participating, instructing, or refereeing in the activities when requested to do so. During the first three meetings the group as a whole would not accept limits, suggestions, or direction from the worker, but, as some of the illustrations have revealed, individuals or sub-groups would, for a short time, permit the worker to suggest activities or participate with them.

During these meetings, the worker was used quite regularly by the members as a target for abuse and hostility, as revealed by the following illustrations:

(Oct. 23) Earl asked W. to referee the wrestling. W. did. Earl beat Roy, Dave, and Fred. Roy would not accept W.'s decision that he had been beaten. He flared up and swore at W. with intense feeling and anger. W. explained quietly that as referee he had to be fair to both competitors and blow his whistle at the end of the round regardless of who won. Roy, almost on the verge of tears now, retorted angrily - "Aw, you weren't even watching". W. assured Roy that he had been watching and Earl sided with W. "Sure he was watching". Roy was cooling down by this time, but still appeared to feel that W. had given an unfair decision.

(Nov. 7) This is the kind of situation that arises. W. will attempt to get an organized game going. Boys resist by either telling W. to "go to hell, and stop spoiling their fun", or else by ignoring him. Then, when they are disorganized they start to fight amongst themselves, or sit around and sulk, and blame W. for "doing nothing", and "not letting them have any fun". If W. then makes suggestions they defy W. by refusing to participate. This vicious circle only gets broken when some of the boys start some new activity themselves and others join in.

This situation arose after the gymnasium program had been running fairly smoothly for about an hour. Fred and Dave began to pick fights with smaller boys. Fred picked on Joe, and Dave picked on Harold. Harold lay sobbing on the mat and would not take his hands off his face or tell W. what had happened. Joe was with him and told W. that Fred had thrown Harold to the floor. Joe added "You're no good - you might as well go to hell for all you do around
"here," with his eyes blazing with anger and hate in his voice.

These illustrations reveal quite clearly that the worker did not have an effective relationship with the total group at this time.

In the third and subsequent meetings, the worker began to set more limits on individual behaviour. By this time some of the group members would accept closer limits from the worker:

(Dec. 1) On three occasions W. limited individual activity, and on each occasion received a positive response. Roy was going to throw some wax at other boys in gymnasium; W. explained that it would spoil the floor and asked Roy to put it in the waste basket. Roy complied in a cheerful manner. When Dave took a new candle from a cupboard and was going to light it W. asked him to put it back, explaining that it belonged to the church. Dave put it back. When Earl took a rolled up magazine from a pile and slipped it under his sweater W. asked Earl if he really wanted it, and Earl said: "No, I guess not," in a nonchalant manner and put it back on the pile.

In the fourth meeting a situation arose that made the worker aware of the need for setting closer limits on the group as a whole:

(Dec. 8) W. suggested that they play "head the ball" over the net, since the ball was too heavy for volleyball. All were encouraged by W. to play, but only Earl, Harold, Gerry, and Roy would do so. This game lasted for several minutes with W. refereeing. Dave, Norm, Joe, and Harold made it impossible to continue by their constant interruption (running across the court and distracting the players). W. turned his attention to Harold; Dave had him pinned down to the mat and was pounding him in a wild, unrestrained manner.

W. was unable to note the sequence of events that led to the next incident, but Earl, Dave, Joe, and Gerry were involved in a fierce battle. Gerry had his feet tied together and Dave was partially tied up, crying bitterly. Joe was crying and wailing loudly. W. told them all to get their coats on - that this was the end of the gymnasium meeting for tonight (in answer to questioning).
This uncontrolled chaos was probably a direct reaction to the change that had been made earlier the same evening in sleeping arrangements in the Receiving Home; however, it was of value in that it prompted the worker to investigate the weaknesses of the group members more closely, and to consider the need for closer limits. It is generally agreed that firm authority is necessary to compensate for the extremely limited ego strength of the group members, and that the imposition of limits helps to relieve anxiety by restricting the possible range of activities. It appears that W.'s action in stopping the activity at this point was psychologically correct, since it was evident that the boys appeared quite happy to leave the gymnasium, and calmed down to an unusual degree afterwards.

Another finding was that competitive activity was not suitable for a group of this type. The worker realized that on this occasion there had been too much freedom and too much emphasis on competition. With these findings as a guide, the worker planned to limit future gymnasium meetings to one hour and to avoid competitive games.

In the three meetings that followed this situation, the relationship between the worker and the group became increasingly more effective. The worker set limits on the length of the gymnasium program and on the type of activity; the group as a whole accepted the limits set by the worker and the games and plans suggested by him. This was well illustrated in the sixth and seventh meetings:
(Jan. 19) W. had started a passing game with the rugby ball. Gerry, Harold, Walt, Earl, and Roy joined in; soon this group were involved in a passing and catching game using four balls - a fast, active game.

(Jan. 26) Earl asked W. to start a soccer game, and Earl, Walt, Harold, Gerry, and W. sat down when W. suggested that they should sit down and figure out what they could do with four players. Basketball was suggested and this was immediately taken up as an acceptable idea. After some discussion and disagreement as to who would play on what team (no real arguing or shouting as in previous sessions), Earl volunteered to play with Gerry against Harold and Walt. Earl told W. to referee the game and to call steps and interference.

These examples illustrate how the worker-group relationship gradually changed. By working with individuals and sub-groups, by accepting hostility from the boys, by gradually imposing limits, and by deliberately initiating activities within these limits as the meetings progressed, the worker was ultimately able to help the total group to move from an infantile to a more mature level of behaviour.

However, the use of relationship by the worker was only one of the many inter-related elements that helped the group members to move to a more mature level of behaviour. When these elements are discussed in an integrated manner, the total process that brought about the changes in behaviour becomes more apparent.

Evolution of changes in behaviour.

The initial meeting was the first occasion on which this group had been in such a setting with a group worker. The boys were free to react to the total situation according to their established behaviour patterns; none of these patterns
included any habits of co-operation. In varying degrees, all the boys exhibited inability to share, lack of patience or perseverance, desire for immediate satisfaction, extremes of anger and temper, crying, fighting, narcissism, suspicion or indifference to new people in contact with them, and defiance of adult authority.

In spite of these characteristics, some positive potentialities were utilized right from the first meeting. Earl was the first to relate positively to the worker and to ask for the worker's help. Earl is a natural athlete who was accepted by Roy, Walt, and Jack as a leader in athletic activities. Since Earl accepted the worker, and had status with the boys as a leader, Roy, Walt, and Jack, following Earl's lead, also accepted the worker as a helping person. Simultaneously, the worker also accepted the other individuals who at that time were only able to express themselves in the gymnasium by impulsive acting out and fighting. The worker was of course prepared for only a slow process of behaviour change.

In the second meeting, Fred and Earl were able to ask the worker to help them start activities. In both cases the worker did this, and in both cases the activities appealed to all the boys. The simple games that resulted brought the total group together in enjoyable activities, even if only for a few minutes.

In these early meetings, the worker permitted the boys to initiate their own activities, even though these activities were often highly unorthodox and lasted for only a very short
time. The value of these activities was that they involved all the boys in experiences that were very satisfying to them and provided an outlet for aggressive impulses through play.

In the third meeting, Earl's ability and status as a natural leader were responsible for initiating a basketball game including Walt, Dave, Roy, and Joe. The worker's willingness to accept and encourage such expressed interests of individuals and small groups helped them to have some more satisfying experiences and to realize that the worker would help them and participate with them. The worker's encouragement of the exploring, and the impulsive, spontaneous play that followed it, helped the total group to experience new activities which were very satisfying to them yet did not demand much organization or control from the group members or from the worker. Gradually, through these activities, mutual understanding developed between the worker and the group members. This understanding helped the group members to accept the limits that the worker gradually set, and these limits, in turn, led to a more satisfying program.

The state of uncontrolled chaos that developed in the fourth meeting (Dec. 8) helped the worker to realize that more limits were necessary in the gymnasium activity, and that competitive games should be avoided until the boys showed that they were able to accept the frustrations involved.

In the fifth meeting, more equipment was available, and the worker told the group that the gymnasium meeting would be limited to one hour. The boys were able to perform much more harmoniously within these limits, and, because of the additional
equipment, they were able to channel their aggressive impulses into ball games, using them as an acceptable form of fighting and as a medium for releasing their feelings. Earl, as a natural leader, asked for the worker's help in starting a soccer game, and was able to influence the other group members to follow his leadership. Since they had by this time had several satisfying, co-operative experiences, they were ready, with Earl's lead, to accept the worker's suggestions about how to adapt the soccer game to the gymnasium. Since the boys now had more faith and confidence in the worker than in previous meetings, the worker was invited to play with them in the game of British Bulldog. All these elements, i.e. the closer limits, the greater amount of equipment, Earl's leadership, the previous experiences of the group, and their increased faith and confidence in the worker contributed to the increasing satisfaction that the boys achieved from the gymnasium meeting.

By the sixth meeting the worker was able to detect from the general behaviour of the boys when it was necessary to take an active role in initiating activities. By this time the mutual feeling between the worker and the boys was such that they would follow the worker's lead when the worker did start a new activity. On this occasion the group members joined in when the worker started a passing game that soon involved all those present. Earl then wanted to try a different game. With his leadership and the worker's direction, the game was started and involved all the group members present. Satisfying
experiences within the limits of simple, co-operative games were the usual activity by this time. The group members had achieved enough control and objectivity to be able to appreciate the reality of the situation when the worker suggested a compromise and gave them the alternative of accepting it or leaving the gymnasium. With their memories of previous fun that they had had, with increasing confidence in the worker, and with the need to make an immediate decision, the group members decided to stay and accept the compromise suggested by the worker:

(Jan. 19) Earl suggested that they play war ball. W. asked how many wanted to play war ball, and all agreed enthusiastically that they wanted to play. Roy and Earl chose teams, and Earl and Harold played against Roy, Gerry, and Walt. The ball hit a chair, and the caretaker told the boys to take it easy on the chairs, and complained that he didn't know why they had to play these "damn fool games instead of basketball." This intervention by the caretaker turned the group members' hostility on him, and there were many muttered objections.

W. suggested that if they could not play war ball they could play British Bulldog - a popular game that had been suggested earlier and rejected in favour of war ball. The general reaction was, "we're not going to play anything now," so W. said that if they didn't want to play anything they might as well all go home, and started to change his shoes. This action made group realize that W. meant what he said, and they decided to stay and play British Bulldog.

All boys joined and played three games of British Bulldog in the usual wild, enthusiastic manner.

In view of all the previous satisfying experiences that had arisen from co-operating with each other and with the worker, and with an appreciation of the value of planning, the boys were able to progress to this point. In the seventh meeting they were able to plan their own games program with the worker's help, and to participate successfully in a highly competitive basket-
ball game (the chosen activity) for a reasonable length of time. When the game did threaten to disintegrate into an uncontrolled, impulsive acting out situation, the group members were more able to control the situation without the worker's help by re-directing the impulsive urges to fight into a wrestling match - an acceptable activity that had given previous satisfaction.

During the seven meetings held in this three month period, and judging on the basis of expressed interests, attitudes, activities, and ability to share and co-operate, these boys quite clearly progressed from an infantile level of behaviour to the point where they consistently displayed the ability to work as a harmonious unit, to participate effectively in competitive activities and to enjoy these experiences. This has been a steady progression; the value of the gymnasium meetings was in bringing about these behaviour changes rather than in developing skills in the activities. Not until January 26 (months after the meetings began) were the boys at the point where they could participate in organized activities to the extent necessary to develop the skills involved. These meetings illustrate how the boys, through guided group experiences, were helped to reduce their anti-social behaviour, to develop something of a democratic process in making decisions, and to improve their personal and social adjustment within the group.

Reactions to other adult-supervised activities.

Parallel to this series of activity periods in the gymnasium was the series of meetings in which the boys originally
showed a complete and general lack of enthusiasm for adult-supervised leisure-time activities in the community. Gradually their attitude changed. The group worker's initial observation reveals the boys' original attitude:

(Oct. 15) W. noticed that boys chose chairs closest to Mr. H. and that chairs close to W. were only occupied when no others were available. Walt seldom spoke during the meal, but all other boys were in conversation with Mr. H., asking about boys who had been sent to BISCO or the Detention Home, or boasting about their own periods in the Detention Home. There were eager questions about BISCO, and an obvious admiration of the place and anyone who had been there - this appeared to be the ultimate goal in their estimation - to be associated with BISCO - an attitude of "I would like to have a reputation and a 'BISCO' record, but dare I commit the act that will send me there."

At this time the boys were suspicious of the group worker and had no apparent interest in the leisure time activities available in the community. When this was realized, the general aims and philosophy of working with a group of this type were considered. Some of the aims were: The worker could help the group to move away from their association with B. I. S. in favour of socially acceptable standards; the group work program could develop community leadership and responsibility; the group could be helped to inter-relate with other groups, and its social horizons could be broadened.

During the early discussions of program planning that were held with the group members, the boys' feelings about Alexandra House and about using the woodwork shop were revealed:

(Nov. 28) Jack said he wasn't going to go down there and get his teeth knocked out. Earl, Roy, Fred and Gerry expressed fear of the "16 Scots" (a group of teenagers at Alexandra House) and said that when they went to the Ridge
Theatre the "16 Scots" would beat them up. Earl said that the "16 Scots" usually picked on Gerry, and once they even threw him on the road. Earl was quite indignant about this, and Mr. H. asked the boys what they did when the "16 Scots" picked on Gerry; Earl said there was nothing they could do because the "16 Scots" were bigger guys and a lot stronger. 

Because of the "16 Scots", boys were reluctant to go to Alexandra House; Mr. H. told them that if they did go to Alexandra House, they could all leave together from R. H. and that W. would be going with them, so the "16 Scots" would not bother them even if they did see them. Boys agreed that it would be all right if it was done that way. 

This illustrates the general feeling of the group - doubt and anxiety about their ability to mix with other groups of their own age, and a feeling of "gang rivalry". This was apparently the extent of their ability to relate to the community.

However, when it came to the point of being able to vote on which night they wanted to go to woodwork, there was enough interest shown to produce a 7 to 2 vote in favour of a particular night. Even at this point, though, there was still some misgivings and some traces of reluctance:

(Dec. 12) One of the questions most persistently asked was about the woodwork shop - what they could make and if anybody would be there to tell them what they had to do. W. told them that they could make whatever they wanted to with what was there, and that nobody would tell them what they had to do.

In spite of their mixed feelings, Earl, Dave, Gerry, Joe, and Norm went to woodwork with the worker. There were some interesting reactions:

(Dec. 12) Earl said that he wanted to join the "Nabe" (meaning the Neighbourhood House), and Joe said enthusiastically to W., "You're right, sir! It is fun down here!" in a very surprised manner. Norm said that he wanted to join the "Nabe".

This interest was partly due to the interest shown in the boys and their projects by the Neighbourhood House staff, who
visited the woodwork shop according to a pre-arranged plan. In general, the group showed interest and enthusiasm for woodwork and a vague interest in other aspects of the Neighbourhood House program.

The Christmas tree hike, planned with the boys, was a source of interest and enthusiasm, as illustrated in the following excerpt:

(Dec. 20) The basic objective of the trip (to collect trees) was successfully accomplished. Once the trip got started there was no evidence of discontent or negative behaviour, and morale was high. Party returned to cars with trees. The boys were singing and shouting and in high spirits.

At supper W. suggested that they tell --- (relief weekend cook) about their trip. Earl, Dave, and Fred told about the hiking and climbing with eager enthusiasm. Earl added that they had more fun than last year, when they just went out behind a house and cut a tree. Dave was persistently saying that they should go on an overnight trip.

During the meal and afterwards, boys were exclaiming and repeating that they sure had fun and that it was a neat trip - it was really good, etc.

This kind of healthy, enthusiastic reaction continued to be apparent in subsequent meetings:

(Jan. 9) By this time the boys had come bursting in and were clamouring to go to the woodwork shop. Frank was working, Jack was not present, but the remaining nine all went with W. to Alexandra House woodwork shop. Jack was already at Alexandra House and joined the group there.

On the way down to Alexandra House, Dave asked W. "When are you going to take us camping, Al?" Fred added "Yea, when are you? We can all take care of ourselves, 'cause when we run away we have to take care of ourselves anyway." W. told them that as soon as he could find somewhere for them to stay on an overnight trip they would be able to go.

Some other positive elements that W. noted were:

1. The group members were able to work cooperatively in spite of the limited space and limited number of tools and vices.
2. There was a healthy atmosphere of laughter and good natured banter as the work progressed, e.g., Fred repaired a baby's rocking chair with nails that were obviously too small. He sat in the chair and started rocking and singing "Rock-a-bye-baby". Suddenly the chair collapsed and he landed on the floor. He laughed and the group members laughed with him and at him.

3. Eight of the nine boys finished with a specific article to take home. Earl had nothing to take, but his activity with the paint seemed very satisfying and meaningful to him.

Two weeks later, the woodwork period was described in the following manner:

(Jan. 23) The woodwork session provided an activity that was of interest to the group members; their energy and aggressive tendencies were re-directed in a constructive direction. There was no fighting or arguing.... In general, the group members were having fun and enjoying the activity of woodwork and painting.

The boys continued to show interest and enthusiasm in the total group work program; Earl reacted in quite an aggressive manner when the discussions were temporarily discontinued:

(Jan. 30) Earl asked W. "Hey, Al, what's happened to our gripe sessions - we're not having them any more." W. asked if he thought they should have some more, and Earl thought they should - said that H. F. had told him that it was no good unless they had something they would discuss seriously - they weren't just sessions where the boys could say "give me this," or "give me that" and repeat the same old requests. Later in the evening Earl nailed a piece of plywood to the bench and drew a face and the house father's name under it. He said "O.K. watch this." He took a hammer and said "I'm going to nail his face in," and drove nails into the face with terrific force and intensity; then pounded the wood to shreds with the hammer. This was done with terrific intensity and concentration and repeated hammer blows and Earl said "There, that's what I think of him!" and heaved a sigh of relief and satisfaction when he finished.

His intense feelings about having the discussions taken away are quite apparent. Later in the evening, more evidence of interest in the Neighbourhood House program was revealed:
(Jan. 30) Earl asked if it would be all right if he left early because he wanted to go to bed early. He said he was playing soccer the next day.

This reveals that Earl had enough interest and initiative to join the Neighbourhood House soccer team on his own; he was keen enough to want to be a good player, and to get enough sleep to enable him to play well. At this time it was also apparent to the Neighbourhood House staff that most of the other boys were attending the total tweenage program instead of just woodwork. Their interest had spread to the total program, and they felt secure enough to participate in it. It was at this time that the woodwork program was switched to Tuesday, the regular tweenage night. On this occasion:

(Feb. 3) Dave arrived at woodwork shop and told W. he thought W. was going to meet them at B.R.H. He added that when he got to A.N.H. and found out from Miss G. that W. was there he had phoned home and told the others to come on down.

Several boys and girls entered the woodwork shop during the evening. They were, apparently, school friends of this group, since they all knew each other by name. There was a considerable amount of chasing and running around woodwork shop and auditorium.

The interaction between this group and the other "Tweenagers" was quite harmonious. Group members did not object to other tweenagers coming in to woodwork shop; some of the tweenagers showed more erratic behaviour and caused more disturbance than this group.

On this occasion Dave had enough interest in the program to phone the other group members; they too had enough interest to come to A.N.H. on their own. At this time, their behaviour was, on the whole, better than that of the general membership - an indication that the boys were able to use the group work program effectively.
Three days later the worker held another long discussion with the boys in the Receiving Home. The following illustration reveals their reactions to the group work program at this time:

(Feb. 6) When W. arrived, Earl and Roy expressed real enthusiasm when they asked W. if there was going to be a discussion and found that there was.

During supper, Dave said that he wanted two nights of woodwork instead of one - that they didn't have a chance to finish what they were making in one night. Norm thought that they should be able to go to the gymnasium more often.

Earl was telling Fred that he should join the soccer team at A.N.H. because they needed more players.

At this time there was spontaneous enthusiasm for the group work program, and Earl had even assumed the role of unofficial talent scout for the soccer team.

At the end of February this trend was still apparent, and further progress was evident:

(Feb. 24) Walt, Fred, Earl and Jack now seem to be using A.N.H. facilities on their own. Earl and Jack are in club groups and on the soccer team; Fred and Walt are interested in woodwork; Fred and Earl will represent their groups on the tweenage council that is being formed. Gerry, Roy, Harold and Norm use A.N.H. facilities intermittently.

During March this trend continued:

(Mar. 3) Earl, Jack, Walt, Dave, Fred, and Harold have found their own interests and friends and are happy and self-confident in the total tweenage program at A.N.H. There is evidence that these group members are developing deeper and more meaningful relationships within the tweenagers.

This was the general picture that recurred quite consistently when the boys were at the Neighbourhood House.

Many inter-related elements helped to bring about this final state. First of all, the group work services were an integral part of the Receiving Home program. It was therefore
possible to plan the program with the boys and help them to overcome their fears of joining Alexandra House. With the co-operation of Alexandra House staff, the boys were helped to have a series of satisfying, introductory experiences in the tweenage program. After their careful introduction to these experiences, they were eager to move into the particular areas of program that were of special interest to them. This is the kind of situation that can arise when co-ordinated professional leadership is available in the Receiving Home and in community agencies such as Alexandra House.

There is a remarkable contrast between the boys' attitude on October 15, when they were suspicious of the worker and were talking eagerly about BISCO, and their attitudes on January 9, when they were clamouring to go to woodwork and asking about a camping trip. The gradual process of becoming integrated with the tweenage program and participating in the activities it offered provided the group members with an acceptable substitute for their identification with BISCO. Through the direct work with the boys and the concurrent (and just as essential) work with the staff of the Receiving Home and of Alexandra House, some of the aims and objectives that were originally considered have been achieved. The boys have been helped to move away from their association with B.I.S. in favour of socially acceptable standards; they have been helped to inter-relate with other groups, and their social horizons have been broadened to include an appreciation of the satisfactions
of a constructive leisure time program. They have, in general, been helped to plan, to play, and to live more effectively in their own group and in the community. These accomplishments are an essential part of the total process of helping them to move out, ultimately, to a normal living situation.
Chapter IV

INDIVIDUAL PROGRESS

There are many ways in which the group work program could be evaluated. One way is to consider the progress of each boy. If the general concepts that served as a guide for working with individuals in the group work program are reiterated, they will provide a convenient frame of reference against which the boys' progress can be assessed.

One general concept was: "we move a child to a new environment in the hope that the constructive patterns of another group may be gradually assumed and that social conduct may replace the anti-social."¹ A second general concept was that the word "group" "... implies a network of relationships that have a strongly lasting character and, because of this, can contribute a great deal toward the development of the latent potentialities of the individual belonging to it, especially if it is skilfully guided according to modern group work principles."² A third general concept was that "a healthy social climate ... is one of the strongest treatment influences


with children whose strivings, drives, and conflicts too often have remained latent, because of an undesirable home situation, and thus served to distort their personalities. They can only be helped through the medium of creative expression and satisfying human relationships that will lead to self respect, personal satisfactions, and ... recognition, and in this way make it possible for them to become better integrated individuals."

Each boy is considered from the point of view of his behaviour in the group work program and the extent to which the general concepts could be applied for his benefit.

Earl. (age 15)

Earl was able to take advantage of all the group experiences provided for the boys in the Receiving Home. He participated in the gymnasium program, the Christmas tree hike, and all the activities available for the boys at Alexandra House. The only anti-social conduct that he showed was a tendency to bully and antagonize smaller boys. This tendency was less noticeable during the latter part of the group work program. In general, he was helped to develop creative expression and satisfying human relationships, and to experience personal satisfaction and recognition from the worker and from the staff of Alexandra House. In the gymnasium he revealed general athletic ability in wrestling, basketball,
and soccer. He was a natural leader, and the fact that he was eager to please the worker and able to influence the other boys enabled the worker to use Earl's leadership to help the other boys to participate in group activities. On several occasions he made remarks and told fantasy stories that revealed his general disillusionment about adult people, and his confusion and anxiety about living in the Receiving Home. The fact that he participated eagerly and consistently in all the activities that were available, and the fact that he often willingly undertook to do dirty, menial jobs, and did them in a thorough, meticulous manner, may be signs that he is clutching at anything and everything in order to be liked and accepted. He often repeated in parrot fashion the exact words or phrases that the worker had used — another indication of the degree to which he can identify with a male adult. He showed initiative and self confidence in joining the soccer team and in signing up for softball at Alexandra House. He is not quite ready to accept a normal living situation yet, in view of his general lack of enthusiasm for adults, and his lack of a strong or consistent feeling of self-worth. However, in view of his ability to relate to adults once he has tested them and assured himself that they will accept him, it should be possible for him to move, ultimately, to a normal living situation. In the meantime, he needs to be gently exposed to a number of people in family situations so that he can see that they are not all cruel and rejecting.
Roy. (age 14)

When the group work program was started, Roy revealed much anti-social conduct. To counteract this condition, a network of skilfully guided relationships was built up and a healthy social climate was developed to help Roy to achieve satisfying human relationships. In October, November and December, Roy was an extremely unhappy boy. His problem of severe enuresis was a depressing influence on the whole Receiving Home. Roy was teased unmercifully by the other boys both in the Home and at school. The house father, responsible for supplying sheets, blankets, and mattresses, was exasperated by this continuing problem. Roy's general reaction was belligerent and defiant; he fought viciously with the smaller boys in the Home. This, in turn, created more antagonism towards Roy, and greater tension and strife. No physiological cause could be found for his enuresis. In the weekly meetings held between house father, group worker, case workers, and their supervisors, Roy's case history was studied. It appeared that Roy's enuresis might be an expression of hostility towards the house father, whom he regarded as a substitute father. With this in mind, it was suggested to the house father that he adopt a more lenient, understanding approach towards Roy, and explain to him that he was not in the position of a father. The house father did this. At the same time, it was suggested that in the group sessions, Roy's problem could be discussed with the total group (in Roy's absence) and their co-operation could be obtained by asking them to stop teasing
him. This was done, and the boys responded in a very sympathetic, co-operative manner. By this double approach, Roy's enuresis immediately diminished, and has, subsequently, stopped almost completely. This is an example of how the staff meetings were used to form a plan to help the house father to help the boy, and how the group sessions were used to assist in the total process.

When this problem diminished to such a marked degree, Roy became much happier and less aggressive in the group work program. He got great satisfaction from talking with the worker and engaging the worker in situations that were competitive but friendly. It did not matter what the activity was. Either in woodwork or in a game of indoor rugby, the kind of situation that gave Roy real satisfaction was the one in which he could show his ability and win approval. This appears to be his greatest strength - his ability to relate consistently and in a friendly manner to adults. He should be able to relate in the same way to foster parents who could give him this kind of attention and share activities with him.


In general, Walt has been helped to experience recognition, personal satisfactions, and satisfying human relationships. In particular, during the first two or three months that he was in the Home, Walt was a scapegoat. He was abused in many ways by the other boys, and was rather isolated and very unhappy and fearful. More recently, he has become less an object of abuse, and more accepted as equal to the other boys. This was partly due
to the fact that he was accepted as equal to the other boys in the group work program, and partly due to his own inherent qualities of honesty, friendliness, and willingness to help and sympathize with the other boys when they are in difficulties. He is apt to yield to impulsive urges such as erratic, random running around and play fighting, especially when other individuals initiate this kind of activity; he also has a tendency to deliberately create situations that would normally bring punishment from the adults concerned - he seems to invite physical punishment in this way. Apart from these deviations, he presents no serious problems and is able to live harmoniously in the Home. He enjoys athletic activities and is good at woodwork. Since January he has attended Alexandra House regularly, and often on his own initiative. Since a suitable foster home would be difficult to find for Walt (because of his racial origin and his other characteristics) a group living situation is the only feasible resource, unless his own home situation can be improved to the point where it is possible for him to return there.

Harold. (Age 13)

Harold was able to benefit by gradually assuming some of the constructive patterns provided in the group work program. He was able to develop some of his latent potentialities, and to become a slightly better integrated individual. This was achieved by enabling him to express some of the strivings, drives, and conflicts that served to distort his personality.
Through creative expression and satisfying human relationships he achieved a greater degree of personal satisfaction and recognition. Harold was referred to the Child Guidance Clinic. The following information about him supplemented the information provided by the case worker and the house father. Clinical diagnosis to determine an immediate and long-term plan that would best meet his needs was considered necessary. This case shows how specific incidents that arise in the group work program are of value in revealing habits, skills, interests, and progress. This information is provided from a series of recorded observations over a period of four months.

The first impression that the worker received from observing Harold was that he was isolated and unhappy in the group. He would usually sit alone and would often sing mournfully to himself, rocking back and forth as he did so, and gazing into space, apparently quite oblivious of what was going on around him. He would not join in active group games and was bullied continually by the bigger boys who alleged that he would annoy them and then run to the house father for protection.

At Halloween, the worker noticed that Harold was dressed like a girl - he was wearing lipstick and makeup and had a kerchief over his head. The other boys often teased him for "acting like a girl"; the worker noticed other characteristics that substantiated this claim to some extent; he sings in a high voice and collects pictures of models from fashion magazines, and draws pictures of women in long, flowing dresses.

In the gymnasium with the other boys, Harold demands
constant attention from the worker and has a real interest and 
some skill in balancing and tumbling stunts. He can work co-
operatively with others in this activity. The remainder of 
the group prefers aggressive, fighting games.

Until Christmas-time Harold would lose his temper very 
easily and burst out crying and sobbing at the least attack 
from any of the other boys. On two occasions he left the gym-
nasium in a fit of uncontrolled infantile rage and did not 
return on either occasion. (The group as a whole was very prone 
to fighting and impulsive acting out at this time; Harold was 
one of the most active along these lines.) There is a piano 
in the gymnasium and Harold would sometimes sit and play the 
piano, though with little skill or ability.

Harold has become more aggressive in his contacts with 
the worker. One of his favorite tricks is to creep up behind 
W. and jump up on W.'s back and butt W. continually with his 
knees while he hangs on. He likes to fight with W. and enjoys 
inflicting pain by scratching or gouging with his fingers. He 
does this with intense concentration and effort until it really 
hurts the recipient. However, the next minute he is friendly 
and eager for W. to teach him new stunts, which he will practice 
very carefully.

During January and February Harold became more a member 
of the group - less isolated, more co-operative, and able to 
work as a team member in basketball games and other "rough", 
"tough", fighting games which are so characteristic of this group.
He developed a higher frustration tolerance and was able to take the inevitable bumps and bruises as a part of the game rather than as a personal insult. He revealed an interest in weight training and body building and boasted about his (imaginary) strength.

In woodwork, Harold showed no real skill in the use of tools, but liked to use the lathe and power-driven sanding disc. At first he was afraid of the dust and noise and flying chips, but after seeing worker and other boys use the lathe he tried it for himself under worker's guidance and instruction and then used it alone, with real satisfaction and pride in his accomplishment.

Worker spent some time with Harold in each gymnasium and woodwork session, encouraging and helping him in his expressed interests, and then inviting him to join in some activity with other group members who have the same interests. This satisfied his need for attention and helped him to work with other boys.

These observations cover only a short period of Harold's total "life-situation" - they cover about four or five hours per week. However, in this group work area he has shown interests and ability to relate easily to the worker (when he is given much individual attention) and increasing ability to relate to the group in a harmonious manner. However, the worker does not want to give the impression that he considers Harold to be a well-adjusted boy. The following excerpt from a group record reveals symptoms that suggest that Harold is in need of
psychiatric consultation.

The group had just been exploring the attic of the gymnasium, with W.'s help. They found that it was dark and dusty, and satisfied their curiosity.

After a few minutes of looking around, and realizing that there was nothing in the attic, W. and boys returned to the gymnasium. There was an atmosphere of adventure and excitement about the whole visit to the attic that appealed to the boys. W. assisted Harold and Joe to get down, at their request.

All except Harold returned to the gymnasium. Harold was in the kitchen and had just finished washing his hands when W. came through kitchen. Harold turned to W. and said "Look at my gloves." He produced two pairs of ladies gloves -- one pair of fancy black ones and one pair of red ones. He put on the black ones and said they were his mother's; he waved his hands around, showing off the gloves in a very effeminate manner, apparently seeking W's approval of this act. He said that his mother had another pair of long white gloves that came up to her elbow. W. asked Harold if he thought those were the kind of gloves that boys should wear. Harold thought that boys should wear woolen or leather gloves. Harold told W. that he never let the other boys see him wearing the gloves - that he always carried them with him but never wore them when other people could see him. Harold told W. that his mother was 38, that she had a boyfriend and was getting married soon, and that when she had some money he was going back to live with his mother soon after Christmas.

These four boys, Earl, Roy, Walt, and Harold, are the ones who have been able to benefit to the greatest extent from the group work program. Of the other seven boys, three have been able to benefit to a lesser extent.

Fred. (age 14)

In general, Fred has found some means of creative expression and some personal satisfactions in the group work program. More specifically, he has participated eagerly in
most of the activities at Alexandra House. In woodwork he has revealed skill, persistence, ingenuity, and the ability to work consistently from week to week. He has attended woodwork and the general program at Alexandra House regularly and on his own initiative, and, generally, has used the resources in a satisfying, appropriate manner. There are however, other characteristics that must be considered. Underlying his apparently satisfactory behaviour is a tendency to take advantage of certain situations in a scheming, calculated manner. He will go to great lengths to win the confidence of adults, and then, being in a position where he is trusted and, therefore, often not being watched, he will deftly steal some object which may not in itself be of any great value. He usually times these acts so that some other boy could be held responsible, and stoutly denies any knowledge of the incident when it is discovered. In addition, he is, at times, moody, sullen, unco-operative, and bad tempered, besides being of a bullying, aggressive nature. These characteristics are, of course, indicative of underlying disturbances that have not been satisfactorily resolved. A semi-permanent residence would seem to be the only feasible resource for Fred. Apart from the problems mentioned, he is able to live effectively and harmoniously in this setting.

Dave. (age 14)

Dave has achieved little in the way of creative expression, personal satisfaction, or satisfying human relationship in the group work program. In general, his strivings, drives, and
conflicts have either remained latent or been expressed in an anti-social manner. More specifically, under existing circumstances, it has been difficult to work effectively with Dave. In the gymnasium program he has consistently indulged in impulsive, erratic behaviour such as fighting, running around aimlessly, and exploring every accessible inch of the church hall. When he has occasionally joined in more controlled activities, his lack of physical size and strength, in addition to his temper and his feelings of inability to compete with the other boys have caused him to quit very easily. In woodwork he has occasionally completed a simple project with the worker's help, but generally his behaviour has been erratic, impulsive running around in a noisy, unpredictable manner. He is very susceptible to influences from contagious, tempting situations. When a group of boys started kicking at a door in Alexandra House, he was the one who continued until he put his foot through the panel. On another occasion he was involved with Norm in an episode of lockpicking at Alexandra House. However, there have been examples of his ability to be influenced by the worker and to relate positively to him. After subjecting the worker to the most extreme forms of "testing" he will then, ultimately, work in a very co-operative, friendly manner for a short time when he has found that it is safe to do so, and that he will not be rejected. The occasions on which the worker has been able to work most effectively with Dave have been either in the woodwork shop or when discussing W's car or driving in it with Dave, when there
were no other boys around. On these occasions he has shown an intense fascination for the car, and, in spontaneous conversation, has revealed some of the things he would like to do - for example, drive a car, take girls out, and go on weekend trips. In more recent contacts he has asked W. when he will be in again, and has asked W. to bring him some special kinds of wood; generally, he has become more friendly and outgoing.

In view of his intense suspicion and generalized antagonism towards adults, the length of time that it takes to form an effective relationship with him, the uncertain nature of this relationship, his impulsive behaviour and his tendency to engage in delinquent activity with very little persuasion, Dave appears to be a long way from the point where he could accept or be accepted in a normal family living situation. He appears to need much individual attention over a long period. It is for boys such as this that a semi-permanent group living situation appears to be the only feasible resource.

Gerry. (age 15)

In general, Gerry has achieved a measure of equality with the other boys, as well as recognition and personal satisfaction from the group work program. More specifically, Gerry's major handicap is his limited intelligence. Unable to pass Grade I work, and unable to read or write, he is habitually treated in a derisive, scornful manner by the other boys. He is able to perform certain routine chores around the Home, he has very
limited manual ability in woodwork, and some ability and interest in gardening. His pleasant, cheerful manner, his well developed physique, and his eager expression give a false impression of greater ability and intelligence than are actually present. He requires constant, patient direction and guidance in order to perform even routine tasks, and will probably never progress to a much higher level.

The four remaining boys, for different reasons, have derived little benefit from the group work program.

Norm. (age 13)

In general, Norm has been unable to make effective use of the group work program. On different occasions he has shown that he can respond to individual attention, and on these occasions he has temporarily shown skill in woodwork and in gymnastic activities. On most occasions he has been in what appears to be a very confused, hazy state of mind; it is often difficult to tell if he is aware of what is going on around him. On different occasions he has stolen tools and a wallet from Alexandra House, and on one occasion was involved in a lock-picking episode at Alexandra House. He usually engages in wild, impulsive, chasing games with Dave in a noisy, defiant manner. He is unable to settle down or concentrate on any other activity.

A close study over a period of several months is necessary to assess his progress, since he has only been in the Receiving Home four months. One sign of progress in this time has been his becoming slightly more talkative and aggressive with the worker.
Joe. (age 12)

Joe left the Home in January for treatment at the Ryther Clinic. During the gymnasium periods he revealed extreme outbursts of temper and intense hostility towards the worker.

Frank. (age 16)

With the exception of a few minutes in the gymnasium in one of the early gymnasium periods, Frank did not participate in the group work program. His desire for independence and his more mature interests took him completely outside the group work program.

Jack. (age 14)

Jack participated in some of the planning sessions held with the group in the Receiving Home. Apart from this, he found his own friends and his own interests in the community, including a hobbies club in a local church and a soccer team and a club group at Alexandra House. His successful experience on a weekend trip up the mountain with this club at Christmas time made the other boys more eager to join Alexandra House. He is, therefore, an example for the other boys in this respect.

His initial contacts with the worker were very guarded and non-committal, but at Christmas time he felt secure enough to ask the worker to loan him a pack and other equipment for his trip up the mountain. He has since become slightly more spontaneous and outgoing in his contacts with the worker. He takes a long time to establish even a superficial relationship with male
adults, and even when he does this, he is continually suspicious of them and hesitant in his dealings with them. In his dealings with the other boys, the worker has noticed that Jack is very easily upset by being shoved or attacked in a playful manner, and will cry quite easily. He is at present relating satisfactorily to individuals and groups in the community; but he needs to have a series of successful experiences in group relationships, and continuous support and encouragement to build up his self-confidence. He might, after a series of such experiences, make a successful adjustment to foster parents who did not demand too much show of appreciation from him.

From these illustrations it is apparent that the group work program has provided a variety of guided group experiences in which it has been possible to observe and evaluate the specific characteristics and general behaviour of most of the boys while they have been in normal, daily living situations. In some cases it has been possible to bring about desirable changes in behaviour. This objective has been achieved fairly successfully considering the limited time and limited resources available. It is apparent that careful consideration should be given to the selection of boys for the Receiving Home. For example, Frank and Gerry are occupying space that could be used to greater advantage by other boys. It is also apparent that it is necessary to work with these boys for a considerable period of time to get any results that are likely to be of
permanent value. Two years of careful consistent work would probably be necessary to ensure that the boys were really fit to return to a normal living situation. In some cases, it might not be reasonable to expect a boy to return to a normal living situation. In such cases, semi-permanent group living accommodation would be necessary.

In general, better results could be obtained if more time was spent with the boys in activities that have not been available in this program; for example, mechanical work on cars, other manual activities, such as hobbies, household repairs, carpentering, and gardening. With a "collection of boys" such as one inevitably finds in a Receiving Home, it is usually necessary to work with them for some time on an interest basis, individual or in small groups, until the network of relationships that is so essential in developing the latent potentialities of the boys is built up. Only then can they experience creative expression and the satisfying human relationships that have been completely lacking in their lives and that are necessary before they can become better integrated individuals.

It is interesting to note that all the boys progressed in their school work to an unusual and unexpected extent after the group program had been in effect for six months. In the words of the house parents, their marks were "the best ever", and several of the boys also made progress in their general conduct at school. It may be that because all the boys were getting some measure of new and satisfying experiences from the whole
smoothly operating group work project, they were able to work more effectively and harmoniously in school. It is possible that these satisfactions helped the boys to release their potential ability to improve in their school work. It is reasonable to assume that this may well be the case; it is also reasonable to assume that only by continuing the group work services will it be possible to help the boys maintain their present level of behaviour and to continue to progress.
Chapter V

GENERAL PROGRAM IMPLICATIONS

Another way to evaluate the group work program (in addition to considering individual progress) is to consider the general concepts that were originally stated and the extent to which they were applied in this particular project. One of these concepts was, "the basic difficulty ... (is) ... our failure to develop ... group life ... skilfully and in relation to case work."\(^1\) Another concept was that "... group work with children is only a part of the administrator's responsibility in the institution. The staff, the board, and the community offer equally challenging opportunities to the superintendent who is 'group conscious.' These concepts of group work with respect to children, staff, board, and community lead us beyond the narrow confines of the old conception of group work as recreation and leisure time activity alone. We begin to see group work as a technique, and as much a part of the total administrative scheme as case work."\(^2\)

It has already been illustrated (in chapter II) how group work skills were used with respect to staff and the community in a general way. There were other times when the group


worker was able to work with the case worker, the house parents, and the staff of Alexandra House on more specific points.

Cooperation with the case worker.

The following examples give two specific illustrations of cooperation with the case worker:

(Jan. 5) When W. arrived at B.R.H., Earl and Walt were alone in the dining room. Earl told W. that the other boys had all gone out - that they were not going to Alexandra House and would not be going to the gymnasium. He added that Fred and Dave were fed up with the gymnasium and would not be going there any more. A few minutes later, Dave, Fred, and some of the other boys came bursting in through the front door, and Dave shouted, "Let's go to the gym!"

The worker noted at this time that the eager enthusiasm with which Dave and Fred burst in would seem to contradict Earl's statement that they were not interest in the gymnasium. This may therefore have been a projection of his own feelings. The worker also noted that in group activities where there is a personal threat, Walt and Earl often withdraw into isolation from the other boys. Earl may therefore feel too insecure to join Alexandra House, where he thinks he would be exposed to competitive activities and to the danger of defeat and loss of status. Walt may be reluctant to join because of his insecurity and fear of being conspicuous. In this case his fears may stem from the fact that he is Chinese and therefore feels different.

With these considerations in mind, the group worker thought that the case worker might be able to explore these problems with the individuals. The incident and the group worker's interpretation of it were discussed with the case worker,
who in turn interviewed the boys and found that they were quite reluctant to join Alexandra House. With the case worker's help, the boys were able to overcome their fears and join the Neighbourhood House with a greater feeling of confidence and security.

Another illustration reveals how the content of a case work interview can be integrated with the group work activities. On one occasion, the group worker was discussing with the boys how they had progressed in their leisure time activities, what they could remember about what they had done, and what each boy was good at. Each boy was given an opportunity to speak. It came to Jack's turn. The following situation arose:

(March 17) W. asked Jack what he could remember, and Jack said "Nothin." W. agreed that Jack had been out on his own most of the time, but that W. could remember some good things about him, too. Jack, especially, and other boys were eager to know what they were. W. said that he knew that Jack had gone out on his own and made a lot of friends in the neighbourhood, and had found a hobbies club in a church. Jack eagerly said, "Yea -- you know what? Mr. H. told me somethin' that was real good that I'd done." W. asked him what it was. Others were asking the same question. Jack first said it was something private, and then he stood up and said, excitedly, "He told me that I've gone out on my own and made friends in the neighbourhood and he said that's good!" W. agreed that it was good to be able to do that.

Before this session began, W. knew (from a previous meeting) that Mr. H. had already discussed this with Jack. W. therefore took the same line of approach in the group session. Jack then recalled what Mr. H. had said, and, having been praised by W. for the same thing, was eager to talk about it in the group setting. The fact that he did talk about it in such
a constructive way was of value to the other boys; they would accept such a statement from one of their peers more readily than from an adult, and might even be stimulated to go out and do the same thing. Case work and group work can, therefore, be coordinated and integrated in a very effective manner when there is mutual understanding between the workers concerned.

Co-operation with the house parents.

The group worker was able, on one occasion, to help the house mother with a specific problem:

(March 17) When Roy was going out he came to H.M. and asked, "How do I look?" H.M. said that he looked much better now he had his good clothes on. Roy said he felt funny, and went out. At this time, W., Roy, and H. M. were in the kitchen. Other boys and H.F. in other parts of the house. W. asked where Roy was going and H.M. told W. W. remarked, "I know how he feels about being dressed up." This was just a chance remark. (W. meant that he knew that Roy must feel pretty uncomfortable being all dressed up when he would prefer to be in ordinary school clothes) H.M. said that she wished W. would tell her how Roy did feel, and then she would understand it too - that she couldn't see why he disliked dressing up and that she always wanted the boys to look smart when they went out or to the office. She thought that going to the office (to see case worker) should be important to them. W. said that a fourteen year old boy was often very self-conscious about his appearance anyway, and that when he was dressed up he was all the more self-conscious because it was unusual for him after wearing school clothes. That was what Roy meant by saying he felt funny. H.M. said she thought a boy should dress up when asking a girl for a date, otherwise the girl wouldn't want to go. W. said that he thought H.M. was quite right in wanting to help them to be smartly dressed; and after a few times they would become less self-conscious and more at ease, and that she was helping them to do that.

The particular significant point about this discussion is that it arose out of a simple little incident, when the boy, the house mother, and the worker were mingling in a natural,
harmonious manner in the group living situation. The interpretation was given to the house mother at the time when it was of most value - immediately after the situation arose, and when there was a question in her mind. This is the kind of incident that can be used to real advantage in a group living situation when there is a natural, harmonious atmosphere that includes workers, house parents, and children.

Co-operation with community resources.

The general program at Alexandra Neighbourhood House included an Easter party with games and a dance as part of this event. On this occasion a particular boy was helped to enjoy the party:

(April 7.) W. noticed that Roy was sitting with one of the volunteer workers and that she looked rather uncomfortable at his obvious, eager attention. W. was able to talk with her (away from group) a few moments later; W. asked her if she realized what it meant to Roy to be able to talk to her. She wondered why he was so attentive, and W. explained that Roy needed to feel grown up and to have a girl that would talk to him, encourage his conversation, and give him attention. Roy, at fourteen, is quite tall and feels awkward with the average girl his own age. W. said that if she could help Roy in these ways it would make him feel good, and it was something no one else there could do, since he had chosen her to be friendly with. She understood and assumed this role very naturally and effectively. During the dance she also danced with Roy, much to his obvious satisfaction and enjoyment. Before leaving, W. again spoke to the volunteer worker, and discussed what the evening had meant to Roy. She appreciated her essential part in this experience, and was obviously satisfied at being of such service.

When there is a coordinated group of adults who are all co-operating to help the boys, this is the kind of experience that can be brought about.
General Conclusions.

These illustrations show how the objectives of working with case worker, house parents, and community agencies on individual cases have been achieved on some occasions. It should be remembered that the group work project being studied has only been in effect for a period of six months, and that there have been limits on the amount of time that the worker was able to spend with the boys (an average of two nights a week), and in planning with other staff members (an average of two meetings a week). If group work services were a continuous, permanent part of the Receiving Home program, it is assumed that the results that have been demonstrated could be achieved in greater measure.

The following record of meetings between the group worker and the house parents gives a more complete illustration of the total group living situation; it shows that group work services are only one of many closely interwoven aspects of day-to-day living in the Home.

(April 13) W. phoned H.F. and arranged to meet him later in the evening to discuss the progress of the boys in the Neighbourhood House program.

W. visited B.R.H. at 8.00 p.m. and W. and H. F. met in H.F's private lounge. H. F. provided coffee. W. said that he thought H.F. might like to know how the boys had progressed at A.N.H. - that W. did not know how much H.F. had heard or what the boys had told him. H.F. said that what he knew was from what he saw from the boys' activities; that Roy had found a new circle of friends at A.N.H. - outside of school and outside of the airforce cadets - that Roy had been late home one night and had told H.F. about his new friends. H.F. added that he was quite pleased about this, and that he could understand that Roy wanted to stay outside and talk with the gang for a while as any boy
would, and that, under the circumstances, he had not been reprimanded for being late in. W. agreed that it was good that Roy had been able to do this, and told H.F. about the previous Tuesday at A.N.H. - how W. had been able to plan with Miss G. how the boys might be able to help with the party, how W. had then had a discussion at supper time with the boys, and how they had agreed to run the loud speaker system and had done a very nice job that was essential to the dance. W. pointed out that this had happened because he had been able to plan with the boys in the discussion. W. said that the group had reached this level through the discussions and the program that had developed out of them. W. traced this process for H.F. - how H.F. had originally suggested the idea of the discussions, how the woodwork, use of A.N.H. generally, and now this experience of contributing to the party had all come out of his original idea of having discussions with boys and his co-operation in starting them and maintaining them. W. thought that H.F. followed W's explanation quite clearly, and appreciated being given the credit for the success. H.F. voluntarily and earnestly said that he thought it was much better for W. to have the discussions alone with the boys since this helped them to concentrate on the group program.

W. and H.F. discussed generally how the boys were moving out into the community, and H.F. said they were at the point where they no longer wanted to wear blue jeans and their usual school clothing when they went out on Sundays, but were taking a pride in their appearance and appreciated good clothing for going out visiting. He told W. how Earl and Jack were going to get into the provost corps of the cadets, how Earl had been picked out as a potential N.C.O., and how Dave and Fred were going to get into vehicle maintenance and repair classes in the cadets. He showed insight into the fact that each boy is different and needs different experiences. W. asked where they met for cadets and H.F. named the location and then asked eagerly if W. would like to go over there and see the cadets on parade. W. said that he would like to go, and added that the executive director of C.A.S. had suggested that W. get more information on the cadet camp, and that W. had wondered if he, H.F., and Mr. H. might all go over some night. H.F. said they had an open invitation to go over any parade night and that the officers in charge would be very glad to show them around. It was tentatively arranged that a visit would be made on April 27.

H.F. had also told W. how Fred's uncle had visited B.R.H. and how he had shown a real interest in Fred and in his progress at B.R.H. H.F. said that he had immediately
wondered if this might be a possible home for Fred, and had telephoned Mr. H. to give him the information.

W. planned with H.F. to come in on Tuesday night for a discussion with the group, pointing out that he would previously contact A.N.H. and plan with them how the boys might best fit into their program, and then discuss any new possibilities with them at supper time - that this was the purpose of the discussion. H.F. was quite agreeable to this plan.

(April 14) H.M. eagerly told W. that C.A.S. were making it possible for her to go out and buy some new furniture and a vacuum cleaner for the Home. She added that when they got it they would have a party to celebrate the occasion, and the boys would all be able to bring their girl friends.

These two records reveal many significant points. The house father is in a position to pick up little details of information that are of real significance to a social worker. For example, the facts that Roy had made new friends, and that Earl, Dave, Jack and Fred are getting into special groups in the cadets reveal their general progress. These are details that come out in the general conversation of the moment, and often at no other time. They reveal the inherent possibilities for helping the individual boys that exist in such a situation, particularly when skilled staff are in residence and are available to use these incidents in the most effective way - at the time when they arise, rather than in an office interview which is often in a more formal environment and perhaps at a set time several days later.

The records also reveal that administrative decisions such as on the purchasing of furniture, bear directly on the whole group living situation, as revealed by the house mother's enthusiasm, her consequent desire to have a party for the boys, and the
potential value of such an experience for them.

More generally, the records reveal the harmony and understanding that must exist between the total staff and the staff of community organizations such as the cadets and the Neighbourhood House if the total program is to be fully effective. They reveal that the house parents must be given credit where it is due, and that their needs and point of view must be considered. The house parents are, naturally, concerned with environmental factors such as the boys' clothing and the furniture; they try to take a real pride in the appearance of the Home. If this is not appreciated by the professional staff, and if little provision is made to maintain the physical environment of the Home, the morale of the house parents can drop to a very low level. When this happens, the job they are doing in caring for the boys becomes less effective, the degree of spontaneous cooperation that they extend to the professional staff decreases, and the jobs of the social workers concerned become more difficult.

If effective work is to be done with the boys, the house parents' point of view must be considered. Their position as the people who provide continuing day-to-day care for ten teen age boys who are always very active, often quite noisy, and who sometimes indulge in fights, arguments, moods of depression or defiance, and in individual peculiarities of behaviour must always be remembered. It must also be remembered that the Home at the present time does not provide many outlets for such behaviour, and that the house parents, for the most part, have the extremely trying task of maintaining a happy, harmonious atmosphere in the
Such behaviour is, of course, to be expected from children such as these, and one of the advantages of an institution such as the Boys' Receiving Home is that no one staff person is expected to deal with difficult situations alone and unassisted. Such an arrangement would of course be impractical and highly undesirable. The weekly conferences and also the other meetings between group worker, case workers, house parents, house staff and supervisors have been and must continue to be opportunities for all to share their experiences, to learn from others, and to contribute to the over-all program. There is always room for improvement – always something that each person can learn, as anyone who has been associated with this project will readily admit. For example, in the team conferences, it was often learned that one particular person was in the best position to help a boy in the most effective way; the way in which the boy could best be helped was the main interest at all times. This happened in Roy's case, when the house father was in the best position to help Roy overcome his enuresis. The house father was the only person who could solve this problem with Roy, but the case worker was able to supply diagnostic information and the group worker was able to assist in carrying out the pre-arranged plan.

All aspects of each element of the group living situation – case work, group work, house parents, community contacts, administrative procedures and decisions, and many other elements,
inevitably interact, and either contribute to or detract from the ultimate effectiveness of the day-to-day living experiences, depending on how harmoniously they are integrated. In order that the boys in the Home may be helped to derive the maximum benefit from the time they spend there, as many aspects as possible of the elements that influence their day-to-day living experiences must be integrated in the most effective way with each other, and with appropriate resources in the community. In this case the Child Guidance Clinic, the Army Cadets, and Alexandra House are examples of appropriate resources that have been used in this project.

The present Boys Receiving Home is actually a group living situation that relies on a number of outside resources to effect a treatment program. It relies on the church gymnasium, the schools, the cadets, and the Neighbourhood House to carry on its program. The program is actually "built out" into the community. It is therefore necessary for the staff to have the time and the skill to mobilize these resources and to develop the necessary contacts and public relations with the immediate neighbours and with the community resources. The amount of freedom that the boys have in the residential Kitsilano community also makes it necessary to select the boys very carefully and to provide an adequate leisure time program for them. An open home, such as the Boys' Receiving Home, cannot be expected to handle ten actively delinquent boys without undesirable reactions coming back from many directions in the community. However, if the intake is carefully planned,
and if there is an adequate group work program, highly satisfactory results can be expected. This project has shown that, even with a group that contained a high percentage of boys that were not too suitable, good results were obtained. The most desirable course in the future is to select the boys more carefully, being reasonably sure that they can benefit to the maximum from the group living experience. A carefully planned group work program should then be developed to meet their needs.

In the immediate future, certain steps could be taken to ensure that the boys in the Receiving Home are helped to derive the maximum benefit from the time they spend there. There are five main areas that should be considered

(a) **Group Work Services.** With this study as an indication of what might be expected, it is recommended that group work services be continued as an integral part of the Receiving Home program.

(b) **Case Work Services.** From experience gained during this study, it is recommended that there be one case worker for all the boys in the Receiving Home, and that this worker have enough time to give consistent services to the boys. It should be remembered that the boys in the Home are there because of their individual problems. They need case work services even more than group work services in some instances.

(c) **Records.** It is essential that complete case histories and case recording on all the boys in the Home be made freely and easily accessible to the group work staff. It
is highly desirable that there also be a free interchange of information between professional workers in C.A.S. and in other agencies in the community (such as Alexandra House) when these agencies are working with children who are in the care of the Society.

(d) Psychiatric Guidance. It is recommended that a required part of the intake procedure of the Receiving Home be a complete report from the Child Guidance Clinic immediately prior to the boy being admitted to the Home.

(e) Finances and Equipment for Group Work Program. There are certain items that are essential for an adequate group work program. For example, in arts and crafts, "When group members are working with their hands, conversation is apt to flow more freely, and the social group worker gains an insight into their difficulties and their attitudes that would otherwise take many weeks to achieve. As he thus increases his understanding of the members, he may find it desirable to change his method of working with them." Generally, to exercise skill in activities is one of the ways through which individuals can reach their maximum satisfaction and adjustment in life. Specifically, the Receiving Home would benefit from a well equipped woodwork shop, a supply of sports equipment which would

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necessarily have to be replenished from time to time, a supply of records and a record player, subscriptions to appropriate magazines, and a fund to cover expenses of trips such as the weekend trip up Hollyburn Mountain (when it was necessary to rent skis and a cabin). The experiences provided through leisure time activities are a vital part of the whole process of helping the group members to become happier and better able to live effectively and harmoniously with other people, but the provision of these experiences is limited by the availability of financial resources.

Long range needs should also be considered. From the evaluation of the individual boys, it is apparent that other kinds of accommodation are necessary in addition to the Receiving Home. Dave, Walt, Frank, Jack, Earl, Fred, and Roy could function effectively in a semi-permanent group living residence for schoolboys, - this is actually what the Receiving Home is at the present time. Norm, Harold, and perhaps Dave would benefit from a treatment home under supervision of professionally trained house parents with access to continuing psychiatric consultation. Gerry, with specialized, individual teaching, might improve his academic performance to some extent, especially if at the same time he received the encouragement and support that he now gets from the house parents. He is, however, one of those borderline cases that should really be in a special home for mentally retarded children. Joe, who has actually gone to the Ryther Child Clinic, illustrates the need for a treatment centre in this province. In addition, the
boys who were initially housed in the Receiving Home must not be overlooked. Adequate means of providing for their case is also lacking.

At present the Boys' Receiving Home is attempting to serve as a Receiving Home, as a semi-permanent residence for schoolboys, and as a "semi-treatment" residence. The term "semi-treatment" is used because there is at present, no consistent or overall psychiatric consultation, and because day-to-day care is directed by house parents with no professional training. It can be readily appreciated that non-professional personnel are quite inadequate to occupy any key position in a real treatment centre. Conversely, when such personnel are in a key position, it is usually extremely difficult and sometimes impossible to work effectively with the children. This is merely a general statement of facts, and does not imply any criticism of the excellent job that is being done by the present house parents in the Boys' Receiving Home.

Experience has shown that four distinct kinds of accommodation are needed: a Boys' Receiving Home for temporary care; a semi-permanent residence for school boys; a semi-permanent residence for working boys, and a treatment residence. The Children's Aid Society always has a sufficient number of teenage boys (age 12-14), who are at least of average intelligence, and whose emotional disturbance indicates a fair prognosis, to justify the development of a treatment residence that would serve a highly selected group and provide a closely controlled environment. The Society also has enough boys of the same age (who
show a less favorable prognosis, and who will probably never be able to return to their own homes or to foster homes) to justify the development of semi-permanent residences for school boys and for working boys. A separate establishment is necessary for each of these groups because of the many problems that arise when they are housed together - e.g. school boys want to leave school and make money - working boys want to stay out late, and so on. A boy would be carefully chosen to stay in either of these homes, (which ever was the most appropriate for him) until he was able to move to a suitable boarding home or to employment in which he could be financially independent. A Receiving Home is of course necessary for temporary care and observation of a number of categories of boys, some of whom would ultimately go to one of the other homes already mentioned.

Ideally, of course, a residential school on the cottage plan and employing the most advanced methods of education closely integrated with social work and under psychiatric guidance should be available for many children such as those found in the Boys' Receiving Home.

One very important consideration that is sometimes not appreciated is the name (or absence of a name) for a particular home. "The Boys' Receiving Home" does sound rather dull and uninspiring. How much more alive and interesting this Home and any future Homes could be made to sound if they had inspiring, imaginative names! In time, intimate traditions such as the Christmas tree trip and other special events could be
developed as an integral part of the program; the boys could look forward with anticipation to their stay there, and afterwards look back with pride in their association with the Home.

Any children's institution, regardless of its name, should, of course, be administered according to the most modern practices in social work. There is an increasing wealth of appropriate information available on this subject.

The present Boys' Receiving Home would probably be quite effective as a semi-permanent residence for school boys. The present house parents are well suited for the job that would be required of them in such circumstances. The house father is able to handle the necessary discipline consistently and appropriately. He is sensitive to the needs of the boys and takes a real interest in them as individuals. He is able to maintain and improve the Home environment and work effectively with the schools and community resources. Above all, he has the rare quality of being able to maintain a neutral relationship with a boy as long as this is necessary. The house mother is equally well able to appreciate the needs of the boys. She always conveys the impression that everything is going along smoothly. She is able to show the boys consistent kindness, warmth, affection, and understanding in an appropriate manner, and to provide the little touches that give a really relaxed, friendly atmosphere to the Home.

In many progressive organizations, workers and house parents are encouraged to attend various courses of study covering
all aspects of their work. They are sometimes expected to attend certain basic courses of study which are considered to be essential preparation for their work. These courses of study are often supplemented by regular meetings in which the particular problems they encounter in their day-to-day work are discussed with consultants from their own organization or from the local community. Such an educational program might well be a feature of real value for the workers and the house parents from organizations in the Vancouver area.

The Children's Aid Society of Vancouver has, since 1903, used Receiving Homes and other institutions to accommodate some of the children under its care. It is interesting to note the contrast between the first Home in 1903 - an over-crowded cottage on Pender Street - and the present Boys' Receiving Home, which is acknowledged to be the most progressive group living project in Canada at this time. It is also interesting to recall some of the statements about the early Receiving Homes from reports presented to the board of the Society during the first years of its existence. Two of these statements were:

Owing to the already over-crowded condition of the Home, a very large number of applications have to be refused ... you must either limit your work or you must increase your space. 1

These statements are equally appropriate today, but today there is no question that the most desirable course is

1 Anne M. Angus, Children's Aid Society of Vancouver, British Columbia, 1901-1951, Allied Printing, Vancouver, p. 17.
to increase the space, and to provide the highest standards of professional services in greater measure. It is conceivable that if this course is followed, a new pattern of preventive treatment could be developed. If this does happen, those children who might otherwise be the delinquent adolescents of today and the adult offenders of tomorrow, could be re-directed to a more effective, more acceptable way of life. The Children's Aid Society of Vancouver could well continue to pioneer in this vital work.
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