

leader remains in the background most of the time.

Several factors differentiate these groups from the typical club:

1. There are no constitutions, no officers, no payment of dues.

2. The children don't have to compete with other groups in the house.

3. The program develops in accordance with the interests of the children and that is not stimulated by tournaments or by set rules.

4. There is no voting in or out of these groups by the members.

5. The group leaders, though most of them are volunteers, all have some knowledge of individual work with children. (This is basic in conducting these groups as the leaders then understand the need of these maladjusted children for complete acceptance by kindly adults. An instance might be given illustrating the therapeutic value of this approach. A group of over-aggressive, hostile boys, aged 10 to 12, began their meetings by running around the building, having violent fist fights, and throwing clay at the walls of the room, when the janitor had ordered them to keep it clean. The leader retained her poise through this turmoil. She avoided scolding or punishing the children. When a mess was created she cleaned it up. This was a new emotional experience for the boys. They were accepted whole-heartedly by a kind adult person in spite of their behavior. Gradually they became less destructive and themselves assumed responsibility for keeping their room in order. They are still an active, noisy group, but they are learning to accept themselves, their contemporaries, and adults in a more socially acceptable manner.)

6. Groups are very small, from seven to ten children.

7. The point of difference between the therapy group and the typical club is that the activities of these groups are child centered. The program is subordinate to the needs of the child.

The group leaders are trained through seminars and weekly individual conferences. Chronological records are kept of every meeting.

Since the origin of this project there have been some changes in emphases. Originally, the aims were solely to give these youngsters an opportunity for social contacts and to help them find constructive outlets for their activity desires. It was felt that when the interests which lie dormant within the child were discovered and directed, it might help the child discover sustaining interests and a permanent purpose in life.

The aims of our therapeutic group-work have evolved with practice and experimentation. They may be summarized as follows: 1. To give the child emotional security through acceptance by the group leader and by the group; 2. To build up the child's ego by giving him an opportunity for satisfying creative achievement; 3. To give the child an opportunity for identifications which lend to social development. (In this respect the group may be compared to a family—the group leader substituting for the parent and the children for siblings. The child is respected by others, respects himself, and learns how to handle relationships with other people.)

It is interesting to note that one of these groups which has been meeting for two years is now being prepared to join one of the centers as regular members this fall.

## GROUP WORK OBJECTIVES, METHODS, AND SCOPE

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**G**ROUP-WORK has been defined as the process by which society seeks to attain certain effects in individuals, and by which it may preserve and transfer its cultural heritage. The scope of group-work is the entire population with the possible exception of extreme behavior deviants.

While group-work functions mainly through the medium of clubs and mass activities, its objective is the enrichment of the personality of the individual; and the group is the tool which it uses to attain its goal. Opportunity for growth is provided both through the expression of felt needs and their satisfaction along new avenues of experience. The natural curiosity of the child is sustained through the various classes offered in the centers; and this curiosity is directed into as wide a channel as possible.

The Jewish Center aims to develop in its membership a positive attitude toward Jewish life, so that the individual may better adjust to himself as a Jew and to the Jewish group. It purposes to train for leadership in the Jewish community, so that the values of Jewish culture may be strengthened and adapted to the changing needs of the day. Training for citizenship is one of the fundamental objectives of group work, so that opportunities are provided for group thinking and group action. Opportunities are created for mass expression and social action through the medium of the club, the mass activity and the House Council.

A youngster of shy and backward temperament entering a club has to learn step by step to find his feet among his fellows.

As he accepts responsibility, he learns to express himself, to measure himself and to adjust his behavior and response to the reactions of his club mates. As he participates in the preparation of the club program and arranges for club parties, he develops the qualities of leadership inherent in him or learns to be a more intelligent and more critical follower. These opportunities translated to division councils provide a wider and wider platform upon which the youngster may operate.

It is pretty generally felt today that the center must provide direct education on social questions and prepare its membership for participation in social action. If we grant the first half of the definition quoted above, then we must prepare our membership to be socially useful. For this they need a clear understanding of the economic and social problems with which their daily life brings them into contact. Most centers are providing a platform for every phase of political and social thought either through the club medium or through the house itself. Panel discussions have become a medium for the young people to educate themselves and in turn to educate their fellow members through the dissemination of facts and the evaluation of them.

It is extremely important that where a social problem exists in the personal or family life of the child, which has direct reference to his difficulty in adjusting to the social group, that all pertinent facts be presented to the group worker. Referrals should, therefore, be made on the basis of a well understood procedure.