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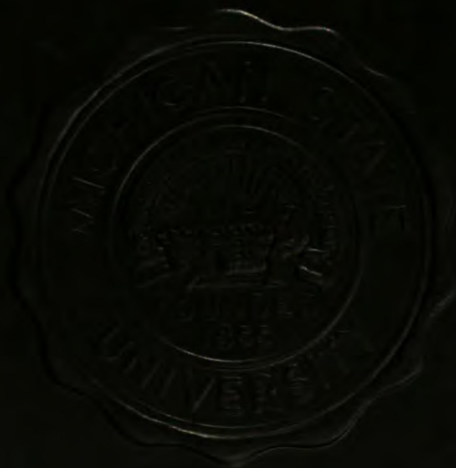


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AN EXPLORATORY STUDY OF THE
LINCOLN CENTER

by

Jack D. Eaton



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AN EXPLORATORY STUDY OF THE LINCOLN CENTER
LANSING, MICHIGAN

by

Jack D. Eaton

A PROJECT REPORT

Submitted to the School of Social Work
Michigan State University in
Partial Fulfillment of the
Requirements for the Degree

of

MASTER OF SOCIAL WORK

March

1957

Approved:

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647168
12-28-67

ACKNOWLEDGMENTS

It is with a deep sense of appreciation that the writer acknowledges the cooperation of the many individuals and agencies whose efforts in providing the basic data made this study possible. Gratitude is particularly expressed to the director of the Lincoln Center, Mr. Morrison Ryder, and its staff Mrs. Dorothy Toomer, Mrs. Dorothy Nichols, and Mr. Richard Letts.

The writer wishes to thank the Director of the School of Social Work, Dr. Ernest B. Harper, and the entire faculty for their advice and support. To the chairman, Miss Margery Ross and members of the writer's faculty research committee-- Mrs. Myrtle Reul, Mr. Manfred Lilliefors, and Mr. Bernard Ross--he wishes to extend his thanks for their patience and guidance during the many months this report has been in preparation.

The untiring encouragement and forbearance of his mother as well as the understanding of his family was of immeasurable value.

Lastly, an unknowing but incomparable influence on the development of this study was that of "Maxine" and this influence is hereby fully acknowledged.

Deo gratias

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CHAPTER I

INTRODUCTION

Statement of the Problem

This project is an outgrowth of the writer's interest and participation in the group work and leisure-time activities at the Lansing Lincoln Center. He has been a life time resident of the community which the Center serves and has been concerned about the adequacy of its social services. This interest was further stimulated by the findings of an unpublished Master's thesis in the School of Social Work, Michigan State University, which disclosed that the Negro population had doubled in ten years and had created a "highly congested area" on the West side of the City of Lansing, where Lincoln Center is located.¹

After several interviews with the Director and other staff members of the Lincoln Center, interested citizens, and the executive secretary of the Community Services Council, the writer found that these community leaders were also very interested in group work and recreational activities at the

¹Rose Toomer Brunson, "A Study of the Migrant Negro Population in Lansing, Michigan, During and Since World War II" (unpublished Master's research project, School of Social Work, Michigan State University, 1955), p. 1.

Lincoln Center as well as the interests, needs, and the characteristics of the population it serves. The study is consequently an effort to review the program of the Lincoln Center to determine how the stated purposes of the agency are being carried out in practice.

In making this survey the writer will also test the following minor hypotheses:

1. The focus of the Lincoln Center program is primarily on recreational and educational activities.
2. The program is utilized by Protestant Negroes of the neighborhood but has not expanded to meet the needs of the increased growth and concentration of population.
3. The need of the population for participation in activities which contribute to the development of democratic leadership, responsible citizenship, and more satisfying personal adjustment has not been met by the Lincoln Center.
4. The use of community resources for referral of clientele with social and personal problems has been limited.
5. The community social agencies have not utilized the Lincoln Center to provide assistance to individuals through the use of group experience.

The major hypothesis which guided the collection of the data is that:

The Lincoln Center provides comprehensive group work and recreational activities for grade school children, teen-age youth, and young adults within a five block radius of the Center.

Setting in Which the Study was Made

Lincoln Center is a leisure-time agency serving children and adults primarily from the southwest section of Lansing. Its recreational activities are offered in three different buildings--the Lincoln School, the main building, the High Street School, and Main Street School. The Lincoln School building is located at the corner of William and Logan Streets in Lansing, Michigan. Monday through Friday, the Lincoln Center remains open from 3:30 P.M. until 9:00 P.M. Grade school pupils are permitted to use the Center facilities from 3:30 P.M. to 7:00 P.M. each weekday; the evening hours are reserved for older youth and adults. In addition, the Center is open to community organizations by special arrangement after 9:00 P.M. or on Saturdays and Sundays. The Center's program extends from the opening of the school term in September through June at which time it is replaced by the outdoor playground activities of the Lansing Recreation Department.

The facilities utilized at the Lincoln School include a small combination-gymnasium, the former city library room; kindergarten room, a small office, and the first floor halls. There are five additional class rooms which are not used because of administrative problems. (See Chapter IV). However, the activity in the High Street School and the Main Street School consists primarily of informal and intramural basketball.

The Center provides "facilities" for social, civic, educational and recreational activities for children and adults. The Center also attempts to improve good will and reciprocal respect among all ethnic groups through its fostering of bands, choral, and orchestral training groups, student employment bureau; clubs; guidance services to parents, veterans, and children who may have adjustment problems. A news bulletin is published.¹

In addition to the Center director, there were three full time and two volunteer workers during the 1955-1956 season. Uniquely, three different agencies provide financial support for the Lincoln Center: (1) The Lansing Board of Education assumes responsibility for building space and custodial services. (2) The United Community Chest of Greater Lansing supports all educational programs, i.e.; speakers, conferences, and workshops for staff personnel. (3) The Lansing Recreational Department provides the salaries of staff workers and the program supplies.

A nineteen member board, The Lincoln Community Center Council, composed of representatives from the sponsoring agencies and from the neighborhood which utilizes the center serve in an advisory capacity to the staff. The purpose of the council is to discover community needs, publicize the program, and to secure financial support.² However, the director of the Center is directly responsible to the head of the Lansing Recreation Department for the operation of the Center.

¹Ingham County Council of Social Welfare, Social Service Resources of Ingham County, Lansing, Michigan: A Red Feather Service of the United Community Chest, April, 1956, p.16.

²See Appendix B.

The Lincoln Center was established in 1937 as a result of the efforts of Mrs. Lottie Hackett who resided in the area. She was aroused by pressing community needs. It appears that the neighborhood in which she lived was beginning to deteriorate and several "houses of questionable reputation" were operating near her home. Moreover, there was little in the way of organized recreational outlets available within the neighborhood. After two years of struggling to gain support, including enlistment of recommendations from the National Urban League, the Center's predecessor, the First Colored Christian Social Community Center was opened in a house reputed to be a former dope den.¹ It was placed in operation on Decoration Day, May 30, 1934 under the supervision of Mrs. Hackett and several volunteers. It became a refuge and recreational center for children and adults in the area. After several years of operation the Center's activities grew beyond the capacity of its facilities.

Fortuitously the school board was considering the building of a new school house to replace a condemned one located at the corner of William and Logan Streets. The city officials were subsequently persuaded by the Center's volunteer staff to include within its plans a building capable of serving as both school and community center. In addition, provisions were made for a summer playground. Consequently

¹Reported in a communication with Duane Beck, assistant Secretary of the Ingham County Council of Social Welfare, January 15, 1956, and an unpublished historical document of the Lincoln Center, January 10, 1939.

by January, 1937 the Lincoln School and Community Center was opened to the public two years and eight months following the opening of Mrs. Hackett's experimental project.

A report describing the Center's operation in 1939 indicated:

Boy Scout, Girl Scout, Brownies, and other children's activities are sponsored for colored as well as children of foreign parentage. Match games in baseball, football, basketball, etc. are secured with colored communities from other cities of the state. In short it is ideal for directing the growing minds as well as the bodies of youth by keeping them from busy dangerous streets and questionable amusements.¹

Today the Center is still in the original location and is faced again with the pressure of an increasing population and limited facilities.² The Center occupies a central location in a section of Lansing designated as "Tract 18" by the School of Sociology and Anthropology of Michigan State University. This tract is bounded on the north by Hillsdale Street, between West Street and Walnut Street; and on the south by the Grand River; on the east by Walnut Street; and on the West by West Street. (See Figure 1.) It is an area of Lansing in which the majority of the migrant Negroes"³

¹ ¹Unpublished historical document of the Lincoln Center, January 10, 1939, p. 4 (Files of the Lincoln Center).

²Interview with Morrison L. Ryder, Executive Director of the Lincoln Center, December 10, 1955.

³"Migrant" as used here is defined as: "those persons who have changed residence, either by leaving corporate limits of incorporated places, farming areas, or otherwise making moves which involve both change of residence and locations, and who have moved to Lansing, Michigan in the period from 1940 to 1950." Bruason, op. cit., pp. 15-54.

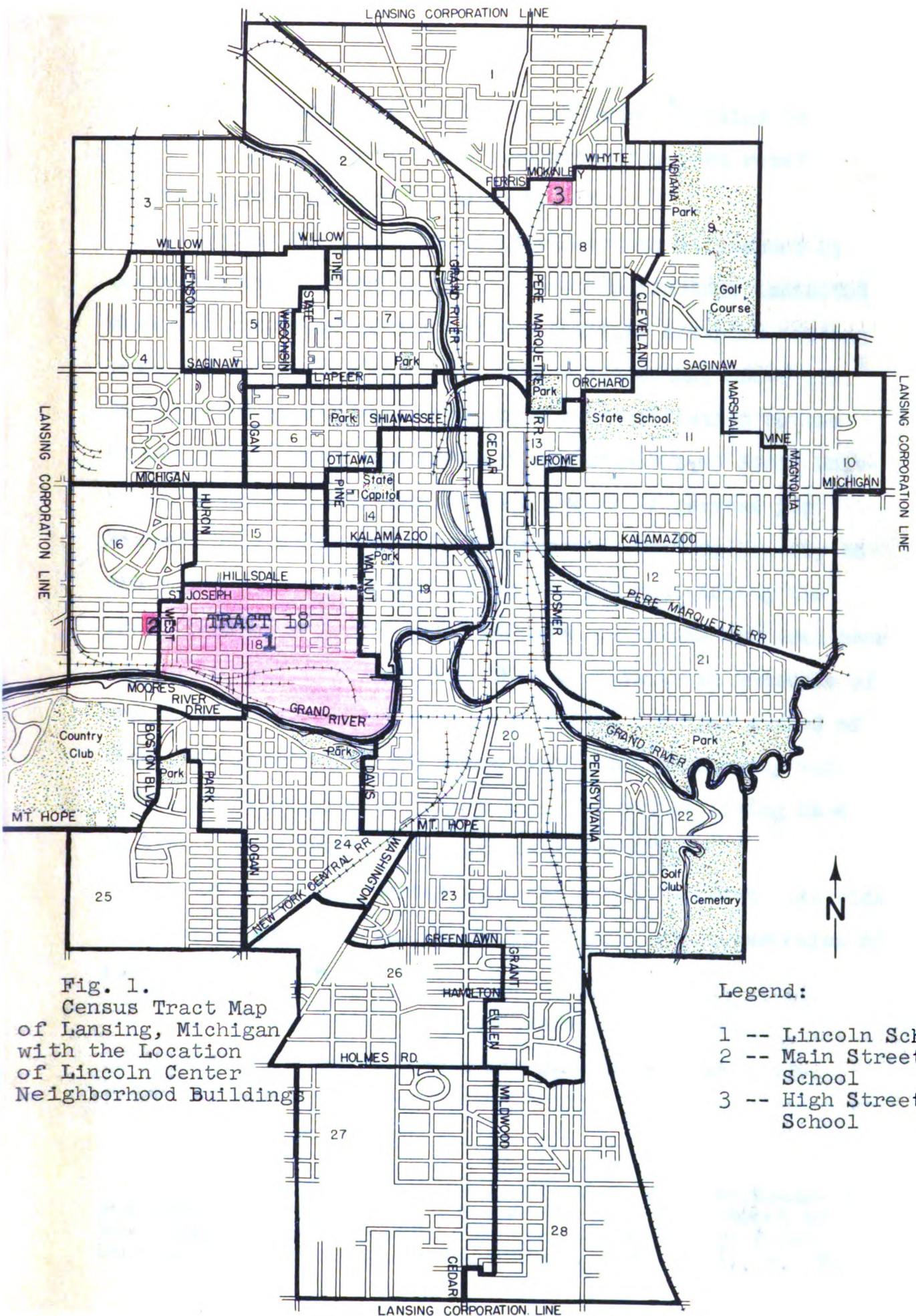


Fig. 1.
Census Tract Map
of Lansing, Michigan
with the Location
of Lincoln Center
Neighborhood Buildings

Legend:

- 1 -- Lincoln School
- 2 -- Main Street School
- 3 -- High Street School

live. Representing one in every ten Negro families in Tract 18, these migrants are "predominantly from rural southern areas and small communities."

Tract 18 appears to be characterized at present by congested housing conditions. Brunson's findings indicated that all but three of the migrant families occupied housing with the ratio of persons per room considerably above 1:1.¹ An analysis of selected population characteristics by the School of Sociology and Anthropology at Michigan State University indicated that the average number of persons per household is above the City's average.² Turning briefly to the population trends of Lansing we find that during the years 1940 to 1950 the total increase in people numbered some 13,376 for the central City. This represents an increase of nearly 17 per cent. In contrast, during the same period of time, the increase of the Negro population in Lansing was 1,652, or slightly more than double the number living here in 1940. (See Tables I and II, Appendix A.)

The available census data for Tract 18 (Southwest side of Lansing) presents the following general characteristics of its residents:

1. Total population for Tract 18 is 4,616.
2. Total Negro population for Tract 18 is 2,125.

¹Ibid., pp. 23-25, 55.

²Joel Smith, "Analysis of Selected Characteristics of The Population of Lansing's Census Tracts," Department of Sociology and Anthropology, Michigan State College (East Lansing, Michigan: by the Department, March 1955), p. 19.

3. Tract 13 contains 70 per cent of Lansing's non-white population and 64.5 per cent of the Negro population or 742 families.

4. The average size of each household is 3.47.¹

Lastly, during the past few years a portion of Tract 18 has been undergoing considerable change in land use particularly in the area near the south central boundary between Birch and Division Streets. The Lansing Oldsmobile Division of the General Motor's Corporation² has purchased approximately three and one-half square city blocks of residences causing a population shift northward and westward. Two of these blocks have already been cleared for parking this year. Based upon the study by Smith which described the population density per block as 91.30, an estimated 319.55 people have moved or will move in the near future.

Plan of Presentation

The assumptions underlying the writer's approach to this study are as follows:

1. The individual joins specific groups and participates in group life because of certain basic physical and emotional needs, such as the urge to belong, the wish to indulge in personal

¹Ibid., Introduction and p. 19.

²The Oldsmobile's main assembly plant and adjoining parking lots presently stretch from Birch Street east on Olds Avenue to Townsend Street and south to the Grand River.

interests, the desire to learn and the reduction of physical and emotional tensions which are met through group associations.

2. "Leisure-time services under community sponsorship must contribute to the 'common good.' The kinds of services necessary to this end must meet the individual's need for enjoyment, permit him to develop his skills as a citizen in a democratic society."¹
3. "It is possible to determine factors which will reflect the relative degree or extent of need which exists in various areas of the community."²
4. A group work program must meet individual and collective needs of the group if it is to meet group work goals. The goal of group work is to insure the satisfaction of the various needs of individuals through their group associations.
5. The goals of the agency determine the purpose for which the method of group work is used.³

¹Virginia Kann White, Measuring Leisure-Time Needs, Report of the Council Research Project (Cleveland, Ohio: Welfare Federation of Cleveland, February 1955), p. 8.

²Ibid., p. 9.

³Louis Lowy, Adult Education and Group Work (New York: Whiteside Inc., 1955), p. 16.

6. The leisure-time needs of various groups can be related to particular kinds of services required to meet them.¹

Therefore, the writer selected the survey method as a means of establishing the needs of the population and to determine the relationship between the services provided and these needs.

In the succeeding chapters of this report, the writer will present a review of related studies of the general problem and aspects of it, a summary of pertinent literature, a description of the methods employed, a tabulation and interpretation of the survey data, and finally a presentation of concluding statements regarding the meaning of the findings.

¹White, op. cit., p. 9.

CHAPTER II

HISTORICAL BACKGROUND AND CURRENT OPINION

Related Research

From the fall of 1953 through the spring of 1954 an exploratory neighborhood research study by the Erie (New York) Neighborhood House was made. The study was the co-operative venture of the agency program director who had some previous training in research and a sociologist who became a part-time staff member. The purpose was to analyze the current program in terms of the social needs of the local teen-age youth (13-19 years) determined on the basis of a neighborhood survey and a review of the needs as perceived through program experience.

Five factors of neighborhood life considered to be significant in gearing the services to the clientele were examined: (1) age, sex, and ethnic composition of the population--maximum number of potential participants obtained from the decennial census; (2) available youth serving programs in the neighborhood--an attempt to discover the total involvement of teen-agers in such services; (3) feelings of formal institutional leaders toward the teen-age group and their knowledge of available teenage services gained from interviews with persons in institutions i.e. schools,

churches, fire and police departments, recreational agencies, etc.; (4) extended to include attitudes of all businessmen toward the teen-agers as well; (5) preparation of a map of all the designated meeting places and one of the residence of each child, teenager, and adult as defined by membership standards.

Summary of the findings disclosed the following information about the population and the survey of attitudes. Limits of ultimate potential clientele by age and sex intervals were uncovered. A basis upon which to relate change in program interest with population as well as a measure of both present and future needs was secured. Analysis of the population trends and characteristics provided clues for programming for cultural differences in addition to age. The inadequacy of agency capacity in comparison to the total population was established. Finally, the evaluation of the interviews with community leaders presumed to have the most contact with teenagers, gave insight into the structure of interpersonal relationships in the neighborhood, which in turn were reflected in the behavior of individuals and groups within Erie Neighborhood House. In conclusion, it was felt that such neighborhood studies have particular value in efforts to more closely align the program to the needs observed in a wide range of membership.¹

¹Robert Armstrong and Edna Raphael, "Relating a Neighborhood Study to Programming," The Group, XVII, No. 3 (February 1955), pp. 9-12, 20-21.

In 1950, Betty Shore completed a general study of young adults in partial fulfillment of the requirements for a Master's degree in social work at the University of Pittsburgh. Her presentation provided important clues in the attempt to define young adulthood and to assess what needs may be characteristic of this period. The study was based on the "desire" to learn more about the interest and needs of young adults through their use of groups at the Y. M. and Y. W. H. A. The focus was on how group work might better serve young adults.

Her conclusions and summary present the following findings:

Young adults are constantly expressing their interests and needs in the groups to which they belong.

It is only when Young Adults have begun to work through their own problems that they can begin to be concerned about those who are around them. A worker sensitive to the interests and needs of young adults can help make their group experience a creative constructive one; he can help the young adult to be a responsible member of society.¹

The third study is the "youth project yardstick" formulated by the Welfare Planning Council of the Los Angeles area.² The problem posed was the creation of an index or yardstick which would objectively differentiate disadvantaged neighborhoods needing additional funds and the

¹Betty Shore, "The Interests and Needs of Young Adults as Reflected in Programming of Young Adult Groups at the Y.M. and W.H.A." (unpublished Master's thesis, School of Social Work, University of Pittsburgh, 1950).

²Excerpts reported by Genevieve Carter, "The Concept of Measurability of Need for Social Work Services," in Group

increased attention of the youth project staff (established 1943). The investigators proceeded on the assumption that the group workers had implicit and explicit criteria which could be formulated into quantitative symbols expressable in an index. Also required was a weighting from their experience of these criteria in rank order. The index was then to be validated through testing in practice, whether it could differentiate areas judged to be "needy." In part the practice theory developed was briefly:

People of like social characteristics live in close proximity. Neighborhoods which exhibit extreme deviations from typical middle-class social rank, such as below average economic level, below average social status, unlike ethnic or racial composition, antisocial behavior and so on, will be out of reach of agency programs which depend on volunteer or (professionally) untrained leadership or those in which the agency setting is too restricted to tolerate deviations.¹

It was concluded that an index based on these variables to identify and differentiate neighborhoods would also help to detect youth exhibiting deviant behavior and administratively point out areas needing special service.² The establishment of such an index for other communities appears to be largely dependent on the degree of professional and inter-agency co-operation obtainable.

Work and Community Organization, 1953-1954, National Conference of Social Work Papers (New York: Columbia University Press, 1953), pp. 68-69, 72.

¹Ibid., p. 69.

²See Genevieve W. Carter and Elizabeth R. Frank, The Youth Project Yardstick: Measuring Youth Service Needs, Welfare Planning Council Research Dept., Special Report Series No. 36 (Los Angeles, 1954).

Another study which has figured prominently in the work of recent years to devise practical and objective ways of quantifying levels of recreational needs of population groups and geographic areas is the Cleveland Welfare Federation Group Work Council Project directed by Virginia K. White.¹ In this study, the research committee decided to limit the scope of the investigation to those services provided by the established community-sponsored leisure-time agencies supported by either tax or voluntary funds. The purposes of the study were considered to be twofold: (1) to evolve criteria for determining what constitutes need for community-sponsored leisure-time services, and (2) to establish a method for measuring relative need among various geographic areas of the community.

For purposes of classification it was agreed that most services provided by public recreation departments are an institutional way of meeting necessary social function and that services to such special groups as "gangs" were an effort to deal with "psycho-social disfunction." However, for practical purposes it does not appear possible to make distinctions between them. Nonetheless, it was decided to form an index of need-meeting (index of area characteristics) and one based on unmet needs or problems (index of social problems). A variety of conditions were identified as affecting the degree to which a community needs to assume responsibility for planning and providing leisure-time services.

¹White, op. cit., p. 69.

Those comprising the "Index of Area Characteristics" are: (1) socio-economic status, (2) space-degree of crowding, (3) stability of population, (4) individuals living alone, (5) age distribution, (6) sex distribution, (7) groups subject to discriminatory practices.

Characteristics comprising the "Index of Social Problems" are: (1) data on social problems such as delinquency, child neglect, and dependency and prevalence of health problems; (2) evidence of conditions believed to contribute to social problems such as mental conflict, broken homes, working mothers of pre-school and school age children, doubling up of families, unsatisfactory housing, and undesirable neighborhood conditions.

Several limitations seem particularly apparent in the construction of an index of need. First of all, concepts of needs and services required to meet them change as our knowledge and experience advance. Second, the factors presumed to measure need generally must be based on empirical judgment. However, the Cleveland study indicates that such data will serve as a basis for comparing the need between different community areas.¹

The next research study which the writer reviewed was an outgrowth of a two year research program conducted by the school of Sociology and Anthropology at Michigan State University. The purpose was to compile sociological as well as demographic and ecological data upon which construction of

¹White., op. cit., p. 69.

sub-areas for a census tract plan might be based. James Cowhig made a comparative analysis of the social and economic behavior of residents in areas of the city which have been distinguished from other areas of the city on the basis of personal contact within the local area. Cowhig indicates that it is a pilot study and that the data are incomplete. Data was secured on the demographic and housing characteristics from the United States Census Bureau while information on the social and economic activities of the population was obtained by a questionnaire sample of the various designated intra-urbane areas. Classifying on the basis of a "high, middle, low" descriptive scale, Cowhig found that when compared to areas of high social intimacy the low intimacy areas were found to be in a lower economic position and to have a lower proportion of owner occupied dwelling units.

Within this scheme Census Tract 18 (the area containing the Lincoln Center) is designated a "low intimacy area." To continue, Cowhig also found that recreational and fraternal membership was lowest in this area. In general this study suggests that the neighborhood may be of little importance for the performance of social and recreational activities but that it does form an important functional area for the provision of economic goods and services for the population.¹

¹James Cowhig, "Ecological and Sociological Characteristics of Urbane Sub-Areas of a Middle Sized City (unpublished Doctor's thesis, Department of Sociology and Anthropology, Michigan State College, 1954), p. 2.

The sixth research project which might have pertinence is an unpublished Master's study prepared by Rose T. Brunson on the migrant Negro population in Lansing, Michigan during and since World War II. A large increase in this segment of the population raised questions as to adequacy of recreational and social facilities to serve them. This study represents an effort to determine whether or not the recreational and social welfare needs of the migrant Negroes was being met and if not what measures might fill the gaps.

The findings of the investigation disclosed that the majority of the migrant group representing one in every ten Negro families in Tract 18 had lived in Lansing from ten to twelve years. The group was predominantly from rural southern areas and small communities. Their reasons for coming centered around dissatisfaction with wages and working conditions, and social prejudice. However, the report indicates that "except for those who can manage to rent a room or an apartment from a more successful migrant Negro family, Negroes who remain in Lansing are forced to buy homes or pay large rent."¹ The majority of the migrant laborers were unskilled except for some skills acquired on the job in Lansing. In all but three migrant families, out of the sample of seventy-four, congestion characterized the housing. More than one-half the migrants felt Negroes received poorer jobs and were the object of discrimination.

¹Brunson, op. cit., p. 55.

In the area of social welfare services and recreational outlets, Brunson discovered that there is no adequate organized or planned recreation for any age group included in the study.¹ Apparently the age groups whose needs were most nearly met were the ones utilizing the Lincoln Center; however, the Center was described as "grossly inadequate in all respects."² The social welfare program with which the migrants were most familiar was Old Age and Survivors Insurance despite the fact that none were receiving benefits. Finally, the writer concluded that

...it is evident that the social welfare needs of these families are not being met. Of the 74 families interviewed 22 families had received no services from these agencies and only four families had been in contact with more than two services.³

The final research project to be considered was prepared by Dr. Joel Smith for the Social Research Committee of the School of Sociology and Anthropology at Michigan State University in the spring of 1955.⁴ It consists of the compilation of seventeen major socio-economics factors selected as representative of the twenty-six census tract areas of Lansing constructed by the social research committee. The report discloses that Tract 18 was well below the average for all the city's census tracts in the following socio-

¹The adult migrants were distributed in age from 26 to 56 years. In addition there were 328 children.

²For further details see Rose Toomer Brunson, "A Study of the Migrant Negro Population in Lansing, Michigan During and Since World War II (unpublished Master's research project, School of Social Work, Michigan State University, 1955).

³Ibid., p. 58.

⁴Smith, op. cit.

economic factors; (1) the proportion of male labor force in white collar occupations, (2) the average number of school years completed (nine for tract 18), and (3) the average income families and individuals. In addition it indicates that nearly one-third of the labor force was female and two-thirds of its male labor force was engaged in the manufacturing occupations (factory labor).

Based upon the 1950 national census figures Smith's calculations place the population of Tract 18 at 4,616. It was distributed for the age group five to twenty by age and sex as shown below.

TABLE 1
POPULATION OF TRACT 18 BY AGE AND SEX

Age	Male	Female
20-24	252	350
15-19	199	198
10-14	199	175
5- 9	204	175
TOTAL	854	898

Thus, there were at the time of the 1950 United States Census approximately 1,752 youth between the ages of five and twenty-five in Tract 18.

Historical Perspective

In our society we have traditionally "looked down" on leisure-time pursuits and placed high value on hard work and accomplishment. This pattern has been true of the masses of people who through the ages have devoted themselves to work, although much of it has been slave labor.¹ Virginia White views leisure as having been "equated with idleness and thus a contradiction of the values inherent in our Horatio Alger tradition."² Nonetheless, throughout our nation there has been a tremendous growth in leisure-time services. Community Centers have expanded, facilities for adult education have developed, our churches and schools have given increasing emphasis to club and recreational activities, and allocation of community funds for these purposes increases yearly.³ We thus find the peculiar situation of a society that was historically condemning of leisure-time pursuits now committed more and more to providing them.

For most people the vast changes in our standard of living, more efficient work methods, and development of many time and labor-saving devices have resulted in shorter work hours, more leisure-time, and higher incomes. The rise of urbanism within the past half century is a major factor which

¹Martin H. Neumeyer and Esther S. Neumeyer, Leisure and Recreation (New York: A. S. Barnes and Company, 1949), p. 38.

²White, op. cit., p. 18.

³Neumeyer and Neumeyer, op. cit., p. 47.

also must be considered. The need for labor stimulated an unceasing migration which transformed the United States from a predominantly rural country in 1900 to a city dwelling nation today. The Census figures of 1950 indicated that 64 per cent of the population lived in cities.¹ This transition was accompanied by many problems, slums developed; economic exploitation was widespread, and interracial and intercultural tensions grew.²

The social settlement, parent body to the Community Center movement sprang from this background as an instrument for organizing forces within the neighborhood to raise living standards and to cope with problems resulting from a social environment in which the church, school, family, and neighborhood no longer provided adequate social controls.³ As industry attracted more women, a need for day care developed. Crowded living conditions and inadequate play space stimulated the growth of supervised playgrounds. A multiplicity of services began to grow.⁴ Settlements assumed primary responsibility for all families within the radius of a few blocks of the settlement house.

¹Howard G. Danford, Recreation in the American Community (New York: Harper and Brothers Publishers, 1953), p. 210.

²White., op. cit., p. 18.

³Sidney Dillick, Community Organization for Neighborhood Development (New York: William Morrow and Company, 1953), p. 34-35.

⁴Robert A. Woods and Albert J. Kennedy, Handbook of Settlements (New York: Charities Publications Committee, 1911), p. 6.

White states:

In each instance the recognition of a specific problem was followed by a concern about combating it, and a program developed which was directed toward alleviating it. We see the forces of democracy reaching out to counteract the evils which had developed and increasing concern for the well being of the individual, and the development of the resources of the community mobilizing to improve itself.¹

The influence of the settlement movement is clearly evident in the movement in the United States to include a wider use of our quarter of a million school buildings.² It appears to have been one of the most significant factors in the development of public recreation in the United States. Centers, as they now exist, were practically unknown in 1900. Only a few school buildings had been opened for supervised evening recreation. The 'school civic center' was seen as a means to extend participation in civic affairs. Many felt that an organization of citizens around 'school civic centers' would revive integrated neighborhood life. However, as the movement grew, the recreational aspects of the program became popular and overshadowed the civic cultural aspects. Following World War I and with the impetus of the community organization movement, school centers became known as 'community centers.' Sidney Dillick states that the Community Centers

drew from a larger area than settlements and generally found their best constituency in districts removed

¹White, op. cit., p. 19.

²For a review of the origin of Community Center development see A. S. Warner, S. A. Queen, and E. B. Harper, American Charities and Social Work (New York: Thomas Y. Crowell Company, 1930), pp. 462-464, 467-469.

from the center of the city. Settlements concentrated on the disadvantaged neighborhoods and believed less resourceful districts needed more group work activities than the school centers offered.¹

By mid-century, indoor centers such as schools and other buildings not designated primarily for recreation but used regularly under supervision, were reported by 1,040 cities. A National Recreation Association report also indicated that 965 of these cities with centers in school buildings had a yearly attendance of more than 35 million.² Thus within fifty years, the community center program has emerged as one of the major divisions of recreation with a total annual reported participation of 127,615,249.³

As noted above, leisure-time services were first established to meet the needs of the underprivileged, and groups with special problems. Apparently our society began to be increasingly aware that the problems of urban living are not peculiar to any one group and that the values of programs instituted for underprivileged groups have merit for all strata of society. With the discovery and utilization of new knowledge of mental health and emotional adjustment came the recognition that recreational activities and group associations make a positive contribution to social and mental development.

¹Dillick, op. cit., p. 67.

²Recreation and Park Yearbook (New York: National Recreational Association, 1951), pp. 4-5, 16-17.

³Ibid., p. 5.

"A new awareness of the need to express our democratic values in our social practices," came out of the threat to our democratic way of life offered by two World Wars and close experience with Facism and Communism.¹ In the words of James Dahir:

The dramatic disintegration of unity in the United States following the recent war is a symptom of the lack which community centers are intended to supply. In industrial strife, in a resurgence of Old World nationalist controversy between groups of American citizens, in the deepening of ideological cleavages reflected in bitter political feuding, our current absence of social union is revealed as a fact which must be faced.²

Current Opinion

Drawing from the writings of several authors in the field of community centers it appears that there is no common pattern of either program, building, or equipment. A comprehensive statement is clearly not possible.³ The facilities and programs, the history of cooperation between persons and groups, and the social composition of communities

¹Grace L. Coyle, Group Work With American Youth (New York: Harper and Brothers, 1948), p. 14.

²James Dahir, Community Centers as Living War Memorials (New York: Russell Sage Foundation, 1946), p. 8.

³See: Ibid., pp. 13-15, 225-256; E. Sewell Harris, Community Centers and Associations (London: National Council of Social Service, 1944); R. R. Isaacs, "Educational, Cultural, Recreational Services to Increase Participation in Community Life," Annals of the American Academy of Political and Social Science, Vol. CCXLII (November, 1945), pp. 129-138.

vary widely; consequently, both here and abroad, centers manifest considerable variation in their organization and services,

However, we know that the course of public recreation is away from the original concept of "charitable" informal educational and recreational services for the underprivileged and towards provision of opportunity for the whole community. According to the National Recreational Association it is now the purpose of the municipal recreation system to see "that everybody in America young or old, shall have an opportunity to find the best and most satisfying use of leisure-time."¹

On the other hand various studies indicate that in actual practice the leisure-time recreational agencies do not serve "everybody." Apparently there is a selective process (natural or otherwise) in the nature of the clientele served. The studies by Warner and Hollingshead of social participation in relation to socio-economic classes have indicated that the lower one goes in the class scale, the less participation there is by all members in formal organizations of any kind.² Moreover, the St. Paul study of Bradley Buell and Associates revealed that less than 10 per cent of the multi-problem families participate in any of the

¹Cited by Bradley Buell and Associates, Community Planning for Human Services (New York: Columbia University Press, 1952), p. 352.

²See W. Lloyd Warner, Democracy in Jonesville (New York: Harper and Brothers, 1949), p. 117; and August Hollingshead, Elmstown's Youth (New York: John Wiley and Sons, 1949), p. 119.

community's organized recreation activities.¹ Wilson and Ryland cite the findings in Oakland and Berkeley, California, Chicago, and elsewhere which seem to show that Y's and public and private recreation centers draw a large proportion of their membership from the lower socio-economic groups. "The YMCA has the least, the YWCA is next and the public and private recreation centers last with membership overwhelmingly drawn from the lower class groupings."² They add from their experience the observation that

when an agency presents its program to a community as one to which everyone is welcome, it may recruit representatives from a cross section of the social classes in the various ethnic groups. Whether the agency is able to keep this cross section depends largely on the knowledge of social class differences and the skill in use of this knowledge on the part of its personnel.³

In line with this discussion Kaiser presents a similar observation in terms of age range. She states that despite the fact that adolescence is a period of life when the wish for acceptance and participation in peer groups is strongest "many teenagers are ignoring or rejecting the opportunities for affiliation with group activities in the public and

¹Buell, op. cit., p. 413.

²Gertrude Wilson and Gladys Ryland, "Social Classes: Implications for Social Group Work," The Social Welfare Forum: The Proceedings of the National Conference of Social Work (New York: Columbia University Press, 1954), p. 175.

³Ibid., pp. 178-186.

private community agencies.¹ Related to this point has been the discovery that The National Recreation Association has recently defined the purpose and scope of the recreation center as being to serve the leisure-time needs of the community by giving children and adults outlet for the most satisfying use of leisure time. "The activities sponsored should be those that encourage participation. Group interests should determine the activities to be sponsored."²

Fitzgerald points out that because of its widespread responsibility, the public agency must utilize many methods and offer broad opportunities and services many of which are under the direction of the participants themselves. The public agency he says, places major stress on special interests groups or single interest activities.³

The Bradley Buell and Associates study, Community Planning for Human Services concurs similarly in its conclusions as to the public agency's function. They report that generally it is the public agency's role to provide mass activities and, increasingly so, that of special interest groups.⁴

¹Clara Kaiser, "The Advance of Social Group Work," The Social Welfare Forum 1955: Proceedings of the National Conference of Social Work (New York: Columbia University Press, 1955), p. 40.

²Operation of Indoor Recreation Centers," Proceedings of the Thirty-sixth National Recreation Congress (New York: National Recreation Association, 1955), p. 61.

³Gerald Fitzgerald, Leadership in Recreation (New York: A. S. Barnes and Company, 1951), p. 156-158.

⁴Buell, op. cit., p. 383.

The final report which has come to the attention of the writer is concerned with the nature of the program trends among both private and public youth-serving agencies. In the 1954 Social Work Year Book, it was revealed that the large majority of workers in these agencies are primarily engaged in developing programs of recreation and informal education with groups of adolescents and young adults. However, more recently many of these agencies have been offering programs of service to younger children and several are progressively extending it to the aged as well.¹

For instance, in Hackettston, New Jersey, a community center was set up as a youth center but apparently it worked out so well for the young people that adults were invited to share it with them. A nursery was added and the Town Players became regular participants. Today, "the community center is official, as much a part of the town as the fire department, the police department, the mayor's office."² Here in Michigan, Flint has three municipal Community Centers in year-round use which have the advantage of playfields and landscaped areas. Each has a gymnasium, library, and meeting rooms. The city's director of municipal planning and development says these centers "are very much used and have

¹Margaret Williamson, "Youth Services," Social Work Year Book 1954 (New York: Columbia University Press, 1954), pp. 542-553.

²H. L. Masin, "Everyday is Fun Day in Hackettstown," Scholastic, XLVIII (May 13, 1946), pp. 6-7.

tremendous value to the city in the way of promoting unity for morale."¹ Another type center is the one operated in a housing development by a private agency such as the one supported by the Denver Community Chest. It carries on an apparently effective "inter-cultural program through drama, crafts, and dance--the fusing of art understanding through creative experience."²

In summary, the review of the literature indicates that the services of the community leisure-time recreation Center are implicitly based upon the needs and interests of its clientele. Consequently, these Centers are usually committed to providing a wide range of individual, group, and inter-group experiences for all ages, races, or creeds living within the local community. Thus, the implications are that in the final analysis organization sponsorship, social and cultural background, type of groups served, and relative program emphasis all account for any existing distinctions in their programs.

¹Dahir, op. cit., p. 30.

²V. Fox, "Good Neighbors All: A Project at the Lincoln Park Homes Community Center," Recreation, XXXVIII (May 1955), pp. 44+.

CHAPTER III

METHODOLOGY AND PROCEDURES

The Lincoln Center, its activities and constituency is described so that the group work-recreational activities for the grade school child, teen-age youth, and young adult may be viewed against the background of the agency's total program.

Utilizing the survey method, files from the Center concerning its clientele and the general area served by it were augmented by personal interviews with community leaders and various social agency staff. This was necessary in order to supplement written and recorded material which was noticeably lacking for research.

The social agencies and organizations from whom information was solicited vary considerably in size and geographic coverage; some are community wide in scope and some serve only a single neighborhood.

However, they were selected on the basis of their contact with the needs and interests of the population served by the Center.¹ All appointments for personal interviews

¹Interviewed were eleven ministers (all Protestant) with churches in Tract 18 and one who draws the major portion of his congregation from the area, and the following social services and recreational agencies: Catholic Social Service, Family Service Agency, Bureau of Social Aid, Department of

were made in advance at their convenience or when not possible the interview was conducted by telephone. In some cases two office calls had to be arranged to make it possible for the interviewees to gather the available information. The purpose of the interview was restated at the beginning of the initial appointment and cooperation was received from all of the interviewees.¹ Each was given time to consider the questions as they were asked. Any misunderstanding of the questions were clarified as they arose.

Information on the origin and development of the Lincoln Center, the composition of its clientele and the nature of its services and program was obtained by a review of agency records, by interviews (based on a schedule, adapted from Arthur Swift's Make Your Agency More Effective) arranged with the three regular staff members of the Center.² Each worker was interviewed in regard to the groups which he supervised. This meant that each was seen at least four times and two were interviewed briefly on six different occasions. The interviews lasted approximately forty-five minutes.

Social Welfare, Child Guidance Clinic, Juvenile Court, Friend of the Court, YMCA, YWCA, Girl Scouts, Boy Scouts, and the Lansing Recreational Department.

¹In an interview with the Friend of the Court, Ingham County Circuit Court, June 22, 1956, it was reported that due to the nature of its reporting system and staff shortage, the court would be unable to supply information.

²See Appendix C, revised schedule.

In recent years, there have been efforts to devise practical ways of determining recreational and leisure time needs of population groups and geographic areas.¹ Likewise the literature available from human ecology and urban sociology indicated that there are social correlates of behavior and that these correlates are related to demographic, economic, and social characteristics of the population.² Therefore, a major premise upon which a portion of this study was based and which guided the research design was that within an urban area there are sub-areas which are sociologically distinguishable and that the inhabitants of these sub-areas differ in social and economic characteristics.

The focus is on the sub-area and not upon the city as a whole. The writer feels this is particularly pertinent because the Lincoln Center is centrally located in an intra-urban area which corresponds to Census Tract 18. This is the area from which it is believed the Center draws the majority of its clientele. Therefore, the factors affecting the need for community sponsored recreation for which data were collected include:

¹The most noted work is: Genevieve W. Carter and Elizabeth R. Frank, Youth Project Yardstick: Measuring Youth Service Needs, Special Report Series No. 35 (Los Angeles: Research Department, Welfare Council of Metropolitan Los Angeles, 1953); and White, op. cit.

²Considerable sociological and social-psychological research in this field has been performed in the United States covering the spatial distribution of a number of events ranging from suicide to schizophrenia. See R. E. Park and E. W. Burgess, The City (Chicago: University of Chicago Press, 1925); P. K. Holt and A. J. Reiss, Reader in Urban Sociology (Glencoe, Illinois: The Free Press, 1951).

The most noted work is: Genevieve W. Carter and
John R. Frank, Youth Prostitution: Measuring Youth
Prostitution, Special Report Series No. 30 (Los Angeles:
Urban Department, Welfare Council of Metropolitan
Area, 1953); and White, op. cit.

Considerable sociological and social-psychological
work in this field has been performed in the United States
and the spatial distribution of a number of events
is from outside to central urban areas. See R. E. Park and
Burgess, The City (Chicago: University of Chicago Press,
1925). See also R. E. Park, Reader in Urban Sociology
(Chicago: The Free Press, 1955).

1. Population of the area by age, sex, and race.
2. Average number of school years completed.
3. Average income of families and individuals.
4. Type of employment.
5. Proportion of labor force who are female.
6. Population density and average size of the household.
7. Miscellaneous demographic characteristics including such social problems as divorce, juvenile delinquency, child neglect and dependency, and financial dependency.

Information on the socio-economic characteristics of the population could not be secured from any one formal source. The only feasible way to get this data would have been to ask the residents of the area about their social and economic activities. This was beyond the scope and intention of this study. However, since some impression of these factors was deemed necessary in arriving at some conceptions of the manifest needs of the area residents, interviews were held with various social welfare agencies and selected community leaders to supplement the available recorded data. The analysis of these characteristics (sex, age, racial composition etc.) should also provide background data which may be of assistance in anticipating future utilization of the Center.

A valuable instrument for appraising the agency's program would have been a survey of the interests of the

population served. This was suggested by the Center's director. However, the limitations of time and the scope of the study prevented this. The writer hopes it will be undertaken as a part of future investigations. Similarly, nowhere in this report is any attempt made to review the quality of services which the clientele receives. It logically follows that no evaluation of the quality of the Center's service will be included.

During the course of the planning and preparation of this report certain limitations were recognized. The writer became aware that due to the relative newness of the field of group work and modern leisure-time services, little in the way of scientifically validated theory exists.¹ The direct consequence of this situation is that the range and precision of the statements which may be made concerning a specific problem are correspondingly limited: imprecise methods may be used, the "wrong" data gathered, and the basis for interpretation may not be valid. Consequently, the following limitations are submitted for consideration: (1) This effort to define the relationship between the Center and its constituency will be validated only as the results coincide with the best available professional judgment and knowledge in recreation and group work. (2) Concepts of needs and the services necessary to satisfy them change as

¹Arthur Miles, American Social Work Theory (New York: Harper and Brothers Publishers, 1954), pp. 131-175.

our experience and knowledge increase. (3) The selection of factors presumed to affect the need for leisure-time services must also be based on the best empirical judgment.

Validation of the methods and procedures employed by the writer is based upon the following factors. First, the selection of the essential interviewees was determined by consultation with the secretary and executive assistant of the Ingham County Community Services Council as well as the writer's faculty research committee in the School of Social Work, Michigan State University. Secondly, the conclusions as to the kinds of information about the community and its people which make it possible to relate services to needs were drawn from the various research studies cited in this study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Characteristics of the Area Served

Population Composition

Nine of the twenty-six interviewees who commented on the population grouping in Tract 18 described its composition as predominantly Negro, and from the rural south. The Child Accounting Division of the Lansing Board of Education reported that although there are no compiled statistics the registration of new children at grade schools in Tract 18 indicates a "significant increase from the rural south, particularly, among Negroes."¹ Reverend William Hainsworth pastor of the only all white congregation among the eleven Protestant churches located in Tract 18 stated that due to the changing racial composition of the neighborhood his church found it necessary to relocate to be readily accessible to its membership.²

¹Interview with Henry Ansley, director of Child Accounting, Lansing Board of Education, July 3, 1956.

²Interview with Reverend William Hainsworth, pastor of the Mayflower Congregational Church, June 22, 1956.

Data concerning the religious affiliation of the area residents were not available from either the Protestant or Catholic church organizations.¹

Housing²

The available data indicated that Tract 18 is a highly concentrated population area. Half of the twenty-six organizations interviewed stated that there was much overcrowding and that the housing was generally inadequate. They commented typically as follows: "Not enough housing." "There has been much overcrowding in one family dwellings."

"Housing seems to be crowded--Negroes can buy in only certain sections." "Many houses bordering on the south boundaries are particularly old and inadequate." "Wide range (market value) of facilities but housing seems cramped."

Prevalence of Social Problems

Such problems as juvenile delinquency, broken homes, marital conflict, financial dependency, and inter-group tensions reflect social and emotional deprivation and thus the need for ameliorative and/or compensating efforts.

¹The records of neither the Lansing Council of Churches (Protestant) nor the Lansing Catholic Diocese were tractable for geographical analysis at the time of the preparation of this report.

²An analysis follows of the impressions received of Tract 18 by the twenty-six major social service and religious organizations identified as serving it. (See also review of research--Chapter III.) The information obtained from them is classified into factors which may suggest the degree of need for group work-recreational services. See also the research study by Brunson, op. cit.

The various social agencies dealing with juvenile delinquency did not have statistical reports readily usable for determining the extent of this problem by intra-urban areas but did provide empirical observations. Miss Clarissa Young, director of the Youth Bureau, and Charles Stragier, police inspector, both of the Lansing Police Department, stated that Tract 18 is not significantly different from the city's average in law breaking. Inspector Stragier added that malicious destruction of property seems to "run high" but is typical of the city as a whole.

The Chief County Agent of the Probate Court revealed that the assaultive type of delinquency seems to be "most prevalent among both white and Negro residents of the area." It seems that the fourteen to sixteen age group are involved in the "majority of the cases." In addition, many dependent and neglect cases (similar to the general population) came to his attention during 1955.

Statements concerning the delinquency problem among Tract 18 youth were also elicited from the eleven churches located in the area. They reported that there were few calls on the ministry for pastoral counseling to minors. Eight of these churches, however, indicated that many youth, estimated at from thirteen through twenty years of age, appeared to be loitering on certain street corners such as Main and Division and Division at William. Some of their comments were as follows: "Seem to be quite a number of teen-agers hanging out at restaurants, on streets, driving recklessly"; "Number

of people in a five block area around the Center playing in the streets"; "Quite a number of teen-agers are found loitering in streets, particularly on weekends."

In addition to the agencies mentioned above, six other representative social service agencies which might be grouped by purpose into family and child care services, reported having given service to residents in Tract 18.¹ However, only one, the Lansing Child Guidance Clinic, had records of services analyzed on the basis of the census tract plan.² The latest available report indicates that Tract 18 ranks in the "middle" category of census areas with a rate of utilization in proportion to the population in the tracts, ages one to nineteen.³

Two of these six family and child care agencies made comments about the area and their residents. The Ingham County Bureau of Social Aid observed that the area had a higher incidence of Aid to Dependent Children recipients than other urban neighborhoods. It was pointed out that there

¹Included are the Lansing Child Guidance Clinic, Family Service Agency, Ingham County Bureau of Social Aid, Friend of the Court (Ingham County Circuit Court Officer responsible for divorce investigations and of minors involved in such legal actions), Ingham County Department of Social Welfare, and the Catholic Social Service.

²Two other agencies, the Ingham County Bureau of Social Aid and Department of Social Welfare, have divided Ingham County which includes Lansing into areas for worker assignments but no statistical reporting on this basis provides a picture of the utilization by Tract 18 residents.

³Michigan Department of Mental Health, Differential Utilization of the Facilities of A Michigan Child Guidance Clinic, Research Report No. 17, March 1955, pp. 23-33.

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³Michigan Department of Mental Health, Differential Utilization of the Facilities of A Michigan Child Guidance Clinic, Research Report No. 17, March 1955, pp. 23-33.

seems to be an increase of unmarried mothers (age range 14 to 18) in their recently opened cases--"mostly Negro." Lastly, it was noted that much of their case load in Tract 18 involved predominantly former rural southern residents. Their way of living had led to many adjustment problems in respect to eating, sanitation, and behavior habits.¹

The Ingham County Department of Social Welfare (administers on a needs basis, general relief) made statements which coincide very closely with those listed above. The caseworkers interviewed there indicated that compared with other areas of the city Tract 18 seems to be above average in the number of families on general relief carried over from 1955. They added that the caseload is composed mostly of Negroes who are primarily a laboring group, unable to afford or obtain adequate living space.²

Finally, six of the twenty-six interviewees volunteered the information that there was evidence of discriminatory practices and inter-racial misunderstanding surrounding the Negro population which is the predominant racial group in Tract 18. The situations mentioned involved, housing, inter-racial dating, and the use of recreational facilities.

¹Interview with Thelma V. Eames and Kathleen Rushton, Caseworkers, Ingham County Bureau of Social Aid, July 5, 1956.

²Interview with Mary Lou Peterson and Rosemary Smith, Caseworkers, Ingham County Department of Social Welfare, July 9, 1956.

Utilization of Community Group Work-Recreation Programs

The results of the survey of four major "group work" agencies, eleven Tract 18 churches, and the Lansing Recreation Department provided only a partial indication of the participation of the area's young people in Lansing's chief private and publicly supported recreational programs.¹ A summary of the information received from these agencies is as follows:

The Young Men's Christian Association (YMCA) of Lansing. It has a club program, offered at four schools which serve the west half of Lansing, for boys between the ages of eight and eighteen. An estimated eighty to ninety Negro boys presumed to be residents of Tract 18 were members of these groups. However, at present an accurate account of the participation in the YMCA program is not available.²

The Young Women's Christian Association of Lansing (YWCA). They report that there were approximately 128 girls and young women enrolled from Tract 18 in the health education and club program. This figure represents the second highest participation in the YWCA on a census tract basis.

The Chief Okemos Council of the Boy Scouts of America. Scout units located in two grade schools and a church were

¹None had records which readily revealed the full participation in their programs by intra-urban areas of the city.

²Earl T. Cruthis, Associate General Secretary, YMCA of Lansing revealed that an analysis of their enrollment by intra-urban areas was scheduled to begin by the fall of 1956. (Interviewed June 25, 1956.)

open to boys living in the surrounding school districts.¹ Approximately fifty boys from Tract 18, between the ages of eight and fifteen, were enrolled in these units.

The Greater Lansing Girl Scout Council. The executive secretary reported that it had been difficult to find leadership for troop units from Tract 18 since many of the mothers work. Moreover, there had been resistance by the parents to racially mixed scout troops. However, an estimated 170 girls from the area between the ages of seven and fourteen were enrolled.²

Of the eleven Tract 18 churches only one had leisure-time recreational activities as a part of its regular program.³ However, four of the ten churches (without a recreational program) stated that the "churches should be providing character building leisure-time activities." Eight of these churches also indicated that young people under the age of twenty-four generally were not active in the religious activities of the church.

¹Only the two Scout units at one of these three locations (Main Street School) is located in Tract 18 (Reported by Daniel Brown executive member of the Chief Okemos Council of the Boy Scouts of America, June 21, 1956).

²Interview with Jean Paris, executive director of the Greater Lansing Girl Scout Council, June 21, 1956.

³The West Lansing Church of God in Christ at 819 West Street offered a recreational program to mixed group of its teen-age youth during the fall and winter of 1954 and 1955 at the Lincoln Center. Their own volunteer leadership was used with some consultation from the Center staff. Due to the temporary suspension of the church program during the preparation of this report further information was not available.

Lansing's Recreation Department in addition to its program of athletic games and craft activities offers a program of recreation clubs to grade school, high school, and adult groups in various city and school facilities during the fall, winter, and spring. Their schedule includes active games, crafts, dancing, and singing. However, neither a comprehensive review of the city's recreation and leisure-time activities nor a compilation of the participation in the various group activities by intra-urban areas has ever been made.¹ Therefore, an indication of the participation by Tract 18 youth in these activities was unavailable during the preparation of this study.

The Nature and Structure of Group Activities at the Lincoln Center

Purpose and Philosophy

Since its establishment in 1937, the Lincoln Center's recreational and educational programs have had as their purpose the provision of a wholesome leisure-time recreational environment. However, beginning in 1944 under its present director, Mr. Morrison Ryder, the staff of the Lincoln Center began to probe more deeply into the community life on Lansing's southwest side in order to determine how to improve the program to meet more of the needs and interests of the population it served. A prepared statement by the Center said:

¹Interview with Harold Kipke, Director of the Lansing Recreation Department, June 26, 1956.

We know that merely an adequate recreation program, while very much needed, especially in the southwest section of the city, could not be our full answer for all of the problems which confront the people. First, there was the vast influx of people in the war and pre-war era, from many other parts of the nation. Their coming accentuated many of the problems which already existed: inadequate housing facilities, limited job opportunities, and varied adjustment difficulties for parents and family groups.¹

Evolving from this background, today, the basic philosophy of the Lincoln Center is to develop a program with a permissive atmosphere for the youth of Lansing (particularly the southwest portion) so that they may meet their informal education, social, and recreational needs. Recognizing the need for individuals to grow as members of the wider community, the Lincoln Center has been organized as:

A group work agency whose purpose is to give services of various types to children and adults living in the City of Lansing; these services touch the fields of recreation, social adjustment, civic improvement and human relations. . . . It also serves as a referral agency to persons who need services not covered in the program of the Center.²

More recently a report for 1956 budget conference outlined its goals as follows:

General: To provide programs which provide satisfying outlets for children, youth, and adults in their leisure hours.

Specific: 1. To promote programs for the improvement of citizenship among youth.

¹Report on the Lincoln Center's program development, prepared by the director, Morrison Ryder, c. 1950, p. 1. (Mimeographed)

²'Lincoln Center,' descriptive folder prepared by the Lincoln Center staff, C. 1954, p. 1. (Mimeographed)

2. To promote intergroup harmony by fostering good will programs.
3. To provide counseling services at the group work level, for parents, and for adults.
4. To provide training in activities which have a carry over value to the recipients . . . music, folk and social dancing, and discussion groups such as our coed council and our annual youth conference.¹

From this account it would appear that the program of the Center is intended to perform a socializing function within the context of its leisure-time services. The objectives of socialization are also evident in the following typical responses of the staff to questions concerning their leadership of the Center clubs:

1. In what specific ways would you like to see the group members grow as a result of their experience in the group?

"Grow in self-respect, learning to play together";
 "Develop interest in wider community and civic affairs";
 "Gain enough knowledge so they will have useful skills later in life"; "More informed about nature (and other topics)";
 "Develop spirit of co-operation, habits of cleanliness, respect for authority, fairness, and responsibility"; "To learn to express ideas and grow in leadership qualities and personal confidence."

¹Report outline prepared by the director, Morrison Ryder, for the Lincoln Center Budget Conference, April 26, 1956. (Typed)

2. What things do you consider most beneficial for your group? Why?

"Games seem to meet real need of the group for activity and group projects serve to teach co-operation"; "Active games provide means of self-expression and release of tension and aggressive drives"; "Discussion of boy-girl relationships aided many who never felt free to discuss this with parents or adults"; "Outside trips gave chance to broaden their outlook, to get away from home, to have new experiences"; "Meal planning and cooking met need of some who had to cook for themselves." "Getting together around their own interests helps them to plan, and realize their own goals and activities; social affiliation with other young people is valuable to growing individuals and acquisition of social skills."

Organisation and Staff¹

The Center's activities are divided functionally into a girl's and a boy's program. Both divisions have several small club groups in addition to the "mass" or large group activities and educational classes. The age range of the programs has been broadly defined as from grade school age (5 years) through adulthood. The specifics of this focus, however, are determined flexibly by each program secretary. During the 1955 to 1956 Center season there were four full time staff members including the Center's director who

¹Appendix D presents a job description of the Lincoln Center.

supervise and co-ordinate the group work and recreational activities.¹ They are the executive director, the girl's program secretary, the girls' worker and the boys' program director.

To indicate the nature and extent of the present staff's professional training and experience, it may be outlined as follows:

1. BA degree in musical education (band and orchestra) including a minor in sociology and psychology; and seven years experience in playground leadership and high school instruction.
2. BS degree in social administration plus nine hours towards the master's degree; and six years experience in playground work, director of a branch YWCA and matron of a training school for girls.
3. BS degree in home economics and science including a minor in social work; and three years experience as director of a YWCA club and recreational activities as well as a season of playground leadership.
4. BA degree in sociology and psychology with a minor in physical education and recreation.

From this brief resume it can be seen that the staff has a varied professional background in different specialties; however, none has special training in group work according to professional standards. Nonetheless, the staff has been motivated by a sincere interest in human behavior and have sought to increase their understanding of group activity through affiliation with the National Association of Social Workers.

¹Interviews scheduled with the Lincoln Center Staff from April 3, to July 2, 1956.

The director is assisted in program formulation and promotion by an inter-racial advisory council of representatives from the community, social agencies, city council, city recreation department, board of education as well as three (proposed number) youth between the ages of sixteen and twenty-five. Thus the channel is open for youth to participate in an adult role and affect agency policy.

Interviews with the staff disclosed that there are weekly staff conferences in which administrative problems and program activities are the main concern. The dynamics of group work interaction and techniques are not discussed. The actual process of working with groups is left to the skill, training, and initiative of each worker.

General Program and Services

The task of planning a leisure-time recreational program presents special problems in a semi-public agency with little control over intake and which is quartered in facilities designed for educational purposes. However, the Lincoln Center has developed a varied schedule of activities and services. Aside from the Lincoln School building, three nights a week, junior high age boys are coached in intramural basketball at Main Street School, and one night a week at High Street School. The average attendance at the first is reported to be forty-three.

In the main building, the Lincoln School, an athletic and intramural program is scheduled in various sports such as

basketball, badminton, volley ball, and touch football. The boy's and girl's programs have teams entered into the state wide Center basketball league. The boys are divided into seniors (17 and over), intermediates (14-17), juniors (12-14), and gradesters (5th and 6th grade). The girls are classified into two groups--gradeschool (5-12) and high school (12-18). Most of the girls on the latter team are fifteen years of age or older. Activities such as ping-pong, checkers, and dominoes are supervised in the halls. Frequently, the free periods between scheduled activities allow for open recreation for individuals who just "drop" into the Center.

Along educational lines free training is offered to both beginning and advanced students in band and orchestral instruments. With exception of the piano, the students furnish their own instruments while the Center through its educational fund provides some sheet music. During the 1955-1956 season some forty-seven persons ranging in age from six to forty enrolled in these classes. Twice a year recitals are held.

There are also "Family Nights" when the families and friends of the Center's participants are especially invited to visit and observe the Center. This activity is scheduled to coincide with the music recitals. Although no attendance figures are available, the numbers are reported to be fairly large.

This past 1955 season, a special adult reading class was started with three adults as a result of several requests; however, it failed to arouse additional support and was discontinued during the winter. It may be offered in the 1956-1957 program. A monthly publication, the Lincoln Center News is prepared by six high school students, who have volunteered to work on this project. The Center also sponsors a monthly community lecture series, in conjunction with one of its affiliated organizations, in which authorities on informative current thought are presented. In recent years, perhaps due in part to the composition of its clientele, the topics have centered around the obstacles and opportunities for minority groups in the United States.

The most widely known of the Center's activities is the sponsorship of the Annual Greater Lansing Youth Conference. It began nearly twelve years ago as an experimental project to provide a constructive medium to improve inter-group relations and to provide the youth of the Center an opportunity to discuss topics of special interest to them. Today, some sixty representatives from nine junior and senior high schools are set up in committees to plan each year's conference. Each spring a selected group of students from each high school plus representatives of the Lincoln Center convene for the purpose of "coming together as good neighbors to talk over, and attempt to arrive at some solutions to the many problems which confront them today."¹

¹It was observed that few of the Negro youth, who make up nearly all of the Center's present clientele,

Beginning with the fall of 1955 a Lincoln Activity Council was organized with selected youth to initiate wider participation of the youth in sharing ideas and suggestions for the improvement of Lincoln Center and its services. It also functions as a judicial body for hearing cases of excessive misbehavior within the Center program. There were originally fourteen volunteers with an average participation rate of eight per meeting.

The Center reports that as a result of continued requests for assistance, the staff has also conducted an informal information and counseling service in addition to its regular program. For example, many Negroes because of their minority group status and its attendant problems generally request a description of the community, its race relations, housing, and job opportunities. During the past year an estimated 100 people, sixteen years of age and older were given job guidance. Prior to 1950 the Center regularly provided counseling and referral service to such community groups and agencies as the schools, parents, courts, Michigan Children's Institute, Boys' Vocational School, and local factories.¹ The director of the Youth Bureau of Lansing's Police Department reported that throughout the latter part of the 1940's the Center worked closely with them in dealing

participate in comparison to the number of Negroes who took part in the years prior to 1952. Interview with Dorothy A. Toomer, Girls' Program Secretary, Lincoln Center, February 12, 1956.

¹Report on the Lincoln Center's development, op. cit.

with problem youth from Lansing's southwest side. However, recently, with the development of other community resources the need for such assistance decreased.¹

Mr. Ryder stated that in recent years few persons have been referred either to or from the Center. During the 1955-1956 season for instance, there were only two referrals to other agencies (for financial assistance), and one referral of a mentally deficient ward from the School at Lapeer, Michigan to the Center's director for home supervision. There were also a few referrals of students to Center groups by the school system. The counseling to family groups was also reported to be lessening. The director said that all home visitation is of a "friendly casual nature" in order to gain and maintain friendly relations with the community and to allay suspicion that the staff is only interested in them when they are "in trouble." It was reported that there are no statistics as yet on these social services but that "there are many expressions of being helped in various ways by many individuals and family groups in and out of the community."²

Lastly, there are several community group and affiliates of national organizations which have a close alliance with the Center such as the National Association for Advancement of Colored People, Parent Teachers Association, Girl

¹Interview with Lt. Clarrisa Young, director of the Yough Bureau--Lansing Police Department, June 14, 1956.

²Reported by Morrison L. Ryder, executive director of the Lincoln Community Center, July 2, 1956.

Scouts, Inter-Greek Letter Council, Home and Family Club, and two recreational groups from the General Motors Oldsmobile Plant and the United Automobile Workers--Congress of Industrial Organizations. These organizations are all autonomous groups. Table 2 presents a general schedule of the Lincoln Center's program.

Group Activities¹

Group activities refers to the Center's special interest groups, multiple-activity clubs, informal educational classes, teams, and intra-agency committees and councils. They meet throughout the Center's indoor season and are discontinued for the summer, with exception of the music classes and athletic teams which continue during the vacation months. The leadership is drawn from the regular professional staff who, for the most part, organized the groups they lead. Therefore, the presentation which follows will be primarily concerned with the first two classes of groups--the special interest groups and multiple-activity clubs. First, several groups will be presented, which because of their national organizational affiliation are not Center organized groups and therefore, were not included in the interview schedule; or which because of the nature of their activities did not reasonably fit into the schedules of interview questions.

¹The data for this portion of the report were obtained from interviews with the staff of Lincoln Center, and as such, represent the clubs and groups in retrospect. This was necessary as there are no records available to supplement these impressions.

TABLE 2
LINCOLN CENTER PROGRAM SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
3:30	Brownie Scouts The Graders Music	Cooking (the 5th and 6th Grade) Boxing and Wrestling Club (Junior)	Recreation (4th grade)	4th Grade Cook- ing	The Craftsmen
4:00	Music Graders	5th and 6th Grade Bible Class Girls Story telling (3rd Grade)	Inter.Girl Scouts Music		
4:30					
5:00	Variety Club Recreation Music Graders	Journalism Group	Boys Club G. M. Club UAW-CIO(Gym)	Girls Basketball Cheerleaders	
5:30			Staff Meeting		
6:00	Music and Adult Reading Class		Journalism Group	Music and Adult Reading Class	
6:30					
7:00	Variety Club Sewing; Music (Adult); Jr. High Boys Club	Hall Duty Lincoln Council Intramural Play	Dance Night	Dancettes and Adult Reading Music	Special Activi- ties--i.e.basket- ball, social dancing, talent shows

TABLE 2--Continued

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Senior High Boys Groups	R and B Session Club Boys Basketball	Dance Night	Boys Basketball Girls (Gym)	Special Activi- ties
Office Hours	1:00--4:00 P.M.	1:00--4:00 P.M.	1:00--4:00 P.M.	1:00--4:00 P.M.	1:00--2:30 P.M.

These groups are followed by the presentation of the thirteen "clubs" more closely examined.

The Intermediate Scouts. This organization has been functioning "off and on" at the Center since 1940, under volunteer leadership provided by the Girl Scout Council. They were led by one of the Center's regular staff members. Thirteen Negro girls, ranging in age from ten to twelve (mostly ten or eleven), and of the Protestant faith, were enrolled. None were employed, and their average attendance was ten. Their program included the Girl Scouts Eleven Point Program of Activities; however, the activities listed were hikes, crafts, learning to make beds, (in a hospital manner), and homemaking (cooking, shopping, and planning meals). They met weekly for an hour.

The Bible Class. This group was organized in 1946 by the National Organization of Child Evangelism to teach Biblical history and Christian principles. It was open to all youth regardless of age or sex. There were thirty-eight members enrolled but the attendance varied between twenty-five and thirty. The membership was composed of Protestant Negro grade school children ranging in age from seven to twelve (mostly eight or nine), evenly divided between boys and girls. The program consisted of Bible instruction, learning Bible verses, singing, scrapbook preparation and stories from the Bible and other religious sources. The story hour drew the most interest. This class was taught

by a staff worker appointed by the Center Director.¹

The Cheerleaders. This was a group of six Negro girls ranging in age from fourteen to fifteen who prepared and led cheers at all Center athletic events. They met primarily at game time and did not have any other function or activity.

The Dance Class. This was a group of ten Negro high school youth of both sexes who met periodically under the instruction of a high school age volunteer leader. They were taught the latest modern dance steps. There were no other activities scheduled. This group along with the Cheerleaders was organized during the 1955-1956 season.

The Story Hour. This group was designed for the early grade school children and consists of stories chosen from the classics for listening pleasure and to stimulate reading habits of "better" literature. The group started with twenty-three members but averaged about eighteen youngsters of both sexes between the ages of eight and nine. They were all Protestant Negro children who live in Census Tract 13.

The Junior and Senior Arts and Crafts Groups and Sewing Class. Because of a crowded program these groups were all scheduled for Friday afternoons in the gymnasium. The Junior Arts and Crafts group failed to draw enough

¹All of the membership of the above groups were reported as living within Census Tract 13.

participation and was discontinued. Similarly, the other two groups were dropped because leadership was not available. Both were planned for junior and senior high school girls.

Clubs

The Rhythm and Blues Club. This club was organized in the fall of 1955 upon request of a group of girls with similar interests in music, particularly, jazz music. The membership was set at sixteen by the members, and was composed of Protestant Negro girls between the ages of fifteen and seventeen, living within five or six blocks of the Center. All of the girls worked periodically as babysitters. The average attendance was eight. The leader's job was described as--'To advise and supervise.' There was a full complement of club officers, dues, and some recording of business developments. The members planned and organized their own program. The leader's goal with this group was to permit them to develop their own ideas and plans. Their activities consisted of active group games, cooking, listening to records, a party, dances, group singing, a talent show, and informal discussions--primarily about boy-girl relationships, dating, and marriage. The dances and talent show were deemed the most popular. Both were the activities which included participation by boys.

The Variety Club. This club was formed in September 1955 as a result of a request by several junior girls, twelve to fifteen years old (mostly fifteen year olds), who wished

to participate in a variety of activities. The leader for this group viewed her role as "adviser and resource in planning activities and guiding behavior." The goal with this group was to provide opportunity for them to meet their own interests and to plan and realize their goals and activities. Officers of the club included a president, vice-president, and program chairman, who lead the group, and were responsible for dues, and some recording of business. There were seventeen Protestant Negro girls living within five to six blocks of the Center who met weekly for two hours (average attendance--fifteen). The season's activities consisted of active group games, folk and modern dancing (membership only), cooking, hikes, ushering at Center socials, parties (girl and boy friends invited), and informal discussions about boy friends, eating, clothes, and personal care. The parties with invited guests attracted the greatest participation, while folk dancing was least successful. None of the members were employed during the season.¹

The Junior Boxing and Wrestling Club. This special interest group was formed in 1949 by its present leader as a medium for venting the aggressive drives of its members. It was composed of eighteen Protestant Negro boys, nine to twelve years old, residing within six or seven blocks of the Center. They met for an hour each week and the average

¹The meetings of the above clubs were usually held in the gymnasium.

attendance was fifteen. None worked after school. The leader's role with this group was to teach the fundamentals of self-protection and to provide a constructive outlet for their aggressive energies. (Some members had been involved in conflicts outside the group). There were no officers, recording or dues and most of the program was planned by the leaders. The season's activities consisted of instruction in boxing and wrestling, free night for active group games, boxing exhibitions which the group planned, and some informal discussions of sporting events. Boxing was the most popular activity and wrestling was felt to be the least attractive. Meetings were held in the gymnasium.

The Boys' Club. The present leader organized this club in 1949 when an interest in more than physical activities and sports was expressed by a group of grade school boys. Some thirty-five Protestant Negro boys between the ages of seven and twelve joined; however, the average attendance was twenty-four. None were employed and all lived within six to seven blocks of the Center. The membership changes from year to year and, therefore, it is not a continuous group. The leader's goal with the group was to provide new learning experiences, and knowledge of nature and folklore. Their program included fishing, hiking, nature hunts, short trips, active games, story telling, and informal discussion of camping, cooking, adventure, etc. Activities involving the out-of-doors, i.e., fishing and hiking were judged to be most successful. They tired quickly

of discussions and stories. Although most of the activities were suggested by the leader, planning was shared informally with the group. There were no officers, dues, or records kept. They met weekly for two hours (or longer on special occasions) in the Center gymnasium for indoor meetings, except when outdoor events were scheduled.

The Varsity Club. This club was instituted when several members of the intermediate and senior basketball teams decided to organize in 1954 to obtain funds for uniforms and equipment not provided by the recreation department. They constituted a special interest group of twenty-five Protestant Negro boys ranging in age from fifteen to eighteen, the majority of whom lived within two blocks of the Center. They met for an hour every two weeks (average attendance fifteen) to discuss plans for inter-city games and means of obtaining funds for equipment. Several dances were held as a result of these meetings. The only elected officer was a chairman. They did not keep minutes, but made their own plans of discussions and activities. The leader saw his role with this group as an adviser and coordinator because "they are old enough to run their own program." In the leader's judgment the out-of-town games aroused greater interest than the dances. They were not as active in planning for the dances. About half of this group was employed either full or part-time. They generally met in the gymnasium.

The Craftsmen's Club. This club was started in 1955 as a cooking class for boys when a group of interested youth asked for such an organization. The handicraft activities grew as a result of the leader's efforts to broaden their knowledge and interests. The group was composed of thirteen Protestant Negro boys eight to twelve years old living within six to seven blocks of the Center. They met weekly for an hour and a half to cover such areas as cooking, coloring and painting, leather and plastic handicrafts, also to discuss proper techniques in doing these things. The cooking was the most widely supported activity. There were no officers or regular club type meetings. The leader's role was to instruct and supervise their activities. Generally, the average attendance at their meetings, in a small kitchen behind the gymnasium, was eleven.

The Cooking Club. This group began in 1954 as a result of the staff's observation that many parents in the area surrounding the Center are employed outside the home and that children, consequently, have to prepare meals for themselves. The club program was planned primarily for grade school age girls. During the past season approximately fifteen Protestant Negro girls living within a five block area surrounding the Center became members. Ranging in age from nine to eleven their average attendance was about thirteen. The leader's objectives with this group was to teach basic cooking methods, meal planning, and kitchen care. Suggested chiefly by the instructor, the activities planned included

instruction in meal planning, cooking, table setting, recipes, serving, dining etiquette, etc. The group also wished to schedule meals for their parents. The activities covered which seemed to have been most favored were cooking and meal planning. The others were discussed but not thoroughly carried out because they lacked equipment and facilities.

The Co-Ed Club. This club constituted a discussion group for teen-age youth. It began in 1953 as a result of interest shown by a group of high school girls. During the past season the group was composed of three Negro boys and thirteen Negro girls ranging in age from thirteen to sixteen. Eight of the girls worked part-time as babysitters. The average attendance at their weekly meetings was approximately fourteen (the boys attended occasionally). All were believed to live within eight to ten blocks from the Center. They had no formal structure, officers, recording, dues, etc. Their activities consisted of a wiener roast to which they invited guests, and discussion sessions on such topics as parental relationships, dating, petting, accepting gifts, future plans, etc. They also planned to have other activities such as a hayride, etc. The girl-boy relationships were the favored topics for discussions. Vocational planning discussions were also popular. The leader viewed her role with this group as an advisor and resource person.

The Dancettes' Club. This group evolved from the need for a dance routine in a Center talent show in the fall of

1955. The girls met once a week for the two hour period in the Center's gymnasium. The first group was composed of twenty girls (two white and eighteen Negro) of Protestant faith, living within five or six blocks of the Center. Ranging in age from nine to fifteen, none were employed--full or part-time. The leader's job with this group was to instruct them in the latest dance steps, and to assist them in working out dance routines. There were no discussions, and no organizational structure or recording. Their activities included a talent show, dancing, and a monthly meeting open to their boy friends. Those activities involving boys were considered most successful and popular. Throughout the season attendance averaged about fifteen.

The Little Peppers Club. The supervisor of this group organized it last fall (1955) when a group of "kids" began disrupting the meetings of other groups. This group met weekly in the gymnasium for an hour and a half for a variety of activities. The membership was approximately fifteen Protestant Negro girls, the majority of whom lived within four to five block of the Center (all within seven to eight blocks). The group elected officers and paid dues part of the year but discontinued when it became noticeable that few were paying. Together with the leader, they outlined their activities for the year. They included active group games, wiener roast, hikes, talent shows, candy making, Thanksgiving party, and handicraft projects. Active group games and hikes drew the most attendance and participation

while the projects were not as well supported. It was felt that this group, particularly, needed release for their energies. They ranged in age from ten to twelve.

The Grade-sters Club. This organization started with the establishment of the Center in 1937, and is designed for grade school age boys. Although the membership changed with each season, there were twenty-four Protestant and two Catholic Negro boys ranging in age from eight to twelve (mostly eleven to twelve). The majority lived within six blocks of the Center and all within ten blocks. The leader's responsibility with this group was primarily that of supervising their free play, but included some instruction as well. Their activities included basketball, softball, kick-ball, and other competitive games and some active group games. There were no club officers, planning, or discussions. Competitive group games were believed to be most popular by the leader. In essence, the leader's goal with this group was release of aggressive drives. The average attendance was nearly nineteen.

The Adult Recreation Club. This group was re-instituted under its former advisor after a year's absence during 1955. It was open to adult women over high school age. The group of the 1956 season was composed of married women over thirty years of age. Twelve Protestant Negro housewives (eight of whom were employed full time) and who lived within six to seven blocks of the Center, met for two hours weekly for recreational activities. This consisted of calisthenics,

active group games, badminton, kickball, and a half hour of informal discussion of various events, and personal experiences. There was no formal organization (dues, officers, minutes, etc.); however, they planned their own program. The leader's role was to instruct and advise on recreational exercises. The leader considered all of the activities equally attractive to the members. They met nightly following the regularly scheduled program and the average attendance was ten.

The G-Man Club. Since the organization of this group in 1950 by the present supervisor, their attention has been focused towards assisting in the enforcement of rules related to conduct and use of the building. It was believed that participation by the youths themselves would help control a mounting discipline problem. The leader's role with this group was to provide leadership and to direct them in their "policing" activities. The program consisted primarily of policing the building during dances, social affairs, basketball games, etc., and discussions of smoking, drinking, and/or similar topics. There was no formal structure or dues. The membership composed of nine Protestant Negro boys, nine to fifteen years old who lived within Census Tract 18. They met weekly in the gymnasium for forty-five minutes and attracted an average attendance of six. The number employed full or part-time was unknown.

In summary, the Lincoln Center program had ten all female groups, ten all male, and eight open to both male and

female young people. If classified on the basis of their program focus the groups can be designated as follows: (a) five were multiple-interest groups or clubs (including the Girl Scouts, a national program affiliate); (b) six were educational classes (child evangelism or Bible study, a national program group, also included); (c) thirteen were special interest groups; (d) six were athletic teams; and (e) one was a special committee.¹ Most of the groups with the exception of music and reading classes, apparently, held their meetings in the gymnasium.

All thirteen "clubs" which were analyzed by the use of the prepared schedule were supervised by the regular staff workers. Only one group, the Boys' Club had more than thirty persons enrolled; however, the average attendance of this club was twenty-four. The smallest enrollment was nine and the smallest average attendance was six.² Among these clubs, five were multiple-interest groups, seven were special interest groups, and one was devoted solely to educational pursuits.

As indicated in Table 3, all but one of the club's programs provided opportunities for companionship and education, while more than half also included physical and recreational activities and leadership experiences. Only about a third of the clubs provided creative activities. In

¹See Table III, Appendix E, for listing of groups placed in each classification including their sex, enrollment, average attendance, and age.

²
Ibid.

TABLE 3
PRIMARY ACTIVITY AREAS OF THE CLUBS

Clubs	Companionship	Educational	Physical and Recreational	Leadership	Creative
Total	13	12	7	7	5
Rhythm and Blues	x	x	x	x	x
Variety	x	x	x	x	
Junior Boxing and Wrestling	x	x	x	x	x
Boys'	x	x	x	x	
Varsity	x	x		x	
Craftsmen	x	x			x
Cooking Class	x	x			
Co-Ed	x	x		x	
Dancettes	x	x			x
Little Peppers	x	x	x	x	x
Graders	x	x	x		
Adult Recreation	x	x	x	x	
G-Men	x	x			

this respect it should also be noted that there were two clubs, both of which drew their membership from the five to twelve age group which participated in handicraft activities. Similarly, of the twelve groups devoted to young people under the age of twenty-four, there were just three groups whose discussions centered around problems facing their age group, All three were teen-age groups.

Finally, seven of the thirteen clubs provided their participants with the opportunity to plan and schedule their own program of activities and to conduct their own weekly meetings formally or informally.¹

Clientele²

The enrollment of all the groups was generally composed of Protestant Negroes but there were two Negro Catholic boys and two white girls reported as members of groups. The Center's director estimated that the large majority of the clientele was drawn from a five to six city block area surrounding the Lincoln Center. He added, however, in the case of the music class and Bible study group, the membership came from various areas in Lansing. The information on the

¹Included are the following clubs: Rhythm and Blues, Variety, Boys', Varsity, Co-Ed, Little Peppers, and Adult Recreation.

²Participants who use the Center on a "free-use" basis whether or not leaders were supplied are not included. Therefore, the groups discussed in the following sections do not necessarily include all individuals who benefited from the agencies facilities and program.

thirteen clubs studies by the writer disclosed similarly that the majority of the membership resided within five to eight city blocks of the Center and all within ten city blocks.¹

Data available on twenty-three of the Center's twenty-eight active groups revealed that there were 132 females and 189 males.² Males appear to be slightly predominant in the group program. As indicated in Table 4, nearly all the participants of the Center's active groups were between the ages of seven and eighteen. Approximately fifty-seven per cent are of childhood age (7-12) and about four per cent are young adults (18-24).

TABLE 4

GROUP MEMBERSHIP BY AGE RANGE, ENROLLMENT,
AND AVERAGE ATTENDANCE¹

Age Range	Enrollment		Average Attendance
	Number	Per Cent of Total	
Total	410	100	310
Childhood (7-12)	235	57	173
Adolescence (13-17)	160	39	124
Young Adulthood (18-24) ²	15	4	13

¹The tabulation excludes the music and adult reading classes and the adult recreation club, as the age span of these groups do not correspond to the focus of this study. Therefore, the totals represent only twenty-five of the twenty-eight active groups (See Table I in the Appendix).

²The entire young adult enrollment is composed of the senior men's athletic team.

¹This area corresponds closely to Tract 18. See Fig. I.

²Included were 22 single sex groups and one mixed club, the Co-Eds.

Similarly the thirteen club groups examined by the writer disclosed that about sixty per cent of the 208 young people enrolled were between the ages of seven and twelve, while none are in the young adult age group. (See Table 5)

TABLE 5
CLUB MEMBERSHIP BY AGE RANGE, ENROLLMENT
AND AVERAGE ATTENDANCE

Age Range	Enrollment		Average Attendance
	Number	Per Cent of Total	
Total	208	100	161
Childhood (7-12)	125	60	98
Adolescence (13-17)	83	40	63
Young Adulthood (18-24)	0	0	0

Seventy-one (approximately 34 per cent) of the 208 members of the clubs were employed either full time or part-time. Forty were girls employed as part-time baby sitters, and eight were housewives employed full time in the "service" and factory jobs.

As indicated in Table 6, of all the Center's groups, seventy per cent of the Center's group participants were enrolled in special interest groups and classes. The heaviest participation was in the special interest groups which included approximately thirty-seven per cent of the membership.

TABLE 6

**CENTER MEMBERSHIP BY TYPE OF ORGANIZATION,
ENROLLMENT AND AVERAGE ATTENDANCE**

Age Range	Enrollment		Average Attendance
	Number	Per Cent of Total	
Total	472	100	374
Clubs (5)	96	20	71
Classes (5)	113	24	96
Interest Groups(13)	173	37	134
Teams (6)	76	16	65
Committees (1)	14	3	8

The information on the thirteen clubs and the girls basketball team revealed that counseling service given the group members centered around seven problem areas as classified in Table 7.

It can readily be seen that for the "childhood" age group there were no problems handled in the area of vocational and personal-emotional guidance. In this respect no parent-child relations, personal emotional or recreational problems were brought to the Center's staff by the adolescent age group. The recreational guidance was sought by girls in the seven to twelve age-range.

In addition it was found that members of four of the boys groups sought advice on aggressive, hostile conflict with other young people but only two girls' groups asked for such help. All of the boys, however, were in the seven to twelve

TABLE 7

PERSONAL PROBLEMS OF THE CENTER CLIENTELE
BY TYPE AND AGE GROUP

Type of Problem	Age Group	
	Childhood (7-12)	Adolescence (13-17)
Boy-Girl Relations	x	x
Parent-Child Relations	x	
Personal Appearance and Manners	x	x
Personality Emotional	x	
Recreational Guidance	x	
Sex Information		x
Vocational Guidance		x

age range. The problems of the girl participants focused on boy-girl relations and personal appearance. Four of the all girl groups, the girls' basketball team, and the Co-Ed Club (predominantly female) sought guidance in both areas. However, members of one boys' group (ages fifteen to eighteen) also asked for assistance with boy-girl relations, sex information, and vocational guidance. Finally, in five of the thirteen clubs most of the members did not seek guidance on problems from the Center's staff.

Next, the official attendance figures for the Lincoln Center's total program shows an increase until 1952 and a decrease since then.¹

¹These figures are not corrected for duplication and, thus, may be viewed more accurately as units of service. They

1945.	.	.	.	.	.	.	.	.	28,667
1946.	.	.	.	.	.	.	.	.	47,718
1947.	.	.	.	.	.	.	.	.	61,800
1948.	.	.	.	.	.	.	.	.	75,285
1949.	.	.	.	.	.	.	.	.	84,253
1950.	.	.	.	.	.	.	.	.	85,210
1951.	.	.	.	.	.	.	.	.	83,520
1952.	.	.	.	.	.	.	.	.	99,374
1953.	.	.	.	.	.	.	.	.	--
1954.	.	.	.	.	.	.	.	.	--
1955.	.	.	.	.	.	.	.	.	97,000

During nearly the same span of years, the club membership has shown a similar increase and drop in enrollment.¹

1944	{ 19 groups }	.	.	.	.	.	104
1950	{ 29 groups }	.	.	.	.	.	530
1955	{ 28 groups }	.	.	.	.	.	472

Problems of Center Operation

Typical responses of the staff to questions concerning the implementation of the Center's program are as follows:

1. Are there difficulties which prevent you from doing these things? (Executing the group program)

"With no sound proof rooms, music classes interfere with the club program"; "Lack of finances to cover transportation for teams (portion of members cannot afford expense)"; "Budget does not cover foods, dishes--unsatisfactory stove

were compiled annually by the director of the Lincoln Center by keeping an account of the attendance during a period selected "typical" and computing a seasonal estimate based on it.

¹As previously mentioned in the introduction of this report, the area south of the Center (Tract 18) has been undergoing considerable change in land use during the past six years. This appears to be a significant factor in the decreased enrollment.

and refrigeration"; "No storage space for craft projects"; "Insufficient space for ping pong and other quiet games, i.e., cards and checkers"; "Have had few volunteers because community doesn't have many who devote time to leadership"; "Need club rooms for discussion groups and classes"; "No place for crafts, painting, drama groups; combination gymnasium and auditorium is inadequate for athletic contests"; "Staff not large enough to provide service to all who need it."

Although permitted access to the whole Lincoln School, building activities are confined to the first floor, halls, two class rooms, and the gymnasium because: (a) lack of janitorial staff (presently shared jointly with the Lincoln School); and (b) the problem of keeping Center materials separate from the school's (teachers have made repeated complaints). Furthermore, use of the Lincoln School ceases with the close of the school-year when school age youth have the most leisure time.¹

2. Have you seen any needs of the members of your group which are not being met in the present program?

"Many have not learned to play together--everyone is an individual"; "Need to learn how to express ideas and improve their social skills (including dating and entertaining)."

¹Interview with Morrison Ryder, director of the Lincoln Center, July 11, 1956.

3. If so, are there changes in the Center's program which you would like to make in order to meet these needs?

"Additional facilities--place for lounge, discussion, swimming pool, separate gymnasium for girls would aid in expanding the program"; 'Smaller Number in the group'; 'Need to take more activities outside the Center, i.e., entertaining in the homes'; "More supervised dances."

4. Are there additional resources (training courses, conferences, equipment) which would aid you in your work?

'Need for more facilities and space especially for bleachers for basketball games'; 'Boxing ring and bags'; "Cooking equipment and training course in teaching cooking skills"; 'Need training in folk dancing as well as special dance records'; "Storage space to keep equipment (crafts, projects particularly)"; "Facilities for table tennis and quiet type games, i.e., cards and checkers."

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary objective of the writer was to conduct an exploratory study of the Lincoln Center's program and its relationship to the clientele it serves. Therefore, interviews were held with the staff of the Lincoln Center and twenty-six social service and religious agencies which serve the clientele of the Center.

Characteristics of the Area Served

The area (Tract 18) served by the Center is characterized by the following findings:

1. Out of a total population of 4,616 persons, 1,752 are between the ages of five and twenty-four. Nearly a third of the youth are young adult, eighteen to twenty-four years old.
2. Seventy per cent of Lansing's non-white population, including 64.5 per cent of the Negro population reside in Tract 18.
3. The average number of persons per household exceeds the city's average and is judged congested.
4. Nearly two-thirds of the male labor force are employed in factory jobs. In addition, a third of the total labor force is female.

5. The average number of school years completed by area residents is nine.

6. The Negro population is predominantly from rural southern communities.

7. The area is established as being in the lower socio-economic class (average income of families and individuals, \$3,434) with low land values.

8. Statistical data on the area's religious affiliation or participation were not available from either Protestant or Catholic sources. However, the Tract 18 churches report few youth are active in their programs.

9. There are no uniform statistical records of the prevalence of social problems in Tract 18 available from the various social and religious agencies contacted by the writer. Their empirical observations indicate: (a) juvenile delinquency was near the average for the city, although judged to have an above average number of assault cases, street loitering particularly among the fourteen to sixteen age group, and an increasing number of unwed teen-age mothers, mostly Negro; (b) social welfare assistance was above the city's average for Aid to Dependent Children recipients and general relief cases; (c) the major portion of the Tract 18 case load of these agencies are Negroes and they present adjustment problems involving employment, sanitation, and social behavior; and (d) evidence of inter-racial conflict involving dating, housing, and the use of recreational facilities was reported.

10. Records of the utilization of Lansing's major group work-recreational programs by Tract 18 youth are available only from the Young Women's Christian Association. However, Brunson's study concluded that there was no adequate organized or planned recreation for any age group.¹

General Program

The program of the Center is organized to offer social services which involve social adjustment, recreation, and civic improvement to youth from early childhood through young adulthood (five to twenty-four).

1. Operating on a six hour schedule Monday through Friday the Center offers group work activities which are the primary focus of this study, through the facilities of the Lincoln Grade School. The Center is open from the beginning of the regular school year in September until its close in June. In addition, the Center is available to various private and civic organizations after regular hours by special arrangements.

2. During the 1955 to 1956 season, there were four full time staff members including the director who had academic training in such fields as music, home economics, social science, physical education, and recreation.

3. Requests for counseling and referral service to individuals, families, and agencies on social and emotional

¹Brunson, op. cit.

problems [were reported by the Lincoln Center staff to have] declined since 1950. In addition, since that time it has been the policy of the Center to minimize this area of service.

4. There are no formal policy statements concerning counseling or referral procedures. Similarly, there are no statistical records or recording of the counseling interviews.

5. The counseling service provided for the club members involved seven problem areas: (a) boy-girl relations, (b) parent-child relations, (c) personal appearance and manners, (d) personality and emotional conflict, (e) recreational guidance, (f) sex information, and (g) vocational guidance. However, personality and emotional problems generally were not handled for any age group. This service was conducted in various parts of the Lincoln Center and no formal office hours were scheduled.

6. The most prominent unmet needs of the Center clientele were judged by the staff to be the need for increased social skill, ease in self-expression, cooperative recreational interests, and group leadership or organizational skills.

Clientele

The data revealed the following general characteristics of the Center's participants:

1. The group enrollment was composed almost entirely of Protestant Negro youth.

2. The majority of the clientele resided within five to eight blocks of the Center and all within ten blocks.

3. They ranged in age from seven to eighteen, while about half were childhood age youth (seven to twelve).

4. There were 208 club members out of approximately 410 youth (includes duplication) enrolled in group activities.

5. Official attendance reports of the Lincoln Center over a fifteen year period indicated nearly a thirty per cent increase in total participation, which is an indication of an increasing demand for Center services. However, the 1955 club membership and season attendance report indicated a decrease between 1950 and 1956. This fact coincides with the land use change and corresponding decrease in the population immediately surrounding the Center.¹

Group Activities

1. The twenty-eight active Center groups were predominantly single-sex organizations, equally divided between the sexes. Eight were open to both sexes. However, only one of the mixed groups was designated for teen-age youth.

2. The heaviest participation was in the classes and included more than a third of the group enrollment, although special interest groups comprised nearly half of the twenty-six groups. Music students were the majority of the class enrollment.

3. More than half of the thirteen clubs were designated for the childhood age range.

¹See Chapter I.

4. All thirteen clubs included program outlets for companionship and education. Seven also provided physical-recreation and leadership experiences, but only five included participation in creative activities.

5. Group activities which included competitive and active physical actions were judged by the Lincoln Center staff to be the most successful and popular among childhood age clubs. Among the adolescent age clubs those activities involving heterosexual social experiences and discussions were ranked the most popular. In general, for all age groups activities involving long-term planning and discussion were least successful.

6. The club membership range was nine to thirty-five individuals while the average attendance was between six and twenty-four.

7. In seven of the clubs the membership planned and conducted their own meetings and activities under supervision.

Problems of Center Operation

1. The limitations of space and facilities at the Lincoln School Building were the primary difficulties reported by the staff. On the other hand, the Lincoln Center theoretically has access to the entire building.

2. Secondly, it was felt that there were insufficient funds for additional equipment and staff development.

Conclusions

The conclusions and interpretation of the relationship between the findings of this study and the hypotheses are as follows:

1. The focus of the Lincoln Center Program is primarily on recreational and educational activities.

This was substantiated by the fact that the Center's enrollment was predominantly involved in the classes--largely music and the special interest groups whose activities were mostly physical and recreational.

2. The program was utilized by Protestant Negroes of the neighborhood but has not expanded to meet the needs of the increased growth and concentration of population.

This proposition was affirmed by the findings that the Center serves almost entirely: (a) Protestant Negroes living in Tract 18; (b) grade school age and early teen-age youth (although the stated coverage included young adults); (c) less than a fourth of the population (potential clientele) between ages of five and twenty-four residing in Tract 18; and (d) there is no adequate "organized" recreation for any Tract 18 age group. (See also the statements below).

3. The need of the population for participation in activities which contribute to the development of democratic leadership, responsible citizenship, and more satisfying personal adjustment has not been met by the Lincoln Center.

Statements of the Center's staff indicated that in actual operation the program does not meet the needs included

in this statement; moreover, the staff listed them among the clientele's primary unmet needs. Secondly, only a small portion of the club groups were self-determining or provided experiences which met these needs. Thirdly, the nature of the Center's educational and recreational activities with their emphasis on musical training was not geared to the need for broad educational and recreational outlets, social and recreational skills, and homemaker education of a large portion of the community it serves (rural southern Negroes). On the other hand, there was utilization of the Center's facilities by outside community and civic groups as well as a demand for information service. Nonetheless, the data largely supports the third hypothesis.

4. The use of community resources for referral of clientele with social and personal problems has been limited.

This proposition was confirmed by the finding that such services are being de-emphasized by the Center and that there was almost no referral service either to or from community social agencies during the period considered by this study.

5. The community social agencies have not utilized the Lincoln Center to provide assistance to individuals through the use of group experience.

With the exception of a few referrals by the Lansing School system there was no utilization of Center groups by other agencies during 1955. Moreover, as found in conjunction with the fourth hypothesis, the counseling and referral services have decreased.

The original major hypothesis was that:

The Lincoln Center provides comprehensive group work and recreational activities for grade school children, teenage youth, and young adults within a five block radius of the Center.

The findings and conclusions listed above indicate that in actual practice, the Center serves only a small portion of the youth in the designated neighborhood area. Moreover, the nature and emphasis of the current program does not provide comprehensive group work or recreational activities as defined by the Lincoln Center.

This report suggests several broad questions which may serve as the basis for further study: (a) Why is there limited use of the Lincoln Center by neighborhood youth, when the recreation and leisure-time needs of the community seem to be so outstanding? (b) Does the present staff of the Lincoln Center recognize the symptoms of children with emotional problems? If not, is there need for a trained social worker? (c) What is the nature and degree of the participation by neighborhood youth in group work and recreational programs other than the Lincoln Center?

Recommendations

Finally, as the result of the conclusions reached by this study, the following proposals are recommended:

1. The Center staff should re-evaluate the group work program in terms of the current sex, age, racial, and

socio-economic composition of the potential clientele in Tract 18 as well as in terms of the community social welfare and recreational resources.

2. The Center's staff should compile statistical records of the group membership and participation as well as the counseling services to establish a basis for appraising the utilization of the Center by the clientele it proposes to serve.

3. The Center's staff should formulate definite counseling and referral policies and procedures to clarify this portion of the services extended to the community.

4. The responsible organizations should provide adequate Center facilities consistent with the program and the potential clientele of the Center.¹

5. The responsible organizations should consider the utilization of a trained group worker to expand the Center's group work program.

6. The community social welfare agencies including the group work-recreation agencies should develop a uniform system of recording utilization of their programs by the residents of various city neighborhoods. This would permit closer coordination and planning of their services.²

¹The dispersal of administrative support among such diverse organizations as the Lansing Recreation Department, Lansing Board of Education, and the United Community Chest of Ingham County makes it difficult for the Lincoln Center to define channels of communication and function.

²A basis for this has been developed by the School of Sociology and Anthropology at Michigan State University. (see 'Related Research,' Chapter II.)

7. The community should collect data on various conditions found to be controlling factors in identifying the needs of residents of various neighborhoods for recreational activities and facilities. This would include demographic information, records of the utilization of social service, and recreational agencies by residents of these neighborhoods, and the socio-economic composition of the community. The compilation and analysis of this information would establish a basis for facilitating community planning.¹

¹The Ingham County Community Services Council as the recognized central coordinating organization for civic, educational, health, character-building, and social welfare agencies is the logical source for the promotion of this proposal.

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APPENDIX A

TABLE I

**INCREASES IN THE NEGRO POPULATION OF THE CITY OF
LANSING DURING THE CENSUS YEARS 1920-1950¹**

Census Year	Negro Population	Increase over Preceding Census	
		Number ²	Per Cent ³
1950	3,290	1,652	100.9
1940	1,638	239	16.2
1930	1,409	711	101.9
1920	698	--	--

¹U. S. Bureau of the Census, 1950 Population Census. Reprint. (Washington, D. C.: U. S. Government Printing Office, 1952), p. 32.

²Column 3 represents the difference the total for a given year and that preceding census year.

³Column 4 represents the percentage increase for that period.

TABLE II

**INCREASES IN THE TOTAL POPULATION OF THE CITY
OF LANSING DURING THE CENSUS YEARS 1920-1950¹**

Census Year	Population	Increase over Preceding Census ²	
		Number	Per Cent
1950	92,129	13,376	17.0
1940	78,753	356	0.5
1930	78,397	21,070	36.8
1920	57,327	26,098	83.6

¹U. S. Bureau of the Census, U.S. Census of Population 1950, Vol. 1, No. of Inhabitants, Michigan; Chapter 22: Michigan (Washington, D. C.: U. S. Government Printing Office, 1951), Table 4, p. 11.

²Same as Table I above.

APPENDIX B

CONSTITUTION OF THE LINCOLN CENTER

ARTICLE I

The name of this organization shall be the Lincoln Community Center Council.

ARTICLE II

The membership shall be composed of four persons representing agencies, the City Council, City Recreation Department, Community Welfare Fund, and the Board of Education--in the community interested in furthering the program of the Community Center, twelve adult representatives, individuals in the community interested in the program, and three youth from the community between the ages of 16 and 25. One-third of the fifteen representative individuals shall be elected each year. In the event of a vacancy the Council shall elect a new member.

ARTICLE III

Section 1 -- The purpose of the Community Center Council shall be in the main advisory. As a council they lend their support to the program, they further its work through publicizing it and give their judgment upon the various activities.

Section 2 -- A second purpose of the Community Center Council shall be to secure the financial support needed in carrying on the program.

ARTICLE IV

Section 1 -- The officers of this Council shall be Chairman, Vice-Chairman, and Executive Secretary-Treasurer. The principal of the Lincoln School shall be the Executive Secretary-Treasurer.

Section 2 -- The work of the Chairman shall be to preside at all business meetings of the Council, appoint all standing committees, such as finance, educational, publicity, social and program and be an Ex-Officio member of all committees.

The Vice-Chairman shall preside in the absence of the Chairman. The work of the Executive Secretary shall be to record the minutes of all business meetings, answer correspondence for the Council, receive and disperse all money used in carrying out the program, and supervise the activities of the program.

ARTICLE V

The Lincoln Community Center Council shall hold its monthly meeting the second Tuesday of each month, excepting July and August. The meeting shall be called to order at 7:00 P.M. in the office at the Lincoln School. Special meetings shall be called by the Chairman.

By-Laws

ARTICLE I

The members of the Council shall not pay any annual dues.

ARTICLE II

All members of the Council have equal voting privileges.

ARTICLE III

The annual election of the officers of this Council shall occur at the March monthly meeting.

ARTICLE IV

Ten of the members shall constitute a quorum for regular or special meetings.

ARTICLE V

The supervisors of the work at the Center shall give a report to the Council at each monthly meeting.

ARTICLE VI

The Constitution or By-Laws may be amended at any monthly meeting of the Council by a two-thirds vote of those present, provided the proposed amendment was presented in writing at a previous meeting.

APPENDIX C

INTERVIEW SCHEDULE

[Cover Sheet]

As you probably know, I am in the process of preparing a study of the Center's group work and leisure time activities. It will be an attempt to describe and analyze the current program of club activities, objectives, and policy of the Center, as well as the interests and needs of the Center's participants as seen by the staff members directly involved in its operation.

There is wide spread interest in youth serving agency programs and the needs they meet. It may be that specific plans for relating the program to the participants needs will result from the answers you and the other staff members give. Your training and experience with this type of program will be valuable in gathering the essential information. It would be a great deal more interesting to me to just sit down and have you talk about your work but in order that we may cover all the necessary points and so that the same points will be covered by all the staff, I have made up a list of questions which I would appreciate having you answer. Possibly, you will have questions as we go along or suggestions as to where the information may be more easily found, if you do, please feel free to ask or suggest.

SCHEDULE

1. Name of leader _____
2. Name of group _____
3. How long have you been a leader of this group? _____
4. How long has group been in existence? _____
5. How was group established? _____

6. How often does the group meet? _____
7. How did you become leader of this group? _____
By Director _____ Special Interest _____ Training or
Talent _____ Lack of staff _____ Other _____
8. Types of members in the group: male _____ female _____
Range of ages _____
Number of Protestants _____ Roman Catholics _____
Jews _____ Others _____
9. How many employed full time? _____
How many employed after school? _____
10. In what part of the city do most of the group members
live? _____
11. What is the average attendance at meetings? _____
12. What is your job with the group? _____
13. WHAT IS THE ORGANIZATION OF THE GROUP--Chairman, President,
etc.? _____
14. List all activities of discussions your group has engaged
in: _____
1. _____
2. _____
3. _____

15. Which do you regard as most successful? _____

Why? _____

16. Which do you regard as least successful? _____

Why? _____

17. Do you have any activities or discussions, etc. planned for the group? If so, what are they?

1. _____

2. _____

3. _____

18. Does the group have any plans for activities, discussions, etc. If so, what are they:

19. Who plans the program for your group? _____

20. What things do you consider most beneficial for your group? _____

Why? _____

21. Are there difficulties which prevent you from doing these things? _____

22. Are there things you have to do with the group which you consider undesirable or unnecessary? _____

23. During the month do you have an opportunity to talk with any individuals in the group other than at group meetings?

Under what circumstances? _____

Did they bring you any problems?_____ If so, what kind?

24. How were the problems handled?_____

Counseling_____ Referral_____

Other _____

To whom were referrals made? _____

A. Type of Problem?_____

B. To whom referred?_____

C. Counselling by whom?_____

25. Have any referrals been made to you? _____

If so, what kind?_____

26. Have you met the father or mother?_____

List number and under what circumstances:

(at home, Center, or elsewhere)

27. Have any of the parents come to you on their own for the purpose of talking over their child's problems with you?

_____ If so, how many? _____

28. Does the director consult with you regularly about your work?_____ If so, how often?_____

On what matters have you received the most help?

29. Do you meet with other leaders outside agency for discussion of club work? _____ If so, how often? _____

30. Are there additional resources (training courses, conferences, equipment) which would aid you in your work? _____

If so, what are they? _____

31. Have you seen any needs of the members of your group which are not being met in the present program? _____

If so, are these changes in the Center's program which you would like to make in order to meet these needs? _____

32. In what specific ways would you like to see the group members grow as a result of their experience in the group?

33. Name _____ Telephone _____

Your education _____

Marital status _____ Religion _____

Race _____

34. List contacts with groups previous to those at Lincoln Center:

APPENDIX D

LINCOLN CENTER JOB DESCRIPTIONS

I. Executive Director

Responsible for: Public relations aspects of program, music classes, limited counseling program, making referrals, and supervising activities of other workers and their programs, i.e., staff meetings and personal interviews (talks, newspaper coverage, radio).

II. Girls' Program Secretary

Responsible for: Group work programs for grade school children, working with women's clubs and sorority groups, girl scouts, and setting up Annual Youth Conference machinery. Counseling with parents and children with problems.

III. Boys' Program Secretary

Responsible for: Supervision of all recreation and group work programs for boys; general supervision of gymnasium when other programs are taking place; coaching and instruction of all intramural leagues and games for boys; the organization of club groups for boys. He is also responsible for assisting boys with problems, to adjust to his peer groups.

IV. Girls Worker

Responsible for: Programs for teen-age girls. Teaching social and folk dancing classes, discussion groups for junior and senior high girls. Group work and recreation classes. Intramural sports programs for girls.

V. Secretary

Handles all correspondence and all bookkeeping items.

Lansing, Michigan
July, 1956

APPENDIX E

TABLE III

ACTIVE GROUPS IN LINCOLN CENTER FOR 1955-1956

Clubs	Sex	Enrollment	Average Attendance	Age Range
Boys'	M	35	24	7-12
Girl Scouts	F	13	10	10-12
Little Peppers	F	15	14	10-12
Variety	F	17	15	12-15
Rhythm and Blues	F	16	8	15-17
Classes				
Bible Study	B	38	28	7-12
Cooking	F	15	13	9-11
Dancing	B	10	8	15-18
Music	B	47	45	6-40
Adult Reading	B	3	2	Over 35
Interest Groups				
Story Hour	B	23	18	8-9
Grade-sters	M	25	19	8-12
Craftsmen	M	13	11	8-12
Junior Boxing and Wrestling	M	18	15	9-12
G-Men	M	9	6	9-15
Dancettes	F	20	15	9-15
Cheer Leaders	F	6	5	14-15
Co-Eds	B	16	14	13-16
Varsity	M	25	15	15-18
Journalism	B	6	6	15-18
Adult Recreation	F	12	10	Over 30

Key: M--male; F---female; B--both male and female.

TABLE III--Continued

Teams	Sex	Enrollment	Average Attendance	Age Range
Grade-sters	M	11	10	10-12
Junior Boys'	M	21	18	13-14
Junior and Senior Girls'	F	15	15	13-17
Intermediate Boys'	M	14	12	14-18
Senior Men's	M	15	13	17 and over
Committees				
Activity Council	B	14	18	14-18