

THE CONCEPT OF MALE ADOLESCENCE IN  
TWO SOCIAL WORK JOURNALS SINCE 1945

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by  
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## ABSTRACT

This study of male adolescence in two social work journals since 1945 grew out of an interest in the social work profession's handling of adolescent problems. Its purpose was to determine what role the profession had played in dealing with the problems, treatment, and behaviors of male adolescents. The objective was to examine the type of problem and treatment, according to the theory used by social work, and some of the changes that the profession had undergone with respect to some of these issues.

The journals Social Casework and Social Work were chosen as the most suitable journals for this assessment of social work's responsibility in relation to male adolescence. Those articles since 1945 with the word "adolescence" or "adolescents" in the title were chosen. The contents were analyzed according to the theme of the articles, the problems of adolescence, the manifestation of these problems, the treatment of adolescence, and theory on adolescence. Evaluation was made on the basis of the authors's statements. Analysis of the articles was divided into four distinct time periods: 1945 to 1955, 1956 to 1961, 1961 to 1965, and 1966 to 1968.

It was concluded that there<sup>ARE</sup> a limited number of articles with adolescence in the title when compared to the total contents of the journals selected. A strong emphasis on social relationships and provision of service was found as far as the profession's functions are concerned. Writings disclose a balance between papers devoted to theory and those concerned with practice. Theory has remained relatively constant. Social work has stressed psychological factors and approaches in viewing adolescent problems and treatment.

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## INTRODUCTION

The material on adolescence that is available in popular magazines and in more profound academic studies is vast and complex. This subject has been explored and described from many points of view: psychological, sociological and cultural, and investigated on the basis of psychoanalytic, anthropological, social psychological and other theories of behavior. Academic journals have devoted many special issues to explaining adolescence or some facet of youth.<sup>1</sup>

This interest in male adolescence developed from a curiosity about the Hippie and youth movements, and the student rebellions which have characterized several large North American campuses since the Free Speech Movement at Berkeley in 1964. From that initial concern about youth, there grew out of an essay for the Human Growth and Behavior sequence, a further interest in the historical growth and behavioral patterns of radical activists, alienated non-radicals, and the Hippies particularly. The available literature discussing the Hippies was sufficient to permit a suitable analysis of their behavior, including material in various scholarly journals.<sup>2</sup> However, there was found

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1. A typical example is "American Adolescents in the Mid-Sixties," Journal of Marriage and the Family, XXVII (May, 1965).

2. For instance: Robert E. Finch, "Hippies, Hoodlums, Youthmongers - and Students," Antioch Review, XXVIII (Fall, 1968), 325-337; Kenneth Keniston, "Heads and Seekers," American Scholar, XXXVIII (Winter, 1968-69), 97-112.

to be few articles written by members of the helping professions.<sup>3</sup>

Because of the absence of informative literature on Hippies and activists among the helping professions there developed a concern for the apparent failure of the social work profession to regard the behavior of these young people more seriously. That issue was deemed important because of the large number of Hippies whose erratic activities suggested the need for some form of treatment, either in the form of counselling or institutional care.<sup>4</sup> The prevalence of Hippies requiring some form of help with their difficulties made it likely that social workers would be called upon to participate in offering assistance. At least it seemed certain that the profession would be engaged in offering service to those young people with problems who lived on the fringe of the Hippie world, through family counselling services, guidance clinics, and public assistance agencies.

From readings on some of the characteristic problems of Hippies, it became clear that there were similarities with those problems often associated with the changes of adolescence. Many Hippies indicated that they were searching for an identity or they were trying to break ties with their families by their expressions and their behavior. Others seemed to be trying to find peer support among those who lived the life of Hippies. Their behavior in many cases

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3. The only commendable effort was an article by Nathan Adler, "The Antinomian Personality, The Hippie Character Type," Psychiatry, XXI (November, 1968), 325-338.

4. Lewis Yablonsky, The Hippie Trip, New York: Western Publishing Co., Inc., 1968. Throughout his discussion Yablonsky makes many references to Hippies whom he regards as "disturbed", estimating the number in their population at twenty per cent (p.36).

could be compared to adolescent experimentation with strange dress, new modes of music, and divergent social activities. Also their idealisms, as expressed in attempts to live a communal life, could be likened to the common adolescent desire for a more perfect world. The similarities found in certain Hippie and adolescent behaviors appeared to reflect the influence of a common external determinant, culture or society, on both of these social groupings.

The important connection between biological and psychological changes in adolescence and the social values which define identity and behavior has been well expressed by Erikson. His eight stages of man, of which the fifth "identity vs role diffusion" covers the period of adolescence,<sup>5</sup> is based on the interaction between internal psychological processes and external social processes. He has more fully developed his earlier ideas on adolescence in his recent Identity: Youth and Crisis.<sup>6</sup> Erikson's writings, by including the impact of cultural factors, take into account the effects of particular social conditions on individual behavior. On the basis of his theoretical framework it was concluded that the social pressures to which the Hippies were exposed could be the same as those pressures which influence adolescent behavior. Those who attempt to deal with the problems of Hippies, it followed, would be forced to consider a similar source of problems when dealing with adolescents.

The consequence of making this connection between Hippies and adolescence, together with the failure of social

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5. Erikson Erikson, Childhood and Society, 2nd ed., W.W. Norton and Co., Inc., 1963, 247-274.

6. W.W. Norton and Co., Inc., 1968.



work to explore the Hippie phenomena, raised this question: How has the profession viewed adolescence now and in the past? It has been acknowledged that the profession has undergone a marked historical development and changed its methods of practice.<sup>7</sup> The efforts of social work in the early part of the century which aimed at helping the poor, the "do-gooder" approach, partly disappeared as a mode of practice by World War II. An emphasis on psychotherapy became popular after the War until being recently replaced by a more broad approach to professional practice. At the same time, youthful rebellion has been known to historically fluctuate in cycles according to political, social, and economic conditions.<sup>8</sup> Thus while casework was developing psychological techniques in the 1950's the mild behavior of young people in adolescence was causing the intellectual giants of the adult world to label them "the silent generation." Erikson has acknowledged that the actions of young people are always in part and by necessity reactions to the stereotypes held up to them by their elders.<sup>9</sup> Social work, it seemed, was surely engulfed to some extent in this stereotyping of youth.

The best source to exam the question of where social work stands in regard to youth is their professional journals. These journals reflect a wide expression of opinion because

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7. Arturo and Genevieve De Hoyos, "The Future Direction of Social Work: 2. The Professional Mobility of Social Work and Its Middle Class Orientation," American Journal of Orthopsychiatry, XXXVIII (January, 1968), 18-24.

8. Herbert Moller, "Youth as a Force in the Modern World," Comparative Studies in Society and History, X (Fall, 1968), 237-260.

9. Erik Erikson, "Memorandum on Youth," Daedalus, XCVI (Summer, 1967), 860-870.

articles are varied and timely. Journals too are likely to reflect attitudes of authors from other disciplines which might be introduced into the profession's thinking.<sup>10</sup> An analysis of articles over an extended period of time would reveal the profession's involvement in looking at adolescence as a social work concern. Finally there may be some indication of the connection between psychological and social processes, in light of recent discoveries in the social sciences which are beginning to consider historical conditions and their relationship to the phenomenon of adolescence.<sup>11</sup>

The reason for the choice of articles on male adolescence is based on the high incidence of males among the Hippies.<sup>12</sup> The small percentage of Hippies who are female does not permit generalizations about the profession's role and the effects of social conditions in relation to female adolescence. Restricting the study to male adolescence also permits speculation about the results of the polarity of sexes in the Western world which has led, it has been postulated by one author, to the de-humanization of society.<sup>13</sup>

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10. For example, in the fiftieth anniversary issue of Social Casework, L (January, 1969) three of the six articles are written by authors other than social workers.

11. The work of Robert Jay Lifton is particularly notable. See his "Individual Patterns in Historical Change: Imagery of Japanese Youth," Comparative Studies in Society and History, VI (1962-64), 369-383.

12. Lewis Yablonsky, op. cit., chapter one, reveals that approximately ninety percent of the Hippies are male.

13. Karl Stern, The Flight from Woman, New York: Farrar, Straus and Giroux, 1965.

## CHAPTER I

### OBJECTIVES, SCOPE AND METHOD OF THE STUDY

The objectives sought and the method followed are outlined in this chapter. Those assumptions which the study considered and its limitations are cited and explained.

#### 1. Objectives

The general purpose of this study was to analyze the written efforts of the profession of social work in dealing with the problems, behaviors and treatment of male adolescence.

The objective was to determine what type of adolescent problems and behaviors social work met in its professional practice. The forms of treatment which social work used in dealing with these problems was viewed as a further objective. An organ of the profession, the professional journals, was examined over a specific period of time. Journals were regarded as a timely and relevant outlet for professional thinking and a major source of information for workers in the field of practice.

The second goal for this study was to estimate possible changes that the profession had undergone in its historical development in relation to the subject of male adolescence.

A third objective was to investigate ways in which adolescence was viewed by the profession, first as a theoretical concept, and secondly in the requirements and necessities for treatment.

#### 2. Assumptions

In a study of this type in which objective criteria are absent there were several important assumptions made that may have had a precise affect on the results.

It was assumed that professional journals are an adequate measure of professional writing. In 1963 the circulation of Social Casework numbered 16,500 with 700 of these

subscribers living in Canada.<sup>1</sup> The extent of this circulation allows the popularity of at least one professional journal to be considered.

In analyzing these articles on male adolescence it was assumed that the writer's evaluation as to what was relevant in each paper could accurately lead to patterns relating to the objectives of the study. From this analysis it was taken for granted there would evolve patterns pertaining to the problems of adolescents, the manner in which these problems were manifested, and the major methods of treatment. It was also assumed that forms of treatment were based on certain theoretical approaches to adolescence.

One aim of this study was to examine the process of adolescence. In the analysis of these papers the term "adolescence" was often considered as interchangeable with the word "adolescents". Some authors wrote about adolescence as a time of life during which a young man underwent changes in growth. Others spoke of particular kinds of adolescents: for example, disturbed and drug consuming adolescents or those having school problems. The former could be termed a theoretical explanation; the latter could be termed an interpretation of practice. It was assumed as valid to speak of particular kinds of adolescents when discussing the process of adolescence as a theoretical concept.

There were no distinctions made between abnormal and normal adolescence. Differences in adolescence according to class, ethnic background, or other factors were not identified unless they were specifically referred to in a paper.

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1. The responsibility that the profession has for writing is described in "Editorial Notes," Social Casework, XLIV (July, 1963), p.410.

### 3. Limitations of the Study

Selection of the number of journals was influenced by the limiting factor of time. The study would have been more comprehensive if other social work professional or related journals had been selected. An examination of the Canadian publication, The Social Worker, and journals associated with the profession, Social Service Review and Child Welfare, could have broadened and thus strengthened the study.

The fact that one of the journals, Social Work, initiated publication in 1956 while the period under examination begins in 1945 has created an imbalance in the study. Additionally the earlier period, from 1945 to 1956, is distorted by a specialized view expressed in one journal, Social Casework, which is published by the Family Service Association of America.

Until 1956 there was no single voice representing the complete profession. The formation of the National Association of Social Workers in the United States in 1955 resulted in the amalgamation of seven social work associations and the incorporation of their journals into Social Work, thereafter the official publication of the national association. Included in the journals of these associations were The Group, the official publication of the American Association of Group Workers, Medical Social Work (American Association of Medical Social Workers), and Psychiatric Social Work. Social Work Journal was a direct precursor of Social Work. The Journal grew out of Compass, launched by the National Social Workers Exchange and reaching the twenty-eighth volume by 1948 when it was supplanted by the former publication. No complete editions of these journals which ceased publication were available to the writer.

Another limitation is the manner in which articles were selected. Only those articles which explicitly dealt with

male adolescence were used as primary material. Articles regarded as closely related were noted for comparative purposes but were not specifically included in the study. Thus an article dealing with family life or the problems of an adolescent in his family was not included if the word "adolescence" or "adolescent" was not in the title. Articles devoted to adolescence in females are listed in the bibliography.

The way in which titles are chosen by authors must be considered as a restrictive factor. A title may be chosen because it is appealing, and thus may not reflect the contents of the article. Therefore, considerable discussion of adolescence may have been omitted by using the title rather than contents as a criteria for selection.

A limitation results from the use of two journals, both of which are published in the United States. The writer has been influenced by the professional goals of Canadian social work. The differences that do exist between Canadian and American professional social work results from differing influences of cultural and social conditions.<sup>2</sup> These conditions also lead to contrasting experiences for adolescents in these countries. The prevalence of the capitalistic ethic in the U.S. leads to a greater emphasis on independence for the American male adolescent than is the case in Canada. The availability of mothers allowances in Canada may prevent fewer disruptive influences on the adolescent

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2. A greater degree of urbanization in the U.S. does mean that the American profession must be concerned with its effects to a larger extent than Canadian social workers. Also, a major difference in social work in the two countries results from the Negro being the primary member of oppressed minority groups in the U.S. while in Canada the Indian assumes that role.

with his mother able to obtain financial support and remain in her home. Also, a Canadian study has refuted the common American theory of the emergence of youth cultures.<sup>3</sup> This study does not take into consideration these differences in profession and in adolescent experiences.

Insufficient historical material from social work journals or literature in general on adolescence prior to 1945 made it difficult to assess adolescence in relation to historical change. It was necessary to use a wide assortment of sources from other disciplines to understand adolescence in past years, and this approach may have distorted the early historical part of the presentation.

#### 4. Method

The initial step consisted of background reading on adolescence. Readings on the Hippies and youth were primarily from a sociological or cultural point of view. These readings on adolescence therefore aimed particularly at psychological and biological factors in order to complement the earlier work. David Gottlieb and Charles Ramsay's The American Adolescent<sup>4</sup> was chosen first to gain a simple overview of the adolescent in society because it is a recent work. Then Theories of Adolescence by Rolf E. Muuss<sup>5</sup>

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3. Frederick Elkin and William Westley, "The Myth of Adolescent Culture," American Sociological Review, XX (1955). Youth cultures are discussed in David Gottlieb and Charles Ramsay, The American Adolescent, The Dorsey Press, Inc., 1964, 27-33.

4. See Footnote 3.

5. New York: Random House, 1962.

provided a wide assortment of diversified theoretical explanations of the adolescent process. Jerome M. Seidman's The Adolescent - A Book of Readings<sup>6</sup> suggested various dimensions of adolescent living: emotional development, peer associations, school involvement, value system and attitudinal changes. Much of social work's early theoretical underpinning was derived from psychoanalysis so that considerable reading was done in this area.<sup>7</sup> Biological changes in adolescence are closely connected to psychoanalytic theory, but to supplement readings on the biological aspects the Group for the Advancement of Psychiatry's Normal Adolescence: Its Dynamics and Impact<sup>8</sup> was consulted.

An examination of several journals followed. This procedure included the scrutiny of the table of contents at the front of each issue, and when this was not possible, an inspection of the contents at the back of each volume. A bibliography was compiled consisting of those articles referring in the title to adolescence, adolescents, juveniles or youth.

Social Casework<sup>9</sup> was selected initially because of its consistent format and its continuity. Beginning in 1968

6. Revised edition, NY: Holt Rinehart and Winston, Inc., 1960.

7. Anna Freud, "Adolescence," The Psychoanalytic Study of the Child, XIII, 255-278; Leo A. Spiegel, "Comments on the Psychoanalytic Psychology of Adolescence," in ibid., 296-308; and Spiegel, "A Review of Contributions to a Psychoanalytic Theory of Adolescence", in ibid., VI, 375-93.

8. VI, Report no. 68, February, 1968.

9. This journal was called Social Casework after 1949. Prior to that date it was known as The Family from its origin in 1920 until 1944 when, for a six year period, it was called Journal of Social Casework. Unless otherwise stated it will be referred to as Social Casework throughout this study.



articles on adolescence were tabulated and the procedure was continued until the origin of the journal in 1920.<sup>10</sup> Similar methods were followed in examining other journals: Social Service Review, the American Journal of Orthopsychiatry, and Social Work.

Social Casework and Social Work were chosen as the most suitable journals. Both contained a sufficient number of articles with adolescence in the title to permit an examination of patterns and trends on male adolescent behavior; and because of their source of publication both obviously had a wide following within the profession., Social Casework was also found suitable for providing background material on adolescence before 1945. Social Service Review was rejected because it contained only one article with adolescence in the title. There were many pertinent papers in the American Journal of Orthopsychiatry but time did not permit such extensive analysis. In addition, although many social workers write in Orthopsychiatry, it is not directly affiliated with the profession as are Social Casework and Social Work.

A definite time period was then established. The years 1945 and 1968 were chosen as an appropriate interval to estimate changes in the profession's approach to adolescence. The former date is a precise historical turning point because of the termination of World War II, and many post-War policies and programs originated in that year. The year 1968 brings the study close to the present.

All of the articles were quickly summarized according to their contents. Notes taken followed subheadings in each of the papers rather than a preconceived outline.

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10. Several monthly issues between 1920 and 1925 were not obtainable.

After careful examination of these contents five essential headings were regarded as best describing the profession's description of the problems and the treatment of male adolescents: theme of the article, problem or task, behavioral manifestation of the problem, treatment, and theoretical explanation. The articles were then re-read and summarized according to these five headings.

The rationale for these headings and the way they were determined are as follows. Citing the theme of each article was viewed as a way of determining what aspects of adolescence drew the profession's interest. Thus a concern for the economic status of young people contrasted with an interest in their identity could explain a shift in professional responsibility, a change in scope or a difference in adolescent problems. In this study most articles listed their themes in the introductory paragraph of the paper, and therefore were seemingly obvious. On a few occasions it was necessary to judge what theme the author intended from the title of the article or from the contents of it.

Problems of adolescents were regarded as important because they vary according to historical and social conditions.<sup>11</sup> Problems are also defined on the basis of factors concerning those groups who interpret these problems: similarly the influence of historical and social conditions. Thus, by their attitudes, adolescents may state that the use of violent inclinations is a problem, while groups such as social work might suggest the adolescents' lack of self control is the dominant problem. This study is particularly concerned with what social work saw as the principal problems

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11. Moller, op. cit.

for the adolescent. "Problem" in each of the articles was determined by statements of the authors such as "The Major problem of adolescence is...." In some cases authors were speaking of problems as they pertained to a select group of adolescents like homeless or delinquent boys. As much as possible an attempt was made to define "problem" as it applied to the process of adolescence.

A similar manner of determination, that is, the statements of authors, was used with regard to the other headings. "Manifestation of the problem" was selected to measure possible social and historical changes in behavior: in other words, to assess whether the profession was dealing with different behaviors in dissimilar historical periods. The possibility of seeing distinct patterns of change appeared unlikely but it was hoped that even minor changes could be considered as significant.

There is ample evidence that social work treatment has undergone an altered emphasis since 1945.<sup>12</sup> The purpose of this study is to assess changes in treatment as they specifically related to adolescents. The word "treatment" as it is used in the analysis means "acting in a specified manner." It is not restricted to casework or group work treatment. A further rationale for choosing treatment is because of the assumption<sup>13</sup> that methods of treatment are based on certain theoretical approaches to male adolescents. The connection between treatment and theory therefore helps to explain more thoroughly the concept of male adolescence.

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12. Helen H. Perlman, "Social Work Method: A Review of the Past Decade", Trends in Social Work Practice and Knowledge, National Association of Social Workers, 1966, 79-96.

13. See page 7.

Analysis of the articles is divided into four distinct time periods: 1945 to 1955, 1956 to 1961, 1961 to 1965 and 1966 to 1968. The purpose of creating these time intervals was to establish a periodicity that would coincide with various historical events. The end of the first interval corresponds with the formation of the National Association of Social Workers and the publication of its official journal, Social Work. It also co-exists with the reading of Allen Ginsberg's poem "Howl" at the Six Gallery in San Francisco which is regarded as the highlight of the Beatnik genesis - that group who may be regarded as the direct ancestors of the Hippies.<sup>14</sup> In 1960 the United States Supreme Court made its judicial declaration against racial segregation in certain public services which led to the sit-ins, the beginning of non-violence as a political tactic, and the civil rights movement.<sup>15</sup> This event eventually had a profound affect on adolescents and consequently the Hippies, many of whom have adopted non-violence as part of their personal credo.<sup>16</sup> It coincides with the end of the second time interval of this study. The year 1965, the end of the third period, concurs with the formal beginning of the Hippie movement, when Allen Ginsberg scattered flowers during a

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14. This poem and a discussion of the origins of the Beat generation is included in Thomas Parkinson's A Casebook on the Beat, Thomas Y. Crowell Co., 1961.

15. Victoria M. Olds, "Freedom Rides: A Social Movement as An Aspect of Social Change," Social Work, VIII (July, 1963) 16-23.

16. Kenneth Keniston, "Youth, Change and Violence," American Scholar, XXXVII (Spring, 1968), 227-245.

demonstration in San Francisco and created the aura of the "flower children."<sup>17</sup>

Before analyzing the articles selected it is necessary to briefly discuss the historical role of adolescence in society and its relationship to the role of the profession.

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17. Jane Kramer, "Profiles: Paterfamilias," The New Yorker, (August 17, 1968), 32-73, p.34.

CHAPTER II  
BACKGROUND MATERIAL: THE FUNCTION OF  
SOCIAL WORK AND THE HISTORICAL NATURE  
OF ADOLESCENCE

Considering the objectives of this study, namely, to analyze the efforts of the profession of social work in dealing with the problems, behaviors, and treatment of male adolescence, it is important that two factors be taken into account: the changing concept of adolescence and the function of social work.

The selection of a twenty-three year time period means there must be allowance for changes in the interpretation of adolescence during that interval. The complexity of adolescent phenomena, and the fact that it is difficult to be objective about it during so recent a period, compels an historical examination of adolescence over several centuries. Changes in the concept of adolescence can then be viewed against a more fixed historical background.

Assessment of social work's role with respect to adolescence depends upon the primary functions of the profession. There has not been any unanimous agreement or completely authoritative statements about the functions of the profession.<sup>1</sup> Nor has the profession outlined its responsibility specifically with respect to adolescents. This situation does not mean that the profession has no agreed upon function or purpose. An attempt will be made to describe that function, especially as it pertains to adolescence.

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1. Werner W. Boehm, "The Nature and Function of Social Work," Social Work, III (April, 1958), 10-18, p.10.

### 1. Adolescence Until 1945

Adolescence as a separate state in life is a relatively new concept. There are many references to youth in the works of Aristotle, Plato and Hesiod, but there has been little consistency in recognizing youth or adolescence as distinctively as we now know it. One of the first examples in modern times is B. de Glanville's compilation of seven ages of life written in 1556.<sup>2</sup> He listed the first age as "childhood", lasting until age seven; the second as "puerita", lasting until age fourteen, followed by adolescence and then youth - the latter being a central stage and lasting until forty-five or fifty. The third age,

which is called adolescence, which ends according to Constantine in his viaticum in the twenty-first year, but according to Isidore it lasts till twenty-eight... and it can go on till thirty or thirty-five. This age is called adolescence because the person is big enough to beget children, says Isidore. In this age the limbs are soft and able to grow and receive strength and vigor from natural heat. And because the person grows in this age to the size allotted him by Nature.<sup>3</sup>

But for several centuries there remained the absence of an awareness of adolescence. The late mediaeval attitude towards the child was that he should be coddled and treated as a source of amusement and relaxation for adults held a different conception of youth. The seven ages noted above, although described by this 16th century French writer, were not actually translated into French or English because neither language had developed the vocabulary to describe more than three ages: childhood, youth and old age.

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2. Philippe Ariés, Centuries of Childhood, trans. Robert Baldick, London: Jonathan Cape, 1962, p.21. Much of the following has been adopted from this interesting work.

3. Ibid.

It was not until the 18th century that the first glimpses of the contemporary adolescent are recorded. Resemblances of this figure can be seen in literature: in Goethe's The Sorrows of Young Werther, Henry Fielding's Tom Jones, and in the military conscript. The young person no longer required coddling but constant supervision and punishment. The professionalization of the military altered the habits of young men which corresponded to the important position the army was assuming in society. The conscript was no longer a rascal but a young soldier! The development of the school class augmented the growth of interest in the adolescent phase with the increasing tendency to group students according to age rather than ability.

The first studies on puberty were done in Paris shortly after 1800. These studies leaned heavily on the subject of female puberty and the establishing of menstruation.<sup>4</sup> In literature Nickolas Nickleby, Oliver Twist, and David Copperfield joined many adolescent characters in Dostoevski's novels. Mark Twain's Huckleberry Finn portrayed the first well known figure in American literature. It was not until after World War I that serious academic studies of adolescence were performed, and theories of adolescence came to the fore.

The first reference to adolescence in The Family occurred in 1935, in an article about a project with a group of adolescent girls and in the review of a book, The Adolescent Boy.<sup>5</sup> Preceding these initial references were two earlier papers which indicate the stage of theory

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4. Justin O'Brien, The Novel of Adolescence in France, Columbia University Press, 1937, p.15.

5. The Family, XVI (December, 1935), pp. 247 and 258 respectively.



development. The first, an article entitled "Individualizing the Child Within the Family," appears to represent a desire to see the child independent of the family.<sup>6</sup> The second, "The Conflict Between the New and the Old Generations" notes that each generation is "something of an alien culture" to the other and tries to gain power and supremacy, a situation which was more prevalent in the immigrant family.<sup>7</sup>

After 1935 a growing interest in adolescence is noticeable in this journal. This interest is particularly demonstrated by an emphatic stress on casework treatment with seven of the eight articles published before 1945 describing this process. Julia Quinn<sup>8</sup> explained the handling of a fourteen year old boy with paralysis, Margaret Mitchell<sup>9</sup> the case of a delinquent girl with feelings of failure, and Dorothy Doolittle<sup>10</sup> the treatment of an unattached adolescent. The principles of treating the adolescent, according to Foster,<sup>11</sup> must take into consideration the difficulties and processes that adolescence imposes: the establishment of social relationships with both sexes, the sublimation of instincts, and the acquisition of goals and ambitions. The effect of economic

6. Ibid., XI (February, 1931), 307-313.

7. Ibid., III (November, 1922), 163-5.

8. "The Treatment of an Adolescent Boy with a Neurological Disorder," The Family, XXIV (July, 1943), 170-7.

9. "A Delinquent Adolescent," ibid., XXV (May, 1944), 83-8.

10. "Casework with the Unattached adolescent," ibid., XXII (October, 1941), 192-8.

11. "Basic Principles in Case Work Treatment of an Adolescent," ibid., XX (October, 1939), 184-92.

and social changes on the individual, especially the adolescent, was the essence of Dudley's presentation.<sup>12</sup> The lack of opportunity in society means that the adolescent must be dependent on his family for a longer period, but he must loosen these ties and become self-supporting. Adolescence is a period of "flexibility, plasticity, resiliency, whereas the environment against which it reacts is unyielding, formed, determined" so that treatment must consider an unusually broad range of normality. Friedman and Meyer<sup>13</sup> made suggestions about treating the adolescent within the family consisting of sex education, assistance in sublimating, and guidance.

The interruptions of war and its affect on adolescence is also brought to attention. World War II was regarded as accelerating the growing-up process, especially among girls, because young people had the feeling of being deprived of activity and wanted to compete with older people.<sup>14</sup> Notwithstanding the conditions created by this world conflict, Ellsworth saw the adolescent's changing personality struggling with a relatively "unmalleable" society and a "fixed" environment which she regarded as always the crux of the average adolescent's problems.

By 1945 the volume of material on adolescence could be

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12. "Case Work Treatment of Cultural Factors in Adolescent Problems," ibid., (December, 1939), 243-9.

13. "Treatment of the Adolescent in Family Case Work," ibid., XXII (March, 1941,) 20-26.

14. Dorothy Ellsworth, "Precocious adolescence in Wartime," Journal of Social Case Work, XXV (March, 1944), 3-13.

noted.<sup>15</sup> From a time three or four decades before, when the subject of adolescence was only beginning to be made known, the discussion and especially the treatment of young people by social workers had evolved to a state of importance.

## 2. The Function of Social Work

The primary function of the profession is to demonstrate concern for all social relationships and the advancement of these relationships:

The patterns, directions, quality, and outcomes of man's social relationships (social interaction) in the performance of his various roles (social functioning) become the professional concern of social work. A problem presented by the individual or by a group in the community, calls for the professional services of the social worker.<sup>16</sup>

The values for establishing these social relationships are adopted from the society of which the profession is a part because of these values. It is committed to participation in social change as a means of creating better conditions for human growth.

There are three areas in which the functions of social work can be discharged. The first area, restoration, includes the identification of social ills and attempts to eliminate factors which lead to individual or collective malfunctioning. Responsibility for restoration is sanctioned by the profession's commitment to order and control. From this obligation should result policy leading to further restorative activities. The second area, provision of

15. Helen Ross, "The Caseworker and the Adolescent," The Family XXII (November, 1941), 231-8, p.231.

16. Boehm, op. cit., p. 14.

services, embodies the creation, planning and co-ordination of services. The third area, prevention, involves the discovery, control, and elimination of potential danger. It necessitates concern for the normal as well as the abnormal. Policy should also include prevention as its goal.

Social work must account for the consequences of its methods and the effectiveness of its intervention. Accountability is established by the use of research. Therefore a function of social work is to partake in research which will test the effectiveness of the profession.

The historical development of the concept of adolescence reveals that society to a great extent determines how the adolescent is to be moulded. The fact that social work operates as an organ of society means the profession has a partial responsibility for creating methods of approaching adolescent growth. The emphasis prior to social work's first discussion of adolescence in one of the professional journals, The Family, was on the relationship between the adolescent and his family or with the adult generation. Thereafter, until 1945, social work executed its function by helping adolescents to deal with an unchangeable environment. Lack of opportunity and socio-economic changes produced problems for adolescents. Social work emphasized casework treatment as a method of handling these problems of adolescents.

With the continued growth of social work after 1945 and the creation of a national association in 1955 the profession assumed certain functions as outlined above. These functions, as they pertain to adolescents, include a concern for advancing social relationships between them and other groups; adults, peers, and children. Social work must interpret to the adolescent those values which it adopts from the society as part of its professional creed. It is compelled to partici-

pate in those changes which will create better conditions for adolescents.

Three areas of importance to adolescents result from this responsibility. Social work is obliged to attempt to identify those problems and eliminate those factors which lead to faulty relationships. The profession assumes a responsibility to establish policies which will lead to the restoration of better social conditions. Secondly, services necessary for adolescents must be created, planned, and coordinated. The third area of importance, prevention, demands discovery, control, and elimination of dangers that exist in society. The profession's responsibility for prevention requires the formation of social policy: policies for the normal as well as the abnormal.

Social work must account for the effectiveness of its intervention with adolescents by establishing research studies which will test its success.

It is the profession's function between 1945 and 1968 and its relation to male adolescence with which this study is concerned, and it is to an analysis of the findings in two social work journals that we now turn.

### CHAPTER III FINDINGS AND ANALYSIS

A survey of the articles with adolescence in the title in the two journals in question, Social Casework and Social Work, resulted in the following analysis. The pertinent articles are listed in the bibliography as "Primary Material". The analysis is divided into four time periods with an accompanying table outlining the data collected. A detailed summary of the articles' contents is included. The summary follows the headings in the tables and describes the themes of the articles, the problems or tasks of adolescents, their manifestations of behavior, the treatment of and theoretical approaches to adolescence.

A comparison was made between the number of articles with adolescence in the title and the total number of articles published in Social Work and Social Casework between 1945 and 1968. In Social Casework 1176 articles<sup>1</sup> were printed with eighteen papers devoted to a discussion of adolescence. There were twelve other published articles dealing with some facet of youth.<sup>2</sup> Social Work published 710 articles during this interval, including eight articles on adolescence. Seventeen articles with the subject of youth or female adolescence in the title were part of that larger total. The papers on adolescence comprise 1.4 percent of these 1886 articles. The articles on adolescence and on youth in general consist of 2.8 percent of the total published articles.

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1. There were nine special issues printed which included five or six papers on a single subject such as aging. Each issue was listed as one article in tabulating the total.

2. See bibliography.

TABLE I  
 ARTICLES ON ADOLESCENCE IN  
SOCIAL CASEWORK: 1945 - 1955

Article	Theme	Problem or Task	Manifestation	Treatment	Theory
Rall 1947	importance of dependency needs	preparation for future family roles	hostility if dependency needs not met	casework	---
Ingle 1947	casework services in a family agency	prolonged period of childhood status	biological and psycho- logical stress	casework serv- ice independent of family	transition period be- tween child- hood and adulthood
Dumpson 1948	advantages of a small group residence	conflicts with parents	searching for new patterns in the family	institutional placement	a process
Hirsohn 1950	the affect of societal de- mands on psy- chological forces	demands to assume adult roles	stormy period and revolt	casework relationship	a stage of growth
Josselyn 1951	adolescence as a phase in heterosexual development	heterosexual level of adjust- ment	independence, strong peer influence	relationship with an adult	a stage of growth and development
Josselyn 1952	social pressure	no guidelines to follow	confusion	implies case- work to help him recognize this pressure	a physio- logical and psycho- logical span

## 1. 1945 - 1955

A short outline of the six articles appearing in Social Case-Work between 1945 and 1955 under the forementioned subgroupings appears in Table I.

An examination of major themes in these articles, apart from the Ingle article which straightforwardly discusses agency casework services, leaves many suggestions about adolescence. A central point is made in the article by Rall. He argues that the principle demand of society is the achievement of adulthood, that is, reaching maturity. This demand is magnified by the adolescent's own urge towards growth. The extent of his dependency needs, Rall maintains, is the criterion of readiness for the assuming of adult roles. Establishing independence in adolescence, the underlying theme of this article, is reinforced by Dumpson's paper. His presentation is that a small group home setting is more suitable for adolescents needing care because they are in a process of moving away from a family and therefore find substitute foster parents a burden to them.

The theme of society's demand on the adolescent receives other support. Hirsohn recognizes it in delineating the psychological forces at play in the adolescent, and the problems these forces create in working with the adolescent. He particularizes this demand when he notes the time as one of "world wide social chaos", a period not only of change "but one of danger and disillusionment" which impedes the growth of the adolescent as well as interferes with those who attempt to help him. Josselyn called this demand "social pressure" in her 1952 article. In it she chastizes the culture for not providing the adolescent with a preconceived and outlined pattern to help him meet society's demands.

Despite this continual social demand Josselyn does not see allowing the adolescent greater independence as the



answer. According to her argument the previous generation saw the psychological problems of the adolescent as centering on the desire for independence and the need for satisfying sexual impulses. Their remedy, the reduction of an authoritarian approach and the diminution of sexual taboos, she regards as unsuccessful. A new approach to adolescent development is necessary, based on a greater emphasis on heterosexual development.

The problems or major tasks of adolescence are viewed in a variety of ways in these articles. One view relates problems to family. Rall and Dumpson see adolescent problems as specifically family centered: for Dumpson the emphasis is on parent-child conflicts of varying degrees; whereas Rall sees the adolescent as needing to prepare for the major roles of the family, those of parent and spouse. Josselyn, in viewing heterosexual adjustment as the major problem, remained relatively close in connecting the family with this adjustment, but basically her explanation is more related to psychological factors. Rall stressed good relationships with parents and the meeting of dependency needs as a crucial hurdle in avoiding weaknesses present in the adolescent phase of living. Dumpson centered conflicts on the breaking of family ties, becoming self-supporting and developing a heterosexual attitude. Josselyn accented unsolved early conflicts as a barrier to acquiring healthy relationships.

A more sociological perspective is taken in viewing the other major problems. Hirsohn looks at demands associated with assuming an adult role in society and sees them aggravated by psychological factors: the revival of oedipal conflicts, the lack of a superego and feelings of dependency and inferiority. The prolonged period of childhood status and the tendency to keep young people in childhood increases

adolescent problems, Ingle argues. Josselyn postulates as a problem the lack of formulated standards, making the concept of acceptable behavior a confused one in a culture where the emphasis is on self-development and where penalties are imposed on those who cannot differentiate between license and liberty.

The manner in which these problems are manifested, these articles imply, leads to very unregulated behavior. Only Dumpson's explanation of this behavior, the search for new patterns within the family, suggests any single structured purpose. The other authors consider a more abstract description. Rall declares that unsatisfied dependency needs lead to a heavy expression of hostility. Ingle designates a biological and psychological "stress" as being manifest, and Hirsohn a stormy period in which there is fluctuation of emotion and revolt against parental standards and all adult authority. A number of behavioral manifestations drew Josselyn's attention: a desire for independence, the domination of peer group thinking, secretiveness, and inconsistent relationships with others. Her conception of rebellion is a strict psychological explanation: rebellion is "against an infantile conscience" rather than against society. In her second article she expresses the effects of social pressure as leading to "confusion", thus finalizing the abstract explanation of adolescent behavior.

Methods of treatment of adolescent behaviors can be grouped into three areas: casework with a psychological base, improving relations with adults, and institutional placement. Casework independent of the family is recommended by Ingle, with an emphasis on relationship and services of a "concrete nature". He notes a similarity in treatment between adolescent and adult problems in suggesting that the worker represent "reality" and give the adolescent the belief that he can

do things for himself. Hirsohn's treatment explanation also emphasizes this need for reassurance, but he places greater stress on the satisfying of dependency needs. Josselyn takes a more broad perspective in advocating assisting the adolescent in handling confusion by helping him recognize the social pressure to which he is exposed. Casework is the medium of Hall's approach although it is of considerably higher expectation. His prescription is to make amends for faulty parental relationships by meeting through relationship unmet dependency needs and those needs demanding affection and security. While Josselyn (1951 article) does not offer specific treatment methods she does stress the adolescent's need for parents, a factor that Dumpson answered with institutional placement. Furthermore, she insists that the adolescent requires time to test out new opportunities and strengths, and freedom to revolt within flexible limits. The peer group rather than a casework relationship is the focus for support.

In none of the theoretical implications raised by the authors did adolescence receive a defined consideration. For them it is a transitional period between childhood and adulthood (Ingle), a process (Dumpson), "a stage of growth" (Hirsohn), a stage of development and emotional growth (Josselyn). All of these explanations place adolescence on a continuum and only the words "stage" and "span" connote any sense of definiteness.<sup>3</sup>

The articles between 1945 and 1955 in Social <sup>Case</sup> Work convey the following general impressions. Society places a

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3. Throughout this study, as the findings will indicate, adolescence is regarded as a "transitional period" and a stage of growth or development. The assumption in these views appears to be that only childhood and adulthood are specific stages of life (see chapter II), and adolescence only consists of a period between them that is indistinctive and undefinable.

demand for independence on the adolescent which results in particular problems. Some of these problems concern the adolescent's role in the family, specifically regarding conflicts and heterosexual development, while others are related to the adolescent's role in society which is aggravated by extended adolescence and the absence of proper societal guidelines. The adolescent demonstrates these problems by erratic feeling and behavior which can be rectified by a casework relationship or, in some cases, through greater family tolerance or an institutional placement. Adolescence is said to be a process or stage of growth, and a transitional period between childhood and adulthood.

## 2. 1956 - 1961

Table 2 includes a summary of the essential data in this series of six articles. Three of the articles (Young, Beck, and Werble) were published in Social Work, the others in Social Casework.

Among the major themes of these papers there is an equal division between services for adolescents and the impact of society on them and their development. The influence of society is revealed most poignantly in two of the articles. Young's presentation on the divisive influence of culture and the way it impedes preparation for adulthood is a sympathetic treatment of adolescence. It criticizes the lack of awareness of "prolonged" adolescence, suggesting how recent it is as a phenomenon. Thus, he argues, social change has barely begun to "evolve the new attitudes and structures with which to contain this transition." (p.35). Also sympathetically, Beck describes the impact of a changing society on adolescent development and the difficulty in relating adolescent tasks to the changing society. For, he continues, from society will come the experiences that will

TABLE II  
ARTICLES ON ADOLESCENCE IN  
SOCIAL CASEWORK AND SOCIAL  
WORK: 1956 - 1961

Article	Theme	Problem or Task	Manifestation	Treatment	Theory
Butler S.C.* 1956	three phase social develop- ment in adoles- cence	demand on parents	withdrawal from family	de-emphasize changes in be- havior	transitional period bet- ween child- hood and adulthood
Young S.W.* 1958	cultural impediments to development	identity, poor social definit- ions of maturity	activities in a subculture	recognize the influence of cultural ex- pectations	a between stage, a physiologi- cal and psy- chological stage
Beck S.W. 1958	impact of society	identity, withstand societal press- ure	search for guiding values	a casework re- lationship to give faith in the value system	a normal stage of development
Werble S.W. 1959	study of con- tinuance in an agency	societal and internal con- flicts	-----	-----	-----
Barnwell S.C. 1960	group treatment	-----	hostility to- wards authority, sexual fears	-----	-----
Finkelstein S.C. 1961	admission to an institu- tional setting	need for inner controls	-----	making contin- uance in resid- ence a privi- lege	-----

\* S.C. denotes Social Casework  
S.W. denotes Social Work

give the adolescent confidence that he has inner sameness and continuity.

From a study of a select group of mothers a three phase social development is proposed by Butler. It is argued in this paper that definite attributes exist in early, middle, and late adolescence, and the attributes associated with each of the three phases are distinguishable and distinctive. They are divided according to the adolescent's attitude towards his parents, siblings, and neighborhood. The essential argument is that the boy in early adolescence retreats from the family and maintains involvement in neighborhood activities. The boy in middle adolescence attempts to challenge and displace the parents from their respective roles. Later adolescence brings a more total harmonious involvement in the family.

The three themes of the other articles are related to service. Werble's study of adolescents continuing in an agency is an attempt at examination of the motivation-capacity-opportunity proposition in social casework and identification of the patterns associated with continuity and discontinuity in service. Barnwell investigates the possibility of establishing group treatment in an urban family agency with a small number of boys. The discussion by Finkelstein concerns the problems of an institutional setting in admitting and treating "acting out" adolescents.

The problems or tasks that adolescence poses is in this section of articles closely related to the problem of the individual in society. Apart from Finkelstein, who sees the adolescent needing to establish inner controls, and Butler, who marked behavioral changes by the imposition of demands on parents, the articles convey problems either broadly psychological or social in emphasis. The establishing of an identity is an important factor for both Young and Beck.

Young adds the adolescent's need to overcome the disparity between sexual and economic maturity, principles which are encouraged by the culture but fulfillment of which is constantly postponed. He sees the adolescent threatened, because of his fluid and amorphous ego, by the demand to leave the dependency of childhood and imitate the adult world. Beck, on the other hand, stresses the task of character synthesis: to overcome the reactivation of earlier problems and the handicaps which society imposes (discrepancies between promises and practice, the harmful effects of media, social helplessness). The Werble study looked at several basic groups: those whose behavior resulted in conflict with society and who had internal conflict, and those whose conflict with society presented a symptom picture (withdrawal). None of these articles see problem as specifically related to the family.

The adolescent behavior resulting from these problems does not fit any single pattern. The changes in attitude listed by Butler vary from those implying a withdrawal from the family in early adolescence, to the devaluative attitude in mid-adolescence and a concentration on displacing the parent, finally, to an integrative identification with parents and family members in late adolescence. Adolescent behavior in Young's discourse takes the form of joining a subculture to solve the dilemma of dependence. Young sees separation from the family as occurring but thinks it need not take the form of destructive rebellion. He indicates further behaviors as a movement toward differentiation, a struggle with sexuality, and a confused response to divisive cultural elements. Failure to find guiding values results in the rebellion of delinquency, Beck argues, and the forcing of new roles on proximitous adults. The group that Barnwell exa-

mines in treatment demonstrate their problems by anger towards authority, sexual fears, and the testing of their ideas against those of their peers.

Despite the gradual maturing of the profession and its methods, it was noted during this time there was little information on casework treatment of the adolescent (Beck), which was partly answered by Young's assertion that social workers were still finding difficulty in working with adolescents. Butler warns of too much emphasis on changes in behavior, and sees a danger in grouping all developments in this life phase under the term adolescence. It is further suggested, by Young, that many observations are restricted to urban middle class adolescents. As a result workers often impose inappropriate cultural expectations on the adolescent with whom they are dealing. He recommends the adolescent's right to find his own relation to social forces. The worker can be of help in influencing the manner in which this relation is expressed by focusing on present influences, and on needs - more than one ordinarily would with children or adults! Unlike Finkelstein, whose means of setting limits on disturbed adolescents in an institutional setting was to make residence a privilege, Young affirms the adolescent's need to "grope and fumble" and to arrive at a sense of his own capacities. So did Beck, who saw adolescence as characterized by behavior which would be considered pathological at another age level. The casework relationship is the medium he promotes to give the adolescent a "steady faith in the value system" and offer an educative-therapeutic experience. But he also calls for the adolescent to be viewed within the family constellation and, if necessary, for collaboration with the family in treatment.

Adolescence as a theoretical concept between 1956 and 1961 is seen to be a "normal stage of development" (Beck),



that is, an "orderly, sequential developmental process" and not necessarily a period of turmoil (Butler). It is a transitional period between childhood and adulthood, of which the family is a central part (Butler), or a "betwixt-and-between" state: a physiological and psychological stage in individual development with a huge cultural overlay (Young).

The articles during this five year period are marked by a strong emphasis on the impact of society on adolescence as well as on material related to agency service. Adolescent problems suggest a greater concern for the adolescent in society, manifested in changing approaches toward family, peer group, and the incorporation of values. The adolescent has certain rights concerning his destiny which must be respected and tolerated. There is too much generalization about adolescent behavior. Theoretically adolescence is a normal, transitional period that is usually orderly and sequential.

### 3. 1961 - 1965

Six articles, summarized in Table III, were published in this four year period with those by Maier and Wasserman located in Social Cswk. Another article, one by Becker, gave no information on adolescence as it is restricted to perception of staff members in an institution.

What is noticeable in the themes of these articles is a high degree of specialization. The Maier article is a more theoretical paper proposing that the early, middle and late years of adolescence comprise a distinct state called "adolescenthood". He believes that adolescence in the future will be even more prolonged and will serve as "the major developmental proving ground for living in a highly technological society." Therefore it needs to be considered as "a period of being an adolescent." Maier explores what is involved in conceptualizing adolescenthood and the implica-

TABLE III  
 ARTICLES ON ADOLESCENCE IN  
 SOCIAL CASEWORK AND SOCIAL  
 WORK: 1961 - 1965

Article	Theme	Problem or Task	Manifestation	Treatment	Theory
Freeman S.W.* 1961	conflicts in entering hospital	establishing peer support	self doubts, fear of loss of control	ego supportive casework	straddling childhood and adulthood
Wasserman S.C. 1962	treatment of boys with compulsive mothers	establish an identity and an ego ideal	-----	modify social environment, by institutionalization	a period of upheaval
Rabichow S.W. 1963	the relation between problems and learning	detachment from parents	sexual conflicts, poor ego adaptation, peer competition	ego supportive casework	-----
Halleck S.W. 1963	affect of professional dishonesty	-----	poorly controlled sexuality and aggressiveness	avoid communicating false values in casework	-----
Maier S.C. 1965	proposes a new state called "adolescenthood"	identity, autonomous role	split in search for dependency needs	utilize peer associations	distinct entity called "adolescenthood"
Becker S.W. 1965	-----	-----	-----	-----	-----

S.W. denotes Social Work  
 S.C. denotes Social Casework

tions of this conceptual shift. The other papers are specialized treatment approaches to specific adolescent problems: helping an adolescent overcome his conflicts about voluntarily entering a hospital (Freeman); treating delinquent adolescents with compulsive mothers (Wasserman); displacing learning inhibitions caused by emotional difficulties (Rabichow); and urging professional honesty in casework as a means of avoiding and precipitating rebellious behavior (Halleck).

Among the major problems listed, the need for establishing a sense of identity was the most common - as it was in the previous period. Besides acquiring an identity Maier views the adolescent as striving for an autonomous role; Wasserman, in addition, observes the adolescent seeking an ego ideal and attempting to counter society's inconsistent values and materialism, his childhood experiences and his instinctual urges. The confusion resulting from a dependence versus independence struggle, and detachment from parental authority, are major problems in adolescence for Rabichow. Peer support is regarded by Freeman as the distinguishing need for all adolescents, regardless of intellectual or social attributes, and lack of it may be expressed in delinquent behavior.

Again, behavior of the adolescent is exhibited in an assortment of ways: self doubts and fear of loss of control (Freeman); sexual conflicts, competition with peers, confusion and anxiety, and lack of ego adaptation (Rabichow); chaotic sexuality and aggressiveness and no fixed pattern of personality defenses (Halleck). Maier adds a new concept to these behaviors, a split in the meeting of dependency needs. The adolescent looks to his peers for everyday satisfactions and to his elders for a long range orientation. In the peer group, Maier holds, the adolescent finds his sense of

being by indulging in activities which direct his self definition. He engages in new modes of thinking in relating self to the world by practicing with abstractions and looking in the present, the past, and the future.

Psychological, social, and environmental remedies are formulated as modes of treatment. Freeman, Rabichow and Halleck use some form of casework treatment in working with adolescents. In seeking his admission to a hospital, the adolescent in Freeman's paper is viewed outside of the parents' pressures; and because of the adolescent's underdeveloped ego structure, ego supportive techniques and reality considerations, rather than interpretative therapy, is used. The use of peer relationships is recommended for supplementary support. A similar nurturing of the ego and acceptance of regressiveness is regarded by Rabichow as the primary treatment technique. Halleck emphasizes the avoidance of communicating false values, those in which the worker does not believe, in the treatment process. Treatment of the delinquent adolescent with a compulsive mother necessitates a joint diagnosis according to Wasserman. He regards a casework transference with the adolescent of this type as impossible until the social environment is modified in accordance with the boys needs, namely, entry into a treatment institution.

For the first time in these articles, in the Maier paper, the use of one-to-one crisis treatment of the adolescent is challenged. He also ascertains the lack of clear understanding of the ego building processes in adolescence. In treatment Maier stresses the greater utilization of peer associations and groups, with their relevant norms, as the primary avenue for ego development and ego repair. He proposes collaboration with adolescents to help them devise appropriate codes for sexual behavior as a means of facing the prolongation of adolescence.

Maier thus challenges other theoretical perspectives. His understanding of adolescence differs from the description of this time as a period of transition and from Freeman's example of seeing adolescence as a time of "straddling" childhood and adulthood. He goes beyond Wasserman's conception of adolescence as a period of "upheaval" by defining adolescence as a distinct entity called "adolescenthood."

In the four year period preceding 1965 the articles in these journals take on a greater tone of specialization, with a general "theory" of adolescence being submitted, accompanied by several specialized treatment approaches to adolescence. Problems of identity, peer support, and detachment from the family are maintained as important, with the former given the greatest weight. The former emphasis on the adolescent struggling to choose between parental or peer dependency takes on a new dimension. Adolescent dependency is now viewed as being shared between parents and peers. There is greater recognition of the depth of the intellectual process during adolescence. Casework as a mode of treatment retains its importance but is seriously questioned. Adolescence as a definite stage in itself is offered as a rebuttal to the view that it is a transitional period.

#### 4. 1965 - 1968

Only one article since 1965, the article by Shachter, was published in Social Work, leaving a heavy concentration of these articles in Social Cswk. Their contents are outlined in Table IV.

The specialization noticeable in the themes between 1961 - 65 is again witnessed in this period but there is a slight shift of emphasis, from only casework to the use of family theory. Both Weiner and Scherz write of adolescent problems and tasks in relation to parental and family func-

TABLE IV

ARTICLES ON ADOLESCENCE IN  
SOCIAL CASEWORK AND SOCIAL  
WORK: 1966 - 1968

Article	Theme	Problem or task	Manifestation	Treatment	Theory
Weiner S. C.* 1966	adolescent problems as a symptom of family dysfunction	identity	poor self control and erratic social behavior	requires help from family	phase in growth
Braverman S. C. 1966	group work to supplement casework with young adolescents	establish intrapsychic balance and control	testing ways of coping with impulses	strengthen ego through relationship	adolescence includes various stages of development
Pharis S. C. 1967	use of writing in casework treatment	fluidity of personality	-----	use of writing in casework	state of transition
Scherz S. C. 1967	stress from the intermeshing of parental and adolescent tasks	problems of sex, education, separation and values	alternating waves of growth and dependence	help parents understand the adolescent	a transitional crisis
Varley S. C. 1968	use of role theory in casework treatment	fragile ego, role in society poorly defined	constant state of fluidity	view psychodynamics of treatment within a social context	-----
Shachter S. W. 1968	shift from acting out behavior to drugs	identity and place in society	use of drugs	-----	-----

\*S. C. denotes Social Casework  
S. W. denotes Social Work

tioning, the former by regarding adolescent problems as a symptom of family dysfunctioning, the latter by seeing these problems as interrelated. Braverman, Pharis, and Varley maintain the standard use of casework in their papers. Braverman notices the difference between early and late adolescence, and so proposes the use of groups to supplement casework with younger adolescents in an institutional setting. Pharis explores the use of writing in casework treatment while Varley applies role theory to problem situations. A trend is noticed in Shachter's comments: the shift from acting-out anti-social delinquency to the use of drugs among adolescents.

Establishing an identity and overcoming a loose and fluid personality are estimated to be the major problems in the articles after 1965. Weiner sees the development of a firm sense of self complicated by the coming to consciousness of earlier unresolved problems. Pharis, Varley and Shachter emphasize the uncertainty which the adolescent must face. Varley adds a further problem: society's poor definition of the adolescent role. Braverman distinguishes between the young and the older adolescent. The young adolescent needs to test out ways of coping with forceful impulses and integrate a new sexual identification. The more mature adolescent has gained control over his impulses.

The stress which Scherz sees as more intense in families with youths in mid-adolescence is precipitated by the adolescent's state of confusion which she regards as normal. This stress is the result of the adolescent's efforts in trying and peers, educational problems concerning competition and achievement, separation from the family, and differentiation of his values from those of his parents.

The problems of identity and the loosening of the personality lead to overt, defenseless conflict (Varley) and

vascillating social behavior (Weiner). The adolescent may "act out" by seductively interfering in parental relationships, first attempting to leave the family and then moving towards it (Scherz) and/or he may move toward his peers for reassurance. Varley contends that the adolescent is more likely to manifest his discomfort in the primary plane (family and peer) rather than in the secondary plane (ethnic, religion, occupation).

An emphasis on casework is maintained as the primary method of treatment in these papers. The use of clients' writing by the caseworker as a means of self-examination by the client and the exploration of problem areas by the worker is described by Pharis. Role theory is proposed by Varley as a means of viewing the disturbed adolescent within "a social interactional context." This approach, by defining the capacity of the personality to make fluid changes in accordance with the adaptational requirements of the individual's position in society, permits a sound diagnosis, establishes treatment priorities, and creates a structure for transference. Braverman approaches Maier's stress on peer support by combining group work with casework to strengthen the adolescent's ego.

The introduction of the family into forms of treatment begins to become observable. Both Weiner and Scherz place responsibility on the family to help the adolescent experiment and test out new values. Scherz attaches the involvement of all family members as a special method of treatment.

The former indefiniteness in adolescence as a theoretical concept returns. In each of the four articles where there is a reference to theory, adolescence as a transitional phase is accepted. Pharis perceives it as a state of transition resulting from the onslaught of impulses; Weiner as a phase in growth highlighted by vascillation between



childhood and adulthood; and Scherz as a transitional crisis connected with the family. Braverman attempts to refute the argument that adolescence is a single stage of development and defends a two phase process.

The articles between 1966 and 1968 continue the trend towards specialization with the introduction of the family in treatment of the adolescent. Problems of identity and a loose personality resulting in shifting social behavior are the distinguishing factors in the adolescent's struggle. Casework continues to play a major role in treatment with role theory being introduced, but there seem to be a greater concern for the use of other modes, the group and the family, as supplemental treatment. There is general agreement that adolescence is a transitional phase in development and growth.

The interpretation of these conclusions as they related to the function of the profession will be discussed in the following chapter.

#### CHAPTER IV INTERPRETATION

The analysis has revealed considerable information about problems, behaviors, and treatment of male adolescence in the two social work journals selected. This information must now be more directly related to the objectives of the study, namely, to connect it with the specific functions of the profession as they related to adolescence. This interpretation will begin with the general significance of these articles on adolescence in comparison with the total contents of the journals. It will be followed by an examination of patterns of problem, treatment, and theory between 1945 and 1968.

From the sample taken, that is, those articles with adolescence in the title, it can be said that the composition of Social Casework and Social Work includes only a small number of articles specifically referring to adolescence or youth. The figures of 1.4 percent, comprising articles on male adolescence, and 2.8 percent, consisting of other papers making reference in the title to youth, are inappreciable when contrasted with the total number of published articles in these professional journals.

The explanation of this relative absence of papers on adolescence or youth, according to the methods used in this study, partly results from two important factors. The most obvious point is the wide assortment of other papers which either concern youth indirectly, through reference to their primary relationships,<sup>1</sup> or indirectly by alluding to methods, theories, or programs such as public assistance which will

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1. For instance, Lydia Rapoport, "Working with Families in Crisis: An Exploration in Preventative Intervention," Social Work, VIII (July, 1962), 43-56.

improve social conditions. Thus numerous papers are categorized under various other headings or topics even though they may cover the subject of adolescence. A second factor pertains to the editorial policy of the journals. The amalgamation of seven social work associations and the incorporation of their journals into Social Work in 1956 has resulted in a continuance of the traditional emphases of some of these former associations. Frequent articles on group work and the presence of a "School Social Work" section are examples of earlier specialization. Therefore, the editorial policy of Social Work needs to reflect a wide assortment of subjects. The same point applies to Social Casework. In an 1963 editorial entitled "Responsibility for Professional Writing"<sup>2</sup> the editors of Social Casework explain the desirability for covering a wide range of subjects in a year as a factor influencing selection of articles. A greater number of articles on adolescence may not be possible when these factors are considered.

Those articles on adolescence that were noted by the methods of this study can be evaluated on the basis of the functions of the profession as described in chapter II. A concern for advancing social relationships between adolescents and other groups (family, peer) receives a strong emphasis. It can be viewed in Butler (1956), Weiner (1966), Braverman (1966), and Scherz (1967). The social work function of interpreting to the adolescent the values of society is considered in Josselyn (1951, 1952) and Maier (1965) but is not treated in detail. These authors, like Beck (1958)

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2. "Editorial Notes," XLIV (July, 1963), 410.

and Young (1958), consider the impact of societal pressure but neither extensively interpret what values are important to the adolescent. The demand for social work to participate in those changes which will create better social conditions for adolescents does not receive direct attention in these papers, although, as has been mentioned, it is implied in many other papers.

Among the areas of restoration, provision of service and prevention, it is primarily service which is given careful treatment. The need for service is described in Ingle (1947) and Werble (1959) especially, in addition to those articles suggesting casework and group work as a means of giving service. The professional obligation of restoration, the identification and elimination of factors leading to breakdown, is best described in Josselyn (1952) and Shachter (1968). Prevention receives little consideration except as it is implied in many of the papers, and in the Shachter paper where there is a warning of drug use by adolescents. None of the papers regard the profession's responsibility for helping to establish social policies with respect to conditions of concern to adolescents.

How the profession has carried out these functions specifically with respect to the problems and treatment of adolescents can be demonstrated by the following.

#### Theme

The themes of these papers, that is, the subject of their contents, cover a wide range of topics pertaining to adolescence, varying from the relation between problems and learning (Rabichow) to the use of writing in casework (Pharis). A way of viewing their significance in relation to social work theory and social work practice is to consider them at these levels. In Table V the number of articles listed under "theory" includes those papers which appear to

have a theoretical content describing the psychodynamics of adolescence. "Practice" includes the number of articles depicting some method of working with adolescents such as institutional care or group work service.

The following table describes this concentration.

TABLE V  
THEMES OF ARTICLES ON ADOLESCENCE  
BY THEORY AND SERVICE

Period	Theory	Practice
1945 - 1955	4	2
1956 - 1961	3	3
1961 - 1965	3	2
1966 - 1968	4	2

The figures indicate a relatively constant dichotomy between description of theory and description of practice in the themes of these articles. There is slightly more emphasis on theory before 1955 and after 1965 while the stress on practice has remained somewhat the same. Assuming that authors derive and postulate their theory from practice, that is, in working with adolescents, the pattern expressed a greater theoretical concern in the post-War II period (specifically, 1947 to 1952) - essentially with those adolescents who were born in the early and mid-Thirties, and

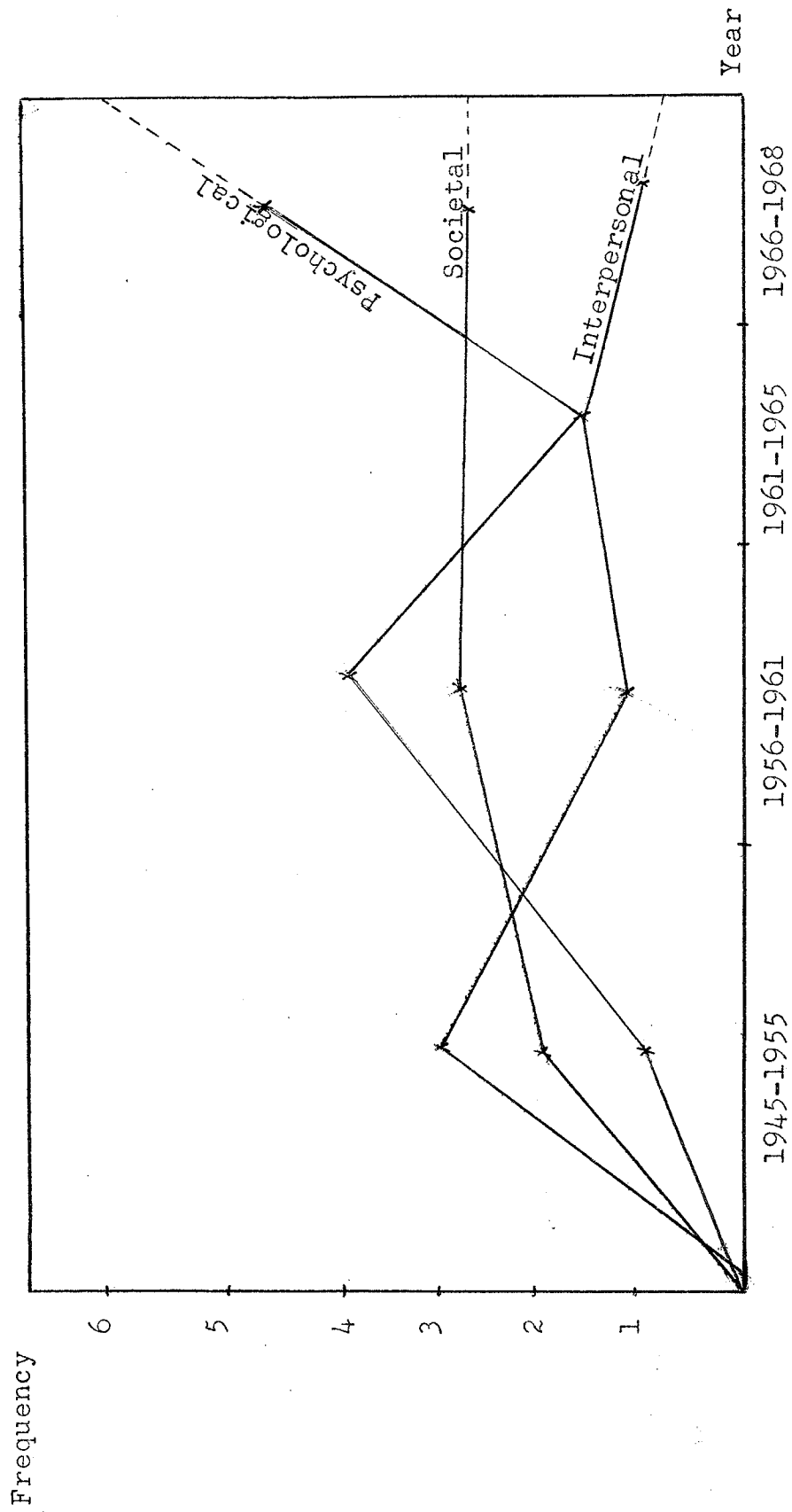
and after 1965 - with those born during the time of reconstruction. The trends may reflect lower birth rates during the War or even less theoretical concern for those young people born during that period.

### Problem

A number of adolescent problems are outlined in the analysis. They concern role in the family, heterosexual relationships, identity, social adjustment, among others. A "criteria for problems" was established on the basis of three problem areas: psychological, interpersonal such as family and peer, and societal. In the psychological area there are included problems concerning sexual and ego development, personality, and identity. (Admittedly, none of these problems are narrowly psychological, but viewed in relation to the broad social tasks of the profession they can be termed as such). The area of interpersonal problems takes into account parent-child and peer relationships. Problems attached to the societal area are those extending beyond the personal or the familial. They result from the lack of community development or community organization, for example, or problems in the economic system. In some cases adolescent problems in a paper may be listed as psychological and interpersonal. They are included in both areas when that occurs.

The graph describes the frequency of psychological, interpersonal, and societal problems according to four time periods (Figure I). Frequency was determined by listing the major adolescent problem in each paper in one of the three above areas. Each problem was established on the basis of the data included in chapter III. Problems for time intervals were then totalled according to psychological, interpersonal, and societal.

FIGURE I  
TYPOLOGY FOR PROBLEMS  
ADOLESCENTS: 1945 - 1968



The graph indicates a noticeable trend towards an increase in problems that are regarded as psychological by the "criteria of problems" scale of the study. That trend is not constant because of a decline during the 1961-1965 period, but it is striking compared to the other problem areas. Interpersonal problems show a fluctuating reduction with a high point in the first time period. Problems with society on the other hand remain dominant and relatively stable.

From this data a substantial difference between the emphasis on psychological and interpersonal problems can be noted. This stress on the psychological by the profession does not mean that social work avoided the area of the interpersonal, for it is possible that between 1945 and 1968 psychological problems could have been paramount. It does reveal, however, that the profession acted upon adolescent problems which were primarily psychological rather than interpersonal or societal.

#### Manifestation of Problem

Manifestations of problems were similarly divided on the basis of three problem areas: psychological, interpersonal such as family and peer, and societal. Those manifestations regarded as psychological are stress, hostility, and self-doubts. Those viewed as interpersonal are conflict with family, seeking independence from family, and peer activities. Those expressed as societal are revolt and erratic social behavior.

The behavioral manifestations, as demonstrated in Figure II, are less clear than in the problem areas. Interpersonal and societal manifestations are only slightly apart in frequency and are parallel until 1966 - 1968 when the trend is reversed. The dependence on psychological explanations of behavior is noticeable in the first period, during



the heyday of Freudianism, then temporarily diminishes before beginning to rise again. What can be concluded is that there is little evidence on these articles to indicate the existence of revolt against society as a way for the adolescent to manifest the changes he is undergoing.

### Treatment

It was indicated in the method of the study that "treatment" would be used to indicate the profession's activity in a specified manner, that it would not be restricted to casework or group work treatment. Therefore the treatment aspects of these articles is examined from the point of view of three levels of intervention: casework, institutional, and societal. These frames of reference coincide with the psychological, the interpersonal, and the societal divisions used in the previous sections. Here it is assumed that casework primarily embodies a psychological approach as far as professional intervention is concerned; an institutional approach represents an attempt to deal with the interpersonal through peer programs or family education efforts; and a societal approach implies those attempts which involve policy making, social reform, and change efforts.

Treatment in these articles is represented graphically in Figure III. The emphasis on casework or psychological treatment is more predominant in each period than either institutional or societal methods. Again this trend is more outstanding before 1955, decreasing to a low in 1955 to 1961 and then reassuming importance. The use of an institutional approach, particularly explained by the advent of family involvement in treatment, gradually increases during the period from 1945 to 1968. But there is an absence of methods dealing with societal problems. There is only one such reference, in the second time period.

FIGURE II  
TYPOLOGY FOR BEHAVIORAL MANIFESTATIONS  
OF ADOLESCENTS: 1945 - 1968

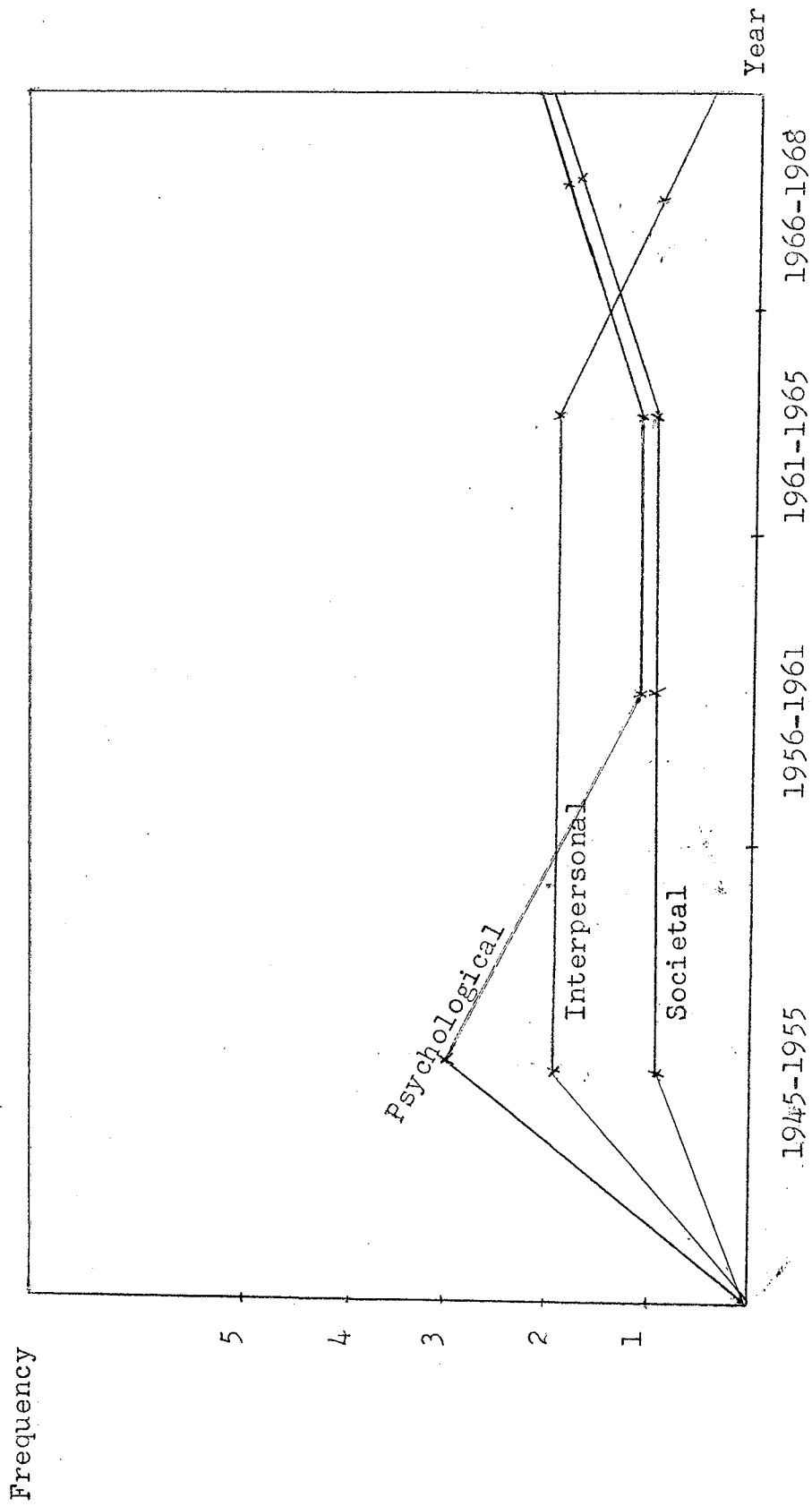
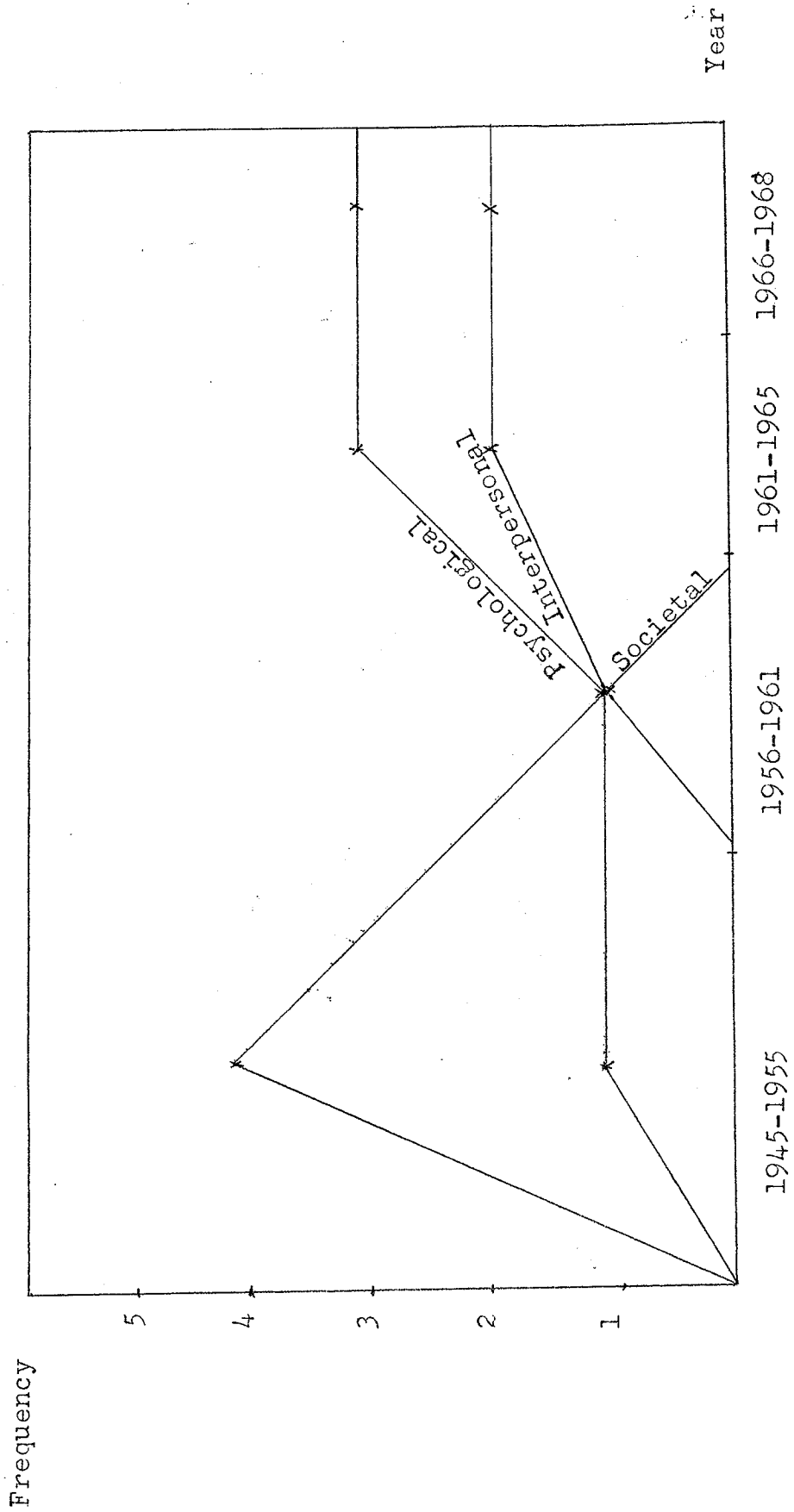


FIGURE III  
TYPOLOGY OF TREATMENT METHODS  
FOR ADOLESCENTS: 1945 - 1968



### Theory

Adolescence as a theory has undergone little change between 1945 and 1968 as far as social work's understanding of it is concerned. The standard explanations of adolescence as a transitional period, a stage in growth, and a process have remained constant in the articles on adolescence in these journals. The only exception is the Maier article which suggests the adoption of "adolescenthood" as a distinct entity.

In summary, it has been concluded from the analysis that there are a limited number of articles with adolescence in the title when compared to the total contents of Social Work and Social Casework. The articles included by the methods of this study demonstrate a strong emphasis on social relationships and provision of service as far as the profession's functions are concerned. Less attention is given to interpretation of values, prevention, and the formation of social policy. The writings disclose a balance between papers devoted to theory and those concerned with practice. Among those with a theoretical content the concept of adolescence has received consistent treatment and emphasis. In treating and viewing adolescent problems, social work has stressed psychological factors and approaches. Thus while the profession has attempted to advance the social relationships of adolescents, it has done so by concentrating on psychological problems and casework methods.

## CHAPTER V

## CONCLUSIONS: RAMIFICATIONS FOR SOCIAL WORK

The preceding analysis and interpretation has been an attempt to assess the profession's activities in dealing with the problems, behaviors, and treatment of male adolescence. The theoretical and problematic areas as far as the profession is concerned have been described and interpreted. The study has traced the historical development of social work in two journals since 1945 in relation to male adolescence.

Following social work's function of accounting for its effectiveness by the use of research, these recommendations can be made. Further studies regarding the profession's activities in dealing with issues of adolescence are necessary. Some of the limitations of this study can precipitate further work on adolescence in social work journals. The examination of a Canadian publication, The Social Worker, would be helpful. Additional investigations might choose a more careful method of analyzing the contents of articles. The contents rather than the title would be a more accurate measure of social work's contribution to the problems and treatment of adolescence. A shorter time interval, perhaps 1956 to 1968, would permit a more detailed analysis. It would also more precisely assess the profession's responsibility, considering that a national association was formed in 1956.

The utilization of more objective criteria for the analysis of contents is a requirement for other studies. The determination of the emphasis on normal and abnormal behavior in adolescence by social workers, and the effects of ethnic and class factors can be examined in relation to

the profession's functions. The journals selected for this study do not clearly convey the differences in terminology used to describe young people. Thus, the distinction between youth, delinquency, teenager and adolescence as they are used in the contents would clarify the base of social work theory about the young.

Some of the conclusions of this study need to be tested. The low ratio between articles on adolescence and the total number of articles in the journals deserves further investigation. The comparison could follow some of the basic outlines of this study or it could be done as part of an examination of the total subject content of one or several journals. Another possibility is the exploration of the profession's role regarding interpretation of values to adolescents. This function is especially important because of the confusion around values that adolescents face. Whether social work has been demonstrating this function, either in the journals or apart from them, is worthy of extensive study.

The issues of prevention, social policy, and treatment as they pertain to adolescents is another area requiring study and further investigation by the profession. Prevention particularly needs to be examined because of the common commitment by social work and adolescents in general to social progress and social change.

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