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A study of the Big Brother Association of Boston, 1949 and 1950.

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Boston University
A STUDY OF THE BIG BROTHER ASSOCIATION OF BOSTON 1949 and 1950

A Thesis

Submitted by
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(B. A., Ohio State University College of Liberal Arts, 1949)
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ACKNOWLEDGMENT

The writer wishes to thank the Executive Director of the Big Brother Association, Mr. John Teger, and the Big Brothers for their valuable assistance in preparing this thesis.
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Two years ago the Big Brother Association opened up in Boston offering a special type of service. Circulars were sent to the various agencies in Boston explaining what kinds of service this new social service agency was prepared to offer. The response to this service was immediate, and, within a matter of weeks, as many as ten agencies had made referrals. Although the individual agencies know what the Big Brother Association has accomplished with its particular referral, little is known of the broad program and services of this particular agency.

At the present time, the agency's staff consists of one trained case worker (who is also the Executive Director of the agency), and fifty-three Big Brothers. The purpose of this thesis is to study the types of services given by these two types of workers, and the types of problems they have handled. The following questions will be studied:

1. What particular types of problems are handled in this setting?
2. What are the significant types of services offered by the Big Brother?
3. What function does a case worker have in this
kind of agency?

4. What is the place of this agency in relation to other social service agencies?

Method and Scope

The ten cases used in this study were a representative sampling of the fifty-three cases in the agency. Cases were selected on the basis of referrals, which include three types: 1. self-referrals to the Big Brother Association; 2. referrals from various kinds of social service agencies in Metropolitan Boston; 3. referrals to other social service agencies in Metropolitan Boston.

These cases were selected from all those cases that have been accepted by the agency during the two-year period from January, 1949 - January, 1951.

The case material was obtained from the records written by the case worker. Additional material was obtained verbally from the social case worker.

The schedule (see appendix) used was specifically designed to gather information as to the presentation of problems of the children referred, the family constellation, and the types of services given by the referring agency and the Big Brother Association.

All diagnostic material used in the case presentations were obtained from either the referral letters, statements in the records themselves, or were obtained verbally from
the case worker from the Big Brother Association.

For an understanding of the types of workers, their qualifications and their training, the writer depended upon written material by the agency, application forms, verbal information given by the case worker, and the Big Brothers themselves. Occasionally, this material was brought out in the records themselves.

The theoretical material on identification was obtained from literature in the social work field.

Limitations

Certain limitations are inherent. The records kept by the agency are not designed specifically for research purposes. All records are written up by the case worker, and much of his information depends on the Big Brother's ability to relate what has gone on in the relationship.

There was a staff limitation in that there was only one case worker to provide services to all fifty-three cases. The number of Big Brothers offer a further limitation in that the Little Brothers are selected in accordance with the number of Big Brothers available so that the cases selected are not representative of all the possible services that may be offered by the Big Brother Association of Boston.
CHAPTER II
HISTORICAL BACKGROUND

History of the Development of the Big Brother Movement

The philosophy of the Big Brother Movement from the beginning has been "One Man-One Boy". It means applying or using one man's personality for the growth of a young boy. This type of social work has had a long history. On December 3, 1904, Ernest K. Coulter, then Clerk of the newly established Children's Court in New York City, interested about forty men in each taking a personal, friendly interest in a boy. These men were members of the Men's Club of the Central Presbyterian Church of New York City, and, at the time, were meeting in the home of the pastor, the late Reverend Dr. Wilton Merle-Smith. The young boys whom they were asked to help were lads who had been brought into the Children's Court.

This meeting has been extremely important in the history of prevention and correction of juvenile delinquency. These men, or Big Brothers as they came to be known, recognized that each case of delinquency was an individual situation. They worked quietly for one year, testing out the principle of "One Man-One Boy" by giving their own "Little Brothers" individual "treatment". The basic "treatment was warmth, interest, understanding and patience."
The Big Brothers were amazed and encouraged by the results. Almost immediately the young lads responded to their Big Brothers. These youngsters seldom came into conflict again with the law. Those who had trouble in school were helped over this hurdle. Jobs were made available when they became of age. Gymnasium clubs were organized to provide healthy physical outlets for their energy. The Big Brothers were able to help these youngsters in many other ways, and did so through the medium of personal friendship.

Years passed and it became increasingly more evident that the application of "One Man-One Boy" concept was very effective. Plans were made for a systematic organization, and, in 1909, the organization decided they needed their first headquarters. With the new headquarters, the boys could be referred for systematic assignment to the Big Brothers. Then, too, follow-up studies could be made. It was during this period that the organization was incorporated and the name "Big Brother Movement" was formally adopted.

The headquarters for the Borough of Manhattan was opened in 1910. Throughout the years the other boroughs of New York City followed suit. As each office was opened, it was staffed with an executive secretary, at least one field counselor, and clerical help to handle the many details involved in assigning boys to Big Brothers and to
assist in plans for their further progress.

Since this work had its roots in the Church, everything possible has been done to encourage and strengthen the religious training and experience of the Little Brother in accordance with the particular church or faith with which he had been identified. Realizing the importance of religion in the personal treatment and guidance of boys, the Jewish Big Brother Association was organized in 1910. Similarly, the Catholic Big Brother Association was established in 1915. The successes of these Big Brother organizations led to the establishment of other organizations throughout the country and Canada, some on a sectarian and others on a non-sectarian basis.

In 1946 a study was made to determine the need for a national organization of the Big Brothers in the United States and Canada. This resulted in the formation of the Big Brothers of America, Inc. This national association enables the various local organizations to cooperate more effectively for the general growth and advancement of the Big Brother work in America. It provides information and guidance to new Big Brother organizations being formed, and helps to create and maintain high standards of service. It also serves as a means of defining and interpreting Big Brother work on a country-wide basis.

With the growth of the organization there has been a corresponding growth in philosophy. In 1909 they stated in the Certificate of Incorporation the following principles:

1 Big Brother Movement, Your Adventure in Friendship, pp. 1-5.

2 Ibid, p. 5.
1. To organize and direct a body of men of good will whose purpose shall be to interest themselves individually in the welfare and improvement of children who have been arraigned before the Children's Court of the City of New York and similar courts throughout the United States, and in other children whose physical, mental and moral development has been hindered or endangered because of bad environments or other conditions.

2. To individually take and secure others to take a friendly interest in such children and their families, and to provide methods and means whereby their physical, mental and moral welfare shall be promoted, and make them better citizens of their Municipality, State and Country. 3

Today the basic principles of their work has not changed, but their philosophy and services have been broadened. The supplementary services include summer camping, neighborhood boys' clubs, vocational and educational guidance, and cooperation with other health and welfare agencies.

At first the referrals came from courts. Later the emphasis was shifted more to preventive work in helping boys who showed tendencies toward delinquency, or who were living under extremely poor home conditions that made them liable to become delinquents. The number of cases accepted for preventive work increased until now the majority of boys referred to the agency do not come from the courts but from other social service agencies. Now a variety of problems are accepted by the agency. 4

3 Ibid., p. 6.
4 Ibid., p. 7.
Development of the Big Brother Association in Boston

Recently another branch of the Big Brother Movement was opened in Boston. On December 7, 1948, a group of distinguished, concerned citizens met at the Boston City Club to discuss the possibilities of setting up a non-sectarian, inter-faith, inter-racial Big Brother movement in Boston. The Jewish Big Brothers had had amazing success in Boston for the last thirty years, and it was felt by these citizens that Boston needed more of this type of work. Alert to the need, and encouraged by a generous contribution for preliminary organization, the group decided at that initial meeting to organize and get into action. Most of them became incorporators and formed the Board of Directors, and some have become the Big Brothers themselves.

A month later, on January 6, 1949, the group met again. They incorporated, elected officers, formed committees, and engaged a graduate professional social worker as the executive director. Three weeks later the first Big Brother met and started working with his Little Brother.

From January, 1949, to January, 1951, more than fifty Little Brothers have been accepted by the agency and have been assigned Big Brothers. At the end of this two-year period, there were about twenty additional Little Brothers.

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5 Big Brother Association of Boston, Big Brother, pp. 3-5.
CHAPTER III
IDENTIFICATION

It is important to have some understanding of the concept of identification as it is used in the social work field. Identification is an important aspect of the Big Brother relationship.

Identification is an unconscious process whereby an individual takes over another's personality, or certain aspects of another's personality, and unconsciously considers it his own. It is an educational process whereby the individual finds a solution of tensions. ¹

This process of identification starts from infancy. The child has to identify to meet life situations as they come up. Alice Balint says:

"Identificatory thinking is employed for the purpose of avoiding what is unpleasurable and obtaining what is pleasurable, and it aims at transforming a strange and consequently frightening external world into one that is familiar and enjoyable."²

The starting point from which the infant measures is his own body. He wishes to meet only his own beloved self, and he wants to be comfortable. The only way he can do this

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¹ Robert Knight, "Introjection, Projection and Identification", The Psychoanalytical Quarterly, 11:334, July, 1940.

is by identifying the outside objects with something already known and pleasurable, and, by doing this, he has transformed the unknown and feared into the pleasurable love object or himself.

The most important identifications take place during the Oedipal period. It is at this time that the boy develops an attraction toward his mother. The young boy cannot have his mother because his father is too much of a rival. The child in this period envies, resents, fears and possibly hates his father. But these feelings are not acceptable to him. He projects them onto his father so that he feels that the father hates him. The father is a symbol of authority and is a threat to the youngster. This situation is too dangerous for the child. He overcomes the fear of the father by identifying with him. He takes over the father's standards and rules, and, in a sense, he becomes united with the father against his own bad feelings and wishes. By the same token, he becomes more powerful, like his father, and this compensates for his weak ego.

The taking over of these rules and restrictions is the development of the super-ego. The super-ego, or, as many people have called it, the conscience, behaves toward the instinctual ego precisely as the child's parents did before. Along with taking over the father's standards, the child

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3 Ibid., p. 318.
also takes unto himself his father's personality. He not only identifies with what the father wants of him, but with what the father is like himself. He identifies with the father's masculine qualities so that he too will grow up to be a man like his father and marry a woman like his mother.

This helps the young boy to accept a masculine role and thus enables him to form a more wholesome relationship with members of both sexes.

Thus it is very necessary for a boy to have a father figure to identify with. English and Pearson state "the boy who is brought up in a fatherless home is deprived of the benefit of his father's knowledge of the world and life." It is true he can identify with his mother, but she has learned life from a feminine point of view.

There is even a deeper psychological meaning than this. The child learns to renounce, through love, the undesirable methods of gratification of his desires and needs. He is thus able to learn that such renunciations still permit him some gratifications. He is able to postpone immediate gratifications for later ones. He develops a conscience and is able to live in a society that demands that he live by certain codes. If the father is out of the home, the child might not develop a conscience.

4 Ibid., pp. 326-328.
There are many other ramifications of this process of identification. If the father is in the home, but is too strict, the child can develop too strong a conscience and will turn his hostility inward. If the father is not strict enough, he may not develop any conscience at all, or he may develop a rather weak one.

However, there are always opportunities for new identifications throughout life. The child is continually meeting people who make a marked impression on him and can help him to form new identifications. When an individual comes in for case work help, the case worker uses identification in treatment in various ways. Sometimes he shares the burdens and this helps the client to identify. The mature ego strength of the worker can re-enforce the ego of the client, and this aids the client in letting go some of the old patterns of adjustment and helps him to adopt new ones which will be more serviceable. When the worker plays the parental role, he sometimes can break the neurotic reactions of the client by not reacting the same way the parent did. He also becomes the ideal parent and the client can adopt the ideals of the stronger person. If the client has a strict super-ego, the worker can use his more tolerant super-ego to help relieve guilt and neurotic tendencies.

6 Ibid., pp. 91-94.
The Big Brother, in his relationship, can provide an opportunity for the Little Brother to identify. Without being aware of the psychiatric meaning of the word, he can give the child a chance to form new identifications.
CHAPTER IV
A DESCRIPTION OF THE WORKERS AND CLIENTS

The Big Brothers

The fifty-three Big Brothers are volunteers who come from every walk of life culturally, economically and religiously. They were either heard of by the agency and were asked to volunteer their services, or they themselves volunteered to become Big Brothers. They are professionals, students, executives, administrators, business men, white collar workers, and skilled laborers. (For a detailed study, see page 15).

The first Big Brothers came out of the original planning committee. These men were selected and screened by a trained case worker. (He is also the Executive Director of the agency.) This was done on the basis of stability, character, personality, as well as a willingness and a desire to devote energy in behalf of another person. These men, in turn, have constantly looked around for other potential Big Brothers. As the policy and function of the agency became well known, more men volunteered their services.

But, for all this, getting Big Brothers is a difficult and serious problem as not all the potential candidates can make good Big Brothers. Some are not endowed with the personality, tact and skill to do effective work with a boy.
## TABLE I

**OCCUPATIONS OF THE BIG BROTHERS**

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>NUMBER OF BIG BROTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. PROFESSIONALS</strong></td>
<td>TOTAL 19</td>
</tr>
<tr>
<td>1. Doctors</td>
<td>2</td>
</tr>
<tr>
<td>2. Engineers</td>
<td>5</td>
</tr>
<tr>
<td>3. Teachers</td>
<td>6</td>
</tr>
<tr>
<td>4. Social Workers</td>
<td>2</td>
</tr>
<tr>
<td>5. Lawyers</td>
<td>3</td>
</tr>
<tr>
<td>6. Ministers</td>
<td>1</td>
</tr>
<tr>
<td><strong>II. STUDENTS</strong></td>
<td>TOTAL 7</td>
</tr>
<tr>
<td>1. Law Students</td>
<td>6</td>
</tr>
<tr>
<td>2. Business Students</td>
<td>1</td>
</tr>
<tr>
<td><strong>III. EXECUTIVES AND ADMINISTRATORS</strong></td>
<td>TOTAL 12</td>
</tr>
<tr>
<td>1. Owners</td>
<td>3</td>
</tr>
<tr>
<td>2. Managers</td>
<td>7</td>
</tr>
<tr>
<td>3. Executive Positions</td>
<td>2</td>
</tr>
<tr>
<td><strong>IV. BUSINESS AND WHITE COLLAR WORKERS</strong></td>
<td>TOTAL 14</td>
</tr>
<tr>
<td>1. Salesmen</td>
<td>5</td>
</tr>
<tr>
<td>2. Clerks</td>
<td>2</td>
</tr>
<tr>
<td>3. Federal and State</td>
<td>4</td>
</tr>
<tr>
<td>4. Office Workers</td>
<td>3</td>
</tr>
<tr>
<td><strong>V. OTHERS</strong></td>
<td>TOTAL 1</td>
</tr>
<tr>
<td>1. Skilled Labor</td>
<td>1</td>
</tr>
</tbody>
</table>
In order to determine their potential capacity as Big Brothers, they submit themselves to interviews with a trained case worker. The case worker, during these contacts, attempts to find out what kind of person the potential candidate is by learning about some of his attitudes and adjustments. The criteria that the case worker bases his evaluation on have already been stated. Once a Big Brother has been selected, his personality and interests have to be matched with those of a Little Brother.

Once the individual is accepted as a Big Brother, he is given an opportunity for informal training or learning. The case worker interprets the case material to him, helping him to understand the particular youngster and his needs. Every month after this the Big Brother submits reports of his activity to the case worker. These reports are discussed by the Big Brother and the case worker at a conference each month, and the new material is further interpreted. All this is supplemented by seminars, lectures on child psychology, discussion groups and "talk fests" whereby a number of Big Brothers get together and share their knowledge and experience with one another. Pamphlets are sent to the Big Brothers to aid them in their work.

The case worker has to evaluate the performance of the Big Brother to see if it is adequate. If the case worker does not feel that the Big Brother's relationship is being used to its fullest, a new Big Brother is assigned.
The Little Brothers

These fifty-three youngsters vary in age from eight years to eighteen years old. From experience, the agency has learned that it is extremely difficult for any boy under eight years of age to use this service, and boys over eighteen are too mature to be able to accept the relationship. These boys who are Little Brothers come from all backgrounds, economically, culturally and religiously.

These children were referred because they have been deprived of positive male identification. Either the parent (male) is dead, has separated, is divorced, or has deserted the family. In situations such as these, the male child has no male figure to identify with, no one he can lean on. In many instances, the children who are referred are lonely boys who seek out older male companions. It is hoped that a Big Brother can satisfy the need for the companionship of an older man, one on whom the youngster can depend, respect and emulate. Through this process, it is hoped that many emotional conflicts will be avoided. In cases where the emotional conflicts, arising out of a lack of male support, are expressed by anti-social behavior or by neurotic symptoms, it is hoped that these symptoms can be arrested and worked through by the medium of the relationship.

The fifty-three boys were either self-referrals, or were referred to the Big Brother Association by eight types of agencies. They are the following: 1. family agencies;
2. children's agencies; 3. general hospitals; 4. mental hospitals, schools, both public and private; 6. courts throughout Metropolitan Boston; 7. protective agencies; 8. State agencies. For a complete breakdown of referral sources see the table on page 19.

**Case Worker**

There is one professionally trained social worker on the staff of the Big Brother Association in Boston, and he is also the Executive Director of the agency. The case worker (hereinafter called "the worker") who makes the first contact with the future Little Brother and prepares him for the Big Brother, has a difficult role. He has to form a relationship with the youngster, but he has to be careful not to allow an attachment to develop or the Little Brother will not be able to properly relate to the Big Brother. The interpretation he gives to the Little Brother is on a general level. A typical interpretation might be the following:

"We all need friends. You are interested in friends and we have one I think you would like. ... You are not the only one who will get something out of the relationship. The Big Brother will too. It is a give and take proposition. ... This man was a youngster not so long ago, and he can remember what it felt like. ... He is not going to tell you what to do; you'll have to make decisions together."

This type of interpretation usually answers the questions the average child has about the Big Brothers. In talking with the child, the worker does not relate the Big
## TABLE II
### REFERRAL SOURCES

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>TOTAL NUMBER OF REFERRALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. FAMILY AGENCIES</strong></td>
<td></td>
</tr>
<tr>
<td>1. Family Society</td>
<td>18</td>
</tr>
<tr>
<td>2. Church Home Society</td>
<td>1</td>
</tr>
<tr>
<td>3. Howard Benevolent Society</td>
<td>2</td>
</tr>
<tr>
<td>4. Brookline Friendly Society</td>
<td>1</td>
</tr>
<tr>
<td>5. Lucy Hutchinson Memorial</td>
<td>2</td>
</tr>
<tr>
<td>6. Boston Provident Association</td>
<td>5</td>
</tr>
<tr>
<td>7. City Missionary Society</td>
<td>7</td>
</tr>
<tr>
<td><strong>II. GENERAL HOSPITALS</strong></td>
<td></td>
</tr>
<tr>
<td>1. Children's Hospital</td>
<td>1</td>
</tr>
<tr>
<td><strong>III. MENTAL HOSPITALS</strong></td>
<td></td>
</tr>
<tr>
<td>1. Boston Psychopathic</td>
<td>1</td>
</tr>
<tr>
<td>2. Metropolitan State</td>
<td>1</td>
</tr>
<tr>
<td><strong>IV. SCHOOLS, PUBLIC AND PRIVATE</strong></td>
<td></td>
</tr>
<tr>
<td>1. Boston School Committee</td>
<td>2</td>
</tr>
<tr>
<td>2. Citizens Training Department</td>
<td>2</td>
</tr>
<tr>
<td>3. Phillips Exeter</td>
<td>1</td>
</tr>
<tr>
<td><strong>V. GROUP WORK AGENCIES</strong></td>
<td></td>
</tr>
<tr>
<td>1. Y.M.C.A.</td>
<td>1</td>
</tr>
<tr>
<td>2. B.Y.M.C.U.</td>
<td>1</td>
</tr>
<tr>
<td>3. Roxbury Neighborhood House</td>
<td>1</td>
</tr>
<tr>
<td><strong>VI. COURTS</strong></td>
<td></td>
</tr>
<tr>
<td>1. Metropolitan Boston Courts</td>
<td>6</td>
</tr>
<tr>
<td><strong>VII. STATE AGENCIES</strong></td>
<td></td>
</tr>
<tr>
<td>1. Division of Child Guardianship</td>
<td>3</td>
</tr>
<tr>
<td>2. Youth Service Board</td>
<td>3</td>
</tr>
</tbody>
</table>
Brother to a specific need or problems such as enuresis.

The worker's function is also to screen the Big Brothers. This has been described in full in this chapter under the section entitled 'Big Brothers'. Once the Big Brother has been accepted and assigned, it is the case worker's role to train and to supervise the Big Brother. The worker helps the Big Brother to be objective, and to understand the child's needs.

The worker has to evaluate the Big Brother's work to see if it is adequate. He uses the following criteria: 1. the relationship itself, and what it means to the Big Brother and the Little Brother; 2. the relationship of the Big Brother to his supervisor, involving both the response and use he makes of supervision; 3. the growth of understanding of the Big Brother; (When understanding takes place, there is less desire to rush ahead, less feeling of frustration and inadequacy on the part of the Big Brother. This leads to a lessening of anxiety and makes for a more harmonious relationship); 4. The ability to follow through with plans which involve both being objective and working with long term goals in mind; 5. the flexibility of the Big Brother to adapt himself to the various problems and situations that come up.

At the present time, the agency is now in the process of re-evaluating the criteria, and new criteria are being determined.
When the agency is co-operating with another agency, the worker is the liaison for the Big Brother and the other agency. This aspect will be brought out more clearly from the case presentations.

When the cases are self-referred, the worker does the intake and gets enough diagnostic material to determine whether or not the situation is one that can be handled by a Big Brother.
CHAPTER V
CASE PRESENTATIONS

The three sections of this chapter are devoted to ten presentations. The worker from the Big Brother Association has categorized the Little Brothers according to the child's symptoms. The writer used these same categories for presenting the 10 cases to be studied.

The first category is **Preventive Work - Work With Children With Fairly Normal Needs**. In these three cases, the children were separated from their father. The separation was due to either death, illness, divorce or desertion. In all three cases presented, the children were adjusting, but still needed a father figure in their adolescence.

The second category is **Work With Children Showing Neurotic Pattern**. The four cases in this group gave evidence of disturbed behavior. Although stealing was a problem in one case, it was not felt by the worker from the Big Brother Association that the child was a delinquent. It was rather felt that the petty stealing was just one more indication that the child was upset. These four boys were insecure partly because of a lack of male support, and it was felt by the referring agency that a father figure would help the boys to adjust better.

The third category is **Work With Court Cases and Delinquents**. Three cases were put into this category. In two of
the cases, the case worker from the Big Brother Association worked with the child in the court situation, while in the third case, the child was already paroled when he was referred to the Big Brother Association. In this instance, a Big Brother was assigned and he worked with the child. The writer put these two types of cases in the same group to give a representative picture of the agency's role in working with delinquents. It was felt by the worker from the Big Brother Association that these children were upset and disturbed, and that their anti-social behavior was just another expression of this. These boys were accepted as Little Brothers because they lacked an adult male relationship.

In the case presentations, the writer referred to the case worker from the Big Brother Association as 'the worker'. This was done so that the worker from the Big Brother Association would be distinguished from the case workers from the referral agencies.

Preventive Work - Work With Children With Fairly Normal Needs

Case 1

Gilbert S. was twelve years old when he was referred to the Big Brother Association in the Fall of 1949. The referral agency, a group work agency in Boston, had had contact with Gilbert through camp and through talks with the family minister. At camp, Gilbert showed himself to be indifferent to most things, but quite aggressive in sports. He was a good-sized boy, and good looking. He was somewhat stubborn and non-cooperative, but, when given a task to do, was quite responsible for a boy his age. The referral agency
felt that the camp experience was very valuable to Gilbert in that he gained prestige as a sportsman and, because of this, he was more willing to cooperate and take part more in group activities.

Gilbert's mother and father were separated. His father left the family for another woman. Mrs. S. was an energetic person who worked as a waitress to support the family. She was quite a disciplinarian. There were two older sisters and a younger brother at home. It was felt that Gilbert was over-powered and outnumbered by the women in the family, and that he might be able to use a relationship with an older male figure to good advantage. The referral agency suggested the Big Brother Association contact the minister before speaking to the family.

The minister had been interested in the family for some time. He felt it was disheartening to see the family disintegrate. At one time they had been a very close family unit and there had been a harmonious relationship between Mr. and Mrs. S. Mr. S. had been the idol of Gilbert. Although Mr. S. was Catholic, the children had been brought up as Protestants, and there had never been any conflict over it. The minister felt that both parents working might have caused some problems; however, it seemed that both shared equally in taking care of the home. The parents had very few outside interests and were more or less a self-contained group. Mr. S. became interested in a waitress and finally left the home. He was brought into court for desertion and non-support.

At the time of the referral, Mrs. S. was not too hostile toward her husband, and still hoped for a reconciliation. The worker from the Big Brother Association attempted to refer the family to a family agency as there was a strong possibility of reconciliation, but the minister raised objections as he had strong feelings about this kind of agency. The Big Brother Association did not assign a Big Brother to Gilbert at this time because of the possible reconciliation. In view of this, it was felt it might be wise to let the father resume his former relationship with his son without added complications.

Six months later, the mother called, saying she had not gone to a family agency, that there was no possibility of a unified home, and that the child
needed this kind of support, or male figure, and a Big Brother was assigned.

The relationship between Gilbert and his Big Brother has been going on for about eight months and Gilbert has gained a great deal. He has opened up and has become quite responsive. He has made many new friends at his own age level, and with adults, and he has gained acceptance from many other people. At first he had a great deal of feeling toward women, and especially his sisters, but this is gradually working itself out through the relationship as Gilbert no longer feels overwhelmed by women. Gilbert has been helped in other areas too. He is now doing much better in school. The Big Brother found he had difficulty in reading so he is now stimulating an interest in that subject. Through the Big Brother Association Gilbert is now getting vocational guidance as he wants to find out what his real capacities and desires are.

At the present time, the worker from the Big Brother Association is seeing the mother in an attempt to refer her to a family agency for help with her own problems.

In this case we see a boy who is having difficulties arising out of a family situation. The problem is not deep-seated. He was a lonely boy, a little overwhelmed by the women in the family, and he missed the guidance and friendship of his father.

The role of the Big Brother was mainly supportive and this seemed to help the youngster. The relationship was similar to that of a father and son. He helped Gilbert to feel wanted, and he is guiding Gilbert through his adolescent period.

The worker decided when to assign a Big Brother. When the family first applied for a Big Brother service, the worker would not accept the case because the father might
re-enter the home. If the father was to return home, a Big Brother would have complicated the home situation. Once it became clear that the father would not re-enter, the worker assigned a Big Brother.

Case work services were given to the family as shown by the attempt to refer the mother to the proper family agency for family problems. The worker did not enter into family problems.

The worker also made vocational guidance services available to the youngster so that the Big Brother could guide the child in accordance with his capabilities, needs and wishes.

This case also shows the inter-action of various types of agencies in the community. A group work agency referred the boy to the Big Brother Association because they felt he needed individual help on a friendship level. Once the boy came to the Big Brother Association, an attempt was made to refer the family to an agency for help with family problems. The agency also worked closely with the church.

Case 2

Bill R. was fourteen when he was referred by a mental hospital in March, 1950. The problem, as the hospital saw it, was that Bill had had no real opportunity for male identification. His father had been ill for many years, and had been in a mental hospital for the last five years. Bill's memory of his father was that of a sick, quarrelsome, deteriorating person. There had been many quarrels in the home, chiefly because the mother
was a strict person who would like to hold her two children to strict Greek-European culture and customs. The hospital worked extensively with the mother and managed to change her attitudes to some degree. Both parents evidently have demanded high standards of conduct and scholarship from both children.

The hospital saw Bill as an extremely attractive, ingratiating boy, just a bit immature. He tried very hard to live up to the standards his mother set for him, but a year prior to referral to the Big Brother Association the hospital found increasing evidence that he was finding it all too hard to live up to. His work at school had slipped, and he spent an increasing amount of time by the radio. On the whole, he seemed to be an outgoing boy, interested in sports. He was an excellent basketball player. At the time of referral, though, he had even given up some of these activities. In view of these signs of withdrawal, it was felt by the hospital that some inspiring male figure would be very helpful to him. He was not able to make such a relationship with his new brother-in-law because of the latter's own insecurity.

When Bill came to the Big Brother Association, the worker found him to be a fairly healthy, intelligent and attractive youngster. His mother appeared to be a capable but anxious and rigid person, but she was in no way rejecting. A Big Brother was assigned who was very much like Bill. He was friendly, had a good sense of humor, and enjoyed the same activities as his Little Brother. Both responded well to each other from the beginning, but their relationship was not as full as it could have been due to Bill's anxiety about being a Little Brother. He felt having a Big Brother meant he was a problem. Under the supervision of the worker, the Big Brother helped Bill to talk about his feelings in regard to the relationship. One day he approached Bill, and during one of their talks, he said, "You need a Big Brother like you need a hole in the head." Bill gave a new response to his Big Brother, and was able to verbalize his feelings about the relationship and about his being a problem. This was reassuring to Bill.
Today the contact is still in process. Bill is having no special problems. He is functioning extremely well and has a full schedule. He is now going to a Greek school, is an altar boy in church, and plays actively and well in sports. He still has a little anxiety about the fact that his father is in a mental hospital, but most of this is being worked out through the relationship and through talking about his feelings on a general level.

The relationship is like a father and son relationship, or that of an older brother and a younger brother. Their friendship is based on common interest. Both are interested and talk about school, (the Big Brother is a student), their place in society, girls, dating, sex, vocations, etc. The Big Brother is a real "pal".

It was felt that the child's problems were not deep-rooted, but that his withdrawal was a response to realistic pressures. He needed some male companionship to support him while he was going through the adolescent period. It was hoped that the support that he would receive from the Big Brother relationship would help him to accept the pressures that were being put upon him by his family.

The Big Brother is providing a relationship whereby the youngster can feel secure and liked. He is guiding this child through his adolescent period. In a supportive manner, he is helping the boy to take the responsibilities that he has to carry as a fourteen year old boy. Through this relationship the Big Brother was able to help the boy to verbalize about what was bothering him. One of the most important aspects of the friendship was the fact that the Big Brother was someone with whom he could share his interests and activities.
The worker's services were varied. He first interviewed the mother and child and prepared them for a Big Brother. He prepared the Big Brother for this particular child by interpreting the child's needs.

Through supervision, the worker was able to help the Big Brother to form a better relationship by interpreting to him the child's needs. The worker helped the Big Brother to reach the youngster so that he could verbalize his feelings.

**CASE 3**

In the Summer of 1949, one of the hospitals in Boston referred two youngsters to the agency. Peter and Paul were brothers; Peter was fourteen and Paul was nine and one-half. Their mother was living but their father had been dead many years. It was felt by the social worker at the hospital that Peter was in need of male identification. He was effeminate, anti-social, tied to his mother's apron strings and over-identified with her. He was making some adjustment, although in the past he was quite a behavior problem. He liked art, music, dramatics, and wished to be a singer. He had been seen at a child guidance clinic but was stopped in treatment when it was felt his resistance made treatment impossible.

Paul was much more open, easy-going, and he found it easier to relate to people. Both boys, though, had sought male companionship. Both became interested in two men, one was a priest and the other an attorney. Both men were intelligent. Surprisingly enough, Peter had related best to both men, but only because of intellectual admiration.

When the worker first visited the home to make the initial contact, Peter did not relate well, while Paul did. Peter was quite disturbed over the idea of a Big Brother, and could not see how an absolute stranger could be interested in him. Paul was willing and anxious to have a Big Brother.
While Paul was waiting to be assigned a Big Brother, the mother called the agency requesting psychiatric service for Peter. Peter had become very upset over a sex problem and he was causing trouble in the neighborhood. The police had threatened to prosecute if the mother did not get help. His mother wanted to know what to do. The worker suggested calling the child guidance clinic but the mother was not sure that Peter would accept this kind of help. The worker called the child guidance clinic and consulted with the psychiatrist. The psychiatrist felt that the worker should not handle the case and suggested hospitalization for observation. This plan was suggested to the mother who, in turn, became very hostile. The alternatives were pointed out to her and she was encouraged to get psychiatric help. The worker supported her by saying the mother was thinking what was best for Peter. The mother gave a history of Peter as being a chronically disturbed youngster who cried all the time as a baby. He always got into difficulties and the mother always gave in. He becomes childish and aggressive if he does not receive what he wants.

The mother never did follow this plan and Peter never got help; but he seemed to adjust much better, and, to date, he has gotten into no further trouble.

Paul was accepted as a Little Brother in hopes that it would prevent an over-identification with his mother and thus he would avoid the pitfalls that Peter had fallen into. Then, too, it was hoped that they might reach Peter through Paul, but this never worked out. Paul was assigned a Big Brother but the relationship was never a close or warm one. The Big Brother was not able to give time or the understanding that was necessary. The mother and the worker felt that Paul was not getting much out of the relationship. This was taken up with the Big Brother in a conference and it was decided that a transfer would have to be effected. This was interpreted to Paul, who was able to accept it on a realistic basis as the Big Brother had not devoted much time to the relationship. He did not feel that he was personally rejected, and so he was willing to enter into another relationship. A new Big Brother was assigned whose personality and interest more closely fitted the needs of Paul. There was a good relationship between these two, but, after a month, the Big Brother never showed up again. The Big Brother later contacted the agency but was embarrassed. He never did give an explanation, but he did
indicate that he was having trouble at home. In light of this, the worker did not try to re-establish the relationship. Fortunately, the worker had a good relationship with the boy and his mother and was able to interpret that the Big Brother was not rejecting, but that he had his own problems and just could not give the time that Paul wanted.

Again Paul was assigned a Big Brother, and these two immediately clicked. This relationship is only a month old at the present time so that there is no way to evaluate the activity and the strength of the relationship as yet, but both the Big Brother and Paul are already fond of each other.

The main problem of the youngster who was accepted for a Big Brother relationship was that he sought older male companionship. He missed the attention and guidance of a father figure.

The second brother was not accepted for a Big Brother relationship as it was felt by the worker that he was too disturbed to be able to relate well to a Big Brother.

We see one of the main problems of the Big Brother Association in this case, rather than the role of the Big Brother. In both instances, unforeseen things came up in the Big Brothers' lives which necessarily stopped them from carrying out their responsibilities. This will always be a problem because volunteers give their time after a full working day. They have families, work, and their own everyday problems to keep them occupied, and it is often difficult to give the time that is needed to sustain a relationship such as the Big Brothers have.
The worker interviewed both children. Because only one child was able to relate to the worker, he only accepted one child for a Big Brother relationship. The worker did not accept the other child for help as the boy gave indications that he was too disturbed to be helped by a Big Brother.

The worker gave case work services to the family as shown by his attempt to refer the disturbed youngster and his mother for psychiatric help.

The worker helped the child not to feel rejected by the Big Brothers. He interpreted to the Little Brother the reasons why the Big Brother did not continue the relationship.

The worker, through supervision, helped the first Big Brother to realize that he was not putting much of himself into the relationship. He helped the Big Brother to resign as the Big Brother's relationship with the Little Brother was not helpful to the Little Brother.

Work With Children Showing Neurotic Patterns

CASE 1

George A. was referred to the Big Brother Association by a family agency. At the time of referral, he was just fourteen years old. This child was disturbed due to the poor emotional environment in which he lived. George was illegitimate and this disturbed him very much. His mother had had affairs with a great many men, and there had been little attempt to hide this from George. For the past five years or so she lived with a man she was not legally married to. He also knew of George's illegitimacy and this was another way of the mother's punishing
the child. The grandmother was also punishing toward George and controlled him.

George was referred because he lacked a positive male identification. He showed some signs of stealing. His mother complained of his laziness and poor school work, and felt he was a disciplinary problem too.

A Big Brother was assigned, and the relationship has been going on for about four and one-half months. The Big Brother is a married student who is stable, intelligent and friendly. When the Big Brother was assigned, the case material was interpreted by the worker from the agency. A few weeks later, there was a joint conference with the case worker from the family agency. The case worker from the family agency was working with the mother, giving her support not to be punishing, and helping to relieve her anxiety. The conference was for interpretations and to share information. The case worker from the family agency discussed how George might test the Big Brother because he was unsure of adults. Then, too, the mother attempted to use the Big Brother as a disciplinary tool. For example, when his Big Brother was around, the mother scolded George for his laziness. It was felt by both case workers that the mother's need of further interpretation might lead to the breaking up of the relationship as George might feel that the Big Brother was identified with his mother.

During the next month the Big Brother and George were getting along fairly well, but there were complications. The mother married the man she had lived with for the last five years. Then, too, the case worker from the family agency left and a new case worker was assigned, but she made little headway with the mother. George was having difficulty in school and became a truant. One night George failed to show up for an appointment with his Big Brother for a Christmas party. When the Big Brother went to George's home no one answered but someone was at home. George got in touch with his Big Brother a few days later from his grandmother's home. He had run away because of his mother's marriage. He claimed that his stepfather had beaten him several times. The grandmother said she wanted to take care of George. The Big Brother reported this immediately to the worker from
the Big Brother Association and they discussed
the new developments. They agreed that the Big
Brother should continue to give support and re­
assurance, but to be non-committal and not to
get involved with family feelings. The worker
from the Big Brother Association called the fam­
ily agency and informed them of the new develop­
ments. The case worker from the family agency
planned to see the mother and grandmother, and
possibly the new husband. She thought she might
see George to explore and find out just what hap­
pened, and what it meant to George.

Because of the Big Brother's intense feelings about
George's being beaten, and his impatience for ac­
tion, another conference was called between the
family agency and the Big Brother Association. At
this conference, the mother's feelings were dis­
cussed and explained to the Big Brother. The case
worker from the agency explained that she was hav­
ing difficulty in finding out what the grandmother's
real feelings were about the situation. She had
not been able to reach the father at all. George
was still living with his grandmother, but the mother
and her husband were willing to take him back.
George was ambivalent about this. He wanted the
affection he had not received, but he also wanted his
independence. Then, too, there was some question of
the quality of the grandmother's love for George as
she was using him as a pawn just as his mother was.
The case worker from the family agency was to con­
tinue to work with the mother and grandmother while
the Big Brother continued to work with George. He
would continue to give him support and allow him to
express the feelings he had. The case worker felt
that the Big Brother was stable enough to have George
lean on him as their relationship was strong and
George was beginning to turn to him. They discussed
George's stealing and truancy in terms of his hos­
tility, a mechanism of demanding the love he wanted.
The Big Brother was to constantly show faith in George
even though at times he was lying. There might be a
time when the Big Brother, in a kindly and friendly
way, might confront George if he thought he was ly­
ing. But this could only happen after the relation­
ship was stronger. If neither the Big Brother nor
the case worker from the agency could make any head­
way with the family, they would then turn to foster
home placement.
While the case worker from the family agency was focusing on the family, the Big Brother was focusing on the boy. He was reassured, comforted and allowed to pour out his feelings. The Big Brother was not identified with the mother. As the case worker was helping the mother, she felt it would be too much to help George too, so the Big Brother was helping George on a supportive level. Meanwhile, the Big Brother was also taking a direct role, persuading him to go back to school, etc. The main role of the Big Brother was preparing the way to get intensive case work help, and giving him the strength to bear what was going on. If the boy had to go to a foster home, the case worker from the family agency would step in.

It is too early to see any real results in terms of behavior change, but the relationship between George and his Big Brother is strong and this, in itself, can be meaningful.

This youngster's problems arose out of a poor emotional background. The child was illegitimate and was upset by this fact. His mother's love affairs made the child even more unhappy. His mother was punishing, rejecting and openly hostile. Because of the child's insecurity and lack of positive male identification and support, a Big Brother was assigned. It was hoped that a warm relationship would develop that would afford the boy more security.

The role of the Big Brother was mainly supportive. At the present time, he is helping the child bear the situation by allowing the boy to express his feelings, by giving him reassurance and understanding, and, most of all, by being patient.

The Big Brother is preparing the boy for intensive case work help as the picture has changed since he was first
assigned. It is expected that the Big Brother will still carry on his relationship with this boy when he is getting case work help. If this is carried through, the youngster might not feel so rejected. He has a friend who has stood by him. This, in itself, is treatment.

The worker gave the Big Brother intense supervision. He found that the Big Brother was being involved in the family situation. The worker from the Big Brother Association worked closely with the social case worker from the referral agency and co-ordinated the work of the Big Brother with the work of the case worker from the referral agency.

This points up well one of the problems of being a Big Brother. As was noted, the Big Brother was impatient and upset when no action was taken by any agency. Once the dynamics of the case was shown to the Big Brother, he was able to lay aside his own feelings and become objective. He was not as emotionally involved in the situation, and he was able to follow case work instructions. This is a sign of a mature volunteer worker.

This case also points out the type and extent of cooperation that often exists between two agencies. Without the referral agency working closely with the Big Brother Association, neither the Big Brother nor the worker from the Big Brother Association could have handled the situation as little was known about the mother and her problems. In a situation
such as this, case work help must be received by the parents as they are the ones who are putting the pressure on the child. The parents, in cases such as this, should be involved in treatment or the work of the Big Brother might be to no avail.

CASE 2

Donald A., an eleven year old youngster, was referred to the agency by his mother in December of 1949. She felt that he was somewhat lonely and outnumbered by women. He was bored by his two sisters and herself, and she felt Donald needed the friendship of some man. Donald's father had left home after he had stolen some money from the company he worked for. The marital life of the parents had been stormy due to the father's drinking and gambling. Many times the father had made overtures to come back to his family, but the mother would not allow him to as he disturbed the children too much. Mrs. A. had taken Donald to a child guidance clinic and he had been helped there. It was for this reason that she refused to take her husband back; she feared it would have too many repercussions on the children.

Donald had had a positive camp experience the year before. He developed physically, and he learned to participate fully in group activities. Although Donald's intelligence was extremely high, he had a great deal of trouble being promoted in school.

Mrs. A. felt that Donald formed attachments quite easily. He usually visited and spent a great deal of time with older men. Since this seemed to be one of Donald's main symptoms, his mother thought there might be some need to be with men or 'fathers'. In light of this, and the fact that she felt it would be a big burden off her shoulders not to be both mother and father to Donald, Donald was accepted by the Big Brother Association. Before final acceptance was made, the worker, with the permission of the family, conferred with a psychiatrist from the child guidance clinic. The psychiatrist felt that Donald would profit from such a relationship and he offered
to step in for psychiatric consultation if Donald should ever present disturbing symptoms.

Donald was assigned a Big Brother who was a teacher. Their relationship is a natural one, both being warm and friendly. Their interests are alike too, both being interested in aviation and sports. Donald spends a great deal of time at the Big Brother's house. He eats at his Big Brother's home and spends many evenings there. This relaxed home atmosphere has done much to relieve Donald's general tension.

One of Donald's main problems has centered around his school adjustment. Donald was in a parochial school and felt stifled by the rigid atmosphere. Through the encouragement of his Big Brother he was taken out of the parochial school and placed in public school. He did better in the public school due to the understanding of his teacher and the help he received from his Big Brother. Donald was not satisfied with this progress alone. He had a need to prove his own capabilities to himself and to the parochial school. At his own request, he was re-admitted to the parochial school in the Fall of 1950, and he found it increasingly difficult to keep up with the rest of the class. The Big Brother is attempting to clarify the situation to Donald. He is being very careful so that Donald will leave voluntarily so that he will not feel he has failed. The worker has given case work services to the mother and she has come to the conclusion that this is Donald's problem and that he will have to solve it himself. She is making no attempt to take him out of parochial school. The Big Brother has been getting case work supervision to help give the clarifications that are needed.

At one period during this relationship, Donald was having nightmares. The worker discussed this with the psychiatrist. He felt that the fears were natural ones. If the boy's tendency is toward developing new symptoms that are disturbing, the psychiatrist will see him.

The Big Brother has received a great deal of case work supervision from the worker due to the disturbed nature of the problem. Under supervision, the Big Brother has allowed a great deal of permissiveness so that Donald has been able to express his feelings of hostility and inadequacy.
The youngster's main symptoms were his underlying feelings of hostility and inadequacy, and his poor school adjustment. The child's father was out of the home, and the child missed his guidance and companionship, as evidenced by his repeated attempts to relate to older men. In view of this, it was felt that a Big Brother would help this child.

The role of the Big Brother was again mainly supportive. Through playing a permissive role, he was able to let the Little Brother express some of his hostility and aggression. Then, too, the fact that the Big Brother was a teacher helped the Little Brother as school was his most difficult problem. This was one of the factors in assigning this Big Brother.

This case illustrates the types of friendship that often exist in a Big Brother-Little Brother friendship. We often find the Little Brother spending a great deal of time with the Big Brother, especially at the Big Brother's home. Being associated with the Big Brother's family often gives a child a sense of warmth and acceptance. He is not just a 'case' or an 'assignment'. If the atmosphere of the Big Brother's home is relaxed and friendly, (as it was in this case), it adds to the general sense of well-being of the child. This is only one kind of activity, but many times it is one of the most powerful therapeutic measures.

The worker consulted the psychiatrist from the child guidance clinic before accepting the child for Big Brother
help. Upon the approval of the psychiatrist, the Big Brother was assigned. The worker consulted the psychiatrist again when symptoms appeared and the case worker was not sure of their meaning.

The case worker helped the Big Brother in his work by supervising him. He worked with the mother along a specific need of the child so that she would not interfere with the work of the Big Brother.

As there was no referring agency, the worker interviewed the mother so that he would have an understanding of the child's problems and the family picture.

The worker from the Big Brother Association extended case work services to the family, but it was limited to the problem of the child's needs. There was no attempt by the worker to become involved in other family problems.

It is interesting to note that the boy was referred to the agency by his mother. She wanted to share the responsibility of helping the child develop. This sharing of responsibility with another person not only helps the child, but helps the mother to adjust as she herself has more freedom. It can result in the lessening of pressures on the child.

CASE 3

Robert V. was fourteen years old when he was referred to the agency by a family agency in January, 1949. He was the second of five children. The family received Aid to Dependent Children.
allowance and had the basic necessities but not much extra. The case worker from the family agency did not have contact with the mother, but Robert was fairly regular with his interviews. Robert was the second child and felt rather left out of things because he felt his older brother got all the breaks. The father deserted the family when he was about three years old so he did not remember his father distinctly, and felt that his father really neglected him.

At school, Robert was a better than average student, liked by all his teachers, and he attended regularly. He used to truant and do petty stealing, but, by the time of this referral to the Big Brother Association, these symptoms had disappeared. His basic problems at the time of referral were his teasing to gain attention and affection, his enuresis, and his inability to get along with his peers.

Robert was in active competition with his brother, Bill, and tended to think of him as being the brighter of the two. Robert sought male identification and only started going to the family agency regularly when he formed a good relationship with a male worker. When the male worker left and a female case worker was assigned, Robert still continued contact with the agency. The mother had done little to interfere with his relationships, but had never attempted to use help herself. When a Big Brother was suggested by the agency, Robert's mother at first felt it would not be a good idea in that Robert did not have decent clothes and their home was not presentable for a Big Brother to visit. However, Robert wanted one so badly that his mother said that if he wanted one it would be alright with her.

The worker from the Big Brother Association interviewed Robert and found him to be a very responsive boy, relating well, and showing signs of an active and alert mind. The worker felt he was seeking for a man to relate to and needed the sense of security that he could find in this relationship. It was felt that a younger man could probably work best with this youngster. At the time the Big Brother was assigned, it was felt that both the mother and the child were most responsive to the idea.
Robert and his Big Brother were introduced and they immediately clicked. Their relationship seemed to be warm and friendly, and they were able to spend time together. As a matter of fact, one of the upsets stemmed from this. The Big Brother was able and did put much time and money into the relationship. Frequently, the Big Brother took him to sports events, movies, etc., and Robert expected the Big Brother to continually do this. This aspect of the relationship was stressed as undesirable to the Big Brother, and an effort was made to try to get the two of them into wholesome and creative activity which they both could enjoy. The Big Brother was able to help him with his homework and to help him work towards good study habits. The worker arranged for vocational guidance and intelligence tests to be given to help guide the boy intelligently in his pursuits.

The family agency was working along with Robert throughout his contact with the Big Brother. The case worker from the family agency shifted more and more responsibility on to Robert to discuss things with the Big Brother, and he moved closer to his Big Brother in this manner. Robert had been quite disturbed about his habit of teasing other children to get attention, his enuresis, and his habit of playing with younger children. Robert himself was unable to bring these things up, but when they did come up in the natural course of events, he was able to talk about them constructively. He was never able to talk about sex to his Big Brother, but this was handled in the case work situation to a large degree.

While Robert was in this relationship, rivalry broke out with his brother, Bill. Bill tried to take away his Big Brother, and the worker thought it advisable to give him his own Big Brother. Bill was assigned a Big Brother but he had difficulty in accepting his Big Brother on a mature level. Both boys were competing over their Big Brothers, and it took some time until they were both able to accept their own. A few months later, Bill's Big Brother had to leave town and he was left without a Big Brother. Again there was competition, so a new Big Brother was assigned to Bill.

The relationship between Robert and his Big Brother is still going on. It is now a warm and friendly relationship, one which is not threatening. At
first Robert had feelings about his Big Brother being short, but this soon disappeared. The Big Brother is an easy going, open personality, who can be firm when the occasion demands. At first, Robert expected too much financially, but after the material aspect disappeared, more stress was put on being together. This relationship seems to have helped Robert grow into a more mature and relaxed youngster. He is much less self-centered, less demanding of his family and friends. He no longer teases or annoys his brother, and seems, on the whole, to need less attention. He is doing well in school now, and his enuresis has disappeared. On the whole, he is much more tolerant and understanding of other people. He now plays with children his own age and is quite happy about it.

The boy's basic problem was his feeling of insecurity. The teasing to gain affection and attention, the enuresis, and his petty stealing were all symptomatic expressions of his basic insecurity. It was hoped that the friendship and guidance of a male figure would lessen his feelings of rejection.

The Big Brother was a friend, someone with whom the Little Brother could share activities. The Big Brother took the boy to the movies, museums, etc., played ball with him, and helped him with his home work. One of the most important aspects of this particular relationship was the fact that they had 'man-to-man' talks.

The Big Brother shared the responsibility of working with the child with the case worker from the family agency. In areas where deep conflicts were involved, the case worker from the referring agency handled the situation. The Big Brother worked on less disturbing conflicts. He provided the child with affection, warmth and security from an older
male companion. As the child got this attention, his symptoms disappeared.

The worker first interviewed the boy to see if he would relate to a Big Brother. Because he felt that the boy was actively seeking out male companionship and could relate well, he assigned a Big Brother. The worker prepared both the mother and the younger for the Big Brother.

The worker supervised the Big Brother closely. When the worker found that the Big Brother was putting stress on activities that involved a great deal of money, he helped the Big Brother to put stress on the creative aspect of a relationship - that of comradeship.

The worker recognized that sibling rivalry between the Little Brother and his older brother was disrupting the Big Brother relationship. The worker interviewed the boy's older brother, and, because the worker felt that he too needed to relate to a male figure, a Big Brother was assigned.

The worker arranged to have the Big Brother work closely with the case worker from the referring agency. The worker interpreted the work of the Big Brother to the case worker, and he interpreted the work of the case worker to the Big Brother. Because of this, the two agencies were able to coordinate their work.

The worker arranged to have vocational guidance and
intelligence tests given to help the Big Brother in his work with the youngster.

This case illustrates a common problem of the Big Brothers. When a Big Brother finds he is to work with a deprived child, he often wants to shower the child with material things. This can hinder the relationship as it leads to a blocking of the real function of the Big Brother, that of comradeship.

Another problem pointed up in this case was that of sibling rivalry. This necessitated assigning a Big Brother to another child in the same family. In this case the worker felt that the second child could use such a relationship.

It is interesting to note that this child was helped through case work treatment and the Big Brother relationship without his mother or father being involved in treatment. This suggests that it is possible for a disturbed child to be helped if the parents are friendly to the idea and do not put additional obstacles in the way of treatment.

**CASE 4**

Pat, a thirteen year old boy, was referred to the agency by an authoritative agency in the Fall of 1950. His father had left home when Pat was a baby. The mother was extremely disturbed, and was erratic in her behavior toward Pat and his younger sister. The mother was in conflict as she could not divorce her husband or remarry because of her Catholic faith. The maternal grandfather lived in the home, and the family's only visible means of support was the grandfather's pension. The family
was referred to the authoritative agency on the complaint of neighbors that the two children were disseminating set information in the neighborhood. It was claimed that the girl had used the complainant's child and another neighbor's child to demonstrate coitus. The two children were also supposed to have admitted to the complainant that they slept together and indulged in sex play.

Through their contact with the family, the referring agency felt that the childrens' problems around sex and school stemmed from the fact that the mother was extremely disorganized. She was observed giving contradictory orders to the children, and she fluctuated from feelings of great warmth to great hostility. This erratic behavior on the mother's part came from her inability to come to a decision regarding her love life. Then, too, she was in conflict over sending her father to a convalescent home. She did not want the responsibility of caring for him, yet she was afraid to send him away for fear of censure from the rest of her family.

Pat appeared to be the more rejected of the two children. He was described as being rather small in stature, and rather unattractive, but with a pleasing personality. Part of Pat's difficulty in school stemmed from the fact that he was small and the other boys took advantage of him. They took his tools and other equipment away from him. Pat seemed to try to identify with the tougher elements in the neighborhood to compensate for his small size.

The mother verbalized her concern over this but she was never able to move toward any constructive action. The referral agency felt that the mother was mainly threatened by the fact that these boys told Pat that he didn't have to mind her. They insisted that he demand a larger allowance than his mother could give him. This family was deprived not only from the material standpoint, but also from the emotional. In view of this, the referral agency felt that Pat would benefit from contact with a Big Brother who would be a source of stability and identification.

The worker from the Big Brother Association saw Pat and his mother a number of times prior to assigning a Big Brother. He found the mother to be a very disorganized person and unable to stay on any one topic for any length of time. She constantly berated Pat
and nagged him over trivial things. She constantly threatened to send him to reform school, but it was felt by the case worker that she was not really hostile. The worker felt that she was overwhelmed by all her problems, and this was the best way to get Pat to mind. Pat did not get very excited over this as he seemed to accept the fact that this was his mother’s way. He did have feelings of insecurity resulting from this, but he was not in fear of being put away. The worker tried to reach the mother but had difficulty because of her efforts to see the visits as social.

The Big Brother was assigned to Pat because he was small in size and because, like Pat, he was friendly and could talk the language of this youngster. After one contact, the Big Brother vanished. He later explained to the worker that he could not put in the time. The worker, because of his good relationship with Pat, was able to work this through until Pat said, "I know he liked me, so it wasn’t me."

The new Big Brother was assigned for the same reasons. But this new Big Brother was more familiar with the family patterns as they have the same backgrounds. The Big Brother lives close by and they drop in on each other. The mother’s attitude toward the situation is very good. The relationship has been going on for a month or so, so it is impossible to evaluate it at this point.

This child was very insecure resulting from a poor home environment and lack of support from a male figure. Because he felt rejected and insecure, he acted 'tough' to compensate for his emotional and physical smallness. It was hoped that the Big Brother relationship would give the child a stable relationship so that he would feel more secure and wanted.

The Big Brothers did not continue the relationships because of their own personal problems. The Big Brother’
ability to give time to the relationship is one of the deciding factors in the Big Brother relationship. The agency has difficulty in finding men who will be able to give enough time to the relationship. This is one of the major problems of the Big Brother Association.

The worker prepared the Little Brother and his mother for the Big Brother. The worker also helped the Little Brother not to feel rejected by the Big Brother. He did this by interpreting to the younger the reasons why the Big Brother could not remain a Big Brother. The child understood that the Big Brother did not continue the relationship because he had problems of his own.

Work With Court Cases and Delinquents

CASE 1

Bobby was fifteen when he was referred to the Big Brother Association at the beginning of 1950. He was referred by a probation officer at a district court. There were four counts against him for breaking and entering and larceny. It was felt by this probation officer that the child was disturbed and he sent the boy to a mental hospital for observation. The hospital reported that he was not very disturbed, but that he was in need of a sustained friendship and understanding. The child was doing very poorly in school, failing completely in the seventh grade. He also exhibited feelings of inadequacy. With this in mind, the probation officer immediately referred the boy to the Big Brother Association.

His parents were divorced and Bobby was living with his grandparents. His mother had been quite bitter over her experiences with men, and, as a result, was rejecting the child. This youngster had two
half-siblings, both of whom were in high school. Bob was an illegitimate child, and he found this out when he got into trouble with the law and his mother explained the facts of his birth in court. It broke the child's heart and he cried bitterly in court. On the whole, his mother has little understanding of his needs and their relationship is very poor. As was stated before, Bob lived with his grandparents and he enjoyed it there. They gave him a comfortable home, but they did not give him too much guidance due to their age; but, on the whole, the relationship was a warm and accepting one.

Bobby was assigned a Big Brother and, at the present time, the relationship has been going on about a year. At the beginning of the relationship the Big Brother concentrated on just being a friend to this youngster. At first, the Big Brother had to do most of the initiating because of the boy's feelings of inadequacy, but gradually Bobby began to respond.

He had been held back three years in school, and he had an I.Q. of eighty. The Big Brother noticed the boy seemed to have more intelligence than his school record would indicate. He knew completely the batting average of all the ball players, and he was able to understand and play complicated games. The Big Brother reported this to the worker who, in turn, arranged to have the boy re-tested. The new tests indicated that the boy had an I.Q. of one hundred and ten. With the boy's permission, the Big Brother went to the school and spoke to the child's teacher. At the same time, he actively encouraged the child to continue with school. He approached this from a self interest point of view - what do you want out of life? - what would you like to do? - what type of education do you need to do the type of work you want to do? - He has directly helped Bobby in his studies by helping him with his homework. He has tried to help Bob set up goals in life as Bob seemed to have no direction or ambition. Because of his feelings of inadequacy, Bob has a tendency not to try to do anything new. When Bob said he couldn't do something his Big Brother knew he could do, his Big Brother assured him he could do it and then helped him to reach his goal. He was promoted in school to the eighth grade and, at the present time, he is passing
although his grades are not as good as they should be. This progress in school has been somewhat of a positive experience for Bob, but, at the present time, school still has little meaning for this child. It might be that, in time, after an evaluation from the school and from the boy's own interest, he might be encouraged to leave school. This has been difficult for the Big Brother to accept because he thinks the boy should go to college. At no time, though, has he ever pressured the boy into thinking about further education.

The Big Brother and Bobby have had a real, easy-going relationship. They have been involved in a great many activities together and enjoy each other's company. Some of these activities are swimming, movies, gym work, fishing and camping. Bobby spent a great deal of time at his Big Brother's home. His wife has taken an interest in this youngster too, and has talked with him. She made him feel at home and encouraged his being included in family activities with her own children. As a matter of fact, the whole family goes on fishing and camping trips on weekends with Bobby and his Big Brother. Bobby feels almost like one of the family.

As was stated before, this child has tremendous feelings of inadequacy. The Big Brother boosts his ego; "you can do it! you have the stuff!". He gives Bob recognition for every little thing that he does. For example, Bob is a good track man and he is encouraged to go out for this type of sport. Every time Bobby depreciates himself, his friend checks him on it. At the present time (January, 1951) Bob has been hanging around with a rather rough crowd playing poker and pool. Bob has told him about the gambling even though he knows his friend does not approve. He feels secure enough in the relationship to confide in his Big Brother even though he knows he will get disapproval. When Bobby does something his friend disapproves of, the Big Brother can say directly, "What are you doing that for?". In the beginning of the relationship the Big Brother could not be direct, but now Bobby can take it and often comes back for more. They have been able to discuss things freely with one another.

We can see quite a difference in Bob after being in this relationship for a year. Up until a year ago he was constantly in trouble with the law; now he
exhibits no anti-social behavior. He is passing in school, and is now taking an active part in relating to his Big Brother and to other people. At first he could not involve himself in a relationship unless he took a passive role. Today he has a relationship with his Big Brother which is a give-and-take proposition. Because of his strong relationship with his Big Brother, he has been able to verbalize his feelings of inadequacy and his feelings about school, his home situation, etc.

In this case we see a boy who was insecure, and, because of this, was exhibiting anti-social behavior. Once he was able to gain some security through the relationship with the Big Brother he was no longer in need of his symptoms and they disappeared.

The Big Brother was a 'father' or a friend, and, as such, was able to get the child to verbalize his feelings. As a friend, someone who was interested, the Big Brother gave him reassurance based on his performance. The Big Brother took somewhat of a direct role in encouraging the child to do better and, in helping him to formulate goals; but, on the whole, the work was mainly indirect. There was no clarification of the problems to the child. He afforded him an opportunity to become part of a warm family atmosphere (the Big Brother's home life). This was reassuring to the child.

The types and extent of the activities between the two friends comes out clearly in this record. The activities, such as ball games, gym, fishing, etc., served to give a feeling of kinship between the two. Through this they were
able to get to know and enjoy and like one another.

A common problem of the Big Brothers comes out in this case; i.e., the Big Brother's desires for the child are exceeding the child's ability. This is difficult for the Big Brother to accept and it is a problem that Big Brothers have to work on. He cannot push his own attitudes and desires onto his Little Brother. The worker supervised the Big Brother and helped him not to project his own desires and feelings onto the younger. The worker also made sure that vocational guidance services were obtained to help the Big Brother in his work with the Little Brother.

CASE 2

Harry D., a seventeen year old youth, was referred to the Big Brother Association by a private school in the Fall of 1950. He had won a scholarship to the school in the Fall, and, within three days after his arrival, he was caught stealing. Because of his obvious lying, his complete lack of guilty feelings, and other disturbing symptoms, such as being a poor thief when his intelligence was so high, a psychiatrist was called in. He made little headway with this child. His family in his home town was contacted, and they got in touch with the Big Brother Association in that town as they had worked with Harry for four years. The Big Brother Association in that city contacted the agency in Boston as Harry did not want to return home to face his family and friends. The Big Brother Association of Boston accepted this case because it was an emergency. A history of the child was forwarded to Boston.

Harry was born in 1933, and started school at the age of six and one-half. Because of his superior intelligence, he skipped two years during his academic career. In 1945 he was referred to the family agency in his home town. At that time, his behavior was unsatisfactory. He had been subjected
to a number of psychiatric examinations, but nothing of a psychiatric nature was revealed. He had been in a number of foster homes, but they all failed. While in foster homes he showed evidences of stealing, but this stopped by 1945.

His father had died in 1935, two years after Harry was born. His mother re-married in 1938 and then spent the next four years in a sanitorium due to ill health. It was at this time that Harry was in foster homes, and made such a poor adjustment. While his mother was in the sanitorium his mother and stepfather separated so he did not know his stepfather either. When his mother returned home, she was not able to take care of Harry so he was again placed in foster homes, where his adjustment was even poorer than it had been previously. In 1944, he returned home to his mother and his grandmother. Conditions there, both as far as accommodation and family conflicts, seemed to warrant immediate placement for Harry, so a case worker was called in to work with the family toward ultimate foster home placement.

In January of 1946 Harry had improved enough so case work was no longer needed, but the Big Brother Association was suggested. The Big Brother decided to take Harry into his home for observation, and Harry did so well under his supervision that he remained in the home for about eight months, until the Big Brother's wife became ill and could no longer care for Harry. Even after Harry returned home, his adjustment was satisfactory and his school adjustment was excellent. Through his Big Brother, he was able to get a scholarship to an excellent private school, and, in the Fall of 1950, Harry entered this school. Three days later he was caught stealing and, with his dismissal from school, the case was turned over to the Big Brother Association of Boston.

Harry was ashamed to go back to his friends and family and begged to be allowed to work in Boston. As soon as he arrived in Boston, the agency made arrangements for him to live in a group placement from whom the agency could get diagnostic material. Harry got himself a job, was making good money, and was seemingly adjusting well. Two months later the police called to say he was booked on nine charges of breaking and entering. The Big Brother Association contacted the group placement and learned that Harry and six other boys who were in on the breaks had left
the placement the week before. All six boys, according to the group placement agency, were hostile. Three of the boys were aggressive, three were submissive, and Harry was the brains. Again his planning was unrealistic. All the boys were earning good money so that it was felt that money was not the motive. It was felt that the stealing gave them status, a feeling of importance, and, at the same time, it served as a means of working out their hostility. The case worker from the Big Brother Association visited Harry in jail. He found Harry more concerned about getting out than he was about the implications of his act. He had a complete lack of guilt feelings. His explanation of the stealing was that he was bored and was looking for excitement. The worker lent support to Harry at this time, but was not overly reassuring as he felt it would help Harry to ponder about his act. He pointed out the reality situation by saying "we will help, but this is what you got into and this is what may happen". Harry was quite frightened about going to jail, but he was reassured that someone was working on his behalf.

In court, one of the Big Brothers acted as legal counselor. The boy pleaded guilty in the Superior Court. The worker got in touch with the District Attorney and the probation officers and gave them diagnostic material. At a special session of the Superior Court, the case worker presented his material to the Judge and asked that consideration be given. He explained that a Big Brother would work along with Harry until such time as he accepted psychiatric help. On the basis of this, the judge suspended sentence, put Harry on probation for two years, and asked that restitution be made.

Five weeks later (at the present time) Harry has gone back to his group placement and has gone back to work. He has received case work help from the worker at the Big Brother Association. He is hostile toward his mother. He thinks she does not understand him and feels that she rejects him. When she writes to him there is little warmth in the letters. The worker has been able to help Harry because of the strength of the relationship. Until the jail episode, there was no response; afterward, Harry sought out the relationship. He is now somewhat aware of his tremendous need for status. The worker is working toward a psychiatric referral. In the meantime, a Big Brother is being assigned to Harry because he feels lost
in Boston and he would like to have someone to turn to other than the social worker. The worker does not have much time to spend with him.

This youngster's problem was his feeling of rejection. Because he felt insecure and rejected, he tried to compensate by gaining status through stealing. It is hoped that a Big Brother relationship will satisfy some of his needs for recognition and understanding.

The case worker accepted the case on an emergency basis, but lack of any real diagnostic material about the present situation made it impossible to assign a Big Brother immediately. Because of the boy's resistance to psychiatric help, diagnostic material had to come from another source, namely, from the group placement. The worker had the child placed in a group placement for diagnostic purposes.

The worker is preparing the boy for psychiatric help as he feels that the boy is too disturbed for case work help. In order to do this, the worker became a friend of the boy, someone he could depend on during his difficulties. Through this a relationship was established which is enabling the worker to work with some of his feelings so that he will be properly prepared for a psychiatric referral.

The worker decided to assign a Big Brother six months after the boy was referred to the agency. He was able to do this because, through his own relationship with the youngster, he was able to understand some of the boy's feelings.
The worker went into the court to plead for the boy as he was not considered a criminal, but rather a disturbed boy. The worker interpreted the boy's problems to the court and helped to make a plan for the boy upon his release from jail. A jail sentence at this time might have enhanced his feelings of rejection and aloneness. This was preventative in a sense as the boy is beginning to seek help and to work out some of his problems.

CASE 3

Gerald, a fifteen year old boy, was referred to the Big Brother Association May, 1949, by the Division of Child Guardianship. It was felt that Gerald needed a man to identify with, someone to provide him with the attention he lacked from a male figure. At the time of referral he exhibited no difficult behavior or any signs of maladjustment. In the report from the Division of Child Guardianship, the Big Brother Association learned that he was received by the Division of Child Guardianship from his mother in February, 1948. At first he made poor adjustments in the foster homes and skipped out on two occasions. In July, 1948, he was before the court for breaking into two stores. No findings were made and he was returned to the care of the State. Since that time he adjusted well in his placement. He hoped that in about six months his mother would be able to take him back. His mother had maintained a continued interest and seemed to be sincere about wanting him back in the home. She sent him to the Division of Child Guardianship because she was unable to provide for him.

A detailed report from camp spoke very well of Gerald. The report said that he had a desire for recognition and response from others. He wanted to get along with other boys but did not seem to know how. He was friendly and affectionate to older men. He was anxious to be noticed by the counselors and seemed to be starved for affection. He seemed to be quite intelligent and had a good sense of moral values.
Gerald, with some encouragement, took part in all the activities in camp. His main interest was radio. He was also interested in crafts. Many times he volunteered for extra detail. He was inclined to be aggressive and domineering with other boys, but this was more to gain attention. The report closed on the statement that the boy needed a stable relationship and a feeling that he was actually wanted.

Gerald was assigned a Big Brother and he immediately responded to him. In a few short months they formed a very good, easy relationship, but the Big Brother had to move out of town. It was difficult for him to commute to Boston, and, as a result, he could not devote much time to Gerald. While a Big Brother transfer was being effected, the Big Brother Association received a call from the Division of Child Guardianship saying that Gerald was in jail. He supposedly accosted two people with a knife. He was to go before the court for his hearing in a few days. The bail was set for $15,000. The worker went to visit Gerald in jail that evening. They talked the situation through. This was a bitter experience for Gerald, and he was quite hostile toward the police because of their handling of him. He was quite anxious about having a record because he wanted to join the Army very badly. He feared if he had a record they would not take him. He explained the situation as it happened, and said he had no intention of hurting the people. The worker talked the situation through with him. The worker felt that, although this experience had made Gerald somewhat bitter, for his age he was pretty well balanced about his difficulty, and showed a fair degree of understanding under the circumstances.

During the next few days, the worker learned that the case was going to be continued. After much time and effort were expended, the Big Brother Association and the Division of Child Guardianship finally made arrangements with the judge to have the bail reduced from $15,000 to $1,000. The Big Brother put up the bail and Gerald was taken into custody by the Division of Child Guardianship and placed in a foster home pending trial. The attorney from the Division of Child Guardianship felt that the only chance for Gerald was for him to be adjudged delinquent and sentenced to the Youth Service Board. Both the Big
Brother, the worker and the Division of Child Guardianship felt the case ought to be continued, but the judge had already made up his mind. He said it was either the Youth Service Board or the Superior Court. As the case had received a great deal of unfavorable publicity in the newspapers, the attorney urged committing Gerald to the Youth Service Board.

The Big Brother is still maintaining contact with Gerald through the medium of letters, but Gerald does not write often. At the present time, the Big Brother has made arrangements to go out to see the boy.

This boy exhibited few disturbing symptoms at the time of referral. It was felt by the referring agency that this aggressiveness was an expression of his feeling of insecurity. He was an affectionate, eager boy who had difficulty in getting along with others. He used his dominance and his aggressiveness as a device to get attention from others. It was felt by the referring agency and the worker from the Big Brother Association that a stable Big Brother relationship would help the boy feel more secure. The Little Brother was separated from his Big Brother before the relationship was established. He was committed to the Youth Service Board about a month after the Big Brother was assigned.

The Big Brother in this situation was a friend, someone the youngster could turn to in a crisis. When the Big Brother put up the bail for the youngster, it was a gesture of friendship and trust. He has continually demonstrated this trust by taking the time and interest to correspond with the boy.
The worker helped the boy to understand the reasons for his commitment to the Youth Service Board. When the boy was committed to the Youth Service Board, he had some feeling of friendship and encouragement.

The worker interpreted the boy's feelings and motivations to the court so that a plan was made to suit the child's needs.

The worker, the Big Brother and the case worker from the Division of Child Guardianship arranged to have the boy taken from jail until his commitment to the Youth Service Board. This helped the boy to realize that he did have friends who would stand by him and who understood him.

There was active cooperation between this agency and the Division of Child Guardianship, a kind of cooperation we find around a specific need. The two agencies worked together to afford the boy some comfort and security, and to plan for his future.
Summary and Conclusions

The purpose of this thesis is to evaluate the Big Brother Association of Boston in relation to the following questions:

1. What types of problems are handled in this kind of a setting?
2. What are the significant types of services offered by the Big Brothers?
3. What function does a case worker have in this kind of agency?
4. What is the place of this agency in relation to other agencies?

The writer studied ten cases in order to answer the above questions. In all ten cases studied, referrals were made to the Big Brother Association because it was felt that the boys needed to form a positive male relationship with an adult figure. In all ten cases the fathers were out of the home either due to death, illness, separation, divorce or desertion. The children were having difficulty in adjusting without the support and guidance of a father figure.
In Work With Children With Fairly Normal Needs, the three children felt overwhelmed by the women in the family and the pressure of every-day life without male support, and were finding it difficult to adjust to the adolescent period. As they all sought older male companionship, it was felt that a Big Brother could help guide them through the difficult period.

In the second category, Work With Children Showing Neurotic Patterns, one of the basic problems again was the lack of a positive male relationship. These children also had other problems, such as rejection, which made them feel more insecure. These four children presented disturbing symptoms, such as a great deal of hostility, petty stealing, feelings of inadequacy, sibling rivalry, inability to get along with others, and poor school adjustment. It was felt by the case workers from both the referring agency and the Big Brother Association that a Big Brother relationship would help the boys to feel more secure and wanted. It was hoped that the stability that could result from a relationship such as this would eliminate some of the symptoms and would help the boys to adjust.

In the third category, Work With Court Cases and Delinquents, the fathers were out of the home. Because of the resulting insecurity and feeling of rejection, the three boys were presenting anti-social behavior, such as stealing and attempted assault.
In seven of the cases that were studied, the Big Brothers were quite active. They helped the youngsters with their problems by giving the boys a chance to identify with a positive male figure. Depending on the case, they took the role of a father, a big brother or a friend. They helped to guide these youngsters through their adolescent period. In some cases, under supervision of the case worker, they allowed the children to express feelings of hostility and aggression. The Big Brothers were reassuring to the youngsters in that they were people who were interested in them. In some situations, the Big Brother took a direct role in persuading the youngsters to carry out plans.

The Big Brother put a great deal of time into the relationship, going places and doing things with the Little Brother. Many times the youngster practically became another son, spending much time at the Big Brother's home and entering into his family life. This new kind of warmth often changed the youngster's attitude and feelings, and often made him less insecure and more tolerant and understanding.

The main service of the Big Brother was that of being a friend, a guide, a leaning post for some young boy. He developed a relationship with the Little Brother so that it became meaningful to the youngster and himself. Through the strength of this relationship, the Big Brother brought out new interests, responses and hopes from the youngster.
The function of the case worker in these ten cases was varied. The case worker screened, trained and supervised the Big Brother. He also determined who was to be accepted as a Little Brother. The case worker prepared both the Little Brother and his family for the Big Brother.

The case worker was the liason between the Big Brother and the case workers from the referring agencies. He interpreted the nature of the developing problems to both groups. When the problems were too much for the Big Brother to handle, the case worker determined whether the problems should be referred to another case worker for intensive help or to a psychiatrist. The case worker prepared the youngster for another case worker or the psychiatrist.

The case worker gave case work services to the family of the Little Brother, but only around specific needs of the Little Brother. He did not work with family problems; he referred the family to the proper resource.

In the court situations, the case worker provided case work services to the children. He also interpreted the nature of the child's conflicts to the court so that realistic plans could be made.

The Big Brother Association of Boston is a professional social service agency and, as such, it utilizes other community resources to aid the Big Brothers in their work.

There is active coordination and cooperation between the Big Brother Association of Boston and other agencies in
the community. The agency coordinates its work with the work of the referral source. It utilizes other community resources to aid the Big Brother in his work. Some of these agencies that have been utilized by the Big Brother Association are family agencies, child guidance centers and vocational guidance centers. The agency works closely with the court system.

As an aid, supplementation and adjunct to case work services, the Big Brother work can be invaluable in helping many boys to adjust to meet life situations a little better.

The Big Brothers can help young boys to adjust by providing a positive male relationship. This relationship can give the youngsters more security. As the Big Brothers are not trained, they cannot deal directly with deep-rooted problems, but they can help with their friendship, understanding, patience and guidance. This relationship can plan an important part in the rehabilitation of the youngster.

Recommendations

Other types of boys might be helped by Big Brother relationships. Some boys whose fathers are in the home still lack a positive male identification, and possibly they could be helped by a Big Brother relationship. Of course, there is the danger that a Big Brother would block the father and
son relationship even more, but this could be taken into consideration before assigning a Big Brother. If a Big Brother would not block the relationship, and the parents could accept the relationship, the Big Brother might be helpful in giving security and recognition to the child.

There are other situations in which a Big Brother could be of some help to a youngster. Many children have physical handicaps and, because of this, develop feelings of insecurity and begin to withdraw. A Big Brother might help these children to adjust or to overcome their handicaps.

Because there has been only one trained case worker at the Big Brother Association, few case work services have been given to the families of the children. If the case work staff could be increased, the case workers might give case work services to the family. By doing this, the Big Brother services and case work services could be more coordinated.

With a larger staff, more case work services could be given to the youngsters themselves. Then, too, more Little Brothers could be accepted by the agency if there were more workers to supervise the Big Brother relationships. If the program is to ever reach its potentialities, more trained workers will be needed to allow for this expansion of services.

Approved:

Richard K. Conant
Dean
SCHEDULE

1. Dates of referral and acceptance of the Little Brother
2. Name
3. Age at the time of referral
4. Religion
5. Why referred
6. Referral source
7. Date of closure of contact
8. Problems presented by the Little Brother at the time of referral
9. Family relationship. Type of adjustment with:
   a. father (if living)
   b. mother
   c. siblings
   d. relatives living with the family
10. Intellectual development and school history
    a. results of psychometric and I.Q. exams
    b. truancy
    c. grade attained in relation to capacity
    d. social adjustment to school situation
11. Social behavior
    a. at home
    b. at school
    c. with friends of own age
    d. with adults
    e. reaction to discipline
12. Physical status, if it is a factor in the child's problem
13. Environment
    a. housing accommodations
    b. financial conditions at home
14. Reason for acceptance as a Little Brother by the agency
   a. personality traits (being able to relate, etc.)
   b. need for identification with a positive male figure
   c. how Big Brother could help

15. Type of work done with the family or Little Brother by the referring agency

16. Role of the Executive Director in establishing a relationship with the Little Brother in order to prepare him for transfer to the Big Brother
   a. preparing the case worker or the other agency
   b. preparing the child
   c. preparing the family if necessary
   d. preparing the Big Brother

17. Specific work carried on
   a. according to need seen by the Big Brother
   b. according to need seen by Executive Director
   c. according to need seen by referring agency

18. Parental attitude toward Big Brother

19. Sibling attitudes toward Big Brother

20. Results: changes or lack of changes in
   a. school situation
   b. home relationships
   c. work adjustment
   d. social situation

21. Summary
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