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Junior leaders: their selection, training, and use in the Roxbury Neighborhood House, 1954-55

Johnson, Richard Howard

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Boston University
BOSTON UNIVERSITY
SCHOOL OF SOCIAL WORK

JUNIOR LEADERS

Their Selection, Training, and Use in
The Roxbury Neighborhood House.

1954 - 1955

A Thesis

Submitted by
Richard Howard Johnson
(A.B., Virginia Union University, 1953)
In partial Fulfillment of Requirements for
the Degree of Master of Science in Social Service

1955
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Volunteer service is that voluntary effort, given without pay, by any individual in a community who wishes to share therein the responsibilities of those democratic institutions concerned with the advancement of human welfare.¹

Volunteers in social work may be defined as individuals who give their services to social agencies with no thought of remuneration in terms of money for the purpose of furthering the aims and assisting in carrying out the program of the agency.²

Many social group work agencies could not function without the aid of volunteers. These agencies have become dependent upon volunteers to serve in many direct and indirect capacities. These volunteer leaders have played an important role in assisting settlement houses to enrich life in their neighborhoods.

Giving effective volunteer service requires sincere interest in the work, training and supervision, and a businesslike approach to the job. A good volunteer should be as dependable as a paid worker.

Receiving volunteer service requires recognition of the usefulness of such workers to the agency's program, respect for their desire to contribute time and effort without pay, and constructive interest in their education and supervision.

Authorities concerned with utilizing volunteer services as fully and effectively as possible, are faced today


with both encouraging trends and challenging needs, among which the following may be cited: "Youth, as individuals and in groups, is giving outstanding volunteer service in community agencies."

The above is a brief consideration of just what volunteer service is, how social group work agencies utilize such leaders, and the requirements of giving effective volunteer service. Current trends see an increasing use of youths as volunteer leaders to meet challenging needs. Junior leaders, those individuals between fourteen and seventeen years of age, constitute only one category or part of the whole area of volunteer leadership, but it is the use of this leadership that has received much criticism and deliberation, both pro and con. Many professionals in the field hold that junior leaders are too immature and lacking in leadership skills to assume responsibilities given them in group work agencies, while others have cited instances where junior leaders have been used most successfully, not to mention the fact that in yet other instances, their leadership has been as effective as some older volunteers' leadership. This argument is considered in more detail in the next chapter.

It is with the concept of "junior leadership" that this study is concerned, but for the most part, it is specifically concerned with how a single settlement house utilizes the services of these teen-agers in the role of group leaders.

The leader is at the core of the group process. His role and his influence may to a large extent determine the success or the failure of the group.

He is the transmitting agent between the program and the members of the group. He participates in the interaction of the individuals who make up the group.1

Origin and Purpose of Study

This study originated as a result of continuous curiosity concerning the use of junior leaders in group work agencies, after observing on numerous occasions, a friendship group of boys, aged eleven to fourteen, being led by a sixteen year old volunteer group leader in a Y.M.C.A. extension program. At the time of this observation, the writer was serving as a group leader of another friendship group in this same program. The apparent success this young adolescent leader was enjoying with the group was most impressive. This group had the necessary esprit de corps, so vital in group cohesiveness, and expressed this outside of the agency as well as inside of it. The members conducted themselves accordingly at all times, especially in the gymnasium, where, as a rule, many of the clubs "ran wild". This club even had a system for practising basketball, and the manner in which these boys seemed to look up to their leader was another impressive sight. That a sixteen year old could so positively manage and lead a group led this writer to wonder what the situations were in other group work agencies regarding the use of junior leaders.

The purpose of this study is to describe in detail, the use of junior leaders.

leaders in the program at the Roxbury Neighborhood House. The term "junior leaders" is meant to include those leaders ranging in age from fourteen to seventeen years. The study is not a quantitative or comparative one, as no other agencies are considered, but through a careful, detailed description, it will attempt to answer certain general and specific questions.

Some of these questions the study seeks to answer are as follows:

1. What are the major advantages and disadvantages of the use of junior leaders in this agency?
2. How are junior leaders selected in this agency?
3. What are the agency's expectations of its junior leaders?
4. What kinds of groups are led by these young leaders?
5. What affiliation with the agency program do these leaders have other than their leadership responsibilities?
6. What kind of supervision do these leaders receive and how does it differ from supervision given older volunteers?
7. What type of training course is offered to the junior leaders?
8. How many of these leaders are interested in returning for further service in the future?

So often, studies of this nature are not limited to the age range selected and considered for this particular study. Rather, they tend to concentrate on the entire area of volunteers, including older men and women, students and these younger adolescents, but at the same time, they are not as specific and detailed as this study tends to be. The writer hoped that some of the ideas being used successfully by this agency might find more universal application in an effort to improve upon already existing programs. The writer further hoped that the compilation of information pertaining to how this agency has coped with the junior leader
situation, might be used constructively by other agencies with similar problems. Finally, it is hoped that the study might stimulate other students and workers in a similar position as the writer's to make more detailed studies in this area of junior leadership.

Scope of the Study

The study will include first, a discussion of some background considerations surrounding the use of junior leaders, followed by a description of the agency in which these junior leaders function, describing the background of the community, mentioning a brief history of the agency, designating the agency's purpose and function, its current membership situation, the duties of the professional staff, and the facilities or physical plant of the agency.

The next two chapters will concentrate on the junior leaders themselves, the first giving a detailed description and close consideration of each individual leader, his experience, duties and methods of dealing with his particular group. The following chapter describes the supervision given these junior leaders, the records kept by them, and a training course utilized by the agency to aid in furthering their leadership abilities.

Methodology

As records on junior leaders in the agency files were not too abundant, the greater part of the information gathered for this study was secured through frequent discussions with different members of the professional staff, observation of the leaders on the job, scheduled interviews with
each leader, as well as with the Executive Director of the agency and each professional staff worker, and utilization of whatever records were available in the agency, pertaining to these leaders.

The interviews with each junior leader were studied and from them was gotten the necessary information for describing the leader, his experience, duties, and the kind of group he led. The additional interviews with the professional staff were for purposes of finding out their duties, responsibilities in connection with these junior leaders, agency policy in regard to the leaders and their views concerning the use of teen-agers as leaders in the agency. Through these interviews with both the leaders and staff members, some of the more general and specific questions the study sought to answer, are answered.

Limitations

A study of this nature, limited to the description of a situation in just one agency, cannot indicate any quantitative results. It can only hope to present a clear-cut picture of the stated situation.

The lack of sufficient records on junior leaders in the agency files in the past, made it difficult to present a clear picture of the junior leader situation in past days as compared to the present.
CHAPTER II.
SOME BACKGROUND CONSIDERATIONS

Many settlement houses have had to limit their intake of house members and services in their respective neighborhoods in accordance with the amount of leadership available and the quality of such leadership. There is a constant search for good leaders, men and women, boys and girls, who not only have special skills, but enjoy working with people. It is most important that these leaders have the ability to understand young people and children. It is not always possible to find leaders endowed with the necessary qualities of good leadership. Since many settlements still depend upon the volunteer for leadership of its groups, it becomes the task of the professional leader or supervisor to train the volunteer adequately for the job assigned.

Role Of The Junior Leader As A Volunteer in Social Work

Volunteer service can be seen as a road to understanding. These young leaders learn by doing as they assume the roles of group leaders. During World War II, boys and girls showed their vast potentialities. It can be remembered how efficiently young people handled civilian defense jobs, salvage, bond selling, messenger service, and helping in child-care centers and playgrounds. Here, they proved their ability and interest in service.

It should be kept in mind that teen-agers are a special brand of people, experiencing many emotional and physical changes, attempting to
move out from under the protective wings of home and parents, beginning to see more and more of how the world really exists and striving to become individuals in every respect. These people should not be brought into volunteer service unless within the staff there is a working knowledge of adolescent psychology, unless it is known what performance can be expected and unless the volunteer job descriptions are realistically fitted to the young person's capacities.¹

The Agency's Role

When these junior leaders are brought into volunteer service, a reciprocal relationship emerges, wherein the agency gives as well as receives; for volunteer service is not a free, miracle way of getting the jobs done for which the agency does not have enough paid staff; rather, it is a way of extending staff, and in accepting volunteer service, the agency accepts responsibility for additional staff development. This means then that there should be staff planning in advance of the invitation for teenagers to come in and volunteer. Certain questions will have to be considered. What will the jobs be in terms of duties, hours, length of service? Who will supervise the service? Will it be someone who knows and can give something to young people? Will that person be free enough from other pressures to keep close to the service? Will the jobs and supervision be thought of in terms of the teenagers' expectations? Unless there can be at least this much advance consideration and willingness to see youth's community

service as partly education and partly service, the agency should not undertake a teen-age program. With this sort of planning and helpfulness, however, an agency can not only add to the hands that do its work, but can be making a long-range contribution to community understanding that in time cannot help but justify the investment.  

Supervision

Junior leaders and other volunteers are supervised by professional staff. It has been learned that adolescent volunteers must be supervised at a little slower pace than older volunteers. These younger leaders are prone to be judgmental and have definite ideas regarding groups and individuals with whom they meet for the first time. It has been discovered that when trying to inculcate ideas about social group work at too rapid a pace, rather strong reactions set in which may serve as a further blocking to the effective type of work to be done. Supervisors should give them ample opportunity to express themselves in conference in order that clues may be gained about areas where the volunteers are troubled.

Marjorie Manning, Executive of the Group Work Division in the Cincinnati Council makes these points:

For the social worker supervising student volunteers, I would suggest that she must know the psychology of adolescents. She must have an appreciation of the fact that today they may be extremely mature with their duties and in their acceptance of responsibilities; tomorrow they may revert to juvenile behavior. And as

2 Ibid., p. 18
a supervisor, the social worker must appreciate the heavy priority demands of school duties and interests which so often necessarily distract the high school volunteer from her set performances.  

Selection Of Junior Leaders

It is time that the selection of junior leaders as volunteers should be more carefully planned and more carefully thought out than the selection process of older volunteers. The worker must recognize the limitations of this age group, and work within these limitations. It has been discovered that generally high school volunteers, or junior leaders, are more intense in their loyalty to the agency, and at times even more reliable than older volunteers, if the supervisor helps that volunteer to have a positive experience in the agency. The volunteer must be made to feel important.  

Some Advantages In Use Of Junior Leaders

There are a number of advocates who offer definite reasons in support of the practice of using older boys and girls as leaders of groups. In the first place, there is an advantage in their being close to the age and experience of the children they lead. Secondly, they are available in the afternoon when younger groups meet, whereas other older volunteers are unable to give their services at this time. Thirdly, the use of these leaders is a method of developing future leadership. It gives these leaders a broader educational experience in the agency and helps them to

3 Ibid., p. 19
4 Ibid.
see the total over-all program of the agency. These particular leaders are not only a source of strength to the agency and helpful in setting the tone in their own activities, but are a source of future strength in the community. Finally, these leaders through their experiences as volunteers more or less interpret the agency function to the community.

Qualifications of Volunteer Leaders

Up to this point in the chapter, the discussion has been in more of a positive light concerning junior leadership. Now it is time to weigh the negative or less favorable aspects of this leadership, keeping in mind that these young teen-agers are volunteers in a social group work agency. Every agency has qualifications for all of its volunteer leaders, and a close look at some of these qualifications would set one to thinking just how some volunteers, including junior leaders, ever made the grade.

The following eleven items should not be interpreted as the most essential qualifications for successful leadership. They are the items on which good leaders were rated significantly higher than the poor leaders and therefore represent the "plus" required for superior leadership.

Qualifications of Volunteer Leaders

1. Emotional, mental, and chronological maturity
2. Social vision and social interest
3. Purposeful desire to serve
4. Ability to maintain a co-operative, democratic approach (ability to guide without dominating)
5. Fundamental respect for and interest in others

5 Interview with John Atwater, Group Worker, Roxbury Neighborhood House, December 10, 1954.
6. Responsibility, dependability and resourcefulness
7. Basic interests and skills within the possible range of the group program.
8. Knowledge of basic resources of the community
9. Teaching skill
10. Intellectual background
11. Ability to give the time needed

The preceding list is a sample of the formulations of professional workers on an interagency basis, concerning the items on which good leaders were rated. It is the sample of the American Association of Group Workers, and it should be understood that these items represent an ideal list. They are only relative to the subject under consideration.

Maturity of Personality

More and more there has been a growing emphasis on maturity of personality as a prerequisite of effective leadership of children and youth. Many authorities feel that no matter how well intentioned or strongly motivated a leader may be, conflicts and immaturities in his personality may cripple, impoverish, or distort the emotional and mental development of the growing child. Observations have shown that some persons have taken on leadership responsibility, unwittingly in most cases, in order to satisfy some of the unmet emotional needs through their contact with children or young people. 7 "In a real sense they are parasites nourishing their starved emotional life on the 'tendrils' of growing child

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7 Ibid., p. 45.
Desires for affection or dominance, or for a sense of success are often thwarted in other areas of life, but can find expression in the leader's relationship to the group members. These factors have given rise to concern for the emotional maturity of leaders. Some frequent signs of emotional immaturities in leaders of youth are: being sulky; basking in the admiration of the child or adolescent; being overcritical; using authoritative methods of control; offering alibis and excuses; bidding for attention and recognition; being full of self-pity; being emotionally attached to boys or girls; putting personal desires and interests ahead of those of children.

**Chronological Age**

In light of the evidence and emphasis on maturity as a definite requirement for leadership, it might be expected that the practice of some agencies in using older boys and girls as leaders would disappear. Yet it still exists and as pointed out earlier, it has its advocates. A group of professional workers has proposed, as an alternative to a minimum age requirement for leaders, the principle that "a leader should be at least five years older than the average of the members of the group, and should have fully or nearly completed the next stage of formal education above the mean of the group."10

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8 Ibid.
9 Ibid., p. 49.
10 Ibid., p. 51.
This principle would mean in application then, that a high school boy of
sixteen or seventeen could adequately lead a group of children of elementary
school age, eleven and twelve. It could also mean that a fifteen-year-old
boy could lead a group of ten-year-olds. Here, a very good argument could
be set forth for even greater emotional maturity in the leaders of younger
children than in those for older groups.

**Disadvantages in use of Junior Leaders**

There are certain definite disadvantages for an agency in using
junior leaders. One word, "immaturity", can be seen as the basis for all
of the disadvantages, for the brief discussion on maturity of personality
brought out some of the possible results of using immature leaders. However
for purposes of clarification it would be wise to mention as many of the
disadvantages as possible.

To begin with, many adolescents between the ages of fourteen and
seventeen, no matter how mature they might appear, do not have the
emotional stability and educational background that older leaders have.\(^{11}\) Sometimes junior leaders are carried away in their roles and become too
important or indifferent toward their peers, as well as toward their other
affiliation in the agency, whether it be a friendship group, or any other
type group. There is the possibility that a junior leader may act in an
authoritative manner toward the children in his group, thus creating

\(^{11}\) Interview with Joseph O'Brien, Head Boys Worker, Roxbury
friction, and in some instances, a deserving group is being deprived of adequate leadership. Often it is the case where an agency may give more responsibility to a leader than he can handle, with the result that treatment of the group he leads, as stemming from the reaction to this load, isn't in accordance with agency policy.12 Leaders this young have a tendency to expect too much from the children in the group, and at the same time are often impatient in problem situations. To take on junior leadership means to supervise and train these individuals so that agency policy is carried out by them. This may apply pressure or place a load on some of the professional workers, who already have supervisory responsibilities with other volunteer leaders. Finally, the use of too many junior leaders may lower the standard of an agency's program.13

This chapter has briefly considered some of the aspects surrounding junior leadership, including the junior leader as a volunteer in social work; the agency's role in utilizing such leadership; some advantages in the use of this leadership; qualifications of volunteer leaders, with an emphasis on maturity of personality; and some disadvantages in the use of junior leadership. It was hoped that this discussion would bring the reader into the study, by enlightening him as to the many factors involved in the utilization of teen-agers as leaders in a group work agency.

13 Ibid.
CHAPTER III

THE COMMUNITY AND THE AGENCY

Before discussing the agency these junior leaders serve in, it is necessary to describe the community from which they come.

The Community

The area the Roxbury Neighborhood House serves is made up of a population of approximately 20,000. The area, referred to as Dudley East Area, is one of the lower economic areas in the city. It is one of the sixty-three neighborhoods that make up the fifteen health and welfare districts in Boston.

It might be stated that Dudley East has a high proportion of children making up its population, for of the 20,000 people mentioned, 34 per cent are under eighteen years of age. Keeping this factor in mind, the area is a very dense and poorly housed section. "Dudley East shares with Lower Roxbury in having the lowest rating for Roxbury when crowding, density, and rents under $25.00 per unit are combined."¹ In the 1940's the Orchard Park Housing Project was constructed, accommodating some eight hundred families, but this served as only a minor alleviation of the living conditions within this area.

Surrounding this project are crowded tenements. Within the project itself there is a wide range of physical maintenance. Some apartments are well cared for, others are as cluttered as the tenements across the way. Within these dwellings, both in the project and outside, there are many stable family units. But there is a great deal of family disorganisation through divorce, desertion or death. Drinking is prevalent. Moral practices are loose. Children are exposed to immoral relationships within their homes and outside, drunks, gambling practices, all the deprivities of such a crowded community. There is a high delinquency rate, with shoplifting and general pilfering accepted practices. It is difficult for parents to keep their children in school, truancy being a major problem.2

One of the prime factors contributing to the low economic status of the people of Dudley East Area, is the lack of education and technical training. The average school grade completed in the Dudley East Area for persons twenty-five years and over is 8.3. It has been found that youngsters in this area get into trouble more often than youngsters from other areas. The Dudley East Area is fifty-seventh out of the sixty-three neighborhoods in Boston in the incidence of juvenile delinquency.3

As far as nationality characteristics of the population are concerned, Irish and Italian are prevalent, with a great number of Negroes living in the area. There has been in the past considerable conflict between white and colored, and to a degree, this still exists.


3 Jean M. Maxwell, op. cit.
One does not see any major industries in the area, but there are several small factories, including a shoe plant, plastic and rubber works, pickle works and numerous junk yards. Many of the residents of Dudley East are employed in these plants. The families of this area receive supplementary help from Public Assistance in many instances.

When the factors of Dependent Aid, Aid to Dependent Children, Median Rents, Old Age Assistance and unemployment were combined as the major measurements of economic insecurity, one sees Dudley East rated as 61st out of 63 neighborhoods of Boston. Only two neighborhoods of Boston are worse.\(^4\)

**History Of Roxbury Neighborhood House**

The beginning of the Roxbury Neighborhood House dates back to the year 1878 when a day nursery and kindergarten were established at the corner of Hunman and Albany Streets in Roxbury. In the next year, sewing classes were started for older sisters of nursery children.

In 1889, kindergartens became a part of the public school system all over the city. The private kindergartens sponsored by Settlements had proved the value of education for young children.

By 1890 reading rooms and a library had been opened and the first girls' club organized, with classes of various kinds springing up, including clay-modelling, singing, dancing and a Saturday Club for kindergarten graduates.

By 1895 the day nursery and all its appendages were moved to the present location, 858 Albany Street, where they could spread out. From

\(^4\) Ibid.
then on, things moved rapidly. The cottage became a residence for women workers and by 1905 a fund was started for a new building. In November 1906, ground was broken for the present four-story red brick building which was formally opened in December, 1907.

The neighborhood itself during these early years was a fairly homogeneous population of Irish Americans with a sprinkling of Germans, French and Canadians. With the World War and the reconstruction of the 1920's, a heavy Italian and Polish immigration changed the neighborhood materially. Whole residential streets were gradually bought up by the Italians who now represent a good 40 per cent of the area's population.5

Right here may be a good place to pause and give a picture of the old neighborhood as it was in 1878 - before it changed from village to city. Its population was mixed, not neighborly. The people were Americans of limited earning capacity, Irish and German. They had the old country ideas concerning "respect for one's elders and betters", were content with humble conditions and had decided views about parental authority. Pretty gardens and well-kept houses abounded.

But gradually the city began to creep in. Few of the next generation retained the traditions of these early settlers. Furthermore, in the last decade of the 19th century there was a constant influx of people of many nationalities. The large old residences were made over into inconvenient tenements and numbers of new brick tenements were built. The neighborhood became cosmopolitan and began to present the complex problems of modern city life.

Over the years as changes have come to meet the needs of the day, though the neighborhood has changed both in make-up and appearance, there still seems to exist a neighborly spirit, partly due to the fact that underneath a large floating population there is a consider-

able constant population which is like a foundation
on which the whole is built, and partly due to the long
life of the Roxbury Neighborhood House which now for
over 70 years has stood as an unswerving bulwark sharing
in the neighborhood life, standing for opportunity and
hope and every-present help in time of need.6

Agency Purpose and Function

Keeping in mind the area this agency serves, it is important to con-
sider the agency's purpose and function. The following two paragraphs
express the purpose of the Roxbury Neighborhood House.

Through all these years it has been the purpose of
the Roxbury Neighborhood House to build up what
today we may call "a home front offensive for the
maintenance and extension of democratic principles." Activities are adapted to need as it arises, and aim
to supplement and re-enforce the programs of other
institutions - the home, the school, the church, -
to encourage the use of public resources and avail-
able social services and to stir the imagination of
the neighborhood to unite its own forces for the
common good.

Because a settlement is small it can serve only a
few out of the total population, but it strives to
be a laboratory in which may be demonstrated the
possibilities of service for a larger number.7

There are special problems pressing a community in every decade. The
Roxbury Neighborhood House with its flexible program, is meeting needs
today as it began to meet them in 1878, and as it will continue to meet
them for years to come. All individuals concerned, the board, staff,
neighborhood, both paid and volunteer leaders have important parts to
contribute.

6 Jean M. Maxwell, op. cit., p. 5
7 Ibid.
The Roxbury Neighborhood House is a member of the United Settlements of Greater Boston, the Greater Boston Community Council, the Greater Boston Community Fund and the National Federation of Settlements, the Roxbury Neighborhood Council. Through these larger organizations the House and neighborhood share in many movements that reach out beyond the local neighborhood into the city, the state, the country and the over-all world.8

Membership

A spot-map of the membership for the 1953 - 1954 program year, available at the Roxbury Neighborhood House, shows that the greater portion of the agency’s membership is drawn from the area included in Census Tracts, Q-1, Q-2, Q-3, Q-4 of the Dudley East Area. These Census Tracts represent four different districts that go to make up the area. A normal distribution is shown, with the heaviest membership drawn from the blocks closest to the House, thinning out in an area from the House.

Membership analysis showed a count of 669 persons for September, 1953 to April, 1954 and 621 persons, September, 1954 to January, 1955. It is expected that by April, 1955, the 669 total for the program year, 1953 - 1954 will be at least equalled and perhaps surpassed, for registration is a continuing process through the year. In the total program, including afternoon and evening sessions, membership figures for the year and a half show an unusually equal balance between males and females. It should be noted that girls outnumber boys in the afternoon program, but the boys

almost double the girls in the evening program. These ratings can be attributed to the fact that girls are allowed out more during the day. In the full program year 1953 - 1954, there were 200 teen-agers in the program, whereas in this past half year, 175 have registered. The adults in the year 1953 - 1954 equaled sixty-eight, and in this past half year have equaled sixty-seven.

The vast majority of the registrants are American born, with three different groupings covering the majority of the members. Those groupings include Irish-American, who are predominant, Italian-Americans, and Negroes. Registration shows the Catholic religion as being the most prevalent.

Program

The Roxbury Neighborhood House is a multiple activity agency. Its programs are geared to meet the existing needs and interests of its members and to stimulate the membership to interest in new areas of activity. The program serves children, young people, and adults of both sexes.

Among the activities which are carried on at this agency are: friendship clubs, special interest clubs, basketball leagues, coed gym periods, parties, square and social dancing, drama workshops, family programs, Fun Fests, summer day camp, ballet dancing, cooking and so on. Certain professional staff members are also members of the Dudley East Neighborhood Council, and through these larger organisations, issues of concern to the total community are brought to the public's concern.
Facilities

The physical plant of the agency has a gymnasium, shower room, youth lounge, clubroom, play rooms, billiard tables, hobby workshop room, woodwork rooms, kitchen and an auditorium possessing a stage. The stage is most convenient for dramatics, with the large hall being used for meetings and social dances.

Professional Staff and Their Duties

There are six full time professional staff workers at the Roxbury Neighborhood House. Each has an area of specific responsibility and each is involved in the total programming of the agency.

The Executive Director, besides being responsible for the carrying through of the administration, program and services of the agency under the policy set by the Board of Directors, is responsible for the supervision of the entire professional, office and maintenance staffs, plus students from the Boston University School of Social Work. Also, she is responsible for submitting a budget, and is active in the Dudley East Neighborhood Council and the National Federation of Settlements; helps to develop adult leadership through leading a club group and a credit union group; works with adults in the community and fund raising; and makes a constant evaluation of the work going on in the agency. In the way of public relations, she helps interpret the function and purpose of the agency to the general public and to the total community.

The Director of Boys’ Work and Activities has the responsibility for the overall planning, supervising and directing of the athletic, social
and recreational program. He selects and supervises part time workers and other volunteer leaders, including two gym men, a door man, a game room man, and six junior leaders. Other responsibilities include selecting and purchasing of materials and equipment used in the program; directing the boys' and girls' summer camp; and directly leading four groups, three being variety crafts classes and one a gym group.

The Director of Dramatics also has multiple responsibilities. Outside of leading three Creative Dramatics classes, she leads a woman's club, a coed Square Dance club and serves as the agency's Music teacher. This individual also supervises two junior leaders.

The full time male Group Worker is responsible for the direct leadership of a teen-age club group; supervises workers who lead other teen-age groups; supervises two second year students from the Boston University School of Social Work; is co-director of coed activities; is co-supervisor of the junior leader training program; and is involved in community and inter-agency planning committees.

The female Group Worker, or Director of Afternoon Girls' Work, is responsible for programming for the general activities of girls; supervision of some adult volunteer leaders, a part time staff worker and seven junior leaders; is co-supervisor of the junior leader training program; and has direct leadership of one adult group, one teen-age group and one pre-teen-age group.

The other female Group Worker, in charge of the Evening Girls' Program, assumes direct leadership of three girls' clubs; supervises four evening volunteers and one part time paid staff worker; and is co-supervisor of the
"Teen-age Special Events Committee."

In addition, the staff is supplemented by some thirty or more volunteer leaders, including junior leaders and three field work students from the Boston University School of Social Work, all of whom aid in leading the youth and young adult groups.

A brief analysis of the responsibilities and duties of the professional staff brings out the fact that these responsibilities are fairly equally distributed and for purposes of this study, four out of the six workers have direct contact with and responsibility for supervising junior leaders.
CHAPTER IV

JUNIOR LEADERS IN THE ROXBURY NEIGHBORHOOD HOUSE

It has always been the custom of the Roxbury Neighborhood House to include junior leaders in its program. In regard to the agency's policy on the subject, the Executive Director sums it up in few words as she points out that the policy of the agency, surrounding the use of junior leaders, is "to develop as much leadership in the community as possible. We cannot practice good group work without an eye to developing leaders."1 Her major premise for stating this lies in the fact that in such an area as Dudley East, the development of as much leadership as possible is necessary. Then too, group work has as one of its objectives, the seeking out of individuals showing leadership ability and the encouragement and development of these individuals along the lines of leadership.

In past years at the Roxbury Neighborhood House, there have always been a few scattered junior leaders serving in some capacity, either as assistants to the professional staff and volunteer workers as they lead groups, or as direct leaders of smaller groups, but up to a few years ago, there was no real training program for these leaders. During the current program year, however, some sixteen junior leaders are being utilized by the agency, with seven different activities coming partially or fully under their leadership, and there is a definite training course these leaders are

1 Interview with Alice Griffin, Executive Director of the Roxbury Neighborhood House, January 20, 1955.
offered. This training course and other supervision given them will be considered in more detail in the following chapter.

**TABLE I**

**JUNIOR LEADERS AND THE GROUPS THEY LEAD 1954 - 1955**

<table>
<thead>
<tr>
<th>Day</th>
<th>Leader</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<th>Saturday</th>
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<tr>
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</tr>
</tbody>
</table>

Variety Crafts (Boys 7-9)
Arts and Crafts (Girls 8-12)
Play Room (Girls 4-6)
Gym Class (Boys 9-11)
Variety Crafts (Boys 7-9)
Play Room (Girls 4-6)
Play Room (Girls 4-6)
Variety Crafts (Boys 7-9)
Play Room (Girls 4-6)
Play Room (Girls 4-6)
Gym Class (Boys 9-11)
Gym Class (Boys 9-11)
Ballet Class (Girls 7-11)
Game Room (Girls 7-8)
Game Room (Girls 7-8)
Play Room (Girls 4-6)
Play Room (Girls 4-6)
Gym Class (Boys 10-12)
Gym Class (Boys 10-12)
Variety Crafts (Boys 7-9)
Arts and Crafts (Girls 7-8)
Hobby Class (Girls 6-8)
Hobby Class (Girls 6-8)
Coed Gym Class (12-14)
A Look At Each Junior Leader

The remainder of this chapter will deal with each junior leader's duties, the classes led by each and many other factors divulged in the interviews held with these leaders. The individual summaries of the leaders attempt to describe them and give meaningful information about each one. For the most part, the majority of the questions asked in the interview with each leader are answered.

George

George is a fourteen year old serving his first year as a junior leader in the agency. He has never been a counselor at the agency's summer camp, but has been a camper for a few years. George gave as his reasons for wanting to become a junior leader, the enjoyment he received in teaching younger children different activities and his liking of these children. A professional staff worker asked George if he would like to assist him in leading a variety crafts class for younger boys, and this is when he decided to become a junior leader. George commenced his duties in December, 1954. The age range in this group is seven to nine years, and as assistant leader of the group, George is responsible for aiding in the preparation for the class and helping the boys in the mechanics of the class.

Outside of leadership duties, George is a member of the square dance club in the agency, is an officer in a friendship group, attends a gym

* See Appendix B
class and belongs to an arts and crafts class. He is supervised by a professional staff worker, with the two conferring before and after the class. As they both are in the class at the same time, George receives much supervision while working with the group. He has expressed a desire to return next year as a junior leader and would like to lead a class on his own.

Julie

This young lady is sixteen years old, in her first year as a junior leader, having started just this past December. She has never been a counselor or camper at the agency camp, and gave as her motivation for becoming a leader, the enjoyment she received from working with children. A female staff worker asked Julie if she would be interested in leading an arts and crafts class made up of seven and eight year old girls. She accepted the opportunity, and as assistant leader of the class, she helps the children in the different projects they undertake.

Besides her leadership responsibilities, Julie's other affiliations with the agency program include being a member of a friendship group and a social club for teen-agers. Julie is supervised by a female professional staff worker as the class is in progress. She is interested in returning for further leadership experience in the future.

Jean

Jean is another sixteen year old, but is in her second year as a junior leader. She has also served one summer as a counselor at the camp.
She expressed her enjoyment in leading children, and at one time wanted to be a social worker, but now has teaching as her goal. A female staff worker asked Jean and a friend of hers if they would be interested in helping out in a game room period in 1953. The two have been junior leaders since, and together lead a game room period with girls seven to nine years of age. Jean leads games and songs, and instructs her girls in the making of other minor objects, such as paper dolls and the like.

Aside from being a junior leader, Jean belongs to a friendship group of girls and a coed social club. She receives her supervision from a female professional staff worker before and after the class she leads. Jean is not quite sure she can return next year, as she will be a senior in high school, but is interested in returning if she can spare the time.

Brad

Brad is a sixteen year old athlete with his mind set on being a social worker. He's in his first year as a junior leader, hasn't been a counselor at the camp, but has been a camper. His primary purpose in becoming a junior leader was to gain experience working with children. In 1953 Brad wanted to lead a group, but wasn't offered the opportunity until September of 1954 when a male staff worker asked him if he would like leading a gym class with another teen-ager. Brad is now the co-leader of a gym class comprised of boys between ten and twelve years of age, and in the role of gym leader he is responsible for keeping the class moving, for programming, leading games and keeping order in the group. Occasionally, he and his co-worker take the group on an outing to a park or similar location. The
leaders are in complete charge of the group, taking attendance, blowing whistles and disciplining.

Brad’s other affiliations in the agency include being a member of a friendship group of teen-age boys and a coed social club, playing for the agency’s baseball and basketball teams and doing certain other odd jobs. He has a monthly supervisory conference with a field work student from the Boston University School of Social Work. Brad is definitely interested in returning for further service as a junior leader, and mentioned the fact that he’d continue to come back as long as the agency would allow.

Gene

This fifteen year old youngster is another athlete, appearing much older than he really is. He is also in his first year as junior leader, but has had one summer’s experience as a counselor in camp. Gene felt this opportunity of being a junior leader might help him toward his coaching goals, and explained that he liked children and felt very comfortable in their presence. He was asked by a male staff worker last September if he would lead a gym class. Gene had wanted to be a leader the preceding year, but wasn’t given the opportunity. He is now co-leader of a gym class which meets on Wednesdays, the group being made up of nine to eleven year old boys. All gym leaders have the same responsibilities, so that his duties fall in line with those of Brad.

Apart from his leadership duties, Gene is a member of a friendship group and a coed social club, and plays for the agency’s baseball and basketball teams. He has a monthly conference with one other field work
student from the Boston University School of Social Work. Gene too is interested in returning as a junior leader next year.

Ted

Here is another sixteen year old gym class leader and athlete, who in his first year as a junior leader is also in his first year as a member of the agency. He enjoys working with younger boys and teaching them basketball. Since this is his first year in the agency, he has never had the opportunity to become a counselor at the summer camp. A male staff worker asked Ted if he would like to become a junior leader last December. Being new to the agency and unknowing of agency policy, he was placed as assistant gym leader to one of the professional staff workers in order that he might become familiar with the routine. This gym class meets on Tuesday afternoons and is composed of boys from nine to eleven years of age.

Ted has established himself in the over all agency program, as he attends a gym class, plays for the agency basketball team and intends to play for the baseball team. He has also been active in coed activities. He is supervised by the Head Boys' Worker, and the two have brief conferences after each gym class. Ted has enjoyed his experience thus far, and wants to return next year as a junior leader.

Mike

Mike is a fifteen year old fellow with one summer of counseling behind him, who is in his first year as a junior leader. He's an old member of the agency, having been a camper for two years prior to becoming a counselor. He decided to become a junior leader to gain experience
working with children, and is one of the few leaders who asked for the job and received it. It was in September of 1954 that Mike asked, and has since been a co-leader of a gym class. This gym class was converted into a practice session for boys ten to twelve years of age, interested in learning the fundamentals of basketball. Since the beginning of the basketball season, Mike has more or less assumed the role of coach. The group has had games scheduled, and Mike accompanies the boys to these games.

Mike also is very active outside of his leadership responsibilities, for he is a member of a friendship group of teen-age boys and a coed social club, plays for the agency baseball and basketball teams, and attends a gym class for boys his own age. When the gym class was running smoothly, Mike was supervised by a field work student from Boston University, but now as he serves in the capacity of a coach, he receives his supervision from a professional staff worker. Mike would like to return for further service, but may be working next year.

Gloria

Gloria is one of the younger junior leaders, but carries much responsibility in the agency. Having been a camper for four years at the summer camp, she has never had the opportunity to become a counselor or a junior leader, but this year being her first in such a role, she enjoys helping children, especially when they can't do much for themselves. Gloria decided she wanted to be a junior leader while helping the arts and crafts instructor on the playground in the summer of 1954. Gloria's duties are many, as she is the co-leader of play room groups on Monday, Tuesday and
Wednesday, and an assistant to a volunteer worker in a hobby class which meets on Fridays. The play room groups are made up of girls four to six years of age, while the hobby class has an age range from six to eight years. In the play room periods, the two leaders help organize games, give children toys to play with, help them with puzzles and the like, while in the hobby class, their roles become teaching ones, as they instruct the children how to perform certain projects.

Gloria's other affiliations with the agency include being a member of the square dance club, a friendship group of girls, the coed gym class on Saturday afternoons, and is in an arts and crafts class. These activities keep her in the agency practically every day of the week. Gloria has an adult volunteer worker as her supervisor, and the supervision for the most part is carried on as the classes are in session. Gloria is definitely interested in returning as a junior leader next year.

Pat

This young lady of fifteen years is a close friend and associate of Gloria's, for the two do all of their leading together. This is Pat's first year as a junior leader and though she hasn't been a counselor at camp, she has been a camper. Pat's motivations in deciding to become a junior leader are the same as Gloria's, in that she enjoys working with and teaching children also. It so happens that the two girls worked together on the playground and decided at the same time that they would like to become junior leaders. Pat's duties and the groups she leads are the same as Gloria's. In brief, their leadership schedules are synonymous.
Pat's other agency activity includes belonging to the square dance club and an arts and crafts class. Her supervision is also the same as Gloria's, receiving this from the same adult volunteer worker. Her interest in returning as a junior leader was evident.

Mary

Mary is one of the oldest junior leaders on the roster, being seventeen years old, but only in her first year as a leader. She has never been a counselor or camper at the summer camp, but had been to other camps, and always liked the experience as well as the children. Mary decided to become a junior leader when a staff worker approached her. Mary is the leader of a ballet class which meets once a week, the age range of the group being seven to eleven years. She instructs the group in various aspects of ballet dancing.

Mary's only other affiliation with the agency consists of attending a coed social club which meets once a week. Her supervision, by a female professional staff worker, is limited, for Mary falls in the category of instructor, and these persons receive little supervision. Mary is not sure of next year, and serving as a junior leader, for she plans to leave the city, but expressed a desire to return to the agency as a leader if she does not leave the city.

Paul

Paul is another strong young athlete, who has served as a counselor at the summer camp, and prior to that, had been a camper for three years.
At sixteen, Paul's primary objective in becoming a junior leader was to secure a counselor's position at the summer camp, for as a rule, many of the junior leaders move right into a counselor's role for the summer, having gone through a training course offered them in the agency. Although in his first year as a junior leader, Paul has had very little trouble working himself into the position he holds. In May of 1954, a professional staff worker asked Paul if he would be interested in leading a gym group with another junior leader. Paul's role as the co-leader of a gym class made up of boys aged nine to eleven years, is the same as those described earlier. He and Gene are the leaders of the class which meets every Wednesday afternoon.

Paul's other affiliations in the agency include being a member of a teen-age friendship club and a coed teen-age social club, and playing for the agency's baseball and basketball teams. He is interested in returning for further service, if he is not working.

Richie

Richie is a fifteen year old youngster, in his first year as a junior leader, having commenced his duties in December, 1954. Richie feels this experience will help him for future purposes, and decided to be a junior leader when asked by a professional staff worker. Richie is an assistant to this staff person in a variety crafts class. The age range of the group is nine to eleven years, and the class meets on Monday afternoons. As an assistant, he receives instructions from the staff worker, and his duties usually include helping to prepare the class, helping the boys to
paint, cut, out wood and the like.

Richie is a member of the square dance club, and attends the coed gym class which meets on Saturdays. He is interested in returning for future service, but wishes to be a gym leader next year, so that he might gain a variety of leadership experiences. He also has interest in becoming a counselor at camp. Richie's supervision in the main, is given as the class is in progress.

Will

Here is another young, strong athlete who has been a member of the agency since 1949. At fifteen years of age, Will is in his second year as a junior leader and has been a counselor at the summer camp as well. In 1953, when he decided he would like to become a junior leader, he had been a counselor as his aim. He is one of the few who asked for such a position and secured it. At present he is an assistant leader of a coed gym class which meets on Saturdays. The class is comprised of twelve to fourteen year olds. As the assistant, he aids in leading games and often participates himself. He is also responsible for helping to make up the program. At one time, he also was a co-leader of a gym class of boys, but he had had experience in this area the previous year.

Will is a member of a teen-age friendship club of boys and a coed teen-age social club, and plays for the agency's baseball and basketball teams. He receives his supervision from a professional staff worker, and the two have intermittent conferences, for both lead the class at the same time. Will is interested in returning as a junior leader next year.
Steve

Steve, at sixteen years of age, is serving his second year as a junior leader, and has been a counselor at the summer camp. His main reason for wanting to become a junior leader was to get to the summer camp as a counselor. He first decided he wanted to be a junior leader when a staff worker asked him about the matter. He is an assistant leader of a variety crafts class, made up of boys from seven to nine years of age. He assists and instructs these boys in different wood work projects.

Although Steve has been a member of the agency for seven years, he has no other affiliation with the agency this year outside of his leadership duties. He is supervised by an adult volunteer worker. Most of the supervision takes place in the class, but often, the two confer before classes. Steve is interested in returning for further service.

Agnes

Agnes is fifteen years old and in her second year as a junior leader. She served as a counselor at the summer camp in 1951. Agnes became a leader because of her interest in securing experience working with children. Her ambition at present is to be a social worker. In 1953, she was approached by a female staff worker who asked her if she would be interested in leading an arts and crafts group. This she did in 1953, but during this program year, her group is a game room group of girls, aged seven and eight. As the co-leader of the group, she leads the girls in songs and instructs them in the making of different minor objects, such as puppets.
Agnes is active in the evening program, being a member of a friendship group of girls, the Girl Scouts and a coed teen-age social club. She receives her supervision from a professional staff worker before and after the class sessions. Agnes is definitely interested in returning for further services.

Eleanor

Eleanor is a seventeen year old leader, who is also in her second year as junior leader, however, she has never served as a counselor at the summer camp. Her liking for children and her desire to be a physical education instructor, led her to the idea of becoming a junior leader. In 1953, Eleanor decided she wanted to be a junior leader, and asked one of the staff workers if this would be possible. That year she was given a gym class to lead. At present, she leads an arts and crafts class on her own. The age range of the girls in the class is from eight to twelve years. As the leader of the class, she instructs the class in different projects. Since she leads the class on her own, she is in turn, responsible for the programming.

Eleanor's only other affiliation with the agency is in her attendance of a coed teen-age social club. She is supervised by a professional staff worker, and confers with this person before and after classes. Eleanor plans to attend college next year, but is still interested in returning for further service in the agency.

Analysis Of Findings

An analysis of the information secured through interviewing the
sixteen junior leaders reveals certain specific and general facts.

As to the number and types of activities and groups covered by junior leadership, Table I. gives a clear description and analysis.

The objectives of these teen-age leaders in becoming junior leaders are pointed out in Table II.

TABLE II

STATED OBJECTIVES OF THE JUNIOR LEADERS FOR
BECOMING JUNIOR LEADERS IN THE AGENCY

<table>
<thead>
<tr>
<th>Objectives</th>
<th>No. Males</th>
<th>No. Females</th>
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<tbody>
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<td>To secure summer camp position</td>
<td>3</td>
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<tr>
<td>To gain experience working with children</td>
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<td>2</td>
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<td>Experience would help in chosen profession</td>
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<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Enjoyment received from teaching or helping young children</td>
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<td>3</td>
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<tr>
<td></td>
<td>9</td>
<td>7</td>
<td>16</td>
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In the way of supervision, Table III. indicates the number of male and female leaders supervised by field work students, professional staff workers and adult volunteer workers.
### TABLE III
THE THREE KINDS OF STAFF PEOPLE RESPONSIBLE FOR SUPERVISING THE SIXTEEN JUNIOR LEADERS

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<th>Staff People</th>
<th>Junior Leaders Receiving Supervision</th>
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<tr>
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<td>No. Males</td>
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<td>Professional staff workers</td>
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<tr>
<td>Field work students from</td>
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<tr>
<td>the School of Social Work</td>
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<tr>
<td>Adult Volunteer Workers</td>
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<tr>
<td></td>
<td><strong>9</strong></td>
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</table>

Other important findings follow. Of the sixteen junior leaders, nine were boys and seven were girls. The average age of the entire group was 15.5 years, with two fourteen year olds in the group and two seventeen year olds.

Twelve of the sixteen were serving their first year as junior leaders, and only seven had been counselors at the summer camp. Only one leader had no other affiliation with agency program outside of his leadership responsibilities. Four of these leaders secured their jobs by asking for them, whereas twelve were approached by some professional staff worker. Fifteen expressed a definite desire to return for further service in the future.

The following chapter presents a more detailed discussion of the
supervision of junior leaders, together with a description and consideration of the training program offered these leaders.
CHAPTER V

METHODS OF JUNIOR LEADER TRAINING IN THE AGENCY

Social group work aims at the growth and development of individuals through the group experience and the use of the group by its members for social purposes. Group work is a kind of guided group experience in which individuals are helped to meet their needs and to develop their interests along socially acceptable lines with the assistance of a group leader.1

This should be the purpose and objective of all leadership training. The junior leader as a volunteer, plays a key role in helping individuals establish satisfying relationships through the group process. Through this process then, the members of the group should be helped to grow emotionally, intellectually, and socially, and thereby be able to function more adequately in their environment.

As these junior leaders assume their new roles in the agency, they are unaware of the methods, objectives or purposes of group work. It therefore becomes the agency's responsibility to teach these leaders enough of the fundamentals of theoretical group work to enable them to do an effective job with the groups to which they are assigned.

Selection of Junior Leaders At The Roxbury Neighborhood House

Before a description of the agency's method of training and supervising junior leaders can be given, it is important to understand the method of selection of these leaders. Agencies differ as to the method of selecting

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their leaders, but they do realize that these teen-agers can do as much harm as good to a program if not carefully selected. Florence Collington, in connection with this point, says:

To a social group worker starting to use high school volunteers for the first time, I would say that the selection of such volunteers should be more carefully planned and more carefully thought out than the selection process of older volunteers. The worker should recognize the limitations of this age group, and work within those limitations.  

At the Roxbury Neighborhood House, the selection of junior leaders is left to the professional staff workers, as they recognize the need or desire for leadership opportunity. The method of selection involves, the interviewing of each individual who has either indicated interest in becoming a junior leader or who has been seen as a teen-ager who has a sense of responsibility, potential and readiness for the leadership role. Usually this individual has been an active club member, has had committee experience, has been involved in discussion groups, and from these experiences has exhibited the need to move out and assume a more definite role in leadership. Everyone is not selected whom we seek out, or who seeks us out. There is very careful consideration here. Some we eliminated because of an overload in program and commitments on the outside. Others are eliminated because of their apparent immaturity and failure to assume responsibilities in their own activities.

The selection process at this agency then, is one in which the staff workers themselves choose those teen-agers with whom they have had

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3 Interview with John Atwater, Group Worker, Roxbury Neighborhood House, December 10, 1954.
considerable contact in the past, who possess definite leadership qualities, and who express a desire for leadership opportunity. As pointed out in the preceding chapter, the majority of those individuals who do become junior leaders, have been introduced to their roles through being approached by some professional staff worker in the agency. The few individuals who asked for the opportunity and gained it, happened to have been ready for the experience, and were thus chosen to serve.

The Agency’s Expectations and Requirements of Junior Leaders

Every group work agency utilizing junior leadership has specific requirements for these leaders. The requirements are explained to each leader prior to his assignment of a group. Also, each agency has certain expectations of its leaders. In many instances there is a thin line of meaning between a requirement and an expectation, but for purposes of clarification, a requirement can be seen as a requisite, something demanded or required by circumstances, the circumstances in this instance referring to being a junior leader at the Roxbury Neighborhood House.

An expectation, on the other hand, is not a demand; rather, it entails looking confidently for something; it is expectancy and anticipation, and in this instance, it is the agency that expects certain things from its junior leaders. To best describe what these expectations and requirements are, lists of each were compiled through securing information from the professional staff workers in the interviews held with them, and are presented below.
The junior leaders at the Roxbury Neighborhood House are required to:

1. Be members of the agency
2. Be cooperating members as to standards of conduct and behavior
3. Obey rules and regulations of the agency
4. Attend a monthly conference regarding general problems
5. Take attendance at each meeting of the group
6. Attend training course sessions
7. Attend monthly supervisory conferences
8. Fill out monthly report for purposes of supervision
9. Prepare or help prepare program for each meeting of the group

The junior leaders are expected to:

1. Be reasonably mature
2. Have a good sense of values
3. Set a good example for other children
4. Grasp the real meaning of the agency
5. Understand the meaning of team play
6. Have consideration of other people
7. Like others
8. Show interest in their school work
9. Have informal contacts with their supervisors
10. Be democratic in leading the group
11. Be to some degree, creative and have understanding of group creativity
12. Assume all of the responsibilities given them and carry them out efficiently
13. Be able to stand up for what they believe in

Supervision of Junior Leaders

Supervision in agencies like the Roxbury Neighborhood House, has become a complex and significant responsibility. Without supervision there can be no real growth and increase in the performance of leadership. Effective group work depends on this educational process. A look at a definition of the term supervision and the functions and purposes of it in agencies similar to the Roxbury Neighborhood House, bares this out. Margaret Williamson defines supervision as;
a process by which workers - volunteers or paid, who, as individuals, have a direct responsibility for carrying out some part of the agency’s program plans, are helped by a designated staff member to learn according to their needs, to make the best use of their knowledge and skills, and to improve their abilities so that they do their jobs more effectively and with increasing satisfaction to themselves and to the agency.\footnote{4}

The major functions and purposes of supervision in agencies of informal education would include the following:

1. To provide leadership in the formulation of objectives
2. To provide leadership in the formulation of program policies
3. To provide leadership in the development of a program consonant with the agency’s policies and objectives
4. To provide leadership for co-ordinating and unifying program personnel
5. To provide leadership in the unifying of program resources and efforts
6. To provide leadership in the selection of program personnel
7. To study and improve the educational processes
8. To improve the competence of the program personnel
9. To appraise the program personnel
10. To appraise the effectiveness of the program
11. To ensure the maintenance of adequate program records
12. To provide leadership in the formulation and application of educational standards
13. To utilise procedures of study and research in the improvement of the program
14. To provide leadership in community relationships, planning and organization
15. To improve the supervisory program and personnel\footnote{5}

\footnote{4} Margaret Williamson, \textit{Supervision - Principles and Methods}, pp. 6-7.

\footnote{5} Hedley S. Dimock and Harleigh B. Tracker, \textit{op. cit.}, pp. 9-10.
At the Roxbury Neighborhood House, all of the junior leaders were found to be undergoing some method of supervision, whether it was a regularly scheduled conference held a certain number of times a month, or an on-the-spot conversation, which usually refers to that method used with leaders who serve as assistants to staff workers and older volunteers. These supervisory methods appear in Table IV.

**TABLE IV.**

**METHODS USED IN THE SUPERVISION OF SIXTEEN MALE AND FEMALE JUNIOR LEADERS AT THE ROXBURY NEIGHBORHOOD HOUSE**

<table>
<thead>
<tr>
<th>Methods of Supervision</th>
<th>Junior Leaders Receiving Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Males</td>
</tr>
<tr>
<td>1. On spot conversation</td>
<td></td>
</tr>
<tr>
<td>Regularly scheduled conferences</td>
<td>2</td>
</tr>
<tr>
<td>Observation weekly</td>
<td></td>
</tr>
<tr>
<td>2. On spot conversation</td>
<td></td>
</tr>
<tr>
<td>Regularly scheduled conferences</td>
<td>2</td>
</tr>
<tr>
<td>Observation periodically</td>
<td></td>
</tr>
<tr>
<td>Conference before group meeting</td>
<td>1</td>
</tr>
<tr>
<td>4. On spot conversation</td>
<td>1</td>
</tr>
<tr>
<td>Conference before and after group meeting</td>
<td></td>
</tr>
<tr>
<td>5. On spot conversation</td>
<td></td>
</tr>
<tr>
<td>Observation weekly</td>
<td>2</td>
</tr>
<tr>
<td>6. Observation periodically</td>
<td></td>
</tr>
<tr>
<td>Conference after group meeting</td>
<td>1</td>
</tr>
<tr>
<td>7. Conference before and after group meeting</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>


Here then were seven different methods of supervision being utilized by the Roxbury Neighborhood House. Keeping in mind that of the sixteen leaders, nine were males and seven were females, a glance at the table would indicate that the majority of these leaders were undergoing two and three different methods of supervision. In this connection, it appeared that the males were receiving much closer supervision than the females.

On the spot conversation occurred in situations where the junior leaders were serving as assistants to adult staff workers, who would be in the class or group as it progressed. In other instances, it was used when the supervisor did not have the opportunity to see the leader at any other time or when some supervisors sat in on the group meetings for the full time.

Regularly scheduled conferences were few, but of those held, the duration varied from twenty minutes to an hour. Because of the work load with which the supervisors were burdened, many were forced to confer with their supervisees immediately before and after their groups met, while in other instances, supervisors could only confer with their leaders either before the group meeting or after it.

Observation of some of the junior leaders was a continuous process in this agency. In other situations, the length of supervisory observation depended on the ability of the leader, the problems the leader was encountering and the time the supervisor could allot to observing. Combining the number of leaders being observed weekly with those being observed periodically, this method of supervision along with on the spot conversation was utilized more than any of the other methods.
Periodically, conferences were held with all of the leaders at one time. These conferences were usually brief sessions at which time problems in general were discussed and new activity material introduced.

In regard to the supervision of adult volunteer leaders as it differs from supervision given junior leaders, it was found that the greatest difference was in the duration of the conferences, and the fact that the majority of these older volunteers had regularly scheduled conferences with their supervisors. The older volunteer leaders were more on their own outside of the supervisory conference, whereas junior leaders were subjected more readily to observation and other methods of supervision. The individual supervisory conferences with the older volunteers were longer than those held with junior leaders. In brief, the supervision of the junior leaders was found to be more intensive and tended to be multiple as to method, for as pointed out earlier, many of the junior leaders were undergoing two and three different methods of supervision.

Recording Of The Supervisory Conference

In order to stimulate further thinking about the supervisory conference and describe the method of recording a conference at the Roxbury Neighborhood House, excerpts from an original record are presented below. The excerpts of this record were selected because they illustrate variety in the situations and problems junior leaders are confronted with. There is discussion around a group problem, individual problems and programming. In the record, the supervisor is referred to as "S" and the supervisee as "W".
Supervisory Conference With Junior Leader (Name)
Leader of Wednesday Afternoon Gym Class - Boys (9-11)
February 4, 1955 (3:30 P.M. - 4:15 P.M.)

W arrived a half hour late for the conference today, but apologized to S, explaining that he was held up in school. The two moved upstairs to their regular conference room. S asked W how he was faring in school, and W stated he was coming along, but could do better. After a brief informal chat about school and basketball, S moved right into the formal portion of the meeting.

S thought it wise first to consider how W had made use of our previous discussions concerning the problems that existed in the group. S pointed out that W had handled the racial situation well, for no longer does there exist the tight feeling and ingroup feeling the boys once had. Instead, the group is becoming more homogeneous and congenial. This has more or less been accomplished by W's concentration on putting a stop to the two elements (nigger and white) segregating themselves as they chose sides for games. S can remember when the group was entirely split, but now the boys choose anyone they think can help their team win.

Sidney, who has had a difficult time adjusting to the group, isn't doing well as yet, no matter what technique W uses. Often W has selected Sidney as captain to choose sides, but the boys only react toward Sidney as they have always reacted. He is definitely the scapegoat of the gym class, but he doesn't take it passively, for one can always see Sidney tripping someone or stealing a ball from another boy, or even punching someone for hardly any reason. The boys actually treat him as an outcast. He hasn't been showing up for his periods lately. W stated that perhaps he needed to spend more time with Sidney. S agreed, adding that if only the group's attitude toward Sidney would change, there might be hope for him.

Sidney appears to be a very unhappy, inadequate, left out and lonely boy, who expresses a great deal of hostility toward everyone in the group, including the leaders. He is very moody, often refusing to play games and just sitting on the sidelines watching. S suggested to W that if some days he could keep Sidney over after the class had left and played with him, teaching him a few things, this might help his case.
W's questions of the day centered around a boy named Tim, who is what a group leader would call a "wise guy," for he always wants to play the game, but his own way. He's forever holding up games by throwing the balls all over the place and not paying any attention to W's warnings. W pointed out that he isn't a detestable fellow, but a nuisance and wondered if he should clamp down on him. S stated that he should do just that, for he has received enough warnings.

W's next question centered around programming. W says he is still having trouble initiating the right game for the group. When he asks the boys what they want to play, the group seems to split evenly between two games, so that there is much disagreement and pouting on the boys' parts. S stated that the only way to get around this is to avoid asking them what they want to play too often. Instead, go back to the earlier method of initiating the games on one's own. This way he could avoid the boys' pouting over the game announced, because all of them would be subjected to it and no choices by them would be made. S added that every now and then, he could ask them what game they would like to play, but not to use this too readily.

W stated that these were the only questions he had to bring up today, so S told him about Brotherhood Week and a few games a staff worker wanted explained to the boys. These games were foreign games and a portion of our gym class would be chosen to exhibit these games one afternoon. S said, that W could teach them these games next period. At this, S called the conference to an end, thanking W for coming in. W in turn, thanked S and went out.

Records Kept By Junior Leaders

Records on groups are a good prospective tool for the evaluation of leaders and groups. It would follow then, that the attitude of the junior leader toward record keeping is important.

At the Roxbury Neighborhood House, the junior leaders were required to take attendance weekly and fill out a monthly report form, indicating the attendance record, activities undertaken during each month, problem
children, movement in the group and the existing relationship between the leader and his group*. This monthly report serves a multiple purpose, as it presents the agency with a picture of the group being led by the junior leader; it affords the leader an opportunity to express his thoughts and feelings about the group; it serves as a tool for evaluating the program of the group and the group itself, thus making it possible to better the services given the group; it is valuable in the supervisory conferences for structuring it and giving concrete information the supervisor and supervisee can discuss and consider. No narrative or interpretive recording was asked of the junior leaders.

A Training Course For The Junior Leaders

The responsibility of the professional in the training of prospective leaders begins with an understanding of the volunteers; their motives for leadership; an understanding of their own efforts and those of the individuals whom they are to lead; skills necessary to handle the situations which they will be facing; and how, through a training course, these prospective leaders can learn more effective techniques for leading their groups.

The professional should be prepared to help the volunteer leader to understand that his job is not finished the minute he has led the group assigned to him. Thus, the interest in leading groups should be integrated with an interest in learning more effective techniques. These can be learned in a training course.6


* See Appendix C
The training course at the Roxbury Neighborhood House is in its infancy, this being the third year that it will be tested. In the past two years, the course has been offered to the junior leaders from January to May, and has consisted of monthly sessions devoted to discussion in different topic areas of leadership. Visual aids and socio-dramas have been used in the course also.

This year, with the greatest number of junior leaders the agency has ever had at one time participating in the course, four major topic areas have been selected for discussion and treatment by the professional staff workers in charge and the leaders themselves. These areas include, "Individual Problems in a Group"; "Group Formations and Goals"; "Programming"; and "Future Leadership". To make the training course as effective as possible, the professional staff workers leading the course, organized it as a cooperative enterprise between the junior leaders and themselves.

The first session, held in January, was geared toward a consideration of some of the immediate problems confronting these leaders. After a brief orientation, concerning duties, the role of the junior leader and the role this leader plays in relation to his group members, the leaders were asked to fill out a leadership technique form. This form cited six different problem situations in a group, five concerning an individual in the group. The leaders were to give three possible solutions for each problem. This exercise proved valuable in structuring the discussion of the day, as the leaders contributed verbally on numerous occasions.

* See Appendix B
The following is a brief outline of the four major areas to be covered in the training course.

**First Session**

**INDIVIDUAL PROBLEMS IN A GROUP**

1. Who Uses Junior Leaders and Why
   a. Method of selection
   b. Method of placement
   c. Clarification of duties
   d. Role of supervision and training courses
   e. Development of responsibility
   f. Attitudes
      (1) Role as member
      (2) Role as leader

2. Individual Members of the Group
   a. Case illustrations of individual problems
      (1) Discussion on techniques of handling these problems

**Second Session**

**GROUP FORMATIONS**

1. Types of Group Formations
   a. Interest groups
   b. Friendship groups
   c. Class groups
   d. Mass activity groups

2. Goals
   a. How goals differ in the various groups
   b. How to approach
   c. How to develop group progress and cooperation

3. Establishing Relationship With Group and Individuals
   a. Types of relationships
   b. Importance of relationships
Third Session
PROGRAMMING

1. Program Thinking
   a. Needs of group
   b. Interests of group
   c. Readiness of group

2. Program Planning
   a. Preparation
   b. Initiation
   c. Leading

3. Program Skills
   a. Games
   b. Arts and crafts
   c. Informal dramatics
   d. Trips

Fourth Session
FUTURE LEADERSHIP

1. Future Leadership
   a. Playground
   b. Day camp
   c. Summer camp
   d. Volunteer work in other agencies

2. Development of Social Responsibility Through Leadership

If agencies like the Roxbury Neighborhood House think in terms of their community responsibilities, the role eventually played by junior leaders in agency programs will be given careful attention. It stands to reason that the return is high for the agency which invests time and energy in a planned training program for all its leaders, including junior leaders. There still exists a definite need for the discovery of even more effective techniques for training junior leadership in group work agencies like the Roxbury Neighborhood House.
The experience for the junior leader is a valuable one, and it is valuable to the agency at the same time. It follows then that constant help and guidance must be given to junior leaders to make the experience more worthwhile to both the leader and the agency.

Training for leadership is a continuing process of learning. It does not end with the completion of a course, seminar or institute. The good leader is learning constantly and good agency practice provides opportunities for him to learn.\(^7\)

\(^7\) Committee on the Training of Group Leaders on the Job, *Group Work*, 1939, p. 56.
CHAPTER VI
SUMMARY AND CONCLUSIONS

The purpose of this study has been to describe how one group work agency, the Roxbury Neighborhood House, utilizes the services of certain teen-agers as junior leaders in its program. It has attempted to answer certain general and specific questions concerning these leaders in their agency. These questions were as follows:

1. What are the major advantages and disadvantages in the use of junior leaders in this agency?

2. How are junior leaders selected in this agency?

3. What are the agency's expectations and requirements of its junior leaders?

4. What kinds of groups are led by these young leaders?

5. What affiliation with the agency program do these leaders have other than their leadership responsibilities?

6. What kind of supervision do these leaders receive and how does it differ from supervision given older volunteers?

7. What type of training course is offered to the junior leaders?

8. How many of these leaders are interested in returning for further service in the future?

The majority of the answers to the questions asked of the thesis were derived from the study; the writer had only a vague conception of the total program of junior leadership, understanding only what he observed prior to the study and what he heard by way of informal discussions.
Before undertaking this study, the writer could only guess what some of the advantages and disadvantages in the use of teen-age leadership were. It was not known either, what the method of selection of junior leaders was, or the agency’s expectations and requirements of them.

The writer’s knowledge of the kinds of groups led by these leaders was limited, for only a few junior leaders had been observed on the job prior to the study. In the same sense, only a few leaders had been observed by the writer as they participated in their other activities in the agency. Since the writer was in the agency on Wednesdays, Thursdays and Fridays, he did not have the opportunity to observe other junior leaders on Mondays and Tuesdays.

In regard to supervision, the writer was familiar with the two junior leaders he was supervising, and two others who came under another field work student, but how this supervision and other supervision of junior leaders differed from the kind given older volunteer leaders was unknown.

The writer had a vague understanding of the training course offered the leaders, but would never have received a true picture of its content unless the study had been made.

There was no way of knowing how many of these leaders were interested in returning for leadership service in the future, other than by asking them.

Summary

The study first gave attention to background considerations surround-
role of the agency in accepting these leaders to serve for them. It was pointed out that these teen-agers are a special brand of people and should not be brought into volunteer service unless it was known what performance could be expected. When they were brought in, a reciprocal relationship should emerge, wherein the agency accepts the responsibility for additional staff development through supervising and training these leaders.

Some advantages in the use of junior leaders were cited. These included, their being close to the age and experience of the children they lead; they were available in the afternoon when younger groups met; the use of these leaders was seen as a method of developing future leadership; these leaders were able to develop a broader educational experience in the agency; they were a source of future strength in the community; these leaders interpreted the agency function to the community.

A consideration of some qualifications for volunteer leaders followed, with an emphasis on maturity of personality. Many authorities feel that no matter how well intentioned or strongly motivated a leader may be, conflicts and immaturities in a teen-ager's personality may hinder or negatively affect the emotional and mental development of the growing child. This discussion led into a consideration of some of the disadvantages in the use of junior leaders. Immaturity seemed to be at the base of most of the disadvantages. Among those listed were, the lacking of emotional stability and educational background; the tendency for leaders this age to be carried away in their roles and set themselves apart from their peers and their other affiliations in the agency; the tendency to expect too much from children; the tendency to often be impatient in
problem situations; the added responsibility for staff workers to supervise and train these leaders; the possibility of lowering the standard of the agency's program.

The study next described the agency itself, including the community it serves, which is designated as one of the lower economic areas in the city, a brief history of the Roxbury Neighborhood House, the agency purpose and function, a membership analysis, the program, facilities, and the professional staff and their duties. It was noted that four of the six professional staff workers had direct contact with and responsibility for supervising junior leaders.

In connection with the policy of the agency regarding the use of junior leadership, it was indicated that one of the aims of the agency was to develop as much leadership in the community as possible. There have always been a few junior leaders in the agency's program in past years, but only two years ago was there installed a training program for them.

The study revealed that some seven different activities came partially or fully under the leadership of these teen-agers, including four gym classes, three variety crafts classes, two arts and crafts classes, one game room group, three play room groups, one ballet class and one hobby class.

Fifteen of the sixteen junior leaders were found to have other definite affiliations with the agency, apart from their leadership responsibilities. The majority of the leaders belonged to friendship groups, social clubs or participated on the agency's athletic teams. Seven had had camp counselor experience. Fifteen leaders expressed a definite desire to return for
further leadership service in the future.

It was further revealed that the selection of junior leaders was left entirely to the professional staff workers, as they recognized the need or desire for leadership opportunity. Since they had had considerable contact with these individuals in different group situations, and were familiar with their capabilities and potentials, they were seen as qualified to select these leaders. However, the selection process was seen as a very careful one. The majority of the individuals who became junior leaders, were approached by professional staff workers and asked if they were interested in assuming leadership responsibilities. An interview would follow, with adequate orientation as to what was required and expected of them as junior leaders. The expectations and requirements were listed. The leaders were expected to: be mature; have a good sense of values; set a good example for others; grasp the real meaning of the agency; understand the meaning of team play; have consideration of others; be sociable; show interest in their school work; have informal contacts with their supervisors; be democratic in leading the group; be creative; carry out responsibilities given them; be able to stand up for what they believe in. The requirements were: agency membership; cooperativeness; obedience to rules; attendance at junior leader conferences; taking of attendance at each meeting of the group; attendance of training course sessions; attendance of monthly supervisory conferences; filling out of monthly report form; preparation for each meeting of the group.

The thesis showed that the majority of the junior leaders were being supervised by some professional staff worker or field work student. Seven
different methods were indicated as being employed by the staff workers for supervising the leaders. These methods included on the spot conversation, regularly scheduled conferences, weekly and periodic observation, conferences before and after group meetings, conferences before a group meeting only, and conferences after a group meeting only. An analysis of Table IV, pointed out that most of the junior leaders were undergoing two and three different methods of supervision, with the male leaders receiving closer supervision. Observation and on the spot conversation were found to be the most widely used methods.

In comparing the differences in supervision of adult volunteer leaders with that of the junior leaders, the study disclosed that the adult volunteer tended to have more regularly scheduled conferences, and the duration of these conferences was longer than those of the junior leader. The supervision of junior leaders, on the other hand, was found to be more intensive, and these leaders were more readily subjected to observation, together with a conference of some sort. Supervision of the junior leaders then, was for the most part, of a multiple nature.

Excerpts from a record on a supervisory conference involving a junior leader were included in the study to show method and style, and point out some of the problems confronting junior leaders. The leader, in this record was in charge of a gym class made up of ten to twelve boys, aged nine to eleven years.

The only recording junior leaders were found to be responsible for, involved keeping a weekly attendance record on the group and writing out a monthly report form, indicating the attendance record, activities
undertaken by the group during each month, problem children, movement in
the group, and the existing relationship between the leader and his group
members. This monthly report form was found to prove valuable to the
agency, as well as to the supervisor of the junior leader in the supervi-
sory conferences.

The study finally revealed and described the training course offered
these leaders in the agency. It was found to be divided into four major
areas for discussion and treatment by the staff workers and leaders. The
areas chosen were, "Individual Problems in a Group"; "Group Formations and
Goals"; "Programming"; and "Future Leadership". The course had been
organised as a cooperative enterprise between the junior leaders and the
staff workers in charge.

The training of junior leaders as volunteers was cited as being a
continuous process. It does not end with the completion of a training
course. As pointed out, the good leader is learning constantly.

Areas For Further Study

In studies such as this one, many significant factors, situations and
ideas evolve which do not quite lend themselves to exploitation within the
study itself, but do lend themselves to future investigation. It might
prove helpful to those individuals interested in junior leadership to
mention a few of these areas.

The following is a suggested list of areas surrounding junior leader-
ship for further investigation and study.
1. Evaluation of the total program of junior leadership, with an emphasis on evaluating the supervision and the training course.

2. Attitudes of junior leaders toward supervision, training course, their groups, and the agency.

3. The assignment of junior leaders to lead specific activities; the difficulties encountered by these leaders; any failures of leadership in certain activities and reasons for this failure.

4. Status of junior leaders in their groups - assistants; co-leaders; in complete charge; which combination or single method meets with the most success?

5. Follow up study on junior leaders to see how many have entered the field of social work, or related fields.

Conclusions

In light of this study, certain implications and inferences can be cited.

As a result of the description of the junior leader program at the Roxbury Neighborhood House, other agencies may very well decide to include these teen-age leaders in their programs. There were enough positive factors involved for them to give consideration to the idea. Many of the techniques, methods and ideas used by this agency in dealing with the junior leader situation, can be made use of to improve upon already existing programs. Perhaps "X" agency, which has been utilizing the services of older teen-agers as junior leaders, but has never given proper supervision and training to them, will consider the installation of a training course and the possibility of closer supervision for these individuals.

Since a descriptive study of the junior leadership program in this
agency is now available, it will facilitate the evaluation process, whenever this takes place.

It is apparent that this agency, through the years to the present, has sensed a need for the development of more leadership in the community, and has moved out to meet this need in one way by seeking out and selecting certain positive teen-agers, who, as members of the agency, have shown enough leadership potential to warrant their becoming junior leaders.

Many agencies like the Roxbury Neighborhood House have a shortage in staff personnel, and have utilized the services of volunteer leaders, both adult and junior, to match this shortage. This study has revealed certain evidence to show that this agency's utilization of junior leadership is not based on shortage of staff alone. The agency, in taking on junior leaders, has recognized the significance and advantage of developing and training these individuals as additional staff persons through close supervision, and of preparing them for their place in the community. These factors would seem adequate to justify the use of teen-age leaders in this agency.

The fact that these leaders have expressed a wish to return for leadership service next year, points out that they must be gaining a positive, worthwhile experience. If this agency can continue to encourage, train and develop these leaders, it will be making a sizeable and important contribution to society, for in such a crucial period as this, when many teen-agers are being frowned on for their negative activities, some worthy accomplishments by these more positive teen-agers should be brought to light to counteract the ever growing conception of teen-agers
This study has been concerned with sixteen of these more positive teen-agers, and how one agency has trained, supervised and made use of them. These teen-agers have a definite responsibility as junior leaders. This responsibility is to be as equipped as possible to do the best possible job as group leaders. This means that they should develop the skills they bring to the job and should try to learn new skills. There cannot be this growth, development and increase in performance without the guidance and direction of the agency, which should afford these opportunities to learn and grow. The only real means of evaluating the effectiveness of this process would be to see what the future discloses.

Since these teen-agers form a representative group of American youth which has been taught enough of the fundamentals of theoretical group work to enable them to do an effective job with their groups, it would follow then that they make up a reservoir from which future social workers will be selected.

Approved,

David Landy
Research Instructor
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REPORTS


APPENDIX A

QUESTIONS STUDIED IN THE INTERVIEW WITH THE EXECUTIVE DIRECTOR

1. What are your duties?
2. What has been the agency's policy in regard to junior leaders?
3. What has been the method of selection of junior leaders in the agency?
4. What expectations do you have of the junior leaders in the agency?
5. What major advantages do you see in the use of junior leaders in the agency?
6. What disadvantages do you see in the use of junior leaders in the agency?

QUESTIONS STUDIED IN THE INTERVIEWS WITH EACH PROFESSIONAL WORKER

1. What is your position?
2. What are your responsibilities?
3. What responsibilities do you have with junior leaders?
4. Where are you using junior leaders?
5. Why are you using junior leaders?
6. What do you consider the advantages in the use of junior leaders?
7. What do you consider the disadvantages in the use of junior leaders?
8. What has been the method of selection of junior leaders?
9. What are the requirements or expectations of your junior leaders?
10. How are your junior leaders supervised?
APPENDIX B

QUESTIONS STUDIED IN THE INTERVIEW WITH JUNIOR LEADERS

1. How old are you?
2. How long have you been a junior leader?
3. Have you ever been a counselor at the agency's summer camp?
4. What made you decide to become a junior leader?
5. When did you decide to become a junior leader?
6. What type of group do you lead?
7. What is the age range of the members in your group?
8. What do you do as the leader of the group?
9. Do you get along with most of the members in your group?
10. What other affiliation with agency program do you have outside of your current leadership duties?
11. Who is your supervisor and when do you confer with this person?
12. Are you interested in returning for further leadership service in the future?
APPENDIX C

Monthly Report
(Junior Leaders)

<table>
<thead>
<tr>
<th>Group</th>
<th>Leader</th>
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1. Number of boys in your group at the beginning of the month, and number present at each meeting.

2. List activities the group has undertaken and tell how the activity was enjoyed. Reasons if necessary. Did the children suggest any of the activities?

3. Problem children—describe in what way they are a problem. Have you tried to handle the problem?

4. What change, if any, have you noticed in the group in regard to cooperation and getting along with others, assuming responsibility, participation in activities.

5. At this point how do you feel about the group and its progress? How do you think the group is responding to you and the program?
1. This is a group of fifteen 8 and 9 year olds in a gym class; one child is constantly leaving the room.

WHAT WOULD YOU DO IN THIS CASE?

A. 

B. 

C. 

2. This is a group of eight 8 and 9 year olds. They are finger painting and are doing very well; before long one child ruins his picture and soon the others do the same.

HOW COULD THIS HAVE BEEN AVOIDED?

A. 

B. 

C.
3. Activities close at 5:00 p.m. The group went very well until 4:30 p.m. From 4:30 to 5:00 p.m. there was bedlam.

WHAT WOULD THIS INDICATE TO YOU?

A.

B.

C.

4. This is a party of 20 kids from 10 to 12 years of age. There are two cliques of seven kids each. The others are left out.

WHAT COULD BE DONE TO MAKE EVERYONE HAVE A GOOD TIME?

A.

B.

C.

5. One child always comes to the group who is very quiet and seems very nice. This child never mixes with the other kids and is afraid to take part in activities.

WHAT WOULD YOU DO WITH THIS CHILD?

A.

B.

C.

6. One child is very active, takes part in all activities, but is bossy and pushes the other kids around.
WHAT WOULD YOU DO WITH THIS CHILD?

A.

B.

C.

Name ___________________________