

A B S T R A C T

A STUDY OF WARDSHIP AND ITS RELATIONSHIP
TO
DELINQUENCY

by

William Gerard McNeil

This thesis is based on a study of 100 Wards of The Children's Aid Society of Colchester, who were in care as of December 31, 1962. The study was carried out by the second year students of the Maritime School of Social Work, with each student concentrating on a certain aspect of the problem.

Primary data were obtained by means of schedules from the case records of the Wards. Secondary data consisted of census and bibliographical material.

This thesis is limited to a study of thirty-one Wards whose behaviour was defined as delinquent. The subject of this thesis is delinquency in wardship with specific consideration being given to contributing factors. It is primarily qualitative and descriptive in nature.

It was concluded that there is a serious need for competent, knowledgeable social workers to give services to Wards. Also, that the children should be protected against undue stresses associated with foster care by providing them with stable homes and suitable foster parents.

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THE MARITIME SCHOOL OF SOCIAL WORK

WARDSHIP AND DELINQUENCY

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Children's Aid Society of Col-
chester County as of
December 31, 1962

A THESIS

Submitted to the Maritime School of Social Work
in Partial Fulfillment of the Requirements
for a Master's Degree in Social Work

by

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Halifax, April, 1963

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CHAPTER I

INTRODUCTION

In the United States and Canada today, there are approximately two hundred and seventy-five thousand children who are without homes of their own. They are children who are living in foster care -- that is, in foster families and in child caring institutions -- under the supervision of social agencies. The majority of these children will grow to adulthood in foster care. Some will return to their parents or to relatives, and some will then be returned to foster care again. Only a relatively few of those who are not infants will be adopted. These are the children who are known as wards.

This thesis is concerned mainly with the ward and the problem of delinquency, and has as its hypothesis that there are special factors normally found in wardship which make the typical ward more vulnerable to delinquency than the typical non-ward.

The reasons for undertaking the study are to test and validate the hypothesis in the light of the participating Agency's expressed hope that this may lead to better service; to add to the student's knowledge of social work research; to expand the student's knowledge and under-

standing by giving insight into the specific problems of wards and the services available to them. Also, the assignment is undertaken as a partial fulfillment of the requirement for the Master's Degree in Social Work.

The object of the thesis is to determine the importance of certain factors which are frequently found in wardship cases, and to assess how they influence the personality of the ward. Particular attention will be given to ascertaining if these influences are of sufficient degree to make the ward more susceptible to becoming delinquent than non-wards, and to suggest ways of overcoming or at least mitigating these influences if it is found that they do exist.

The focus of this particular study will be on those aspects of environmental and emotional stress which are frequently inherent in the living conditions of a ward and the part they play in pre-disposing the ward to unacceptable behaviour. It is expected that these will lie mainly in the area of poorly formed relationships due to separation from the natural family, and the weaknesses which are to be found in foster home programs.

For the purpose of this study, the following definitions have been adopted:

"Child" means a boy or girl actually or apparently under twenty-one years of age.

"Ward" is defined as a child who has been found to

be neglected by the court, and whose care and custody has been transferred to a Society, or the Provincial Director of Child Welfare, who then becomes the legal guardian of the child. As such, the Society or Director has all the rights and powers of a parent and a guardian appointed under any Act. This will be dealt with in more detail in a subsequent chapter.

"Delinquent" means any child who while apparently or actually under the age of twenty-one years, has violated any provision of the Criminal Code or any Dominion or Provincial Statute, or of any by-law or ordinance of any municipality, or who is guilty of sexual immorality or any similar form of vice, or who is liable by reason of any other act to be committed to any industrial school or juvenile reformatory under the provisions of any Dominion or Provincial Statute.

The study covered one hundred boys and girls who are currently wards of the Children's Aid Society of Colchester County, Nova Scotia, which is located in the town of Truro. In order that the Agency, its development and setting may be suitably understood, a brief description follows.^{1/}

Truro, shiretown of Colchester County, is situated at the head of Cobequid Bay. It lies at the junction of

^{1/}Based on information contained in the Encyclopedia Canadiana and the Atlantic Almanac for the years 1956 and 1961.

the Canadian National and Dominion Atlantic Railways, (C.P.R.) sixty-four miles north of Halifax. It was incorporated in 1875. Surrounded by a rich farming and lumbering area, it is an important railway and educational center. The educational institutions are the Provincial Normal College; the Nova Scotia Agricultural College; the Nova Scotia Training School for Retarded Children; the Colchester County Academy, as well as a business college.

The County, itself, is located in the central part of the Province. Originally, it formed part of the County of Halifax, but was made a separate county in 1836. It was first settled in 1690 by the Acadian French and immigrants from New England and Ireland. Farming, lumbering and manufacturing are its principle industries. The Northumberland Strait and Cobequid Bay areas yield bountiful catches of shad, smelt, oysters and lobsters.

In 1914, in the town of Truro, a public meeting was called for the purpose of organizing a Children's Aid Society. The Society grew slowly. In 1917, a membership committee was formed for raising funds and two homes were secured where children could be boarded instead of recourse having to be had to the Town Poor Farm. The first paid agent was employed in 1928.^{1/}

^{1/}A history on the origin and growth of the Colchester Children's Aid Society from 1914 to 1931: prepared by K.H. Hiltz, Truro, N.S., 1950.

Today, the establishment calls for an Executive Director and four full-time social workers. The Society, in addition to providing for the care of wards, also provides protection services for children, services for unwed mothers, adoptions, the supervision of juvenile delinquents, as well as responsibility for social assistance payments.

The Children's Aid Society of Colchester County is financed through a regular annual campaign among the public, as well as by grants received from the Municipality of Colchester and the Provincial Government. Maintenance of wards in foster homes is paid jointly by the Province of Nova Scotia and the place of legal settlement to which the child belongs.

Board rates are set at a maximum of \$8.00 weekly in a boarding home, and \$14.00 in an Orphanage or other Institution. Medical coverage is also provided over and above the board rate.

Family Allowance accounts, in which all Family Allowance monies are deposited, are kept in trust for each individual ward. Spending money, as well as extras such as bicycles and piano lessons, is provided from this account. Upon termination of wardship, any money left in this account is automatically turned over to the ex-ward.

This study is part of a group research project undertaken by the second year students of the Maritime

School of Social Work. Each student was responsible for insuring that the questions concerning his or her subtopic were included in the schedules, and for the preparation of tables to set forth the pertinent data, after it had been collected by the group.

Certain limitations were encountered in the study. The main restriction, which was imposed by the class itself, was the selection of a particular group in a given circumscribed setting for the study. Another was that it was based on data obtained from an Agency's records which were not written with research purposes in mind. Consequently, in some instances, the records provided only limited or hazy information. Additional limitations were in the time available for the project which was completed within the School academic year, thus restricting the number of cases studied and the intensity with which they could be researched. The Agency containing the records used, was located sixty-four miles from the School of Social Work which made access to the records containing data difficult. Usable information on wards who were seen by other professional persons, such as psychiatrists and psychologists was somewhat limited because it was not prepared with a view to its being used in a study such as this.

Changes in Agency staff disrupted the continuity of records, and it was not possible to interview former

social workers who had knowledge of the wards not contained in the files. Neither was it possible to obtain information from the wards, themselves, because of time limitations.

The primary data utilized in this study was obtained from the files of one hundred wards active with the Children's Aid Society of Colchester County as of December 31st, 1962.

The data was obtained by means of schedules drawn up for that purpose, and collected by all members of the research group. Useful data came from psychiatric reports, psychological reports, social service reports, and progress reports. Correspondence between Agency and other Welfare establishments, and from parents, both natural and foster, was also significant. A vital portion came from case histories and the "running records" of the files.

Secondary sources of material were mainly bibliographical, and included works on pertinent subjects such as social work, psychiatry, psychology and delinquency. In addition, these subjects were reviewed through periodicals and pamphlets. Use was also made of census reports, Annual Reports, Statutes and Acts.

The approach to the study will be from a social work point of view and will be primarily qualitative and descriptive in nature. Use will be made of statistical analysis only when this is considered necessary for proper

understanding of the material. The case study method will also be used.

CHAPTER II

WARDS AND FOSTER CARE

Through much of recorded history, we can find the hand of charity being extended to the needy child, even though much of the time the succor offered was most inadequate. Even in the pre-Christian era, in Egypt, we find that the Book of the Dead, in eulogizing the departed, tells of "how he clothed the naked and fed the hungry; how he protected the widow and provided for orphaned children."^{1/} Later, "the buildings around the Greek and Roman temples -- which had been used to house guests in the days when there were no hotels and hospitality to strangers was accepted as duty to one's peers -- were now used to house the sick, the poor, and needy children."^{2/}

Progress was indeed slow, and it was not until about the time of Confederation that any country made a law to protect abused or neglected children in their own homes, and it was later still that delinquent children received treatment different from adult criminals.

^{1/}Frank J. Bruno, "New Light on Oriental and Classical Charity in the Pre-Christian Era", in The Family, v 25 (1944), p 261

^{2/}Ibid p 265

For many centuries, on the other hand, the destitute child had been the cause of public concern and action. DeSchweinitz^{1/} mentions that according to the Elizabethan Poor Law, the child could be set to work on flax, hemp and wool, or apprenticed for the purpose of learning a trade, or farmed out to the highest bidder, or kept in a poor house, or as a last and rare extreme, be given relief in his own home. This Poor Law was brought to Nova Scotia with the early settlers.

A brief description follows of the evolution which took place in this Province, and which culminated in the facilities offered by the Children's Aid Society in Truro, today.^{2/}

Ten years after Halifax was founded, workhouses were built to bind out poor children to be apprenticed. Conditions in these workhouses were frequently appalling, being overly crowded, lacking segregation from the sick, and with men, women and children all sleeping together. Reformers, such as Joseph Howe, were able to bring about social reform resulting in the establishment of special institutions for children. Although an improvement, they still left much to be desired, even when measured by the standards of those times.

^{1/}Karl DeSchweinitz, England's Road to Social Security. University of Philadelphia Press 1943.

^{2/}Unpublished Study, Two Centuries of Child Welfare in Nova Scotia - Paper given to Children's Aid Society's Board Members 1959.

Laws for the protection of children were very slow in being implemented. It is historical fact that laws to protect animals considerably pre-dated those for the protection of children. The Royal Society for the Prevention of Cruelty to Animals was installed in this Province on a permanent basis twenty-nine years before the first Children's Aid Society was organized in Nova Scotia.

Because the Society for the Prevention of Cruelty to Animals was the only existing organization which could offer succour to abused and neglected children, it was frequently called upon to give such help and was authorized to deal with wrongs to children under the age of sixteen years. Its constitution provided for many of the present day benefits and in addition, permitted the indenturing of its charges to suitable foster homes.

In the early 1880's, the courts were given the authority to remove children found to be neglected from the custody of their parents and to place them in an institution. By 1888, two-thirds of the cases which the Society for the Prevention of Cruelty to Animals dealt with concerned children and families. Its call for better methods and facilities to care for the problems of neglected or abused children eventually led to the establishment of a Children's Aid Society in Halifax, in the year 1905. The following year, the Society was incorporated and the first Children's Protection Act was passed.

It authorized a Children's Aid Society to bring neglected boys under fourteen and neglected girls under sixteen years of age before the Court, receive guardianship, place them in the temporary shelter of private institutions at the expense of the municipality, and apprentice them to suitable free homes.

By 1940, the work of the Children's Aid Societies had taken on increased importance due largely to public acceptance and support of their contribution in alleviating major social problems. As a result, most Societies were employing full-time "agents", who could only be appointed with the approval of the Director of Child Welfare.

The introduction of Family Allowances assisted in the prevention of family disintegration due to lack of finances and also provided extras for wards of Children's Aid Societies. Other social security measures such as health grants, Old Age Security and old Age Assistance programs, Disabled Persons Allowance, and certain other benefits provided for under the Provincial Social Assistance Act further strengthened family units.

Yet in spite of improved facilities, services and budgets, some children must still be made wards. To understand the ward's situation fully, it is necessary to be aware of the reasons why children are made wards, the process by which this is accomplished, and how this affects

the child.

In most cases, a report of alleged neglect is made to the Children's Aid Society from such typical sources as school officials, neighbours, medical persons and the like. Sometimes, the report comes from the child's family, usually one of the parents. An Agent of the Society then goes to the child's home to investigate the charge and in this aspect of their duty, which is known as protection service, has all the powers and authority of a constable.^{1/}

Present philosophy has turned from earlier punitive methods. Now, when neglect is found, all of the Society's energies are turned to working with the parents and child to ensure that when at all possible, the child is permitted to remain with his family. This attitude has been adopted largely because social workers have come to realize the importance of the natural home. This has been described well by Bowlby when he wrote:

The decision which for any cause separates a child from his family is very serious; it sets in motion events which to a greater or lesser degree affect the whole of his future life. Whether the removal is due to sickness, neglect, desertion, inefficiency, or death of parents, or to the child's conduct inside or outside the home, the transfer to the control of strangers should not be made without much forethought. ... Too often children are taken from their families with very little, if any, study of the causes that lie behind the situation. Many agencies mistakenly approach the problem with pre-determined ideas of the conditions which would warrant removal rather than with the purpose of ascer-

part II ^{1/}Revised Statutes of Nova Scotia, 1961, op. cit., s.16 (I)

taining whether the home of the parents can be made suitable for the child.

However, when this is not possible, the child is "apprehended"; that is, physically removed from his home and kept under the auspices of the Society. There are, of course, variations of this procedure and for example, if there is no danger to the child, he may be permitted to remain with his parent(s) until he appears in court. In this case, the Agency serves a written notice on the parent(s) or guardian to bring the child to Court at a time not earlier than four days after the serving of the notice, or if the child was apprehended, the parents, themselves, are notified to appear. In all instances, the parents must, when possible, be notified, as must the municipality which is thought to be the child's place of settlement.

Judges of the Juvenile Court are specially authorized by the Governor in Council for the purposes of the Child Welfare Act, and their hearings are restricted to such cases. Cases are heard in camera. Parents are permitted representation by a lawyer if they so wish, and any person involved can call witnesses to support their testimony. The main concern of both the court and the agency is to arrive at a solution which is in the best interests of the child.

1/John Bowlby, Child Care and The Growth of Love,
based on the Report, Maternal Care and Mental Health,
abridged and edited by Margery Fry, Harmondsworth, Middle-
sex, Penguin Books Ltd., (1959) p 79.

Where a judge finds the child is not neglected, he shall dismiss the case.

Where a judge finds a child to be neglected, he may:

(a) Adjourn the disposition of the case from time to time for a total period not exceeding one year. During this time, the child may remain with his parent(s) or guardian subject to the friendly supervision of a Children's Aid Society or the Director; or

(b) Commit the child to the care and custody of a Society or the Director. Such a commitment is only made when the agent of the Society consents in writing.

Once a child is made a ward, he shall remain so until one of the following provisions has been fulfilled:

(a) the child reaches the age of twenty-one years; or

(b) the child is adopted; or

(c) the Minister, pursuant to Section 29, transfers the care and custody to the Director or a Society; or

(d) the child marries; or

(e) the judge, upon an application made for appeal or a rehearing, orders that the guardianship be terminated.^{1/}

In those cases where the child is made a ward and an Agency assumes guardianship, the responsibility then falls on the Agency to provide for the child's physical, emotional, social and spiritual needs. To ensure that these basic needs are met, Agencies have resorted to many methods of care. They include such ways as free board in

^{1/}from Revised Statutes of Nova Scotia, Child Welfare Act, 1954, amended 1961, Part III, c.30 s.28.

which foster parents provide for a ward without remuneration; staying with his own parents, in which case board can be paid under some circumstances; staying with relatives, which also can be a free or paid home; placement in a prospective adoption home where a twelve month probation period must elapse before the adoption is made final; a cottage type settlement in which a limited number of wards are placed in a "cottage" with a house mother supervising; and small group living, which also restricts numbers to a selected group of wards, usually those with special problems. This latter type of placement is supervised by a husband and wife team who have been specially trained for this role.

Until a relatively short time ago, the most commonly used method was the institution. Even under the best of conditions, this method left much to be desired. With infants, it failed to provide the tender loving care which is so necessary for healthy development; during the oedipal stage, it failed to provide a proper figure with whom the child could identify; and in cases which lasted for longer periods, it lessened the capacity to develop healthy relationships.

This is not to say, however, that the institution has no place in present day child care programs. For some children with specific problems, such as those who have revolted against forming close relationships, it provides a secure haven where the ability to relate can be

gradually developed. A group living experience may be most beneficial for the child who "cannot tolerate the facsimile of family life with its intimate family relationships."^{1/}

But by far the most important method being used today in caring for wards is that of foster homes; the use of normal, everyday homes in which the ward lives as much as possible as a regular member of the family.

All of these methods are included in the term "foster care" program. For the purpose of this study, it will be "used to designate the care of children reared away from the natural family, in institutions or in foster family homes."^{2/} The selection of foster homes presents a major challenge to child caring agencies.

A major problem which occurs in some placements lies in the difficulty of providing homes of the proper religious denomination. This must be done for the Act^{3/} reads, "no Protestant ward shall be placed in a Roman Catholic institution or a family, the head of which is a Roman Catholic; and no Roman Catholic ward shall be placed in a protestant institution or in a family, the head of which is a Protestant."

^{1/}Ester Glickman, Child Placement Through Clinically Orientated Casework, New York, Columbia University Press, (1957) p 64

^{2/}Social Work Year Book, New York, Russel Sage Foundation, v 10, (1949) p 211

^{3/}Revised Statutes of Nova Scotia, 1961, op. cit; part III s 44 (I).

To underline the difficulty associated with making the use of a foster home a beneficial growth experience to the ward, the following observations are offered to describe what happens to the ward even before placement is made.

Leontine Young has written, "any child who is compelled for whatever reason to leave his own home and family and to live in foster placement, lives through an experience pregnant with pain and terror for him and potentially damaging to his personality and potential growth."^{1/}

Edith Buxbaum, in commenting on this type of traumatic experience has said, "separation from previous environment, including the parents, is the most drastic interference in a child's life since it necessarily disturbs the child's feeling of identity."^{2/} In the same article, she explains why this is so important by stating that after the child is able to identify with his mother, then "this extreme dependence on the mother is such that the child feels lost without her; when she is lost, the child's reason for living is lost. He feels he is nothing -- his identity is lost with her."^{3/}

^{1/}Leontine Young, "Placement from the Child's Viewpoint," In Journal of Social Casework, v 31 (1950) p 250.

^{2/}Edith Buxbaum, The Problem of Separation and the Feeling of Identity, as published in Child Welfare, v 34 Nov. (1955) p 15

^{3/}Ibid p 15

This, then, is a basic problem that the ward brings with him to placement and with which the foster home must be prepared to cope. To see how such homes are equipped to handle the problems of the wards entrusted to their care, and how they are not equipped, a description of selectivity and their role follows.

Bowlby has laid down three principles for the guidance of agencies in regard to child care. These are:

(a) A clean cut cannot be made between a child and his home.

(b) Neither foster home nor institution can provide children with the security and affection which they need; for the child, they always have a makeshift quality.

(c) Day-to-day arrangements create insecurity in the child and dissatisfaction in the foster mother; sensible long-term plans are essential from the beginning if the child is not to suffer.^{1/}

Stressing the importance of human relationships, he has also outlined situations which are favourable, and not favourable, in foster homes. Favourable situations are:

(a) The presence of other children in the home, especially brothers and sisters of the foster child. It is found particularly important for girls over twelve to be placed with other children.

(b) A difference of four years or more (in either direction) between the foster child and the foster parents' own child of the same sex.

(c) The placing of a child of the opposite sex to, but of the same age as, the foster child works well.

(d) Nervous anxious children are best placed in quiet, conventional types of homes, while active aggressive

^{1/}Bowlby, op. cit. p. 133

children are best in free and easy homes with companions, though wherever placed, it is this type which gives rise to most difficulty.

Situations to be avoided wherever possible include:

(a) The older the child the less suitable is he for a foster home. This is especially true of children over thirteen years.

(b) Young children (under ten years) are not well suited to elderly foster parents (over forty-five years of age).

(c) A foster child of the same age and sex as a child of the foster parents gives rise to friction. Such a child is thought of too much for his uses as a play-mate, and too little for himself. Moreover, situations of jealousy and rivalry are apt more often to arise than where age and sex are different.

(d) Large differences in standards of living and social class between foster family and the real family have sometimes been found to be a strain for the child to make for resentment or jealousy in the real parent.

(e) It is a great mistake to put seriously maladjusted children in foster homes before they are well on the way to recovery. It has been frequently found that the placing of such cases leads to failure, especially amongst the children whose anxiety shows itself in rudeness and aggressiveness. The 'shut-in' type of child succeeds better.

An accepted, frequently used procedure in the selection of foster homes usually begins with the Agency using some communication medium, as newspaper advertising, to notify the public of its need for homes. When warranted, special advertisements are placed to meet specific requirements of individual wards. Interested parties who contact the Agency are sent a pro forma asking them specific

questions pertinent to their potential role as foster parents. The most important question is the one asking why they want to board a foster child. Evaluation of the response to this is based on the needs of the child, with special attention being given to ensuring that a child is not placed in a home where the main concern is what the child can give them.

After receiving the application, one of the agency workers arranges to interview the applicants in their home. This provides the opportunity for as on the site assessment and evaluation of the home in terms of the Agency's standards. After determining suitability in general terms, the social worker must further attempt to ensure that there is not some underlying, unacceptable purpose such as the wish of one partner to use a child as a weapon against the other, or to get an inexpensive house-keeper -- baby sitter -- or the like. Once this is established, it is incumbent upon the agency representative to effectively clarify with the potential foster parent the expectations of the agency and the problems involved. It is neither fair to the foster parent or the ward to keep the foster parents ignorant of the special problems which are to a greater or lesser degree present in all placements of wards over the age of two, and perhaps even younger. Because of these special problems which must be looked after, such as separation anxiety, loss of identity, and the very

real possibility in some instances that the foster parents may have to give up the child after they have developed a deep affection for him, special care and skill is needed in interpretation and selection.

Perhaps the most difficult areas lie in assessing the foster family's ability to work with the Agency, and in their acceptance of the natural parents of the child. Failure to properly interpret to the foster parents what is expected of them in this regard, results in a likelihood of their requesting that the child be removed, with the consequent damaging effect this has on the child's psyche.

Because it is the purpose of the Agency to return the children to natural parents whenever this is possible, and because it is known that such contacts, especially of a frequent on-going nature are beneficial to the child, it is vital that the Agency provide for them. Foster parents who may have some knowledge of the neglect suffered by the child often find it difficult to be accepting of the parents whom they may see as perpetrators of great social injustice.

Foster parents are also very apt, sometimes even after having been properly briefed, to resent any intrusion on the part of the Agency. They would prefer to raise the children as they believe they should be raised. While this is to be commended within limits, there are many decisions in regard to the ward which requires the use of professional knowledge and insight which the foster parents are not able

to provide and must be prepared to comply with the Agency's wishes.

In order to mitigate the anxiety related to the placement of the ward in new surroundings, the co-operation of foster parents is needed in making the transition a gradual one. A recommended procedure is both to prepare the ward verbally, and to have him visit his prospective foster home in advance of placement:

For the child, separation and placement are fraught with ... fear, apprehension, anger, despair and guilt, which may be expressed in as many ways as there are defences ... Unless the child can accept the necessity for placement, he cannot use his foster home experience. In his denial of his situation, his energies, either in reality or fantasy, are bent on getting back to his parents.^{1/}

Concerning the vital matter of the ward's relationship to the Agency, a recent study^{2/} disclosed that children placed early in life tended to have a relatively poor grasp of the Agency's services, and the older ward a somewhat better but, for the most part, a still sketchy knowledge of his identity. The author concludes by saying, "it would appear then, that the chief source of the child's understanding of the agency is the agency itself. This takes place through his relationship with the caseworker. It is interesting to note that ordinarily, this relationship tends to be one of clarification

^{1/}Ibid p 141

^{2/}Eugene A. Weinstein, The Self-Image of The Foster Child, New York, Russel Sage Foundation, (1960)

and interpretation only in times of crisis or imminent change.^{1/}

This exposition on wards and foster homes has indicated what is involved in taking a child into wardship, and what provisions are made for the child following the granting of wardship by the court. To properly complete the picture, the following observations will clarify how the foster children, themselves, felt about their years spent in the care of an agency. The data is the result of a study^{2/} completed in Holland in 1954 and is based on a follow up study of 200 foster children. What were the feelings of these children towards their former foster parents? More than half of them who had been placed under the age of six, which should make them more amenable to foster home placement as they had less time to be moulded by undesirable influences while with their natural families, severed every contact with the foster family after coming of age; 74 percent of these over six severed such contact. "More than half of all the respondents expressed strong negative feelings toward their former foster parents. They had many complaints, often very serious ones. To the question of why they had never succeeded in making a change in their miserable circumstances, they answered; "We were scared to death," or "So our lot was cast,"

^{1/}Ibid p 63

^{2/}Paula, Van Der Waals, Former Foster Children Reflect On Their Childhood, as published in Children, v.7, No. 1 Jan.-Feb. (1960) pp 29-33.

or, "What would have happened when we complained?" No one would have believed us", All complaints were connected with the feeling of being deprived materially as well as emotionally. ... Such complaints seemed to be results of attacks on the personality, of not being appreciated in the way they had wished to be."^{1/}

However not all the respondents were disillusioned with their foster parents and about 25 percent spoke of them with affection and after coming of age mentioned close contact with them. Some eventually, "took one or both of their foster parents into their own home or settled with their wives and children in the foster parents' home."^{2/}

In regard to their natural parents 75 percent declared they had kept no ties whatever with their own parents, who had severed every contact with them. Some of them said they had not suffered from this indifference. Others, however expressed strong feelings of hostility toward their parents and spoke bitterly of how the parents had wronged them. A feeling which would undoubtedly in many be projected to the world around them.

In regard to the agency many "had felt uncomfortable about it because the agency's assistance had been a constant reminder of the fact that their own parents were unable or unwilling to provide for them."^{3/} For the most

^{1/}Ibid p. 30

^{2/}Ibid p. 31

^{3/}Ibid p. 32

part they felt indifferent to the social worker who represented the agency because she had not seemed to display much interest in and sympathy for them for the most part dealing directly with the foster parents and seldom giving the child an opportunity to express his opinion. This, is, unfortunately, still a valid criticism which could be presented by many of the wards studied for this thesis. But to date no solution has been put forth which would enable the agency representative to get to see her charges during the extremely limited amount of time available when the child is not attending school. As in the case of the foster parents there were some instances of close relationships being formed and appreciation offered for the help given by the social worker during the years of wardship.

It is easy to see that the road to success in planning for the needs of these unfortunate children, who are the flotsam of marriages which have floundered in heavy seas, is studded with pitfalls. It is a problem, but not it is to be hoped, an insurmountable one for as Erikson has written, "Some day, maybe, there will exist a well-informed, well-considered, and yet fervent public conviction that the most deadly of all possible sins is the mutilation of a child's spirit ...^{1/} and when that day comes, it may well be found that most of the major

^{1/}Eric Erikson, Young Man Luther, as quoted in Children, v. 7, No. 1 Jan. - Feb. (1960).

areas of concern around this grave social problem have been resolved.

CHAPTER III

DEVELOPMENT OF PERSONALITY AND DELINQUENT BEHAVIOUR

... what is believed to be essential for mental health is that the infant and young child should experience a warm, intimate, and continuous relationship with his mother (or permanent mother-substitute- one person who steadily 'mothers' him) in which both find satisfaction and enjoyment. It is this complex, rich and rewarding relationship with the mother in early years, varied in countless ways by relations with the father and with the brothers and sisters, that child psychiatrists and many others now believe to underlie the development of character and mental health.^{1/}

The development of the human person is a wonderful, complex growth process. At birth, the neonate has already had nine months to form the uniqueness of his personality. Present day thinking gives considerable acceptance to the belief that in addition to the effect physiological causes such as the Rh factor and German measles have during the prenatal period, psychological factors also influence the unborn child. Studies done by Sontag^{2/} indicate that often the child of a mother who has had strong emotional disturbances is, even at the time

^{1/}Bowlby op.cit.

^{2/}L.W. Sontag, The Significance of Fetal Environmental Difference. American Journal of Obstetrics and Gynecology, 1941 p.42.

of birth, ill tempered, more susceptible to colic, vomiting, meanness and the like. This may result in the mother partially rejecting the child, and the child sensing this rejection reacts against it and becomes even more difficult to handle. This starts a vicious cycle which may culminate in an almost total rejection of the mother and child for each other.

To understand what has given the new born baby its individuality, it is necessary to consider briefly the role played by heredity and environment. By heredity is meant the biological endowment transmitted, by means of the genes, from the parents to their offspring at the moment of conception. Such characteristics as baby build, eye and hair color are determined by heredity. Environment refers to all the factors, both physical and social, which act upon the person from without.

Heredity puts a limit on the level of development which an individual can achieve, such as that imposed by the amount of intelligence which one possesses. Environment, on the other hand, determines to a considerable degree to what extent the hereditary factors will be developed. There would be a considerable difference, for example in what development would be expected of two individuals with the same intelligence quota if one had access to educational facilities while the other one had not, as

even the intelligence quota might be expected to vary as much as fifteen points.^{1/}

In addition to heredity and environment, the individual's behaviour level is also the result of learning and maturation. The latter refers to body changes which are determined by heredity over a period of time. A good example of this is the expansion of the skeletal structure. Although the maturation process varies in rate, it always follows an orderly sequence.

It can readily be seen that these four factors play an important part in the development of the individual.

Of particular concern to this study are the psychological factors which influence personality. "The structure and functioning of personality are the products of inherited and constitutional equipment in continuous interaction with the physical, psychological, and social environment the person experiences."^{2/} For the sake of convenience, these psychological factors will be discussed as of the point in the individual's chronological growth when they are apt to be most influential. These growth periods will be divided into four periods: infancy; early child-

^{1/}Floyd L. Ruch, Psychology and Life: Chicago: Scott, Foreman and Company, 1958, p 101.

^{2/}Helen Harris Perlman, Social Casework, A Problem-Solving Process. Chicago: University of Chicago Press, 1957, p 17.

hood; late childhood and adolescence.

The period of infancy is a time of helplessness and dependency during which the infant's functioning is primarily concerned with the satisfaction of physical needs. It is normally thought of as covering the first two and one-half years of life. The major problems of this phase revolve around "mothering" and feeding.

It is the time the child first becomes responsive to the world outside himself and to a great extent that world is his mother, or his mother - substitute -. The nature of the relationship is the foundation on which he will build his attitude towards both the world and himself. The extent to which he receives love, warmth, and acceptance will go a long way in determining whether he will acquire confidence and satisfaction in life or whether he will feel lost and deprived. The first year of existence is often referred to as the time in which the individual develops a sense of trust, an expression originated by Erik Erikson.^{1/} It refers to the infant's reaction to the way his physical and emotional needs are met. If they are attended to fully and dependably he accepts the world as a place to be trusted. When his needs are not met he becomes anxious, suspicious and frustrated and then distrustful, an attitude which will distort his future

^{1/}Eric H. Erikson, Childhood and Society, New York, Norton 1950.

thinking. Prolonged deprivation of maternal care during this time may have grave and far reaching effects on his character and on the whole of his future life. Bowlby suggests that three somewhat different experiences can produce the affectionless and delinquent character:

(1) Lack of any opportunity for forming an attachment to a mother - figure during the first three years.

(2) Deprivation for a limited period - at least three months and probably more than six - during the first three or four years.

(3) Changes from one mother-figure to another during the same period.

The infant's main physical need is for food. He is aware of hunger and the satisfaction of his appetite calms and relaxes him and adds to his feeling of trust.

Early childhood is the period in which the child learns to socialize. It commences between the second and third years and continues until about the sixth year. During this span, the infant becomes aware of his individuality and is confronted with problems of authority and discipline. From a state of dependency the "toddler" becomes capable of individual action in which he can walk and run without difficulty, care for his own simple needs and, hopefully, develops an acceptable sense of social behaviour. Using the Freudian concept of personality structure the child, who at birth was entirely governed by the "id", a

term used to express the unconscious pleasure-seeking drives, has developed an "ego", the term used to con- note the idea of "me" or "self", which gives considera- tion to reality factors, and is now in the process of developing his "superego". The superego provides moral censorship for the ego. It represents the ideal rather than the real and strives for perfection rather than for reality or pleasure. It is a person's moral code and develops largely during this period of growth through the child's assimilation of his parents' standards re- garding what is good and virtuous and what is bad and sin- ful. A poorly developed superego can easily cause reper- cussions in the personality which will have dire results. If it has not developed sufficiently or has been taught principles which are not acceptable to the culture in which the person lives, the result will be a conflict with society; if it has been over-developed it may re- sult in a too rigid outlook which will render the person incapable of adapting to reality and coping with the stresses of life.

There are many areas of concern during this devel- opmental period which for the most part have their sources in the parent - child relationship. If they are not pro- perly handled they are almost bound to present themselves later on in the form of emotional disturbance or abnormal behaviour.

Possibly the most important deprivation which can be encountered by the child is rejection, as it makes the building of a healthy, normal relationship impossible. It may take many forms from plain physical neglect to such things as denial, unwarranted criticism, the setting of impossible standards and so on. This kind of parental attitude is at odds with the child's need for love and security and causes him to withdraw to protect himself thus blunting his social learning. Often the result will be an acting out through delinquent behaviour as the child attempts to fight back against the injustice. Severe rejection may result in major personality disturbances.

Overprotection, while not as socially condemned as rejection can be in many instances just as damaging. It is usually expressed in the form of a too lavish love or through "over-controlling". Overprotecting parents either give in to all of the child's demands or do not permit him the use of choice because they decide even the smallest decisions for him. As a result, the child is unable to test his environment as it really is and so is not prepared to face the reality situation when he is forced outside the haven provided by the parents. Such children tend to grow up into overdemanding, nervous persons often unsure of themselves. They can become so accustomed to having their own way that they will be insistent on having

their desires met when they are older, even if they must move outside the accepted social norms to realize them. They are likely to be selfish individuals mainly concerned with themselves.

The damaged personality resulting from overindulgence points out very forcibly the need for the parents to properly prepare their child to recognize authority and accept discipline. As we have seen the child lives the early part of his life sensitive to nothing except his own needs and wants. Gradually he becomes cognizant of limitations in the meeting of these, as in the case of not having a feeding as soon as he feels he should. With time, he learns that some deprivations are due to his parents who deliberately impose them. This represents the first authority relationship and leads to his subsequent acceptance of society's standards.

When these standards are imposed on the child with discretion and he is disciplined in such a way that he is aware of the parent's continued love for him, then he usually finds it possible to accept the restrictions. On the other hand, when the standards imposed are unrealistic or imposed without love, he is apt to respond in either a rebellious or over-submissive way. In the cases where standards are imposed inconsistently, or not at all the child will not develop adequate frustration tolerance and may well find it impossible to adjust to the demands

of later life.

An area in which many parents find difficulty is that of toilet training. There is sometimes a feeling of competitiveness as parents endeavoured to have their child trained in less time than other parents have been able to train theirs. There is also, in our society, a reluctance to involve oneself with something which has a "dirty" connotation and so an attempt is made to get this phase over with as soon as possible. However, attempts to impose standards of control and cleanliness upon the child before he is physically or emotionally ready, is frequently the cause of early feelings of inadequacy and fear. Mismanagement in regard to this function could result in the child eventually acquiring the very upsetting neurotic trait of compulsiveness. "Social anthropologists do not find our compulsive neurotics and "anal" characters in those cultures in which toilet training is a negligible part of social adaptation."^{1/} Toilet training is usually the first real authoritative relationship between the parent and child, and it is the first time the child has a weapon with which he can show his displeasure. Also, it is the first opportunity he has to give his parents something and will often present them with his feces as a gift because it gives them pleasure. Needless

^{1/}Irene Milliken Josselyn, The Happy Child, New York, Random House, 1955, p. 59.

to say, the success realized during this phase can well lay the foundation for future success, or failures, in other fields.

Another development facet which can be a causative factor of later delinquent behaviour if it is not handled properly is sex. Children are not naturally inhibited in regard to sex, which is after all a normal part of living. First he will become aware of the parts of his own body, playing with his genitals in much the same fashion as he would with his fingers or toes. Next he becomes aware of the physical difference between the sexes. The reactions of his parents to these learning experiences will shape his attitude toward sex. If the parents, because of their own taboo attitude convey to the child the impression that sex is unclean and shameful by such means as refusing to answer questions about it, or by being embarrassed, this could well color his attitude for the rest of his life. The result could be an inability to relate to the opposite sex or worse still, the seeking of sexual gratifications in ways which do not conform with accepted cultural practices.

During this developmental period, the emotional involvement between the child and the parent of the opposite sex may become intense. This situation became known, mainly through its use by Freud, as the Oedipal conflict. It involves not only the attachment to the

parent of the opposite sex, but also feelings of jealousy and competitiveness to the parent of the same sex. It is normally resolved by the child realizing the helplessness of his desire, giving up the rivalry and then identifying with the member of the same sex. If it is not properly resolved, the child will likely grow up with a predisposition for a variety of personality difficulties.

Sibling relations frequently play a part in the formation of delinquent personality. Competitiveness between brothers and sisters is described by the expression "sibling rivalry". While a certain amount of competition between brothers and sisters is expected, and, in fact is healthy, sometimes it can result in detrimental attitudes. Many factors are influential such as the individual's sex, the sex of other children, the ordinal position and so on. The factor usually having the greatest influence, and the one most frequently seen, is that of favoritism. It can make one child deeply resentful of another and instill a feeling of inferiority and hostility which could later be projected on to non-members of the family.

Late childhood is that period which encompasses the years from six to about twelve. It is a time when the youngster first learns to look out for himself for during this period he leaves the friendly confines of his

home and starts competing in the world. Much of the competing is done in school, which subjects the neophyte to a somewhat different set of standards than those to which he was accustomed at home. Many find the separation from home very traumatic and they are overwhelmed by the group life it presents. The fruits of poor upbringing are quickly noticed there as inabilities are often manifest in reading and arithmetic disabilities, stuttering, excessive shyness and the like.

Perhaps the child's biggest test at this time is his ability to socialize with his peers. For the most part, after the early problems have been overcome, this is a period of rather peaceful development both physically and psychologically, the lull before the approaching storm of adolescence.

Adolescence is a stage of transition in which the individual struggles to attain independence, self-confidence and a sense of identity. It is usually ushered in by means of a series of critical physiological changes. These changes occur earlier in girls than in boys, the average age being about twelve for girls and fourteen for boys. For girls, the most important are the development of mammary glands, the menarche, and the change in body shape; for the boy, they are improved physique, deepening of the voice, and growth of beard. The individual's reaction to these changes and to the sexual drives they

stimulate, constitute one of the potential sources of psychological disturbance, which could manifest itself in delinquent behaviour.

One of the major disturbances areas lies in the different times the youngsters are subjected to the physical changes. Not only do the girls encounter it earlier than boys, but there is also considerable variance between members of the same sex. Growth is very rapid and often the "early" or "late maturer" will find themselves isolated by their inability to fit into the group, an ordeal which they find almost unbearable. This is due to the stress of this age which has the adolescent searching for identity and trying to reach independence, while at the same time he is reluctant to take the step which would remove the protection afforded by his family. Parents should not give independence too early, or to a greater extent than the adolescent is capable of assuming it. Equal care should be exercised in not withholding independence when it is capable of being constructively utilized.

Adolescence is a trying time, not just on the adolescent himself, but also on the other family members. He is beset by many pressures, the most important of which is his search for identity, his ambivalence about independence, his unsatisfied sexual drives, his need for status, and his need for acceptance. Any of these, if they

are not properly solved, could result in the boy or girl becoming delinquent.

An important reason for society to place more emphasis on the elimination of delinquent producing situations, is that deprived and unhappy children grow up to make poor parents -- and such parents raise mal-adjusted children. Thus the unacceptable fermenting ground for delinquency perpetuates itself.

CHAPTER IV

WARDSHIP AND DELINQUENCY

It is generally agreed that no child is born delinquent. Delinquency is acquired through the learning process, it is a form of social behaviour. The alleged delinquency of youth is often the reaction of his adult surroundings, perhaps better said the sum total of the transmitted pattern from these surroundings and the influence of response tendencies that help shape his personality.^{1/}

The validity of this statement will readily be seen from the following presentation of material relating to wards who were either delinquent or displaying symptoms of delinquency. The primary concern of the chapter is not to analyse comparative data but to provide the reader with a knowledge of wards and some of the special stresses to which they are subjected, and the influence these may have on predisposing the wards to delinquent behaviour.

This study was made of a group of 100 wards of the Children's Aid Society of Colchester County, who were still in wardship as of December 31, 1962. The group consisted of 56 boys and 44 girls. Their average age was 12 years.

^{1/}Clyde B. Vedder, The Juvenile Offender, (Garden City, New York: Doubleday and Company, Inc., 1954) p. 3.

Out of the total group of 100, 31 had committed some delinquent act which was thought by the Agency's Social Worker to be of sufficient importance to record. It is interesting to note that of the 100 wards, whose average length of wardship was nine years, only three had appeared before the Juvenile Court. A comparison with non-wards as seen in Table I showed no significance, possibly due to the limited sample available. In addition, there were another four whose delinquent behaviour reached serious proportions as evidenced by their becoming unmarried mothers. The remaining 24 committed delinquent acts of a more minor nature.

Upon analyzing the cases of the delinquent wards, there were several factors which appeared to have had considerable influence on their personality and behaviour. These factors will be reviewed under the following headings: serious delinquency, minor delinquency, and a chronological case study.

Serious Delinquency: Three wards were adjudged delinquents by the Juvenile Court. They had an average age of 14.8 years at the time. One had been charged with stealing, one with break, entry and theft, and the third with being an unmanageable ward. Disposition resulted in one being placed on parole, while two were sentenced to reform institutions. Each had been in foster care an average of nine years, and in 10.4 foster homes, as contrasted

TABLE I

COMPARISON OF THE TOTAL WARD AND NON-WARD
POPULATION OF COLCHESTER COUNTY AP-
PEARING BEFORE THE JUVENILE
COURT FOR THE FISCAL
YEARS 1950, 1960
AND 1961 BY
AGE GROUPS

TOTAL WARDS 3

	1 9 5 0		1 9 6 0		1 9 6 1	
<u>AGE GROUPS</u>	<u>WARD</u>	<u>NON-WARD</u> ^{a/}	<u>WARD</u>	<u>NON-WARD</u>	<u>WARD</u>	<u>NON-WARD</u>
6 - 8	0	1	0	1	0	1
9 - 11	0	2	0	6	0	6
12 - 14	0	4	0	35	0	25
15 - 16	1	2	1	15	1	13

^{a/}Dominion Bureau of Statistics, 1960.

with the total ward percentages of 12 years in care and having been in an average of 3.0 homes. See Tables II and III. This is a significant difference, but it was not possible to determine if the wards became delinquent because of the frequent moves, or the moves were brought on by the delinquent behaviour. The records indicate it was a combination of both. Two of these children were taken into wardship shortly after birth, and the other at seven years of age. Their contact with natural parents was practically non-existent, only one of the three having had any contact.

The two who had had intelligence tests were found to be in the "dull" category; that is, slightly below normal. They were both behind in school, one being in grade seven at 17, and the other in grade eight at 16. This appears to be in keeping with what achievement could be expected in view of their intelligence. The remaining delinquent, whose I.Q. was not recorded, failed grade five and left school in grade eight. His overall academic record seemed fairly normal.

All show their maladjustment in other areas of delinquency. John Murdoch typifies their stay in foster care. Following the death of his mother, his father was unable to cope with raising him. He was made a ward when he was eight years old. His father did not maintain contact with him. He seemed to adjust well in his first

TABLE II

DISTRIBUTION OF 100 WARDS OF THE CHILDREN'S
AID SOCIETY OF COLCHESTER COUNTY AS OF
DECEMBER 31, 1962 ACCORDING TO
AVERAGE NUMBER OF PLACE-
MENTS AND ACCORD-
ING TO AGE
GROUP

Average number of place- ments per Ward	3.0
--	-----

<u>Age Group</u>	<u>Average number of placements</u>
0 - 5	2.0
6 - 10	2.8
11 - 15	3.3
16 - 21	4.0

TABLE III

DISTRIBUTION OF 100 WARDS OF THE CHILDREN'S AID
SOCIETY OF COLCHESTER COUNTY AS OF DECEM-
BER 31, 1962 ACCORDING TO AGE GROUP
AND ACCORDING TO THE AVERAGE
LENGTH OF TIME SPENT IN
FOSTER HOMES BY MONTH
AND YEAR

Average Length of stay	88.5 Months	7.2 Years
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<u>Age Group</u>	<u>Av. Length of Stay in Months</u>	<u>Av. Length of Stay in Years</u>
0 - 5	27.4	2.3
6 - 10	80.0	6.6
11 - 15	123.5	10.0
16 - 21	123.0	10.0

foster home but had to leave there after ten months when his foster mother became ill. Then followed a dismal sequence of moves from foster home to foster home. He was in seven homes during an eight year period. Unable to relate to his foster parents, he had no masculine figure with whom he could identify. His conduct became chronically bad and he indicated his hostility through lying, stealing, cruelty, running away and destructive and unmanageable behaviour. He was constantly rejected because of his behaviour and bed wetting. He became defiant of authority and he refused to be confined by limits. In one home, he was overworked. At seventeen years, he left the care of the Agency and went to live in an institution where he related well to group living.

John's history in foster care indicates two major areas of concern in wardship, rejection and lack of identification. Both are prime contributors to delinquency.^{1/} The rejected person feels a need for immediate gratification of his wishes due to his deprivation of emotional gratification. At the same time, this rejection blocks his identification with a parent figure whose socially acceptable behaviour he could learn to emulate.

The wards whose delinquent behaviour was expressed

^{1/}Walter J. Coville, T.W. Costello, & F.L. Rouke: Abnormal Psychology: New York: Barnes and Noble, Inc., 1961, p. 127.

by sexual promiscuity resulting in pregnancy seem to bear a remarkably close resemblance to the girls lacking a cohesive personality structure, of whom Leontine Young has written:

Usually these girls come from one of two types of background. Either they grew up in homes characterized by the same lack of social and moral standards which they suffer from, or they have been placed in foster homes or institutions during most, if not all, of their childhood. In both cases, they have parents much like themselves. Many of them are themselves out-of-wedlock children. In their own homes they have been rejected and neglected by parents unable to meet the demands of parenthood and unable to understand or adjust to the requirements of an adult world. Sometimes there has been a series of men in the home, and they do not know their own fathers. They have from infancy known only a home without financial security, emotional strength, or moral and social standards. Generally ostracized by the community, they have little or no opportunity to form a relationship of any significance with an adult who could help them to develop any personality strength.¹

Three of these girls who were themselves illegitimate, came into care at infancy, and the other at five years following the death of her father. Their average length of stay in foster care was 14 years. Up until the time of their pregnancies, they had been in an average of 2.75 foster homes, appreciably below the average of three homes for the total number of wards, indicated in Table II. This is not considered to be a significant factor in view of the small numbers involved.

Three had no contact with natural parents and the

¹/Young, op. cit.

contact of the other was spasmodic. The average age at which the pregnancies occurred was 15 years, with one conception occurring when the girl was only 13 years old. One of these unmarried mothers twice became pregnant. She is the only one for whom an I.Q. was available and was classified as being a "moron".

School performance figures showed that all four had below normal performance, which was taken to be the normal advancement of one grade for each year of school. One repeated one grade, two repeated two grades, and the retarded ward left school following her second failure, in grade five.

Three of the girls showed no other symptoms of delinquency, except for one girl being truant, while the fourth, who was retarded, involved in drinking and sexual promiscuity. They had apparently turned in to themselves because of their inability to find acceptance, in what seemed to them to be an unfriendly world. Their behaviour can be understood in terms of their desire to disgrace or punish their rejecting parents.^{1/}

Minor Delinquency: As used in this context, minor delinquency is defined as legally prohibited behaviour which was not serious enough to warrant court action. The primary characteristics of this group is behaviour which seems to express a rebellion against, or at least an un-

^{1/}Coville, Costello & Rouke: op. cit.

willingness to conform to, the demands of their environment.

The 24 delinquents who had been classified as minor for the purpose of this study expressed their delinquency traits in many ways, as seen in Table IV. There were 10 reports of lying, 14 of stealing, nine of fighting, seven engaged in destructive acts, seven whose behaviour was unmanageable, and eight who showed disturbances in the area of sex. Other areas worthy of note were swearing, temper tantrums, fire setting and defiance of authority. Running away, which can be described as "symbolic suicide," was committed by five of the group. Almost all showed symptoms in more than one category. It is thought that these symptoms of disturbed personality could, in some instances, be the forerunners of more serious delinquent acts. That they had not already become delinquent might be attributable to the assistance given by the Agency worker to the foster parents in helping them recognize the reasons for the children's unsocial behaviour. It is realized that a number of the delinquent acts shown are a normal part of the growing up process,^{1/} but there was no way to separate one from the other. However, there seems to be little doubt that the percentage of delinquent behaviour among these wards was considerably higher than

^{1/}Stone & Church, Childhood and Adolescence, New York, Random House, 1957, p. 366.

TABLE IV

DISTRIBUTION OF 24 WARDS IN CARE OF THE CHILDREN'S
AID SOCIETY OF COLCHESTER COUNTY AS OF DE-
CEMBER 31, 1962 ACCORDING TO THE
NUMBER AND TYPE OF MINOR
DELINQUENT OFFEN-
CES COMMITTED

Total Offences	73
----------------	----

<u>Nature of Offence</u>	
A. Sex	8
B. Lying	10
C. Stealing	14
D. Fighting	9
E. Destruction of Property	7
F. Unmanageability	7
G. Defiance of Authority	5
H. Running Away	5
I. Other ^{a/}	8

a/Other Includes: Swearing, Temper Tantrums and Fire
Setting.

that which would be expected of children generally.

One of the best criteria for the evaluation of personality disturbance is the inability to make a proper adjustment in school. Table V shows the number of wards by sex who were able to make a suitable adjustment and those who were not. It shows a distribution of the school adjustment for the 78 wards who are still in school. They are not divided by age groups or specific grades. The table only judges the school adjustment of the child from the day he started school up to December 31, 1962.

School adjustment was arrived at by calculating the mental age of each child in those cases where the I.Q. was recorded. The mental age of the child was compared with each of his school grades up to December 31, 1962. The child who is in a grade below his mental age has been shown as a poor school adjustment. The child who is within or beyond the grade for his mental age is shown as having had a good adjustment. That only half of the girls were well adjusted and that among the boys, the number of non-adjusted wards was double that of the adjusted is considered significant as this would appear to be a much higher ratio of delinquency than most authorities recognize as being normal.

Because of the importance to a child of having a permanent home which gives stability, a sense of belong-

TABLE V

DISTRIBUTION OF 100 WARDS OF THE CHILDREN'S AID
SOCIETY OF COLCHESTER COUNTY AS OF DECEM-
BER 31, 1962 ACCORDING TO THEIR AD-
JUSTMENT IN SCHOOL BASED UPON
THE CHILD'S MENTAL AGE COM-
PARED WITH HIS SCHOOL
GRADE

Total 100

<u>School</u> <u>Adjustment</u>	<u>No.</u>	<u>Relative</u>	<u>Male</u>	<u>Relative</u>	<u>Female</u>	<u>Relative</u>
Poor Adjustment	23	.62	17	.46	6	.16
Good Adjustment	14	.38	8	.22	6	.16
Not Recorded	41					
Not Applicable	22					

ing and an opportunity for proper identification with an adult figure, Table VI has been utilized to provide information in regard to the reason given for the moves made by the wards. It can be seen that some of the reasons, such as the death or ill health of a foster parent, the need for accommodation for their relatives could be called "an Act of God". However, by far the largest number of moves resulted from two reasons: planned replacement and emotional factors. Planned replacement is made in normal circumstances to further the development of the ward, but moves made for emotional reasons not only indicate personality disturbance but tend to compound it. It is felt that the high incidence of moves made for emotional reasons is indicative of the special stresses to which the ward is frequently subjected as an inherent part of wardship. These moves make identification difficult and give the wards who are moved a feeling of rejection.

Case Study: The following case study of one of the wards in the sample is a rather isolated case, but is used because it exemplifies many of the difficulties which may arise during wardship.

Ann Munro became a ward when she was six years old. Her putative father had deserted her mother, who then took part in three common law unions. Following several complaints by community residents, confirmed by the Agency, Ann was brought into wardship through the Juvenile Court.

TABLE VI

DISTRIBUTION OF MOVES OF 100 WARDS IN CARE OF
THE CHILDREN'S AID SOCIETY OF COLCHESTER
COUNTY AS OF DECEMBER 31, 1962, BY
SEX AND REASON FOR REMOVAL

<u>Reason for Removal</u>	<u>Sex:</u>		
	<u>TOTAL</u>	<u>MALE</u>	<u>FEMALE</u>
TOTAL:	222	133	89
<hr/>			
FINANCIAL:	(14)	(3)	(12)
A. Change in Foster Parents' Economic Situation or Residence	7	1	6
B. Relatives Needing Accommodation	4	1	3
C. Dissatisfaction with Foster Payment	2	-	2
D. Other	1	1	-
EMOTIONAL:	(56)	(34)	(22)
A. Personality Problem of Ward	21	11	10
B. Social Adjustment Problem of Ward	24	19	5
C. Emotional Problem in Foster Family	11	4	7
HEALTH:	(21)	(10)	(11)
A. Ill health or Death in Foster Family	20	9	11
B. Ill Health of Ward	1	1	-
PLANNED REPLACEMENT	60	33	27
OTHER	34	23	11
NOT RECORDED	37	30	7

Living conditions in her natural home had been overcrowded and prior to wardship, she had had to spend most of her time with grandparents and other relatives.

During her nine years of wardship, Ann had fifteen different placements, two of which were in institutions. This was an average of slightly more than three moves every two years.

At eight years of age, Ann had temper tantrums, enuresis, dizziness, fainting spells, was moody and resentful of authority. At age eleven, she had developed a fear of being moved and was still enuretic. When she reached age 13, she became promiscuous, threatened to stab her foster mother, burned her school books, and showed homosexual trends. She seemed unable to form relationships with foster parents. During her 14th year, in response to her continual plea, she left the province to be re-united with her natural mother. She was rejected by her, and returned to the care of the Society, at which time she used the defense mechanism of denial to mitigate the hurt she felt at being unable to remain with her mother.

In one foster home, where she was found unmanageable, physical punishment and the withdrawal of love was used to control her, but was unsuccessful. Eventually she was placed in an institution and after a series of running away episodes, she seemed to have improved in the

presence of strong controls.

It would appear that the number of moves, the inability to form good relationships with her foster parents and the seeming inability to find someone to love her, culminated in her forming by the age of 14 years a severe behaviour disorder, which was reflected by soiling, enuresis, and refusal to eat. The depth of her feeling of rejection was shown when she ~~blacked~~ both of her own eyes, "an expiation of guilt that stems from hostile feelings toward her [mother]".^{1/} Ann's disorder was diagnosed by a clinical psychologist as:

severe conduct disorder with hysterical features. The child has been emotionally deprived and has been pushed around a great deal. As a result, the girl is very angry, resentful, afraid, timid and tense. Her emotional problems can be attributed to environmental problems arising out of her natural family background and her experiences in so many institutions and foster homes.

Ann's school life reflected her emotional distress. She failed grades two, six and eight, which was attributed by the worker as being to some extent due to the frequent changes she had to make. She left school at 16, while repeating grade eight. She had a tested I.Q. of dull normal.

Present plans for Ann again call for an attempt to have her reunited with her natural mother.

To summarize, this study has indicated rather forcibly that there are many disruptions occurring in the life of

^{1/}Coville, Costello, Rouke, op. cit.

a ward which do not appear to the same extent in the general population. These were found to be principally in the areas of rejection and lack of identification. Most wards either did not know their own parents or connection with them was severed, or at least severely curtailed, early in life. Their frequent moves which involved not only a change of location as is normally the case, but also a change in parents, made identification with an adult figure very difficult. Their loss is pointed out by Emma Lundberg who stressed the importance of having one's own home when she wrote:

...foremost among the needs of every child, is the need of a home which is able to afford him proper care and maintenance and which assures him a healthful upbringing - a home of which he is an important part.¹

¹/Emma O. Lundberg, Unto The Least Of These, New York: Appleton-Century-Crofts, Incorporation, 1947, p.3.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

No attempt has been made to explain the wards' delinquent behavior in terms of specific psychological theories. This is because there are a prohibitive number of factors which could influence such behaviour, coupled with an inability to give factual proof of the degree of influence they may have. In relation to this it has been written, "the dynamic factors must be understood in the framework of the total personality, and any attempt to single out a particular relationship as being a specific causative factor distorts the picture."^{1/}

Although the study was primarily qualitative and descriptive rather than a comparative one based on statistical analysis, it is felt that the study showed rather conclusively the considerable influence that rejection and lack of identification had in contributing to the unacceptable behavior of many of the wards. Because they appeared so frequently among all wards, and especially among those who were delinquent or gave evidence of becoming so, it is considered that they play a significant

^{1/}Coville, Costello and Rouke. op. cit. pp 126, 127

part in the development of their delinquency. As the number of moves made by many of the wards is a major cause of their feeling rejected, it is of the utmost importance that the number of such moves be reduced. Suggested means of this being accomplished is included in the general conclusions and recommendations which follow.

Perhaps the most significant revelation to emerge from this study was the realization that wards are not "normal" children. They are children who, because of the inability of their parent or parents to take care of them in an acceptable manner, have been removed from their control and placed with a child-caring agency which then assumes the parental role. Many of these children, being illegitimate, never knew their parents, many lived for years with them under conditions of physical want or psychological neglect. Many have experienced the trauma of separation anxiety. Almost without exception, they are aware of being "different". They have had to move to new surroundings and environments and live with strangers. They lack the special contributions which growing up with one's own family provides to proper personality development, and frequently they are not even able to maintain contact with relatives and so experience the feeling of belonging which this provides.

It is evident from the study that in spite of the

considerable advances which have been made by Children's Aid Societies in a comparatively short period of time, there is still much to be done to provide adequately for the needs of wards. Despite the dedicated efforts of the Society to care for the wards whose welfare has been entrusted to them, it is feared that all too often their lot is an unhappy one. Frequently, it fails to provide, within acceptable levels, the advantages which children have when growing up in normal, healthy homes of their own. An unavoidable conclusion of the study is that there are obstacles of considerable magnitude to many of these children becoming dependable, mature adults capable of being good parents.

Social agencies cannot hope to overcome the present unsatisfactory situation unless additional help is forthcoming from the community, which must provide the necessary stability in family life to reduce the need for children to be made wards and also, to provide adequately for their needs when, unavoidably, they must be taken into wardship. It must be recognized that there are some parents who are not themselves sufficiently well adjusted and they cannot be expected to provide an environment where children can develop normally if they, themselves, are not adjusted or capable of at least low-level functioning. In order to keep these families together, the community must provide a wide range of services which

should include such things as financial aid, marital counselling, psychiatric services, home-maker and day-care services, and so enable those who are not able by themselves, to provide for their children adequately. Lack of finances should never be considered sufficient reason in itself to remove a child from its parents.

It is not within the scope of this study to speculate on how many children would have been prevented from becoming wards if better social services had been available. However, there is no doubt that additional emphasis should be placed, by the community, on providing services which would detect the symptoms of disintegrating home life and to bring remedial services to bear. Symptoms of family breakdown are often discernable in symptoms demonstrated by children and these symptoms can usually be detected in the schools. It is felt, then, that schools of sufficient size should have social workers on staff and in any case, teachers should be given extensive training to enable them to recognize these symptoms and to make proper referrals.

In conformity with recommendations made by numerous world-wide studies, child caring agencies should make a special effort to keep the children and their natural parents in close communication as this has a very salutary, psychological effect on the child and often has the additional benefit of mitigating the guilt feelings of the

parents.

It is believed that additional trained staff would considerably enhance the Agency's ability to provide more beneficial service to the wards. Insufficient staff reduces the service the Agency can provide. The Agency's ability to attract the best qualified workers would be considerably enhanced if sufficient funds were made available so that it can compete financially with other organizations also seeking these workers. It should have a sufficient number of personnel who can give expert professional services to both the ward and the foster parents. The ability to analyze symptomatic behaviour and discern emotional causal factors requires special skills that even good supervision cannot provide.

It is felt that caseloads should not exceed a maximum of sixty, as even the best trained workers cannot be expected to give more than superficial casework services when this figure is exceeded. This is especially true when there are other duties to be performed or there is considerable travelling to be done. One of the more serious drawbacks revealed by the study is the difficulty encountered by the social worker in meeting, talking to, and getting to know the ward personally. This can be attributed to the social worker having to work during the same hours that the ward is in school. It might be practical in the case of ward workers to alter their schedule

so as to permit more personal contact with the children. Perhaps they could work Saturday mornings so they could meet at least those wards who might require special counselling. The workers could be compensated for this by having a half day off sometime during the week.

Although there is considerable expense involved in maintaining wards in foster homes, in a manner most conducive to developing their innate capacities and meeting their special needs, in the long-term this will prove to be a good investment. It is much cheaper to pay the costs of adequate care for wards than it is to maintain law enforcement facilities, special institutions and the like which would have to be provided for wards who develop abnormal behaviour patterns because they did not receive sufficient help.

For many children in foster care, there is little chance for adoption. The average age of the wards is 12 years, while statistics reveal that only a small percentage of adoptions are of children over three years^{1/} and many of these are adopted by relatives or by persons who have been caring for them for some time. It can be concluded from this that many will never leave foster care. Their future should therefore be planned realistically and the most acceptable manner yet found to look after them is the long-term foster home. To ensure that such homes are available, it is recommended that board rates to foster

parents be increased sufficiently not only to attract better and more capable foster parents, but also to have them available in larger numbers. This appears to be especially important when it is realized that much of the Agency's professional guidance to the ward is made through the foster parents. Ideally, it should be possible, even in emergency type cases, to be able to select a home which will meet the needs of the child requiring placement with a reasonable expectation that the home will be suitable and permanent and thus provide the stability which the study has indicated is so necessary for normal development.

An important adjunct of this program would be to have the Agency work with the foster parents in a kind of partnership, each recognizing that the other can contribute something they cannot. In this regard, the importance of the ward getting to know the Agency, as well as the worker, should be emphasized for this will provide a measure of continuity which will not be disrupted by changes in workers.

The study has shown that the use of institutions should not be neglected to meet the special needs of wards requiring such experiences as group living and controlled environment.

Whenever possible, consideration should be given to providing group homes for long term foster care. These

would be ordinary homes owned by the Social agency in which groups of our to six children live with foster parents who are full-time employees of the Agency. If the foster parents leave this employment, the children still have the security of knowing that at least the house in which he lives is his permanent home.

It is believed that if these recommendations, which are based on conclusions reached as a result of the study, could be implemented, they would be instrumental in removing the actual cause of the delinquency. At the same time, they would automatically be contributing to removing the symptoms, that is, the delinquent acts, which are related to anti-social behaviour.

APPENDIX

MARITIME SCHOOL OF SOCIAL WORK

RESEARCH PROJECT, 1962-1963

Name to Number Coding Sheet

Schedule No. _____

Code No.

Checked
to index

_____ Ward this schedule records _____

N_____ Natural parents _____

F_____ First foster home _____

F_____ Second foster home _____

F_____ Third foster home _____

F_____ Fourth foster home _____

F_____ Fifth foster home _____

F_____ Sixth foster home _____

F_____ Seventh foster home _____

F_____ Eighth foster home _____

_____ W1 Other ward _____

_____ W2 Other ward _____

_____ W3 Other ward _____

_____ W4 Other ward _____

_____ W5 Other ward _____

_____ W6 Other ward _____

_____ W7 Other ward _____

_____ W8 Other ward _____

_____ W9 Other ward _____

_____ W10 Other ward _____

N_____ Sibling, not ward _____

N_____ Sibling, not ward _____

N_____ Sibling, not ward _____

() Check here if it is necessary to use a further sheet.

MARITIME SCHOOL OF SOCIAL WORK

RESEARCH PROJECT, 1962-1963

CASC Schedule

Schedule No. _____

I. ADMINISTRATIVE INFORMATION

Read by _____ Edited by _____ Coded by _____
Initials - date Initials - date Initials - date

1. Sex of ward: Male/female 2. Month & year of ward's birth: _____

3. Month & year ward file was opened: _____

4. (___) Active with CASC January 1, 1963; Or Month & year case closed: _____

5. LENGTH OF TIME CASE WAS ACTIVE WITH CASC: _____ MOS.

6. Case closed by termination of foster care:

(___) return to natural parents

(___) came of age

(___) married

(___) died

(___) adopted

(___) transferred to other

CW authority

(___) Other (explain in space to right) (___) Check here and continue on
back of sheet if necessary

Or (___) Case closed for other than termination of foster care; explain below:

(___) Check here and continue on back of sheet if necessary

7. (___) Case active after termination of foster care; explain below:

(___) Check here and continue on back of sheet if necessary

case--2

II. FAMILY CONSTELLATION

Schedule No. _____

FAMILY CODE NO. _____

This sheet refers to the natural/foster/other () family
and to 1st/2nd/3rd/___th/pre-/post-/no placement

- 1. Father: birthplace: month & year born:
 ethnic origin: religion:
- 2. Mother: birthplace: month & year born:
 ethnic origin: religion:

Other significant persons (specify role or relation with respect to ward)

- a. _____ birthplace: month & year born:
 ethnic origin: religion:
- b. _____ birthplace: month & year born:
 ethnic origin: religion:
- c. _____ birthplace: month & year born:
 ethnic origin: religion:
- d. _____ birthplace: month & year born:
 ethnic origin: religion:
- e. _____ birthplace: month & year born:

Children (List in order, oldest first; show ward in natural family and identify)

- 3. Ma/Fe birthplace: month & year born:
- 4. Ma/Fe birthplace: month & year born:
- 5. Ma/Fe birthplace: month & year born:
- 6. Ma/Fe birthplace: month & year born:
- 7. Ma/Fe birthplace: month & year born:
- 8. Ma/Fe birthplace: month & year born:
- 9. Ma/Fe birthplace: month & year born:

() Check here if religion of any child is other than that shown for mother and explain below, identifying child by number from this sheet

() Check here and continue on back of sheet if necessary

() Check here if it is necessary to use a further sheet

casc--3

III. FAMILY DYNAMICS

Schedule No. _____

FAMILY CODE NO. _____

This sheet refers to the natural/foster/other () family
and to 1st/2nd/3rd/___th/pre-/post-/no placement

1. () Check here if record gives no significant information on family functioning; otherwise note below, especially as regards housekeeping and living arrangements, eating and food preparation, money handling, discipline, recreation, family routines and rituals, and family values:

() Check here and continue on back of sheet if necessary

2. () Check here if record gives no significant information on family dominance patterns; otherwise note below, especially as regards stable or fluctuant nature and whether members accept or rebel against the pattern:

() Check here and continue on back of sheet if necessary

3. () Check here if record gives no significant information on family patterns of reacting to environmental or internal stress; otherwise explain below, especially as regards nature and degree of stress, reaction pattern, effectiveness of reaction pattern, integrative or disintegrative effect of experience:

() Check here and continue on back of sheet if necessary

caso-- 4

III. FAMILY DYNAMICS (Page 2)

Schedule No. _____

FAMILY CODE NO. _____

This sheet refers to natural/foster/other () family
and to 1st/2nd/3rd/___th/pre-/post-/no placement

4. () Check here if record gives no significant information on family's handling of social roles; otherwise explain below, especially as regards whether roles are accepted or rejected, whether complementarity of roles exists or not, whether there is disparity between conscious and unconscious roles or not, whether roles are culturally appropriate or not, whether members deviate from characteristic handling of roles or not:

() Check here and continue on back of sheet if necessary

5. () Check here if record gives no significant information on family's goals; otherwise explain below, especially as regards existence of common goals if any and particularly educational or vocational goals, whether goals are appropriate or not, whether there has been success in achieving family goals, whether achieving family goals has called for individual sacrifices or not:

() Check here and continue on back of sheet if necessary

6. () Check here if record gives no significant information on the nature and degree of individual satisfactions derived from family participation; otherwise explain below:

() Check here and continue on back of sheet if necessary

casc--5

IV. INDIVIDUAL PERSONALITY

Schedule No. _____

FAMILY CODE NO. _____

This sheet refers to ward # _____ before/in/after foster care
or to member # _____ of foster/natural/other () family
and to 1st/2nd/3rd/____th/pre-/post-/ no placement

1. () Check here if record gives no significant information on stressful experiences during developmental years; otherwise explain below, noting nature and degree of stress, age or date, effect on personality:

() Check here and continue on back of sheet if necessary

2. () Check here if record gives no significant information on identifications made during developmental years; otherwise explain below, noting with whom identification was made, type of model offered, and effect on personality formation:

() Check here and continue on back of sheet if necessary

3. () Check here if record gives no significant information on basic attitudes; otherwise explain below, especially as regards sense of self-worth, sense of trust in others, capacity for initiative, capacity for love, attitudes to authority and limits, attitudes to own and other sex roles, and capacity for socially acceptable functioning:

() Check here and continue on back of sheet if necessary

CASC--6

IV. INDIVIDUAL PERSONALITY (Page 2)

Schedule No. _____

FAMILY CODE NO. _____

This sheet refers to ward # _____ before/in/after foster care
or to member # _____ of foster/natural/other () family
and to 1st/2nd/3rd/____th/pre-/post-/no placement

4. () Check here if record gives no significant information on adjustive capacities; otherwise explain below, checking list given:

- () intelligence
- () emotional sensitivity
 - to self
 - to others
- () capacity for emotion-
al relationships
- () plasticity in traits
and defences
- () assertiveness
- () self-esteem
- () conscience
- () tolerance for reas-
onable stress or
anxiety
- () ability to gratify vital
biological and social
needs in conformity with
mores of significant
groups

() Check here and continue on back of sheet if necessary

caso-7

IV. INDIVIDUAL PERSONALITY (Page 3)

Schedule No. _____

FAMILY CODE NO. _____

This sheet refers to ward # _____ before/in/after foster care
or to member # _____ of foster/natural/other () family
and to 1st/2nd/3rd/____th/pre-/post-/no placement

5. () Check here if record gives no information on defensive mechanisms;
otherwise explain below, checking the list given:

Conscious effort

- () withdrawal, actual
- () bodily satisfactions
- () distractive activity
- () day-dreaming
- () suppression
- () rationalization
- () philosophizing
- () "self-control"
- () acting out
- () "thinking through"
- () alcoholic indulgence
- () use of drugs

Personality defences

- () over-dependency
- () submissiveness
- () expiatory patterns
- () dominating patterns
- () aggressive patterns
- () withdrawal, emotional
- () narcissistic patterns
- () compulsion to power

Repressive defences

- () reaction formations
- () accentuated intellectual controls

() Check here and continue on back of sheet if necessary

- () blunted mentation
- () disturbed consciousness
- () disturbed memory
- () emotional inhibitions
- () sensory disorders
- () motor paralyzes
- () visceral inhibitions
- () displacement and phobic avoidance
- () undoing and isolation

Regressive defences

- () helpless dependency
- () withdrawal from reality
- () depressions
- () excited acting-out

casc--8

IV. INDIVIDUAL PERSONALITY (Page 4)

Schedule No. _____

FAMILY CODE NO. _____

This sheet refers to ward # _____ before/in/after foster care
or to member # _____ of foster/natural/other () family
and to 1st/2nd/3rd/____th/pre-/post-/no placement

6. () Check here if record gives no significant information on symptoms of personality malfunctioning in childhood; otherwise, explain below, checking the list given:

Habit disorders

- () vomiting
- () crying
- () picking
- () scratching
- () masturbation
- () enuresis
- () rocking
- () head banging
- () nail chewing

Conduct disorders

- () defiance
- () tantrums
- () destructiveness
- () cruelty
- () overactivity
- () secretiveness
- () lying
- () stealing
- () sex exhibitionism
- () delinquencies

Neurotic traits

- () jealousy
- () shyness
- () nightmares
- () sleepwalking
- () stuttering
- () phobias
- () withdrawal
- () general "nervousness"

() Check here and continue on back of sheet if necessary

Psychophysio disorders

- | | | |
|-----------------------|---------------|------------|
| () anorexia nervosa | () fainting | () eczema |
| () constipation | () migraines | () asthma |
| () chronic diarrhoea | | |

cas9--9

IV. INDIVIDUAL PERSONALITY (Page 5)

Schedule No. _____

FAMILY CODE NO. _____

This sheet refers to ward # _____ before/in/after foster care
or to member # _____ of foster/natural/other () family
and to 1st/2nd/3rd/____th/pre-/post-/no placement

7. () Check here if record gives no significant informant on diagnosed psychiatric disorders; otherwise, explain below, noting date or age and source of diagnosis, and checking the list given:

Organic disorders ()

Psychotic disorders

- () involuntional
- () manic-depressive
- () schizophrenic
- () paranoid

Psychophysio disorders ()

Psychoneurotic disorders

- () anxiety reaction
- () dissociative "
- () conversion "
- () phobic "
- () obsess-compul "
- () depressive "

Personality disorders

- () inadequate
- () schizoid
- () cyclothymic
- () paranoid

- () emot'ly unstable
- () passive-aggressive
- () compulsive

- () sociopath, antisoc.
- () sociopath, dyssoc.
- () sex deviant
- () alcoholic
- () addict

- () learning disturbance
- () speech disturbance
- () enuresis
- () somnambulism

Situational disorder

- () gross stress reaction
- () adjustment reaction

() Check here and continue on back of sheet if necessary

casq--10

IV. INDIVIDUAL PERSONALITY (Page 6)

Schedule No. _____

FAMILY CODE NO. _____

This sheet refers to ward # _____ before/in/after foster care
or to member # _____ of foster/natural/other (_____) family
and to 1st/2nd/3rd/ _____ th/pre-/post-/ no placement

8. () Check here if record gives no significant information on acceptance or rejection of family, religious or cultural values; otherwise, explain below:

() Check here and continue on back of sheet if necessary

9. Use the space below to record anything you consider significant about the personality of any individuals in the case, which you cannot appropriately record elsewhere:

() Check here and continue on back of sheet if necessary

oasc--11

V. MARITAL HISTORY

Schedule No. _____

FAMILY CODE NO. _____

This sheet refers to foster/natural/other () family
and to 1st/2nd/3rd/___th/pre-/post-/no placement

There should be a matching page 11 for every page 2.

	Married	Cohabiting	Deserted	Separated	Divorced	Widowed
1. Father	_____	_____	_____	_____	_____	_____
2. Mother	_____	_____	_____	_____	_____	_____

Other significant persons

a. _____	_____	_____	_____	_____	_____	_____
b. _____	_____	_____	_____	_____	_____	_____
c. _____	_____	_____	_____	_____	_____	_____
d. _____	_____	_____	_____	_____	_____	_____
e. _____	_____	_____	_____	_____	_____	_____

Children

3.	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____	_____

() Check here if marital history of family cannot be shown clearly above and explain below, using number of page 2 to identify family members.

() Check here and continue on back of sheet if necessary

() Check here if it is necessary to use a further sheet

caso--12

VI. EDUCATIONAL HISTORY

Schedule No. _____

FAMILY CODE NO. _____

This sheet refers to foster/natural/other () family and to 1st/2nd/3rd/___th/pre-/post-/no placement

There should be a matching page 12 for every page 2.

	STILL IN SCHOOL		LEFT SCHOOL:	
	<u>Age</u>	<u>Grade</u>	<u>Last grade completed</u>	<u>Age in last grade completed</u>
1. Father	_____	_____	_____	_____
2. Mother	_____	_____	_____	_____
<u>Other significant persons</u>				
a. _____	_____	_____	_____	_____
b. _____	_____	_____	_____	_____
c. _____	_____	_____	_____	_____
d. _____	_____	_____	_____	_____
e. _____	_____	_____	_____	_____
<u>Children</u>				
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____

() Check here if record gives no significant information on family attitudes to education, school system or personnel, homework, own children's or ward's scholastic performance; otherwise, explain below:

() Check here and continue on back of sheet if necessary

() Check here if it is necessary to use a further sheet

VI. EDUCATIONAL HISTORY (Page 2)

Schedule No. _____

FAMILY CODE NO. _____

This sheet refers to foster/natural/other () family
and to 1st/2nd/3rd/___th/pre-/post-/no placement

There should be a matching page 13 for every page 2

1. () Check here if record gives no significant information on school standing of family members other than ward; otherwise explain below
2. () Check here if record gives no significant information on IQ's of family members other than ward; otherwise, explain below
3. () Check here if record gives no significant information on changes of school for family members other than ward; otherwise, explain below
4. () Check here if record gives no significant information on grades repeated by family members other than ward; otherwise, explain below
5. () Check here if record gives no significant information on truancy, expulsion, other school difficulties, special classes, high achievement or other significant school history for family members other than ward; otherwise, explain below
6. () Check here if record gives no significant information on attitudes of school personnel to family members other than ward; otherwise, explain below
7. () Check here if record gives no significant information on attitudes of peers to adult family or to family children in school other than ward; otherwise explain below
8. () Check here if record gives no significant information on reasons for family members other than ward leaving school; otherwise, explain below, categorizing as financial, health, behavior difficulties, intellectual difficulties, own attitudes, family attitudes, or other (give detail), and identify family member by number from page 12:

() Check here and continue on back of sheet if necessary

casc--14

VII WARD'S EDUCATIONAL HISTORY

Schedule No. _____

This sheet refers to pre-/1st/2nd/3rd/___th/post- placement

- 1. Age or date began school:
- 2. Age or date left school:
- 3. YEARS OF SCHOOLING (Completed grades);
- 4. Grade at apprehension:
- 5. Grade in September 1962:

(Questions above need only be completed for first sheet)

- 6. Grade when this placement began:
- 7. Grade when this placement ended:
- 8. If still in school when placement ended, give age:
- 9. If left school in this placement, give last grade completed and age:
- 10. (___) Check here if record gives no significant information on ward's attitudes to education, school system or personnel, homework or scholastic performance; otherwise, explain below

(___) Check here and continue on back of sheet if necessary

VII. WARD'S EDUCATIONAL HISTORY (Page 2)

Schedule No. _____

This sheet refers to pre-/1st/2nd/3rd/___th/post- placement

- 11. (___) Check here if record gives no significant information on school standing during this period; otherwise, explain below
- 12. (___) Check here if record gives no significant information on ward's IQ during this period; otherwise, explain below
- 13. (___) Check here if record gives no significant information on changes of school during this period; otherwise, explain below
- 14. (___) Check here if record gives no significant information on grades repeated during this period; otherwise, explain below
- 15. (___) Check here if record gives no significant information on truancy, expulsion, other school difficulties, special classes, high achievement or other significant school history during this period; otherwise, explain below
- 16. (___) Check here if record gives no significant information on attitudes of school personnel to ward during this period; otherwise, explain below
- 17. (___) Check here if record gives no significant information on attitudes of peers to ward during this period; otherwise, explain below
- 18. (___) Check here if record gives no significant information on reasons ward left school (if he did not check here (___)); otherwise, explain below, categorizing as financial, health, behavior difficulties, intellectual difficulties, own attitudes, natural family attitudes, foster family attitudes, other family attitudes, or other (give detail)
- 19. School or schools attended during this period, and grade began after each change:

(___) Check here and continue on back of sheet if necessary

VIII. FAMILY EMPLOYMENT HISTORY

Schedule No. _____

FAMILY CODE NO. _____

This sheet refers to foster/natural/other () family
and to 1st/2nd/3rd/___th/pre-/post-/no placement

There should be a matching page 16 for every page 2

Present or most recent employment of principal/secondary wage-earner:

- 1. Date/age began: 2. Date/age left: 3. TIME EMPLOYED:
- 4. () Prop & Managl () Other primary () Commerce & Finance
 () Professional () Manufacg & Mechanl () Personal service
 () Clerical () Construction () Laborer, not primary
 () Agricultural () Transportn & Communn
- 5. How found: () N E S () Want ad () Enquiry () Friend
 () Approached () Not recorded () Other, explain below
- 6. If part-time: () after school () weekend () summer () casual
- 7. () Check here if work involves overnight absences of more than once per week
- 8. Wage: \$ per day/week/month/year
- 9. Is income considered by family to be
 () adequate Explain:
 () almost adequate
 () insufficient
- () Check here and continue on back of sheet if necessary
- 10. If not working check reason left and explain
 () termination
 () performance
 () behavior
 () illness
 () voluntary
- () Check here and continue on back of sheet if necessary
- 11. () Check here if employment above is typical; otherwise, explain below in
 what aspects it is not typical, and indicate what is more typical:

() Check here and continue on back of sheet if necessary

VIII. FAMILY EMPLOYMENT HISTORY (Page 2)

Schedule No. _____

FAMILY CODE NO. _____

This sheet refers to foster/natural/other () family
and to 1st/2nd/3rd/___th/pre-/post-/no placement

- 12. () Check here if record gives no significant information about frequent job changes for any family member other than ward; otherwise, explain below
- 13. () Check here if record gives no significant information about job difficulties for any family member other than ward; otherwise, explain below
- 14. () Check here if record gives no significant information about periods of unemployment for any family member other than ward; otherwise, explain below, noting how parents and adults spent their time
- 15. () Check here if record gives no significant information on attitudes to work of any family member other than ward; otherwise, explain below
- 16. () Check here if record gives no significant information on vocational goals of family for adults or children; otherwise, explain below and indicate how appropriate and realizeable goals appear to be

() Check here and continue on back of sheet if necessary

IX. WARD'S EMPLOYMENT HISTORY

Schedule No. _____

This sheet refers to pre-/1st/2nd/3rd/___th/post/no placement

List all employment during this period, from earliest to latest

1. Date/age began: 2. Date/age left: 3. TIME EMPLOYED:
4. Type of work (use classification from p. 16):
5. How found (see p. 16):
6. If part-time: (___) after school (___) weekend (___) summer (___) casual
8. Wage: \$ per day/week/month/year
9. Is income used for
- (___) payment to family
 (___) personal needs
 (___) savings
 (___) other, explain:
10. (___) Check here if presently working, otherwise check reason left work:
- (___) termination Explain:
 (___) performance
 (___) behaviour
 (___) illness
 (___) voluntary
11. (___) Check here if job is atypical, and explain on back of sheet
1. Date/age began: 2. Date/age left: 3. TIME EMPLOYED:
4. Type of work (use classification from p.16):
5. How found (see p. 16):
6. If part-time: (___) after school (___) weekend (___) summer (___) casual
8. Wage: \$ per day/week/month/year
9. Is income used for
- (___) payment to family
 (___) personal needs
 (___) savings
 (___) other, explain:
10. (___) Check here if presently working, otherwise check reason left work:
- (___) termination Explain:
 (___) performance
 (___) behavior
 (___) illness
 (___) voluntary
11. (___) Check here if job is atypical, and explain on back of sheet

IX. WARD'S EMPLOYMENT HISTORY (Page 2)

Schedule No. _____

This sheet refers to pre-/1st/2nd/3rd/___th/post-/no placement

- 12. (___) Check here if record gives no significant information about job change other than given on preceding sheet; otherwise, explain below
- 13. (___) Check here if record gives no significant information about job difficulties other than given on preceding sheet; otherwise, explain below
- 14. (___) Check here if record gives no significant information about periods of unemployment (other than not working because too young or deliberate abstention for school or other valid purposes); otherwise, explain below
- 15. (___) Check here if record gives no significant information on attitudes to work; otherwise, explain below
- 16. (___) Check here if record gives no significant information on ward's vocational goals; otherwise, explain below and indicate how appropriate realizeable goals appear to be

(___) Check here and continue on back of sheet if necessary

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X. HOMES WARD HAS KNOWN

Schedule No. _____

Refers to foster/natural/other () family
and to 1st/2nd/3rd/___th/pre-/post-/no placement

FAMILY CODE NO. ____

- 1. Address: _____
- 2. INST/URBAN/RURAL/NON-FARM RURAL _____
- 3. Date in: _____
- 4. Date out: _____
- 5. LENGTH OF STAY: _____ MONTHS

(If this is an institution omit rest of this page)

6. () single () duplex () apartment () tenement () lodgings

7. No. of rooms: _____ 8. No. of occupants: _____ 9. () MORE THAN 1 PERSON PER ROOM

10. () Owned; what value?
 () rented; what rent?
 () free; from whom? why?

11. () inside water, hot & cold () exclusive use bath or shower
 () inside water, cold only () shared use, bath or shower
 () no inside water () no bath or shower

() exclusive use, flush toilet () chemical toilet
 () shared use, flush toilet () other toilet facilities

12. Housekeeping standards (note informant):

() Check here and continue on back of sheet if necessary

13. Neighborhood attitudes to household:

() Check here and continue on back of sheet if necessary

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Schedule No. _____

XI. FOSTER PLACEMENT

FAMILY CODE NO. _____

Refers to 1st/2nd/3rd/____th placement

- 1. Placement was in receiving home foster home
 relatives' home child care institution
 pre-adoptive home other institution
- 2. Placement was free paid wage self-support
- 3. Placement was planned to meet ward's need emergency choice
- 4. There were own children in the foster home (give number and sex):
- 5. There were/were not other foster children (give number and sex):

IF CASC WARDS, GIVE SCHEDULE NUMBERS:

6. What was preparation of ward for this placement:

Check here and use back of sheet if necessary

7. What were attitudes of natural parents to this placement, and relations to foster parents:

Check here and use back of sheet if necessary

8. What was frequency and nature of natural parents' visiting, ward's and foster parents' reactions to parents' visits, and where were visits held:

Check here and use back of sheet if necessary

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XI. FOSTER PLACEMENT (Page 2)

Schedule No. _____

Refers to 1st/2nd/3rd/___th placement

FAMILY CODE NO. _____

9. What was frequency and nature of ward's visits to natural parents, ward's and foster parents' reactions to visits to parents, and where were visits held:

(___) Check here and continue on back of sheet if necessary

10. Ward's reaction to visiting between other wards in foster home and their parents:

(___) Check here and continue on back of sheet if necessary

11. Was there temporary or permanent personality adjustment or change which is ascribed to this placement? How is this described:

(___) Check here and continue on back of sheet if necessary

12. Give below your impression of ward's adjustment in this foster home, noting problem areas and how these were overcome:

(___) Check here and continue on back of sheet if necessary

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XI. FOSTER PLACEMENT (Page 3)

Schedule No. _____

Refers to 1st/2nd/3rd/____th placement

FAMILY CODE NO. _____

13. () Check here if ward is still in foster home; if so no further part of this sheet is applicable.

14. Was removal initiated by

- () natural parents Give detail:
- () child
- () foster parents
- () agency
- () other, specify:

() Check here and continue on back of sheet if necessary

15. Reason for removal:

() Termination of wardship

() Financial: change in foster parents' economic situation or residence; relatives in need of accomodation; dissatisfaction with foster payment; other:

() Health: ill health or death in foster family; ill health of ward; other:

() Emotional: personality problem of ward; social adjustment problem of ward; emotional problems in foster family; other:

() Planned replacement to further ward's personal development:

() Other: specify:

16. Indicate preparation of ward for removal, his reaction to this, that of the natural parents and of the foster parents:

() Check here and continue on back of sheet if necessary

XII. WARD'S CONTACTS WITH CASC DURING PLACEMENT

Schedule No. _____

Refers to 1st/2nd/3rd/____th placement

FAMILY CODE NO. _____

Ma/fe Date placed: _____ AGE BEGAN THIS PLACEMENT: _____

Jan. Feb. Mar. Apr. May June July Aug. Sep. Oct. Nov. Dec.

1st/2nd/3rd/____th year in this placement

Routine	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Serious	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Replace	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

1st/2nd/3rd/____th year in this placement

Routine	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Serious	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Replace	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

1st/2nd/3rd/____th year in this placement

Routine	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Serious	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Replace	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

1st/2nd/3rd/____th year in this placement

Routine	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Serious	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Replace	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

1st/2nd/3rd/____th year in this placement

Routine	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Serious	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Replace	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

1st/2nd/3rd/____th year in this placement

Routine	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Serious	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Replace	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

() Check here if a further sheet is used for this placement

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XIII. CONTACTS WITH OTHER COMMUNITY AGENCIES

Schedule No. _____

Refers to pre-/1st/2nd/3rd/___th/post- placement

FAMILY CODE NO. _____

- 1. Agency: 2. Date:
- 3. Person involved: ward/member #___ of foster/natural/other () family
- 4. Referred by:
- 5. Presenting problem:
- 6. Service offered:
- 7. Outcome, for person referred:
- 8. Effect on relations with others:

(___) Check here and continue on back of sheet if necessary

Refers to pre-/1st/2nd/3rd/___th/post- placement

FAMILY CODE NO. _____

- 1. Agency: 2. Date:
- 3. Person involved: ward/member #___ of foster/natural/other () family
- 4. Referred by:
- 5. Presenting problem:
- 6. Service offered:
- 7. Outcome for person referred:
- 8. Effect on relations with others:

(___) Check here and continue on back of sheet if necessary

(___) Check here if furthersheet is necessary

XIV. PROFESSIONAL ASSESSMENTS

Schedule No. _____

Refers to pre-1st/2nd/3rd/____th/post- placement

FAMILY CODE NO. _____

1. Agency or service:

2. Date:

3. (____) Psychiatry (____) Psychology (____) Casework (____) Medical
 (____) Other, specify:

4. Person referred: ward/member #____ of foster/natural/other (____) family

5. Referred by:

6. Reason referred:

7. Digest of findings (if psychiatric, show on page 8 or 9; if IQ, show on page 6)

(____) Check here and continue on back of sheet if necessary

Refers to pre-/1st/2nd/3rd/____th/post- placement

FAMILY CODE NO. _____

1. Agency or Service:

2. Date:

3. (____) Psychiatry (____) Psychology (____) Casework (____) Medical
 (____) Other, specify:

4. Person referred: ward/member #____ of foster/natural/other (____) family

5. Referred by:

6. Reason referred:

7. Digest of findings (if psychiatric, show on page 8 or 9; if IQ, show on page 6)

(____) Check here and continue on back of sheet if necessary

(____) Check here if further sheet is required

XV. PROCEEDINGS TO APPREHEND

Schedule No. _____

1. Date apprehended:

2. LENGTH OF PARENTS' MARRIAGE OR COHABITATION AT APPREHENSION: _____ MOS.

3. Allegation:

- | | | |
|---|---|---|
| <input type="checkbox"/> physical neglect | <input type="checkbox"/> separation of parents | <input type="checkbox"/> physical illness of par(|
| <input type="checkbox"/> emotional neglect | <input type="checkbox"/> divorce of parents | <input type="checkbox"/> emotional illness par(a) |
| <input type="checkbox"/> abandonment | <input type="checkbox"/> marital discord | <input type="checkbox"/> economic hardship |
| <input type="checkbox"/> death of parent(s) | <input type="checkbox"/> parental instability or immaturity | <input type="checkbox"/> illegitimacy |

4. Court, county and date of hearing:

5. Child in court for identification evidence other, specify:

6. Parents' or guardian's settlement:

7. Adjudication:

8. Date made ward:

9. Responsible agency:

10. Care of child during action by natural parents by agency

Explain:

11. Agency assessment of complaint:

12. Agency activity during action:

13. Reaction of child, natural parents and community to action (why action was taken, as they saw it)

Check here and continue on back of sheet if necessary.

XVI. COURT APPEARANCES (OTHER THAN APPREHENSION)

Schedule No. _____

Refers to ward
or to member # _____ of foster/natural/other (
and to pre-/1st/2nd/3rd/____th/post- placement

FAMILY CODE NO. _____
) family

	<u>Month & year</u> (1)	<u>Court</u> (2)	<u>Offence</u> (3)	<u>Complainant</u> (4)	<u>Disposition</u> (5)
a.	_____	_____	_____	_____	_____
b.	_____	_____	_____	_____	_____
c.	_____	_____	_____	_____	_____
d.	_____	_____	_____	_____	_____
e.	_____	_____	_____	_____	_____
f.	_____	_____	_____	_____	_____
g.	_____	_____	_____	_____	_____

(___) Check here if further sheet is necessary for this individual

6. Give reactions of ward, natural and foster parents to any appearance above identifying appearance by letter:

(___) Check here and continue on back of sheet if necessary

7. Give effect of any appearance above on living arrangements or other aspect of life of ward, natural or foster parents, identifying appearance by letter:

(___) Check here and continue on back of sheet if necessary

XVII. SPECIFIC AREAS OF VALUE OF RECORD

Schedule No.

Check as appropriate if this record has particularly significant or complete material with regard to:

- Separation anxiety
- Factors related to children coming into care
- Differing needs of children in care
- Disturbed or hard to place wards
- Long term placement
- Stability or instability of foster home placement
- School adjustment of the ward
- Developmental stress periods
- The older ward
- Delinquency among wards

- Other (specify):

Have you other comments to offer about this record, focussed on possible use in a thesis?

Works:

1901
1902
1903

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1901

1902

1903

1904

1905

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