

Master's Degree in Social Work
Maritime School of Social Work

A B S T R A C T

THE WARD - A DISADVANTAGED CHILD

by

Louis McGinn

This thesis forms part of a group research project on wards undertaken by the second year students of the Maritime School of Social Work. It is based on the study of 100 wards of the Children's Aid Society of Colchester County in care as of December 31, 1962.

A schedule was used by the group to collect the primary data from case records at the Children's Aid Society of Colchester County. Secondary data consisted of bibliographical and census material.

It was found that in the areas school adjustment, referrals to mental health clinics and intelligence quotients the wards were disadvantaged. The admission rate to mental institutions was significantly larger than for the general population. However, the sample of the study was too small to be taken as conclusive evidence supporting the hypothesis. It was found that a lower percentage of the group had appeared before the juvenile court as compared to the general population.

A suggestion was made that those agencies engaged in protection services continue to recognize the undue amount of stress created in the child who must be separated from his family for any great length of time.

THE MARITIME SCHOOL OF SOCIAL WORK

THE WARD, A DISADVANTAGED CHILD

A Study of 100 Wards of the Children's Aid Society of
Colchester County

A Thesis

Submitted to The

MARITIME SCHOOL OF SOCIAL WORK

in Partial fulfillment of the Requirements for the

Master's Degree in Social Work

by

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CHAPTER I

INTRODUCTION

The purpose of this thesis is to test whether the ward is a disadvantaged child. More specifically, this thesis will test the hypothesis that the child who is a ward has inherently undergone an undue amount of stress, which places him at a disadvantage in the areas where he needs to develop in order to get an adequate start in life.

It is evident that this is one hypothesis, the alternatives to which are that the ward has a better start in life than the non-ward, or that the ward has as good a start in life as the non-ward.

This thesis has presented a theory of child development to show how one area of development fits into another, and when the child falls short in one area of development this may have been caused by stressful and anxiety provoking situations with which he has had to cope. If the child was unable to handle the stress, problems would appear affecting areas of development which were to follow. Therefore, this thesis has placed particular emphasis upon the role of the family in delimiting undue amounts of stress which may confront the child. The success or failure of the child in coping with stressful situations has been directly related to

the child's feeling of emotional togetherness between himself and the family.

This particular study was based on the belief that the usual way in which the child gains a good start in life is through healthy emotional relationships with the family. Furthermore, that wardship, although the best substitute recognized for the natural family, does not sufficiently overcome the ground lost as a result of this separation.

This particular study was part of a group project undertaken by the second year students at the Maritime School of Social Work who examined several aspects of wardship and foster care. The data for this group project were based upon the agency records of one hundred wards of Colchester County who were in care as of December 31, 1962.

It is hoped that not only the Children's Aid Society of Colchester County, but all child caring agencies will benefit from the findings and recommendations of this study. This thesis recognized that the problems which placed the ward at a disadvantage were not peculiar to any specific geographical area.

There were perhaps any number of indicators which might have been chosen to show that the ward has a better, as well as, or a poorer start in life than the non-ward. However, for the purposes of this particular study it was necessary to search for indicators which were likely to appear in the agency files.

The four indicators chosen for this particular study were as follows:

- (1) school adjustment,
- (2) admissions to mental institutions,
- (3) referrals to a mental health clinic,
- (4) incidence of juvenile delinquency

School Adjustment

In the past, school failures have been attributed to such factors as inadequate mental equipment, a particular physical handicap, or a lack of will to work. Today such authors as Robert W. White agree that these causes cannot be taken too lightly; however,

"in many instances the child's efforts in school adjustment have been blocked by personal reactions arising out of his relations to his family and his friends." ¹

If this is so, then the child who has been separated from his family and had to cope with the task of adjusting to new parent substitutes, will also have faced additional strain in making a satisfactory school adjustment. This particular study calculated from the agency records the mental age of each ward as compared with his present school grade, or the grade when he left school. If the ward was below the school grade he should have been in according to his mental age, he was considered as making a poor school adjustment.

^{1/} Robert W. White, THE ABNORMAL PERSONALITY; The Ronald Press Company, New York, 1956; p. 144.

The data on school adjustment were compared with mental age and school grade of the average child in the general population.

Admissions to a Mental Institution

If a child has been admitted to a mental institution, then by definition it can be assumed that the child has been unable to bring about a satisfactory adjustment between himself and reality, perhaps placing the child at a disadvantage. The data were analyzed to determine the number of wards of the Children's Aid Society of Colchester County admitted to a mental institution as compared with the number of admissions for the non-wards of Colchester County.

Where the number of admissions of wards by age groups was above the average number of admissions for the general population, it was taken as an indication that the ward may be at a disadvantage.

Referrals to a Mental Health Clinic

One of the primary purposes of a mental health clinic is to diagnose and treat problems of behavior before they grow to more serious proportions. For the purposes of this particular study it was assumed that in those cases where a ward of the Children's Aid Society of Colchester County was referred to a mental health clinic, and was diagnosed as having a behavior problem which affected his adjustment, this diagnosis was taken as an indication that the ward may be at a disadvantage.

Incidence of Juvenile Delinquency

Juvenile delinquency by definition is that form of behavior which is socially unacceptable.

For this particular area of study a comparison was made between the wards of the Children's Aid Society of Colchester County who appeared before the juvenile court, and the children of the same age group from Colchester County who appeared before the same juvenile court.¹ If the number of appearances for the wards was greater than the number of appearances of non-wards, this was taken as an indication that the ward may be disadvantaged.

There were certain limitations in this particular study which must be mentioned. When making recommendations and generalizations from this study it should be remembered that they apply only to the wards of the Children's Aid Society of Colchester County. Although many of the factors would apply to all wards, others may have been unique and peculiar to the Children's Aid Society of Colchester County. Most of the data were collected from the agency records which were prepared for practice rather than research purposes, and therefore may not have contained all the desired data. The group project was further limited by a time factor. Since this

1/ Included all appearances before the Juvenile Court for reasons other than apprehension.

study was in partial fulfillment for a Master of Social Work Degree, it was necessary to meet a specific deadline.

The nature of the data for this particular study was essentially factual data. The data were gathered by the use of schedules and by specific questions answered by the agency workers. Shaping the schedules and analyzing the data was a group responsibility. In those instances where it was necessary to find information beyond the agency record, then this was the responsibility of the individual.

The Children's Aid Society of Colchester County, through the executive director, Mr. W. O. Baker, has demonstrated a particular interest in the group project. Without the co-operation and assistance of Mr. Baker and his staff, this project would have been impossible. This assistance included the use of the agency facilities, the agency records, and helpful suggestions in the interpretation of results.

The following chapter will review briefly the historical and legal development of wardship as it effects the wards of this particular study.

CHAPTER 2

HISTORICAL AND LEGAL ASPECTS OF WARDSHIP

For the purposes of this study, wardship is defined as the process by which the court of proper jurisdiction transfers guardianship of the child from the natural parents to a child caring agency.

It was not until about the time of Confederation that legislation was introduced in Canada to protect children from neglect and abuse in their own home. The first act in Nova Scotia for the protection of children was passed in 1882 as an Act for the Prevention and Punishment of Wrongs to Children.¹ The unique characteristic of this act is the fact that definite administrative facilities were created whereby a voluntary group of citizens were incorporated to assume the guardianship and care of children committed to them by the courts. In Nova Scotia this responsibility was turned over by the courts to a voluntary society called the Society for the Prevention of Cruelty to Animals. This act gave to the courts the authority to apprehend and to place the child in an institution, and to take custody from the parents.

1/ THE STATUTES OF NOVA SCOTIA, 1882; Chapter 18.

The philosophy behind child welfare legislation in Nova Scotia has changed greatly from its inception in 1882. During the early years of legislation punitive measures were used to protect children and to teach parents their obligations to their children. Today, it is believed that parents should be helped to find the strength within themselves to change their conditions and to make a satisfactory home for their children. Today, child welfare legislation in Nova Scotia, as in other parts of the world, expresses the belief that the best place for a child is in his own home. If it becomes necessary to make the child a ward, and this is only done when all other work with parents to improve their home situation has failed, work is still carried on with the parents. Continued work with the parents has as its goal the re-establishment of the home, termination of wardship, and the return of legal custody to the parents.¹

A Children's Aid Society does not have legal authority of any sort unless the law specifically grants such authority. A Children's Aid Society does not have the power to remove a child permanently from his parents. If an authorized agent of a Children's Aid Society believes that a child is being neglected by his parents or guardians he may apprehend the child, but he must also bring the child before

¹/ F.R. MacKinnon, Deputy Minister of Welfare, Province of Nova Scotia, in a letter to the writer, June 17, 1962.

a court of proper jurisdiction as soon as possible. It is the court's decision whether or not custody is taken from the parents and given to the agency.

Under the English common law the guardianship of an infant is vested in the parents who are entitled to custody, control and education of the infant.¹ Until the court places the child in the custody of a recognized child caring agency, parents retain their rights as parents. In Nova Scotia as elsewhere in Canada, if the court finds the child to be a neglected child under the Child Welfare Act, then the agency assumes all the parental rights and responsibilities for the child.²

If the child is committed to the permanent care and custody of the Children's Aid Society he shall remain a ward of that agency until:

- (1) the child reaches the age of twenty-one years; or
- (2) the child is adopted; or
- (3) the minister ... transfers the care and custody to the director or a society; or
- (4) the child marries; or
- (5) the judge orders that the guardianship be terminated.³

1/ See also CHILD PROTECTION IN CANADA; Canadian Welfare Council, Ottawa, 1954; pp. 7-8.

2/ REVISED STATUTES OF NOVA SCOTIA, CHILD WELFARE ACT, 1954; Chapter 30.

3/ Ibid, Section 28

The rights and responsibilities of parents and children are provided for in provincial and federal legislation, in the common law and in local statutes. While they differ in specific details from province to province, the basic rights of each are integral aspects of our cultural heritage; namely, that all children be guaranteed care and protection. Also, that such care and protection are best provided by the natural family in their own home. Yet it is inevitable that circumstances will arise, beyond the control of the individual parent, which impair or endanger his exercise of natural guardianship over his children. Therefore it becomes the responsibility of the state to provide a means whereby the child's immediate needs, and assurance of competent and responsible care for the future may be guaranteed.

Various provincial enactments have provided for definite units of local responsibility for the care and protection of child life within their areas of jurisdiction. For example, in Nova Scotia, no organization is authorized to function as a child protection society unless it is recognized and incorporated by the Lieutenant Governor-in-Council.¹

Within the legislative and legal framework of wardship there are certain duties and responsibilities which come under the jurisdiction of the courts; similarly, the agency has certain duties and responsibilities.

1/ Ibid, Section 9.

The Court

- (1) It is the duty of the court to decide from the evidence given whether or not the child is a neglected child, and in need of care and protection.¹
- (2) Society has delegated to the courts the right to decide whether certain of an individual's rights shall be limited, or removed, in the broader interests of society.
- (3) The court must ascertain the name, age, residence and religion of the child and his parents.
- (4) When the court of proper jurisdiction decides that parents have violated or are unable to exercise their right of care and control over their children, the court must provide for the transfer of guardianship to a child caring agency.
- (5) The courts have a further duty to provide monies for the maintenance of children taken into care for purposes of protection.
- (6) The court is charged with the responsibility of recognizing the rights of parents at any time requesting the court to consider the return of custody. The court is duty-bound to hear such a request and to give a decision based on the evidence presented.²

1/ See Appendix for a definition of a neglected child in Nova Scotia

2/ See STANDARDS FOR FOSTER FAMILY CARE SERVICE, Child Welfare League of America, New York 17, N.Y., 1959; pp. 14-16.

The Agency

- (1) If the agency honestly believes that the rights of a child are threatened, and where the agency has been unsuccessful in helping parents to resolve the situation, then the agency has the responsibility to bring the matter to the court's attention.
- (2) With the matter before the court's attention, the agency must then place the facts as they see them clearly and objectively before the court. This would include the assembling and presentation of evidence which is legally and socially sound.
- (3) In those instances where the court has transferred custody of the child from the parents to the agency, then the agency must determine and provide the child with a suitable living plan. The accommodations provided for the child by the agency must be based essentially upon the very special needs of the child.
- (4) The responsibility of the agency is essentially one of service, not in passing judgment or exercising control, except insofar as control is transferred to the agency by court authority.¹

With reference to wards of this particular study, the provision of a suitable living plan by the agency included placements either in a foster home or an institution, depending upon the special needs of the child and the availability of suitable foster homes. Providing the ward with a substitute family should be given on the basis of

1/ Ibid, pp. 24-28.

an individualized plan for each child, so that he may receive the care and treatment which meet his particular needs and promote his healthy personality development.¹ The child caring agency has the added responsibility of selecting these foster parents with the capacity to deal adequately and comfortably with problems peculiar to the individual child, particularly problems which may arouse tension because of their early family experiences.²

This particular study recognizes the value, and indeed the need, for small specialized institutions in the care of children. There is widespread agreement that certain well-defined groups of children will progress more favourably in an institution.³ For example, the seriously maladjusted child who is unable to establish an effective relationship with foster parents, or the adolescent who no longer may be dependent on daily personal care. This study also recognizes the need of an agency to use the institution on a short term basis until a suitable foster family is available.

Several authors, particularly the sociologists and anthropologists, express the belief that man is a product of his environment, and that each individual will be judged a success or a failure in accordance with society's expectations.⁴

1/ Ibid., p.24.

2/ Ibid., p.25.

3/ John Bowlby, CHILD CARE AND THE GROWTH OF LOVE, Penquin Books, London, 1953; p. 150.

4/ Parsons, Talcott, and R.F. Bales, FAMILY SOCIALIZATION AND INTERACTION PROCESS, The Free Press, Glencoe, Illinois, 1955; pp. 10-13.

Now that the process has been reviewed whereby a child comes under the care and protection of child caring agency, we shall now examine more specifically the wards of this particular study; the natural surroundings in which these wards are living, together with the historical account of the services of the particular agency which has now become the ward's legal guardian.

CHAPTER 3

SOCIOLOGICAL BACKGROUND

The County

Colchester County is situated in the central part of the province of Nova Scotia. It is bounded on the south by Halifax County, on the east by Pictou County, on the north by Northumberland Strait, and on the west is separated from Hants County by the Shubenacadie River.

Originally, Colchester County formed part of the County of Halifax but was made a separate county in 1836. Within the county are the original townships of Onslow, Truro, Londonderry and Sterling. The county was first settled in 1690 by the Acadian French and settlers from New England and Ireland. The townships of Onslow, Truro and Londonderry were settled about 1761.

Colchester County has a total land area of 1308 square miles. The principle industries of the county are lumbering and farming. In 1955, seventy-four business establishments were engaged in the preparation of wood products giving employment to approximately fifteen hundred persons in the county.

Farming, with the accent on dairying and beef cattle raising, forms a substantial income for many of the residents of Colchester

County. Farm products are marketed throughout the county and distributed to several points throughout the province.¹

The Town

Truro, shiretown of Colchester County, is situated at the head of Cobequid Bay, near the entrance of the Salmon and North Rivers, sixty-four miles north of Halifax.

During the period of French rule in Canada when the province of Nova Scotia was known as Acadia, French farmers settled around the site of the present town. The community survived until 1755 when the Acadians were expelled from Nova Scotia. Some years later, in 1761, several families of Scottish and Irish descent, arrived from New England and settled on the farms formerly established by the French. The community prospered and by 1838 had a population of 3,000. In 1875 the village with a population of 6,000 was incorporated into a town. Today the population is just over 12,000 and the town continues to expand in size and importance.

The town of Truro is surrounded by a rich lumber and farm area. It is an important railway and educational center. The educational institutions include the Provincial Normal College, Nova Scotia Agricultural College, Nova Scotia Training School (which is a school for retarded children), Colchester County Academy, as well as a business college.

^{1/} F. H. Patterson, OLD COBEQUID AND ITS DESTRUCTION, Collections, Nova Scotia Historical Society, 1936.

Truro's major industries include establishments for the production of textiles, building materials, wholesale products and dairy supplies. A survey done in 1955 showed a total of 43 industries, employing approximately 1,000 people, are located in the town of Truro.

The Agency

The Children's Aid Society of Colchester County can trace its history back to November, 1914, when the Reverend George M. Dix called a public meeting in the local Y.M.C.A. for the purpose of organizing a children's Aid Society in Truro. The meeting was addressed by Mr. Ernest Blois who explained to the gathering the benefits to the community of such an organization. Consideration was also given to the formulation of by-laws for the society and the selection of officers. At the first annual meeting held December 29, 1914, it was decided to proceed with the formation of a society. Reverend Mr. Dix acted as the society's first volunteer agent.

The meetings invariably opened with prayer, and all felt the seriousness of their duties in the fashioning of human lives. One notes from the minutes of these earlier meetings that several members of the society deplored the use of the Town Poor Farm on Willow Street in Truro for the placement of children, even on a temporary basis. Two outlying homes were subsequently obtained where children

1/ Ibid.

could be boarded. These homes were supervised by the visiting committee of the Children's Aid Society.

By 1920 the society had engaged the services of Dr. Brison to make yearly physical and mental examinations of those children under the care of the agency. This same year marked the first recorded inquiry by the county of Colchester requesting aid for children found outside the town of Truro.

By 1924 the Children's Aid Society was expanding its services to include a close working relationship with the truant officer for Truro, taking part in a census of the poorer districts, the outfitting of several children for school, and the placing of several boys on farms for the summer. This added amount of work involving the Children's Aid Society had increased to the stage where regular monthly meetings were found to be necessary. Relief was being furnished not only to Truro children but also to those in the county.

In 1927 the president, Mr. Blois, outlined a plan for the establishment of a Juvenile Court for the counties of Kings, Hants and Colchester, but the plan did not materialize. In 1928 the Children's Aid took a further step forward with the decision to engage the services of Reverend J. W. Bent to be joint agent for the counties of Cumberland and Colchester. Provision was made for the sharing of the agent's salary and expenses. In the same year the society was granted permission to conduct a financial campaign.

In 1929 the Children's Aid Society employed their first paid agent, thus concluding seventeen years of voluntary service.

The history of the Children's Aid Society during the 1930's was one of growth and responsibility. The agency records were re-organized on a business basis and the society secured permanent office quarters. In 1931 the name of the society was changed to the Colchester Children's Aid Society, also the agency became fully accredited and established.

The early 1940's brought added problems and responsibilities to the agency in connection with the war. In addition to local responsibilities the agency assumed wardship for several children evacuated from Britain. In 1946 a new constitution and by-laws were approved by the Lieutenant Governor-in-Council providing for a Case Committee and a Finance Committee, and a forty member Board of Directors. Such changes in the internal structure of the agency led to improved and more efficient standards of child care.

The history of the Colchester County Children's Aid Society during the 1950's exemplifies the growing concern of all child caring agencies towards eliminating these social factors which disrupt the basic family unit. Special emphasis was placed upon the improvement of preventive services, such as services to the unmarried mother, foster home care and protection service. The changes brought about by the agency during the 1950's were in accordance with a new change of philosophy which was developing across Canada. These changes

placed particular emphasis upon agency services which strengthen and support family life, and an attempt to provide resources for the children when their own homes fail.¹

In 1952 a district Juvenile Court Judge was appointed to serve the counties of Cumberland, Pictou and Colchester. The agency became engaged in probation services in conjunction with the Juvenile Court, therefore acknowledging the need to co-ordinate all community welfare services for the betterment of the community.²

The following chapter will put forth the psychological theories upon which the framework of this thesis is based.

1/ CHILD PROTECTION IN CANADA, Canadian Welfare Council, 1954.

2/ Extracts from an unpublished report entitled ORIGIN AND GROWTH OF THE COLCHESTER CHILDREN'S AID SOCIETY FROM 1914 TO 1931, K.M. Hiltz, Truro, February, 1950.

CHAPTER 4

PSYCHOLOGICAL ORIENTATION

Before one can test the major hypothesis stated in this study, it is necessary to first review the way in which the average child gains a start in life.

One of the basic assumptions of those who work with children is that sound personality development is founded through healthy relationships with the family.

"What is believed to be essential for mental health is that the infant and young child should experience a warm and continuous relationship with his family. It is this complex, rich, and rewarding relationship which ... underlies the development of a sound personality."¹

Several sociologists have suggested that over the past half century or more there has been a transfer of various functions, that were formerly a part of family responsibility, to other segments of society.² It is presumed that this process, if it is going on, has not as yet removed from the family responsibility for the basic functions. With respect to children in the family, those basic functions would include;

1/ Jahn Bowlby, CHILD CARE AND THE GROWTH OF LOVE, Penguin Books, London, 1953; p. 11.

2/ Parsons, Talcott, and R. F. Bales, FAMILY SOCIALIZATION AND INTERACTION PROCESS, The Free Press, Glencoe, Illinois, 1955; pp. 3-19.

- (1) the socializing of the child
- (2) fostering and furthering the development of the child's personality.

In socializing the child, the family is transmitting to him the values of his culture, the mores and folkways of the community as exhibited by the family. Within this framework the child can express his personality, and especially his emotional drives, with the least strain for himself and others.

The growth of the child's personality may be seen as passing through various stages and following a definite pattern of sequence. Each new stage in the growth of the personality is the outcome of the one preceeding it and the prerequisite of the one following it. Growth of the child's personality preceeds smoothly from one level to the next provided the child has experienced adequate emotional gratification during infancy, and if his experiences, both actual and real, have indicated that it is safe to leave one level of adjustment and explore a higher one.¹

At birth the infant or "crib baby" has little more than a passive relationship with reality. Events or objects come into his awareness in terms of an immediate threat or gratification. The infant perceives only those things which are personal to him, such as hunger or wetness, for it is only of these experiences that he

¹/ Irene M. Jesselyn, PSYCHOSOCIAL DEVELOPMENT OF CHILDREN, Family Service Association of America, New York 16, N.Y., 1956; pp. 5-25.

has any knowledge. By providing the infant with a sufficient measure of love, fondling and attention, the family is helping to build the foundations of basic trust which the child has for the family. As the infant develops and gains other experiences, this basic trust which he has for the family will be extended to include a sense of trust in himself and in the outside world.

At approximately eighteen months the infant has developed into a "floor baby", more commonly referred to as a "toddler". The child is now beginning to gain a sense of autonomy. His motor development has progressed to the stage where he can go longer distances from his mother. The child is experiencing a new sense of independence. The sense of basic trust that he experienced as an infant is now tempting the toddler to explore new horizons. In the interests of his own well-being and personal safety certain limits must be set on his activity. One of the responsibilities of the family is to set limits for the child. The setting of limits can be used by the child as an area of freedom through which he can develop a sense of curiosity, self-esteem and assertiveness. If the child knows that someone is near to support him in case his security becomes threatened, then the setting of limits becomes an opportunity to further develop his concept of self. Society's earliest demands to conform to certain standards are expressed through the family's attitudes to the setting of limits for unacceptable behavior, and praise for acceptable behavior.

By the age of two and one-half to three years the child's social horizons have developed still further to include contact outside the family. The child of this age is commonly referred to as the preschooler or "yard baby". The preschooler is beginning the slow process of finding his place in the outside world, though the family will remain his primary reference for several years to come. During this stage of development the child is learning a new and acute awareness of his body. The child not only is becoming aware of visible sex differences, he also becomes aware of differences in the appropriate sex roles. The male is learning that he is a boy while the female learns that she is a girl. The male, for example, learns that as a boy, he wears pants and he plays with trucks and guns. He learns that similar children dress as he does, play with similar toys and call themselves boys. The family now must be concerned with developing within the child a sense of sex identification, and opportunities to learn the appropriate sex roles. If the family has provided the child with these opportunities, then as the child looks at himself he will accept his sexual curiosity as something positive and acceptable. As the preschooler looks at the outside world he will find the security which he desires by making a sex identification with the appropriate parent. An extension of the sex identification in the preschooler is the ability to turn part of his capacity for affectionate response to the world beyond his family.

The fourth stage in the development of the child's personality is called the latency period. This period includes the children between the ages of six and twelve years. The child now turns from the intense tie to his family and a world revolving around his home, to the social world of his peers for much of his personality development. His peer group will include his school and his neighbourhood. The child is now spending as much time as possible in the society of his peers. Here he learns to accept limitations imposed by society; he learns the meaning of leader and follower, and is in reality manifesting a surprising sense of responsibility. The family, although seeming to lose their importance during the period the child is active with the peer group, continues their significant role of providing dependency security as well as a parent model for the child to emulate. As the child looks at himself he is able to accept his partial loss of identity as an individual, and find gratification in a new identity as part of a group. If the child during the latency period has found that his day-by-day contact with his family has led him to believe that his parents are accepting and friendly persons, then he will look upon the outside world with the confidence engendered by these early experiences.

The fifth stage of personality development is called the adolescent stage. This period generally includes those children

between the ages of thirteen and twenty-one years. Adolescence is marked by physical and psychological change. The development of the child's personality is primarily concerned with the psychological changes. First, there is a reawakening of sexual interest; secondly, there is increased pressure from within to be freed of infantile dependency and to achieve adult status. The adolescent has a biological urge to establish himself sexually as an adult and therefore free himself from his parents. Also the adolescent has the urge to emancipate himself from the domination and protection of his parents. As the adolescent looks at himself he is frightened by his own impulses to emancipate himself. If the fright becomes too paralyzing he feels impelled to regress to the security of a dependent child. If the adolescent tries out his impulses to be free of the parent and is successful in this venture, he experiences the pleasure of success. Each success leads to increased confidence in his real ability to handle his own world. The role of the family during the adolescent stage is to provide the child with support and acceptance as he attempts to achieve independence. Adjustment to adolescence will be smooth in proportion to the extent that the child felt secure in his pre-adolescent years.¹ Irene Josselyn speaking of the importance of pre-adolescent years in the child's adjustment to adolescence suggests,

¹/ Ibid., p.85.

"... failure to have his dependency need met in the pre-adolescent period will now have increased ramifications as he tries to face his new problems without the basic security of previous dependency gratification." ¹

It has been assumed by this particular study that personality development and socialization extend beyond the stage of adolescence. In fact, they will continue to be tested and integrated into his adult years. However, special emphasis must be placed upon the socialization and personality development of the child during the first six years. Many authors such as John Bowlby, interested in the study of child development, believe that the first six years of the child's life are the critical years. If the basic foundations of personality development have not been fashioned during this period, it is doubtful whether in the future the child can develop any sort of close family identifications. John Bowlby states that,

"... follow up studies of children who have suffered deprivation in their early years offer confirming evidence as to the devastating effects which prolonged deprivation of love can have on personality development."²

Irene Jesselyn speaking of the importance of the early developmental years says,

"The serious problems of (latency and adolescence), however, are the problems that result from failures in early childhood. If ... the child's relationship with his

1/ Ibid., p. 85.

2/ John Bowlby, CHILD CARE AND THE GROWTH OF LOVE, Penguin Books, London, 1953; p.54.

parents has been such as to necessitate a distortion of the healthy emotional growth process, the effect may be evident in the peer adjustment the child makes in (these later stages)."¹

A Theory of Stress

In its very broadest meaning stress has been defined as,

"a force applied to a system sufficient to cause strain or distortion in the system, or, when very great, to alter it into a new form".²

Stress may be defined more specifically as the experiences of an individual who finds himself in a situation which he interprets to be dangerous to his own personal safety, or to his system of values which he believes to be essential for his own existence.

For the purposes of this particular study it is assumed that the way in which the child handles stress will to some degree reflect the manner in which his family has carried out its dual function of fostering and furthering the child's personality development, and helping to socialize the child.

The child, during the early stages of infancy, has not as yet learned appropriate ways of handling stress on his own. For this reason the infant is totally dependent upon his family for removing the stress-causing agent. Beginning with the later stages

1/ Irene M. Jesselyn, PSYCHOSOCIAL DEVELOPMENT OF CHILDREN, Family Service Association of America, New York 16, N.Y., 1956, pp.78-79, 111.

2/ Horace B. & Ava Champney English, A COMPREHENSIVE DICTIONARY OF PSYCHOLOGICAL AND PSYCHOANALYTICAL TERMS; Longmans, Green and Co., New York, 1958.

of infancy the child gradually begins to learn ways of handling anxiety-provoking stimuli through the use of adjustive mechanisms. The child will learn the ways of handling his stress either through his own limited but personal experience, or through direct supervision from the family. Therefore, the child very early in life learns a system of "coping behavior" which he believes will remove the stress-causing agent. If the system of coping behavior is successful, the child will incorporate this new learning experience into his personality, and the way of coping with stress becomes a part of him.

When faced with stress the child tends to apply his most recent learned adaptative or coping behavior. If the coping behavior consistently fails, the child will fall back on earlier patterns. For example, when an ocean liner is in danger of sinking the captain may give the order to take to the lifeboats. Taking to the lifeboats may later prove to be an ineffective way of coping with the danger of drowning, and yet prove to be an effective way of adjusting to the danger under the circumstances.

If the earlier patterns of coping behavior also prove ineffective the person will eventually be back to very regressed patterns of early childhood. Hans Selye, in his writings pertaining to continuous failures of coping behavior, expresses the belief that,

"... after still more prolonged exposure ... this acquired adaptation is eventually lost".¹

The four indicators chosen for this thesis to test whether the ward is a disadvantaged child are indicators of behavior. This study believes that the damage caused by stress is emotional damage. It is therefore difficult and not relevant to connect at this point the four indicators of behavior with the pattern of stress. However, such a study needs to be done. Had there been more time available for this particular thesis such a study would have been undertaken.

For the purposes of this thesis it is further believed that there are two reasons for believing that the child who has been made a ward has had to cope with an undue amount of stress, thus placing him at a disadvantage.

(1) If it has become necessary to remove the child from his family, then it can be presumed that there were situations in the home causing him undue amounts of stress prior to apprehension.

(2) The ward has had to cope with the added stress of being separated from his natural family.

The Caseworker and the Ward

This particular study believes that all children without homes of their own are in danger of being cast adrift in a society

¹/ Hans Selye, THE STRESS OF LIFE; McGraw-Hill Book Company, Inc., New York, 1956, p. 17.

which requires creative acts of every individual. These same children, in their quest for identity and integration, have been deprived of adequate parental love and guidance. Their developmental years have been strained by a lack of adequate parental figures with whom they can identify. The child who has never had an adequate parental figure with whom he could identify is frightened. He is frightened because he feels unloved, and therefore lost in a hostile world.

It is under conditions similar to those just described that the caseworker usually finds the ward on first contact following apprehension. The caseworker is expected to become a parent substitute, and give to the child what the parents were unable to give. But the caseworker cannot make up for the child's contact with the natural parents. The caseworker cannot provide the child with that basic love and identification which can only come from the natural parents. Nor can the worker be present twenty-four hours a day to meet the child's day to day problems.

Then why do we continue to make children wards? For the purposes of this particular study it is believed that the agency caseworker, because of her training, has special skills in the knowledge of human growth and behavior, and the dynamics of human interactions. With these special skills, the caseworker will be able to assess the strengths and weaknesses of the child, and

thereby create a counterbalance between that which the child has lost through separation from his parents, and that which the child gains through the meeting of his special needs.

The following chapter shall test the original question posed by this particular study, whether the ward is a disadvantaged child. To test the question this study has chosen four particular areas of study which are likely to appear in the files of the Children's Aid Society of Colchester County;

- (1) School Adjustment;
- (2) Referrals to a Mental Health Clinic;
- (3) Admissions to a Mental Institution;
- (4) Incidence of Juvenile Delinquency.

The following chapter will analyze and assess the main body of data using the indicators as shown above.

CHAPTER 5

ANALYSIS OF INDIVIDUAL FINDINGS

(1) School Adjustment

Going to school involves the separation from parents, submission to sets of standards established by nonfamily groups, and participation in group activities, all of which are potential sources of stress for the child. The management of these demands imposed by society can prove either healthy and positive or a stumbling block in the path of the child's personality development.¹

One common experience that is hazardous for the child's healthy development in the school situation is the social pressure to overcome his resistance to separation from the home. For the non-ward, resistance to separation from the home is counterbalanced by the feeling of security coming from the family as he strives towards a successful school adjustment. For the ward, the problems of school adjustment are believed to be more stressful. Having already experienced separation from the family the ward may tend

^{1/} Coville, Costello and Rouke, *ABNORMAL PSYCHOLOGY*; Barnes and Noble, Inc., New York, 1961; p.74.

to associate going to school with his earlier feelings of anxiety when separated from the family. The child who has had to cope with the added stress of separation from the family may be unable to devote sufficient attention to his school work, and as a result may fall behind in the school grades.

For the purpose of this particular study a satisfactory school adjustment applies to those wards who are within or beyond their proper school grade according to their mental age. Similarly, a peer school adjustment applies to those wards who are below their proper school grade according to their mental age. Table No. I shows the average mental age and school grade for the average child in the general population. Table No. II shows the average mental age and school grade for the wards of this particular study who either attended school or are attending school. The scholastic standing of the wards for this particular study were measured against the figures indicated on Table No. I.

An analysis of the data for school adjustment as shown on Table No. III indicates that a total of 78 wards are either attending or have attended school at some period during wardship. However, in those instances where the intellectual quotient was not indicated in the agency records it was impossible to calculate the mental age of the ward, and therefore impossible to include in the study. This left a total of 37 wards whose school adjustment could be measured against the standards for the general population.

TABLE I

DISTRIBUTION BY AVERAGE CHRONOLOGICAL AGE AND AVERAGE MENTAL AGE OF THE CHILDREN IN THE TOWN OF TRURO, NOVA SCOTIA,^{a/} ACCORDING TO SCHOOL GRADES

| Grade | Average Chronological Age | Average Mental Age |
|---------|---------------------------|--------------------|
| Primary | 5.5 | 5.5 |
| I | 6.5 | 6.5 |
| II | 7.5 | 7.5 |
| III | 8.5 | 8.5 |
| IV | 9.5 | 9.5 |
| V | 10.5 | 10.5 |
| VI | 11.5 | 11.5 |
| VII | 12.5 | 12.5 |
| VIII | 13.5 | 13.5 |
| IX | 14.5 | 14.5 |
| X | 15.5 | 15.5 |
| XI | 16.5 | 16.5 |
| XII | 17.5 | 17.5 |

a/ Information based on a letter from the School Board, Town of Truro, February 19, 1963. Ages given appeared to be estimated rather than actually calculated.

b/ Assumed for this study that the average chronological and mental ages will be the same for the children in Colchester County as in the Town of Truro.

LM/ma

TABLE II

DISTRIBUTION BY AVERAGE CHRONOLOGICAL AGE AND AVERAGE MENTAL AGE OF 78^a/ WARDS OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962,^b/ ACCORDING TO SCHOOL GRADES

| Grade | Average Chronological Age | Average Mental Age |
|---------|---------------------------|--------------------|
| Primary | 6.0 | 6.0 |
| I | 7.8 | 7.8 |
| II | 8.8 | 8.8 |
| III | 10.3 | 10.3 |
| IV | 10.0 | 10.0 |
| V | 11.6 | 11.6 |
| VI | 13.8 | 13.8 |
| VII | 14.7 | 14.7 |
| VIII | 14.6 | 14.6 |
| IX | 15.4 | 15.4 |
| X | 16.5 | 16.5 |
| XI | 17.9 | 17.9 |
| XII | 17.0 | 17.0 |

a/ Seventy-eight of the 100 wards of this study have either attended school or are attending school.

b/ Information taken from the agency records.

LM/ma

TABLE III

DISTRIBUTION BY AGE AND SEX OF 37 WARDS OF THE
CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY,
AS OF DECEMBER 31, 1962, ACCORDING TO GOOD
SCHOOL ADJUSTMENT AND POOR
SCHOOL ADJUSTMENT

| School Adjustment | Wards | Relative | Male | Relative | Female | Relative |
|-------------------|-------|----------|------|----------|--------|----------|
| TOTAL: | 37 | | | | | |
| Poor Adjustment | 23 | .62 | 17 | .46 | 6 | .16 |
| Good Adjustment | 12 | .38 | 8 | .22 | 6 | .16 |
| Not Recorded | 41 | | | | | |
| Not Applicable | 22 | | | | | |

LM/mm

By comparing the average mental age in the general population (see Table No. I) with the average mental age of the wards for this study (see Table No. II), according to school grades, it can be clearly seen that the mental age for the ward is greater than the mental age of the non-ward for each of the thirteen grades in school. Since the average mental age of the ward is higher than the non-ward, then we already have found evidence indicating that the school adjustment of the ward is below the school adjustment of the children in the general population.

In the ward and protection files of the Children's Aid Society of Colchester County active on December 31, 1962, there were .62 or 23 out of 37 of the wards who made a poor school adjustment, while .38 or 14 out of 37 of the wards made a good school adjustment. A closer analysis of Table III shows that of the 25 male wards included in this study, 17 male wards made a poor school adjustment while 8 male wards made a good school adjustment. Of the 12 female wards included in this study, 6 female wards made a good school adjustment, while six female wards made a poor school adjustment, (see Table No. III).

Because of the size of the group studied is relatively small, it becomes difficult to draw valid conclusions. Despite this limitation there is, however, a good indication that when compared with the standards of school adjustment for the general population, the wards of this particular study were at a decided

disadvantage. In fact, more than 62% of the 37 wards studied made a poor school adjustment. Secondly, of the wards studied in this group, the females had a better record of school adjustment than the males. Of the 25 male wards included in this study, 17 male wards made a poor school adjustment. Of the 12 female wards included in this study, 6 female wards made a poor school adjustment.

An ability to draw valid conclusions on school adjustment for the wards of this particular study was further limited by the fact that it was not possible, for lack of information, to assess the school adjustment for 41 of the 78 wards, (see Table No. III).

Despite the limited size of the group studied, and in some instances the lack of sufficient information, there is a good indication that of the 37 cases studied the wards were disadvantaged in school adjustment when compared with the general population.

(2) Admissions to Mental Institutions

In those instances where it has become necessary to place a child in a mental institution, it can be assumed that there has been an arrest or failure in the development of the child's personality. In many cases the child is not only psychotic but is also suffering from a mental deficiency.

For the purposes of this particular area of study, it was assumed that if the wards of the Children's Aid Society of Colchester County had a higher rate of admissions to a mental institution than

the general population, this can be an indication that the wards of the Children's Aid Society of Colchester County may be disadvantaged.

An analysis of the data for the group project indicates that a total of 3 wards of the Children's Aid Society of Colchester County had been admitted to mental institutions. One of the wards was admitted to the Halifax County Hospital at Cole Harbour, while the other two wards were admitted to the Nova Scotia Hospital in Dartmouth.

The 3 wards were divided according to their respective age groups and compared to the number of admissions to mental institutions for the province of Nova Scotia. An analysis of Table No. IV indicates that for the age group 0 - 4 years, the number of admissions for Nova Scotia in 1960 was .002 per 100, while the number of admissions for the wards of the Children's Aid Society of Colchester County was one per 100. For the age group 15 - 19 years, the number of admissions for Nova Scotia was .112 per 100, while the number of admissions for the wards of the Children's Aid Society of Colchester County was two per 100 (see Table No. IV).

Because of the small sample applicable to this particular area of study it is difficult to draw valid conclusions. There is, however, sufficient proof that the wards of the Children's Aid Society of Colchester County have a higher rate of admissions to mental institutions in the age groups 0 - 4 years and 15 - 19 years than the general population of Nova Scotia, and for the purposes of this particular study can be taken as an indication that the ward may be disadvantaged.

TABLE IV

DISTRIBUTION BY AGE OF THREE WARDS OF THE CHILDREN'S
 AID SOCIETY OF COLCHESTER COUNTY, AS OF DECEMBER
 31, 1962, ADMITTED TO A MENTAL INSTITUTION,
 COMPARED WITH THE NUMBER OF ADMISSIONS
 BY AGE GROUPS FOR THE PROVINCE OF
 NOVA SCOTIA^{a/}

| Age Group | General Population ^{b/} | Ward |
|-----------|----------------------------------|------|
| TOTAL: 3 | .114 | 3 |
| 0 - 4 | .002 | 2 |
| 15 - 19 | .112 | 1 |

^{a/} Based upon the 1960 Mental Health Statistics for Nova Scotia, Dominion Bureau of Statistics.

^{b/} General Population calculated on the basis of number of admissions per 100.

LM/mm

(3) Referrals to a Mental Health Clinic

Children referred to a mental health clinic are by definition those children who display a form of maladjusted behavior. The behavior exhibited by these children are responses to stress in relation to their inner and outer environment. There is no one single cause of maladjusted behavior in children. However, it is known that a serious or prolonged separation from parents has been found to be important in the development of emotional and behavioral maladjustment in children.¹

Since this particular study is concerned with children who have been separated from their parents, it was expected that a significant number of these children would exhibit problems of maladjustment behavior.

It is the policy of the Children's Aid Society of Colchester County to have those wards who seem to exhibit problems of maladjusted behavior referred to either a psychologist or psychiatrist for a professional diagnosis and assessment. For the purpose of this particular study a mental health clinic includes a psychologist on the staff of the Nova Scotia Department of Public Welfare.

An analysis of the wards of the Children's Aid Society of Colchester County as of December 31, 1962, indicates that a total of 63 wards have been referred and diagnosed by a mental health clinic. In determining the favourable or unfavourable behavior adjustment

^{1/} Coville, Costello and Rouke, op.cit., pp.72-73

of the wards for this particular study, only the written diagnosis of the mental health clinics were used.

The wards of this particular study were divided into two groups, disadvantaged and advantaged, (see Table No. V). For the purposes of this particular study the disadvantaged ward is defined as the ward who has been diagnosed by a mental health clinic as exhibiting outward signs of maladjustment. The advantaged ward is defined as the ward who has been diagnosed by a mental health clinic as showing no outward signs of maladjustment.

A closer analysis of the data (see Table No. V) indicates that .81, or 51 out of 63, of the wards who were referred to a mental health clinic were diagnosed as disadvantaged; while .19, or 12 out of 63, of the wards referred to a mental health clinic were diagnosed as advantaged.

A further breakdown of the 63 wards referred and diagnosed by a mental health clinic shows that 38 of the wards were male and 25 of the wards were female. An analysis of the 63 wards according to assessment shows no significant difference between disadvantaged and advantaged wards according to sex. The data indicated that .82 of the males were disadvantaged while .80 of the females were disadvantaged. Similarly .18 of the males were advantaged and

TABLE V

DISTRIBUTION BY SEX OF 63 WARDS OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY, AS OF DECEMBER 31, 1962, ACCORDING TO THEIR ASSESSMENTS BY A MENTAL HEALTH CLINIC

| Assessment | Number | Relative | Male | Relative | Female | Relative |
|--------------------|--------|----------|------|----------|--------|----------|
| TOTAL: 63 | | | | | | |
| Dis- advantaged | 51 | .81 | 31 | .82 | 20 | .80 |
| Advantaged | 12 | .19 | 7 | .18 | 5 | .20 |
| Not Recorded | 37 | | | | | |

LM/mm

.20 of the females were advantaged (see Table No. V). One possible explanation for the fact that there is no significant difference in the relative frequencies according to six groupings is that the form of overt behavior exhibited by emotional stress is essentially the same for the male and female. However, the stress-causing stimuli may vary according to the child's sex.

On the basis of this analysis, it appears that a significant number of the wards of this study are inherently disadvantaged according to the assessment of the mental health clinics.

(4) Incidence of Juvenile Delinquency

Juvenile delinquency by definition is behavior which is socially unacceptable. As was pointed out earlier in this study (Chapter IV), family relationships play an important role in teaching the child patterns of behavior which are socially acceptable, and disciplining the child for behavior which is socially unacceptable.

Several studies have found that children coming from homes torn by marital strife, from broken homes, or from homes where the child has been separated from the family for lengthy periods of time, have also come from homes where the discipline for socially acceptable behavior has either been lax or extremely rigid or extremely erratic. Children coming from such homes tend to have a higher rate of juvenile delinquency than children coming from homes exhibiting an adequate social adjustment.¹

It would seem to follow then from the remarks above that the wards of the Children's Aid Society of Colchester County, because it was necessary to separate these children from their family, would show a significant rate of juvenile delinquency.

However, when the data for this particular area of study was found that of the 100 wards in care, only 3 wards had appeared before the Juvenile Court of Colchester County, (see Table No. VI). This particular study then proceeded to compare

¹/ Maud A. Merrill, PROBLEMS OF CHILD DELINQUENCY; Houghton Muffin Company, New York, 1947; pp.122-129.

TABLE VI

DISTRIBUTION BY AGE AND YEAR OF 3 WARDS OF THE CHILDREN'S
 AID SOCIETY OF COLCHESTER COUNTY, AS OF DECEMBER 31,
 1962, ACCORDING TO THE INCIDENCE OF JUVENILE
 DELINQUENCY, AS COMPARED TO THE NON-WARDS
 OF COLCHESTER COUNTY^{a/}

| Age Group | 1950 | | 1960 | | 1961 | |
|-----------|------|----------|------|----------|------|----------|
| | Ward | Non-Ward | Ward | Non-Ward | Ward | Non-Ward |
| TOTAL: 3 | | | | | | |
| | Ward | Non-Ward | Ward | Non-Ward | Ward | Non-Ward |
| 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/ Incidence of non-ward delinquency in Colchester County based upon Juvenile Court Statistics, Nova Scotia Department of Public Welfare Year End Report, 1950-51, 1960-61, 1961-62.

LW/mm

the three wards of the Children's Aid of Colchester County who appeared in Juvenile Court with the non-wards of Colchester County. It was found that for each of the years 1950, 1960 and 1961, one ward had appeared before the Juvenile Court. When these figures are compared with the non-ward population of Colchester County for the same fiscal year, it was found that one ward and two non-wards appeared in Juvenile Court in 1950; one ward and fifteen non-wards appeared in 1960; one ward and thirteen non-wards appeared in 1961, (see Table No. VI).

Because of the small sample of wards appearing before the Juvenile Court it is quite impossible to draw valid conclusions showing that the wards of the Children's Aid Society of Colchester County have a higher rate of juvenile delinquency than the non-ward group. It can only be said that the data is inconclusive.

However, an analysis of the data for the pattern of juvenile delinquency for the wards of this particular study leads to some valid observation. It can be seen that none of the wards of this particular study appeared before a Juvenile Court before the age of fifteen years, whereas the non-ward group has a significant incidence of delinquency between the ages of nine years and fourteen years. The reason for non-delinquency between the years nine and fourteen for the ward group may be attributed to the fact that the ward has an individual caseworker with whom he can identify.

The ward can also model his patterns of behavior after his caseworker. Furthermore, the ward has a foster home where he can learn patterns of behavior which are socially acceptable, thus delimiting the possibility of juvenile delinquency.

Secondly, the Children's Aid Society of Colchester County also conducts the probation services for the Juvenile Court of Colchester County. Such a service carried on by the agency is an advantage to the ward in that the ward's individual caseworker will probably detect early signs of delinquent behavior, and deal with the problem before it becomes necessary for the ward to appear in court.

An analysis of the data dealing with the incidence of juvenile delinquency shows inconclusive evidence that the ward is likely to be disadvantaged.

The following chapter will analyze and assess the intelligence quotients of the wards, and quote group findings, which substantiate the hypothesis that the ward is inherently disadvantaged.

CHAPTER 6

ANALYSIS OF WARDS' INTELLIGENCE QUOTIENTS AND GROUP FINDINGS

This particular study is part of a group project concerned with several aspects of wardship and fostercare. The group project is being carried out by the second year students of the Maritime School of Social Work. The wards studied were 100 wards of the Children's Aid Society of Colchester County active on December 31, 1962.

The theme of this individual study is that the ward is inherently disadvantaged in those areas where he needs to develop in order to gain an adequate start in life.

This particular study has put forth two reasons for believing that the child who has been made a ward has had to cope with an undue amount of stress, thus placing him at a disadvantage. First, since it was necessary to remove the child from his family, it can be presumed that there were situations in the home causing an undue amount of stress prior to apprehension. Second, the ward has had to cope with the added stress of being separated from his natural family.

By analyzing the intelligence quotients of the wards of this particular study, and comparing them with the normal distribution of intelligence quotients for the general population, there is reason to believe that the wards of this particular study are inherently disadvantaged. Of the 51 wards whose intelligence quotients were recorded, 15.7% of the total have an I.Q. ranging from 91 to 110, whereas 50% of the total population will have an I.Q. ranging from 91 to 110. Similarly, 78.5% of the wards have an I.Q. below 91, while only 25% of the total population will have an I.Q. below 91 (see Table No. VII).

Although the sample of recorded I.Q.'s for this particular study is relatively small, there is an indication that the ward is likely to be disadvantaged by his intellectual capacity when compared with the general population. If society expects creative acts from every individual, then there will be a certain amount of stress felt by every individual as he strives to perform his own creative acts. The child whose intellectual capacity is below that of the average individual will find it more difficult to perform creative acts, thus creating undue amounts of stress.

An analysis of the intelligence quotients of the wards for this particular study (see Table No. VII) would indicate that because their I.Q.'s are below the average for the general population, they will face undue amounts of stress, and likely place them at a disadvantage.

TABLE VII

DISTRIBUTION OF 51 WARDS OF THE CHILDREN'S AID SOCIETY
OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962, BY
INTELLIGENCE QUOTIENT, AS SHOWN IN RECORD

| Intelligence Quotient | 51 | Wards | Normal Distribution |
|--------------------------|------------------|-------|-----------------------------|
| | No. | % | By Percentage ^{a/} |
| TOTAL: | 51 ^{b/} | 100.0 | 100.0 |
| Below 80 | 16 ^{c/} | 31.4 | 8.9 |
| 80-90 | 24 | 47.1 | 16.1 |
| 91-110 | 8 | 15.7 | 50.0 |
| 111-119 | 2 | 3.9 | 16.1 |
| 120 and over | 1 | 1.9 | 8.9 |

a/ Source: David Wechsler, THE MEASUREMENT OF ADULT INTELLIGENCE; Third edition, 1946.

b/ The I.Q.'s of 48 of the original group of 100 wards were not recorded.

c/ 5 wards had an I.Q. between 70 and 79; 6 wards had an I.Q. between 60 and 69; 2 wards had an I.Q. between 50 and 59; 2 wards had an I.Q. between 30 and 39; and 1 ward had an I.Q. between 20 and 29.

LM/mm

In analyzing the data collected by the group it was found that 71 per cent of the wards studied showed evidence of separation reactions. Fifty-six per cent of the wards studied showed evidence of separation reactions to their natural parents.¹ Separation reactions are defined for the purpose of the group study as those reactions which occur in response to separation from love objects during the first year of placement.

This group finding would further substantiate the assumption of this particular study; namely, that the ward who has had to cope with the added stress of being separated from his natural family is likely to be disadvantaged.

Another portion of this group study dealing with psychotic disorders among wards found that 56 per cent of the wards were disturbed when taken into care.² This second group finding would further substantiate the assumption of this particular study; namely, that the ward who has had to cope with the added stress of being separated from his natural family is likely to be disadvantaged.

The final chapter will give the conclusions and recommendations that have come from this study.

1/ Ellen Fell Baig, SEPARATION REACTIONS; Unpublished Master's Thesis, Maritime School of Social Work, Halifax, 1963.

2/ Scott Burbidge, PSYCHOTIC DISORDERS AMONG A GROUP OF WARDS; Unpublished Master's Thesis, Maritime School of Social Work, Halifax, 1963.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

It will be recalled that the primary purpose of this study was to test the hypothesis which stated that the child who is a ward has inherently undergone an undue amount of stress, thus placing him at a disadvantage in the areas where he needs to develop in order to gain an adequate start in life.

This thesis then proceeded to study 100 wards of the Children's Aid Society of Colchester County to see how their ways of dealing with certain life situations would lead one to conclude that they were inherently disadvantaged.

This study found that in the area of school adjustment 62% of the 37 wards studied made a poor school adjustment. When the record of ward school adjustment was compared with the school population of the town of Truro, the wards were at a decided disadvantage.

By using admissions to mental institutions as an indicator to test the hypothesis it was found that by totalling the ward and non-ward admission rate by age groups, it was found that the ward admission rate was 3 admissions per 100 while the non-ward admission rate was .114 admissions per 100. Despite the small sample in the study, it was found that the ward was disadvantaged.

By using referrals to mental health clinics as an indicator for testing the hypothesis, it was found that of the wards referred to a mental health clinic .81 of the 63 wards were diagnosed as being at a disadvantage, while .19 of the wards were diagnosed as being advantaged. Therefore this study concluded that here was an indicator showing a greater number of the wards disadvantaged.

This study found that in the area of juvenile delinquency there was little if any indication that the ward was disadvantaged. In fact an analysis of the data indicates that the ward may be better off than the non-ward.

This study found that of those wards whose I.Q. was recorded, 78.5% were below 91, while only 25% of the total population will have an I.Q. below 91. An analysis of the data gave a good indication that the wards were disadvantaged in their intellectual capacity.

Group findings for the study of wards substantiated the assumption of this particular study that the ward has had to cope with the added stress of being separated from his natural family, thus placing him at a disadvantage.

The conclusions that can be drawn from this particular study are as follows:

(1) In the areas of school adjustment, referrals to mental health clinics, intelligence quotients, separation reactions and psychotic disorders, the data supports the hypothesis that the ward is inherently disadvantaged.

(2) In the area of admissions to mental institutions the data indicates that the ward is inherently disadvantaged; however, the sample of study is too small to support the hypothesis.

(3) In the incidence of juvenile delinquency the data offers little if any indication that the ward is inherently disadvantaged, in fact the data supports the first alternate hypothesis; namely, that the ward has a better start in life than the non-ward.

In the light of the findings that came out of this study the following recommendations are proposed;

(1) That those agencies engaged in protection services continue to recognize the undue amount of stress created in the child who must be separated from his family for any great length of time.

(2) If it becomes necessary to make the child a ward, then the agency worker is duty-bound to use her knowledge and skills in properly assessing the special needs of each individual ward.

(3) That the selection of foster parents be based upon their ability to cope with the special needs of the ward placed in their care.

(4) The need for more research in the field of child welfare, in hopes that these investigations will show other facets of stress, and the possible effect upon the ward.

APPENDIX A

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 | _____ | _____ |
| <u>N</u> | Natural parents | _____ | _____ |
| <u>F</u> | First foster home | _____ | _____ |
| <u>F</u> | Second foster home | _____ | _____ |
| <u>F</u> | Third foster home | _____ | _____ |
| <u>F</u> | Fourth foster home | _____ | _____ |
| <u>F</u> | Fifth foster home | _____ | _____ |
| <u>F</u> | Sixth foster home | _____ | _____ |
| <u>F</u> | Seventh foster home | _____ | _____ |
| <u>F</u> | 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 | _____ | _____ |
| <u>N</u> | Sibling, not ward | _____ | _____ |
| <u>N</u> | Sibling, not ward | _____ | _____ |
| <u>N</u> | 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

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

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

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

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 is 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

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 emotional relationships
- (____) plasticity in traits and defences
- (____) assertiveness
- (____) self-esteem
- (____) conscience
- (____) tolerance for reasonable stress or anxiety
- (____) ability to gratify vital biological and social needs in conformity with mores of significant groups

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 paralyses
- () visceral inhibitions
- () displacement and phobic avoidance
- () undoing and isolation

Regressive defences

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

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 | | |

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

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

- () gross stress reaction
- () adjustment reaction

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

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 | _____ | _____ | _____ | _____ | _____ | _____ |
| <u>Other significant persons</u> | | | | | | |
| 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

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

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:

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

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 changes 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 and realizeable goals appear to be

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

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

XI. FOSTER PLACEMENT

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

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

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. Sept. 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

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(s) |
| <input type="checkbox"/> emotional neglect | <input type="checkbox"/> divorce of parents | <input type="checkbox"/> emotional illness par(s) |
| <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 RECORDSchedule 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?

APPENDIX B

- (1) ...
- (2) ...
- (3) ...
- (4) ...
- (5) ...
- (6) ...
- (7) ...
- (8) ...
- (9) ...

EXTRACT FROM THE CHILD WELFARE ACT

"neglected child" means

- (1) a child who is found begging or receiving alms, or thieving in any place whatsoever; or loitering in or near a public place after nine o'clock in the evening, not accompanied by his parent or guardian, or by some adult person with the consent of such parent or guardian; or
- (2) a child who is found associating or dwelling with a thief, habitual drunkard, vagrant, prostitute, dissolute, vicious or disreputable person, or frequenting a house of ill fame or who by reason of the neglect or drunkenness or other vices of its parent or guardian is growing up without salutary parental control or education; or
- (3) a child who is employed in or frequents any place where intoxicating liquors are bottled, made or sold or any pool room or gambling house; or
- (4) a child who is growing up under circumstances tending to make him idle, dissolute, delinquent or incorrigible; or
- (5) a child who habitually used obscene, profane or indecent language or is guilty of immoral conduct in any place whatsoever; or
- (6) a child who by reason of ill treatment, cruelty, continual injury, grave misconduct, or frequent intemperance by or of either person in whose charge he is, is in peril of loss of life, health, or morality; or
- (7) a child whose home by reason of neglect, cruelty, immorality, depravity, disease or unsanitary conditions is an unfit or improper place for a child; or
- (8) a child who is abandoned or deserted by his parents or only living parent or guardian, or who is abandoned or deserted by one parent and who is not being properly cared for by the other parent; or
- (9) a child who is an orphan not being properly cared for by

anyone whose lawful duty it is to do so; or

- (10) a child who is being cared for by a person other than his parents at such person's expense in circumstances which indicate that his parents are not personally performing their parental duties toward him; or
- (11) a child who is in the charge of a person who by reason of illness, misfortune, infirmity or other cause is unable or unfit properly to care for and maintain him; or
- (12) a child whose parents or parent have or has neglected or refused to provide or secure or permit to be provided or secured medical, surgical or remedial care necessary for his health or well-being; 1/

1/ "Child Welfare Act," REVISED STATUTES OF NOVA SCOTIA, 1954; Chapter 30, Section I (h).

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