

THE MARITIME SCHOOL OF SOCIAL WORK

WARDSHIP - A STUDY OF FACTORS LEADING TO FOSTER CARE

A study of the cultural, economic, and social factors existing in
the homes of children which lead to family
breakdown

A Thesis

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MARITIME SCHOOL OF SOCIAL WORK

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by

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	iv
 Chapter	
I. INTRODUCTION	1
II. CHILD WELFARE AND FOSTER CARE IN NOVA SCOTIA . .	8
III. NORMAL DEVELOPMENT OF THE CHILD	15
IV. PRESENTATION OF DATA AND ANALYSIS	26
V. CONCLUSIONS AND RECOMMENDATIONS	54
 BIBLIOGRAPHY	 62
APPENDIX	64

LIST OF TABLES

Table	Page
I. Distribution of 100 Wards in Care of the Children's Aid Society of Colchester County as of December 31, 1962, at the Time of Apprehension, by Age	27
II. Distribution of 42 Wards in Care of the Children's Aid Society of Colchester County as of December 31, 1962, Whose Mothers were Unmarried at the Time of Apprehension, by Age	31
III. Distribution of 76 Parents of Wards in Care of the Children's Aid Society of Colchester County as of December 31, 1962, Who were Married or Cohabiting at the Time of Apprehension, by Age	33
IV. Distribution of 30 Mothers of Wards in Care of the Children's Aid Society of Colchester County as of December 31, 1962, Who were Unmarried and Not Cohabiting at the Time of Apprehension, by Age	33
V. Distribution of 27 Sets of Parents of Wards in Care of the Children's Aid Society of Colchester County as of December 31, 1962, Who were Married at the Time of Apprehension, by the Length of Marriage and the Marital Situation	36
VI. Distribution of 38 Sets of Parents of Wards in Care of the Children's Aid Society of Colchester County as of December 31, 1962, Who were Married or Cohabiting at the Time of Apprehension, by Similarity of Religious Affiliation	38
VII. Distribution of 38 Sets of Parents of Wards in Care of the Children's Aid Society of Colchester County as of December 31, 1962, Who were Married or Cohabiting at the Time of Apprehension, by Similarity of Ethnic Origin	38
VIII. Distribution of 76 Parents of Wards in Care of the Children's Aid Society of Colchester County as of December 31, 1962, Who were Married or Cohabiting at the Time of Apprehension, by Regularity and Type of Employment	39

Table	Page
IX. Distribution of 30 Mothers of Wards in Care of the Children's Aid Society of Colchester County as of December 31, 1962, Who were Unmarried and Not Cohabiting at the Time of Apprehension, by Regularity and Type of Employment	41
X. Distribution of 136 Parents of Wards in Care of the Children's Aid Society of Colchester County as of December 31, 1962, at the Time of Apprehension, by Education Level and Attitude Toward Income . .	43
XI. Distribution of 30 Mothers of Wards in Care of the Children's Aid Society of Colchester County as of December 31, 1962, Who were Unmarried and Not Cohabiting at the Time of Apprehension, by Educational Level and Attitude Toward Income. . .	46
XII. Distribution of 38 Sets of Parents of Wards in Care of the Children's Aid Society of Colchester County as of December 31, 1962, Where Parents were Married and Cohabited at the time of Apprehension, by Location of Home and Type	46
XIII. Distribution of 38 Sets of Parents of Wards in Care of the Children's Aid Society of Colchester County as of December 31, 1962, Where Parents were Married or Cohabited at the Time of Apprehension, by Location of Home and Ownership.	49
XIV. Distribution of 38 Natural Families of Wards in Care of the Children's Aid Society of Colchester County as of December 31, 1962, Where Parents were Married or Cohabiting at the Time of Apprehension, by the Presence of More Than One Person per Room	51

CHAPTER I

INTRODUCTION

The family is the basic unit of society. This is true today as it has always been. One writer who has been much concerned about the emotional factors in family breakdown defines the family as "a group of persons united by ties of marriage, blood, or adoption, constituting a single household, interacting and communicating with each other in their respective social roles of husband and wife, mother and father, son and daughter, brother and sister, and creating and maintaining a common culture"^{1/} It is a unit in which members are interdependent for healthy development and mutual satisfaction.

Sociologists have found that family breakdown does not usually result from any one cause; rather, a variety of factors contribute to bring it about. However, there can be little doubt about the importance of economic factors in family breakdown. Studies indicate that rates of non-support, desertion, divorce, mental disorder, infant mortality, and juvenile delinquency are highest in neighborhoods of lowest incomes and poorest housing. Economic privation, however, seems to be seldom, if ever, directly related to family breakdown. If the relationship were direct, all poor families would experience it; and this is not the case.

^{1/}Hyman S. Lippman, M.D., "Emotional Factors in Family Breakdown", THE AMERICAN JOURNAL OF ORTHO-PSYCHIATRY, Vol. XXIV, (July, 1954), p. 446.

Burgess says that "family breakdown results directly from the strains and conflicts in the interpersonal relationships of husbands and wives, parents and children".^{1/}

Conversely, just as poor economic conditions do not result directly in family breakdown, high economic status does not prevent it. More stable marriages seem to be found among middle-class families with moderate, stable incomes than among either the very rich or the very poor.

Modern sociologists also attach more importance to the effect of our culture on family stability. Some of its aspects seem to encourage rather than prevent family breakdown.

Family breakdown, at least as evidenced by statistics, seems to be related to our high evaluation of individualism, competition, and democracy. Our values stress the initiative, the independence, and the self-determination of the individual. Where these values of the person conflict with those of the family, a breakdown is threatened.^{2/}

These qualities in themselves are not bad, but tend to be over-stressed. Many feel that emphasis on them has undermined the old institutional family. Perhaps some modification of present-day values is needed.

Some sociologists feel that the family as an institution in our society is doomed unless it returns to the old institutional type where authority lies in the head of the family, with family objectives dominant. Others believe that society and the family

^{1/}Ernest W. Burgess, "Economic, Cultural, and Social Factors in Family Breakdown", THE AMERICAN JOURNAL OF ORTHO-PSYCHIATRY, Vol. XXIV, (July, 1954), p. 462.

^{2/}Ibid, p. 464.

are in a state of transition, society from a rural to an urban and industrial civilization, and the family from the institutional to the companionship form, which is related to the urban way of life, and where major emphasis is placed upon the personality development of its members.

This is a study of the social, economic, and cultural factors existing in the homes of children before or at the time they are brought into care of a social agency. It seems obvious, from what has been said, that poor social and economic conditions increase the burden of maintaining a stable family unit; and it is understandable that many, being unable to tolerate the extra stress involved, behave in such ways as result in having their children taken into care by some social agency concerned with family and child welfare. The need to remove a child from his own family to guard his welfare indicates failure of the family to fulfill its function because of malfunction of individual members in their own roles.

The conditions studied are broadly classified as economic, cultural, and social. The economic factor considered is the attitude of the families toward their incomes. Different people place different values on money, and their ability to use it to best advantage and to share, differ. Therefore, figures actually tell very little about stresses because of finances, and so were not used. Instead, references to attitude in the records were used.

The cultural factors considered include ethnic origin and religious affiliation, with a focus on the presence of mixed marriages (from the religious and racial standpoints). In Christian

societies, religious unity between parents is believed to foster family stability.

The social factors are many and varied, including such factors as the ages of the parents and the child, the ordinal position of the child in the family, and how long parents have been married. Where relationships seem to exist between factors, these are noted.

This study forms part of a larger research project on wardship undertaken by the ten students of the second year (1963) class at the Maritime School of Social Work. Each student was concerned with a particular phase of wardship. Collecting the data as a group helped simplify work for each student, as some information was commonly useful for more than one student.

It is intended that this study shall increase understanding of child development, and the importance of the family for the child; increase understanding of work involved in research projects; add to the general body of knowledge concerning family breakdown; clarify for interested persons ideas already in mind and perhaps verify speculations on the subject; and yield useful information for the Agency, whose Director was particularly interested in studies in this area, and so kindly offered the use of the Agency's records for research purposes. Also, it is intended that this study shall fulfill in part the requirement for a Master's Degree in Social Work.

The nature of this study is descriptive. Its aim is to determine what conditions exist in the natural homes of 100 children (at the time of wardship) who have been made wards of the Children's

Aid Society of Colchester County and were actively receiving service from the Agency on December 31st, 1962. It is hoped that some steps will be taken in the future to alleviate some of the basic problems (indicated by the obtained information) which contribute to family breakdown and the need to remove the child from his own home and family.

A comparison will not be made with census data because the children studied came into care at various times over a seventeen year period; many children (26%) were under a year when brought into care; the group studied is small—the 100 children in this study include 15 sets of siblings (including 47 children), making the number of families represented in this group sixty-eight. These facts make comparison with census data difficult. Also, much of the information collected in this study is not in the same categories as that given in the census.

The sources of primary data for this study were the records of the Children's Aid Society of Colchester County. Schedules, containing questions submitted by all members of the group, were completed from the records of these 100 children.

Secondary data on family breakdown and human behavior were obtained from the literature of social work, sociology, psychiatry and psychology.

When the group study began it was recognized that the agency records, being prepared for working purposes rather than from a research point of view, might not always give complete information in all required areas. As it developed this was particularly true with regard to the factors with which this study was concerned.

Due to the limitations of time it was nonetheless decided to proceed with the undertaking, though it was recognized that it would probably mean that only suggestions of relationships would result, rather than firm conclusions.

Although this study is concerned with the factors in the homes of children which contributed to their being made wards of a social agency, the fact that they are now under the legal protection of an agency and their own parents have now no legal control over them, is a fact not to be taken lightly. Their fates are influenced to a great extent by the activity of the Agency, which is responsible to the community. A discussion of the development of the concern for child welfare in Nova Scotia in Chapter II thus seems appropriate, including the now commonly accepted concept of foster care, which has been of much benefit to many of the children in question.

Before the data about the children studied in this project are presented, it seems advisable to give some thought and consideration to the "normal" development of the child and his personality. Many of the children in this study were "normal" until a crisis arose which precipitated removal from their natural homes. Many were never "normal" in the sense that they never lived within a natural family group with their own mother and father. These children are set apart and different from others because of circumstances; but they are human beings with basic human needs common to all--the satisfaction of which promotes emotional as well as physical well-being. For this reason, the third chapter is devoted to a discussion of the normal development of the child, including some concepts commonly recognized as being of major importance in the understanding of the human personality.

Data about the children will then be presented factually and in table form. It will be analyzed and significant facts noted.

The final chapter will consist of conclusions and recommendations, which it is hoped will be of value to the Children's Aid Society of Colchester County and to other social agencies concerned with family and child welfare, and for the many families to be served by them.

CHAPTER II

CHILD WELFARE AND FOSTER CARE IN NOVA SCOTIA

For many centuries the destitute child was a cause of public concern. Under the Elizabethan Poor Law he could be put to work in textile work, apprenticed for the purpose of learning a trade, farmed out to the one asking the least of the taxpayers for his support, kept in a poor house, or, in extreme cases, be given relief in his own home. This Poor Law was brought to Nova Scotia by the early settlers and generally appalling conditions prevailed in the workhouses for many years.

Campaigns of men like Joseph Howe along with actions and petitions of the people resulted in municipal reform and the growth of special institutions in Halifax for children in the nineteenth century, which were a great improvement over the workhouses. Still many children throughout the Province suffered severely; the poor were dependent on the churches, relatives, and the overseers of the poor.

The nineteenth century brought much change--wealth to a few and poverty to many. Many children were abused, starved, and exploited in industry.

Laws to protect animals from cruelty came before laws to protect children. For over fifty years the Society for the Prevention of Cruelty to Animals dealt with wrongs to children under sixteen years of age; but of course its service to children was inadequate,

the Society not being intended for this purpose. In 1882 an Act for the Prevention and Punishment of Wrongs to Children^{1/} was passed, which gave the court the power to place a child, proven to be neglected, in an institution and to take custody from his parents, marking the beginning of legal wardship in Nova Scotia.

During the first decade of this century, the first Children's Aid Society (of Halifax County) was organized in Nova Scotia.^{2/} In 1917 the first Children's Protection Act^{3/} was passed, enabling a Children's Aid Society to bring neglected boys under fourteen and girls under sixteen before the Court and receive legal guardianship. (Since this time many amendments have been made, improving the quality of protection and care offered children and defining more clearly the authority and responsibilities of Societies and their members.) This Society was only active for little more than a year, and to the end of the First World War many children were served by the Society for the Prevention of Cruelty to Animals.

The First World War greatly added to the burdens of the Child Welfare Services of the Province. The 1917 explosion resulted in greatly increased numbers of children needing service; many homes were broken up with husbands and fathers overseas, housing shortage, economic inflation, and wives and mothers working. There was increasing neglect of children, delinquency and illegitimacy.

^{1/}Nova Scotia, STATUTES (1882), Chapter 18, "An Act to Prevent and Punish Wrongs to Children".

^{2/}Nova Scotia, STATUTES (1906), Chapter 76, "An Act to Incorporate the Children's Aid Society of Halifax County".

^{3/}Nova Scotia, STATUTES (1917), Chapter 2, "The Children's Protection Act".

In 1920 the Children's Aid Society of Halifax City was organized. During the following ten years, many new societies were formed and the services of others were extended. Also, during this period many improvements were made in institutions and new ones were founded, including the Nova Scotia Training School for mentally defective children. Many children were removed from County Homes, and Juvenile Courts were set up throughout the Province.

The Great Depression of 1929 changed many ideas about the unworthiness of the poor. Many learned that it was not only the idle and irresponsible who became unemployed and needy. More people became increasingly aware of social problems (as existing social agencies were unable to help many) and of Government responsibility in child and family welfare. In 1940 child welfare was considered in Nova Scotia to be so important and the need was so extensive that Children's Aid Societies began employing full-time agents instead of using volunteer workers.

Since this time much thought and action have been devoted to public welfare, and the importance of social work training for workers in this field has become widely recognized. The placing of younger children for work in free homes^{1/} was discouraged and better provisions were made for the boarding and visiting of wards, and for adoption placements. The Nova Scotia School for Boys was established to give care to problem boys needing professional help

^{1/}Free home--a home in which a child is kept, boarded, or cared for, with no remuneration, by a person of whom the child is not a relative, or ward.

in reforming their modes of behavior to fit in with that which is socially acceptable.

The Second World War, like the First, resulted in an increased number of broken homes, child neglect, delinquency, and illegitimacy, imposing a heavy burden on welfare facilities. There was much concern about social security in these times of great insecurity. Since 1944 many new welfare laws have come into effect, which, although not aimed directly at helping children, have been of benefit to many; they have improved the financial positions of many families, thus helping them to stay together.

The concept of "foster care" is an important one in the field of Child Welfare. This term refers to "the care of children reared away from the natural family"^{1/}. Such care is given to most wards, as few remain in their own homes long after wardship is declared. A brief review of the development of this concept may lead to better understanding of the concept as it is known today.

Up to fifty years ago, foster care (in institutions and free homes) under agency auspices was provided almost exclusively for orphans and dependent or neglected children. Many were placed for purely economic reasons or because an agency had been given legal guardianship. Neglected or abused children were often removed from their own homes without any attempt to help parents improve their situation. Thus many children placed in foster care never returned home.

^{1/}Henrietta L. Gordon, "Foster Care for Children", SOCIAL WORK YEAR BOOK, Russell Sage Foundation, New York, (1949), p. 211.

Subsequently, for a time, congregate orphanages were widely used in caring for children away from home. In such places, rigid discipline was maintained and the principal goals were to provide food, shelter, clothing, spiritual guidance and educational opportunities, leading to indenture (a contract by which an apprentice is bound to work for a master), which was common practice. There are still some institutions existing today where little attention is given to the emotional needs of the children.

During the decade from 1920 to 1930 some agencies began to recognize the value to children of substitute family living, and this recognition led to the development of the free foster home^{1/} and the boarding home movement.^{2/} Initially there was much controversy over which type of care was best for children—foster family or institutional. Today it is realized that both types of foster care are needed, and that each has a definite and unique contribution to make for individual children with different types of needs.

The goal of foster care varies according to the diagnostic understanding of the individual child and his parents. Careful assessment of the child and his parents and their interrelationships indicates the strengths of the family that might be utilized in rehabilitation, the major problem areas for the child and his parents, whether there is valid reason to hope that the family can be rehabilitated, the type of treatment needed by the child and

^{1/}Free foster home same as free home.

^{2/}Boarding home—a home in which a child is kept, boarded, or cared for for gain by a person of whom the child is not a relative, pupil, or ward.

his parents, and the probable length of time that will be involved. Depending on this professional appraisal of the family, foster care may need to be a temporary measure, for a comparatively short or long period, or it may need to be permanent.

Skilled diagnostic appraisal of the child and his relationships with his parents, and the provision of a foster home suitable to meet his needs may prevent the damage that can result from frequent replacement. A child who experiences frequent moves from one family to another may become so embittered and hurt that he is unable to "invest dependency longings in adults".^{1/} A group living experience may be helpful for the child who "cannot tolerate the facsimile of family life with its intimate family relationships".^{2/} A foster family may be unable to accept his disturbed behavior and unable to help him.

Originally punitive methods were used to protect children and to teach parents their obligations. Initially, foster care was in the nature of custodial care and generally extended for the duration of childhood, with its main purpose being to provide permanent substitute parental care. In recent years advances in the concept of social responsibility and a growing understanding of the basic needs of children have produced significant changes in the philosophy and practice of the program.

Gradually it has become obvious that law and punishment alone do not bring about the desired results. Experience has shown that the very separation of parents and children involved creates serious problems, and that it is much better to work with parents

^{1/}Esther Glickman, CHILD PLACEMENT THROUGH CLINICALLY ORIENTED CASEWORK; New York: Columbia University Press, (1957), p.65.

^{2/}Ibid, p. 69.

and help them find within themselves the strength to improve their situation and provide satisfactory homes for their children. It is generally agreed that the best place for a child is in his own home, and that if and when it is necessary to remove him, work should be done with parents in the hope that eventually they will be able to provide him with adequate care.

When a child has been made a ward of the Children's Aid Society, he remains under the care of the Society until (1) he reaches the age of twenty-one, (2) he marries, (3) he is legally adopted, or (4) guardianship is terminated by Court Order, and the child is returned to his natural parents.^{1/}

If natural parents show that they can and are interested in providing satisfactorily for their children, custody is returned to them. If there is no hope of this happening, the child is placed in a suitable adoption home when possible. Today it is a commonly accepted premise that "sound personality is developed through healthy relationships in family life".^{2/} Every child needs the security of a mother and father and a home he can call his own.

Experience has shown that many neglectful parents were neglected in their own childhood. It is hope that providing children with homes where they will receive love and understanding will result in a decrease in the problems of neglect, cruelty, and desertion in future generations.

^{1/}Nova Scotia, REVISED STATUTES (1954), Chapter 30, "The Child Welfare Act", Part III, S.28(3), Office Consolidation 1961.

^{2/}Glickman, op. cit., p. 64.

CHAPTER III

NORMAL DEVELOPMENT OF THE CHILD

Many people, in attempting to understand the human being, both as an organism and as a person, question the relative importance of heredity and environment: is a child what he has to be, or may he be what his parents want him to be?

During the first two decades of this century, when the science of genetics was just coming into its own, the major emphasis was placed on biological inheritance. During the next two decades, emphasis was placed mainly on environmental factors. Gradually it is becoming understood that the development of the human personality is an everchanging yet continuous process involving both heredity and environment.

To understand the human being as a person, it is necessary to consider the development of the personality and its operation as well as the stages of physical growth and their significance to the individual.

The term "personality" is used in various ways. Here it will be used in a broad sense to refer to the total human being and all his potentialities. To understand an individual from this point of view, one must consider him as gradually developing a system of inner controls by which he is able to perceive reality, to think and act in ways which are both self-satisfying and socially acceptable.

The needs and impulses for which this control system is responsible are of biological origin--concerned with growth, maintenance, and reproduction. This inner control system, also known as the "ego", moderates the intensity of these impulses and determines the manner and time in which they will be satisfied.

The individual needs a standard by which to judge his behavior, to serve as a guide in determining what is "right" or "wrong". There is a definite lack of any such guide in infancy; but as the child grows, he internalizes the standards of his culture as presented to him by his parents and other important adults in his life. As the conscience suitable for a child is not suitable for an adult, many revisions must be made (consciously and unconsciously) as the child grows, and even during adulthood.

Each stage of development brings with it frustrations and conflicts involved in the adjustment required; it is important that these problems be dealt with and resolved if the child is to proceed with confidence to each new stage.

Unsatisfied needs, both psychological or social and biological, create tension which motivates the individual to act toward their satisfaction, which, when achieved, reduces the tension. A pleasant feeling accompanies the satisfaction of a need, and an unpleasant feeling occurs when a need is not satisfied. With time the accompanying emotions may serve as driving forces themselves, and the need giving rise to an emotion may be subordinated to it.

Most day-to-day frustrations can be dealt with on the conscious level. More deeply rooted ones which cannot be resolved consciously lead to the development of defense mechanisms (unconscious efforts

to adjust). These defense mechanisms are a significant part of the personality structure, and their presence does not necessarily indicate an abnormal personality. All individuals use them to some extent to maintain self-esteem and reduce the impact of failure, deprivation, or sense of guilt. Excessive dependence on these mechanisms in handling frustrations or conflicts, however, may indicate abnormal modes of adjustment, and hence an abnormal personality.

Heredity makes its contribution at the time of conception, when a unique plan is laid down for each individual (except in the case of identical twins). This plan sets limits on what the individual may become, but at the same time provides for almost limitless possibilities. It establishes such things as sex, body characteristics, and ways of growing. Yet it is important that the role of biological inheritance not be overestimated; for without a nourishing environment, learning and socialization, the cell with all its potentials at conception can never become a mature human being. This nourishing environment, stimulation to learn and guidance in forming satisfactory interpersonal relationships, is usually provided within the framework of a family, consisting of mother, father, and child.

From the moment of conception, environment is important. Diet, drugs, or disease may affect potential development. Tension of the mother during pregnancy is believed by many to affect the temperament of the baby; but, all in all, the first nine months of life are spent in a neutral, protective environment.

There is much discussion as to how traumatic the experience of the birth process actually is. This matter will probably not be settled quickly as no one can recall the experience, and newborn babies are unable to tell how they feel about it. Probably, like other experiences, some find it difficult and some do not.

During infancy (up to approximately one-and-a-half years), unlike any other period of time, the child's ability to feel, think, and act are mainly determined by his physical and motor development; his activity has definite limits. At first, the responses of the infant are based mainly on constitutional makeup or temperament, which remain throughout life as a sort of foundation, influencing all responses to subsequent experiences. Subsequent responses result from this basic temperament being modified by experience through learning. With activity so limited in infancy, the child is totally dependent on others (parental figures) for the satisfaction of his needs. There is a close relationship between the child and his mother, and it is some time before he sees his mother as being separate from himself. During the latter part of this period the child learns to differentiate himself from his environment and widens his scope of relationships to include others besides his mother whom he is used to seeing frequently.

If his earliest relationships with adults are satisfying, a reservoir of security is formed in infancy, from which love, affection, and compassion may be drawn all through life. A child can form warm and spontaneous human relationships with others only if he has experienced them.

Throughout the early developmental years, children spontaneously use their parents as models of what adults should be. The girl identifies with her mother and the boy with his father. As well as learning their own future roles in life from the parent of the same sex, they also learn the role of the opposite sex in later life from the parent of the opposite sex. They try to be what their parents are and their parents naturally encourage them to do so. This may be quite dangerous for the child if his parents are not functioning adequately in their roles. If the models give distorted pictures of what adults ought to be, the children are liable to develop into distorted people. "Children who are presented daily with the spectacle of inadequacy in their own families are exposed daily to the hazard of developing in the same way as their parents."^{1/}

Where a parent is missing from the home, there is also a problem of identification for the child of the same sex as the missing parent. In such situations, where parents are not functioning adequately or where there is a parent missing, a child is fortunate if he is able to identify with some other (suitable) adult model, such as an uncle or school teacher. This often happens, but such identification is less spontaneous than the identification of children with their own parents. Learning is believed to be influenced to quite an extent by the nature of a child's identifications, and learning is a vital element in the growth process. For these reasons, the chances of children to develop normally are seriously lessened by such situations.

^{1/}David Crystal, "The Child Needs a Family", CHILD WELFARE, Vol. 37, February, 1958, p. 26.

During the early school years (from approximately five to ten years) growth is comparatively slow. During these years the girl's more rapid progress toward maturity becomes increasingly more evident. Aside from the stress often involved in starting to school and the adjustment required, this period is relatively free of conflict. The child, moving out into the larger community, becomes aware of life outside his own home and standards different from those of his parents.

During pre-adolescence (from approximately ten to twelve years) the child has good contact with the outside world and can assess it to some extent. He is aware of his own urges, strivings, and fears, and knows what is "right" and "wrong" according to his own conscience. The peer group becomes increasingly important during this period, and the child begins to learn the customs, traditions, and prejudices of his culture. During these years he becomes increasingly aware of a past and possible future, which become more meaningful as he approaches adulthood.

During the adolescent period (from approximately twelve to eighteen years) children take on the appearance of adults and gradually come to think as adults rather than as children. The boy emerges from this period with an image of himself as a man, and the girl with an image of herself as a woman. Much adjustment is needed during this time; some, for various reasons, have difficulty revising the picture they have of themselves.

As children grow older, the responses they make and the way they feel about their own developing powers and abilities depend increasingly upon what adults expect of them. Ambivalence about

the desire for independence, often referred to as the "dependence-independence conflict", is commonly experienced during this period; the child wants the freedom and other pleasant experiences enjoyed by adults, but at the same time is afraid to take on the responsibilities of the adult. There is perhaps no period of life in which the child needs more desperately the support of older people who are basically approving of him while being realistic at the same time.

The importance of parental figures throughout the life of a child gives an indication of the need for family stability in bringing up children. The function of the family is not only to procreate and perpetuate the species, but also to provide nourishment and guidance--to enable the child to develop physically and emotionally into a mature and healthy person.

When there is religious, cultural, or ethnic difference between parents, there is a potential for conflict of values from the beginning. If other conditions are favorable, serious conflict may not develop; but if other seriously disturbing conditions arise, this difference between parents may well become a source of tension and add to the total stress.

Economic hardship is frequently disturbing as it often leads to physical deprivation. Every individual's emotional energy is limited; and if parents are investing all their emotional energy in one area--trying to cope with these difficulties, they have little emotional energy left to be able to give satisfactory emotional response to their children or to each other. When such anxiety is developed in parents and they are unable to find

satisfactory ways of reducing it, the anxiety tends to become chronic and the tension is naturally transmitted to the children, who have even less chance of finding a satisfactory solution. This is a real hazard to normal development, as the child who experiences persistent anxiety is never likely to become a mature personality. If he has not found a satisfactory way of coping with it as a child he will probably not be able to do so in later life.

When one parent is missing, the remaining parent must attempt to carry two roles--that of homemaker and breadwinner. Where the parent is mature and healthy, this may be done successfully if no other disturbing factors exist. But, if the family also suffers from such conditions as shortage of income, illness, or poor housing, the extra burden already being carried by the parent tends to become too great. The absence of a parent from the home is naturally a cause of anxiety for the remaining parent, who may become immobilized by the anxiety and unable to carry the extra burden, in which case family life deteriorates.

The element of communication is basic to the functioning of the family as a socializing agent for the child. Communication is not only verbal; it is also non-verbal (e.g., behavior, attitudes, and patterns of affection-giving). Integration of communication is necessary, as inconsistency (often indicating insecurity of parents) tends to produce insecurity and anxiety in children.

In order that communication between parents and children can be integrated, parents must also be able to communicate clearly with each other so that unity of ideas and attitudes between parents can be achieved and consistency assured for the child.

Where this is not possible for some reason, there is almost bound to be conflict for the child, as the child must continually try to decide which parent is right, and necessarily be rejecting of one parent on every issue. The child, in the earlier stages of development, is not ready for such a responsibility, and because of this burden and the inconsistency presented to him, he comes to feel very insecure about his own importance to the family. When this occurs, the child questions his importance as a person, and his feeling about himself is greatly damaged. The child needs reassurance of his importance in every possible way, from the time of birth until he is ready to leave home as a mature person, ready to begin an independent adult life.

With maturity, the individual develops a more or less consistent self-concept, which may be quite realistic or distorted, depending on whether his experiences have tended to make him feel comfortable being himself, or uneasy and insecure.

Thus, from the time of birth to the time of death, the individual is constantly being affected and changed by his environment as well as causing change in it. Using the many modes of adjustment available to deal with the many stresses encountered in the maturing process, a mature personality develops. From the beginning to the end of life, all developmental processes take place at varying rates in different individuals, and in the same individual at different times. Similarly, some develop a mature personality much more rapidly than others. The mature personality

is one which contains

...feelings or senses of trust, a warm, sincere confidence in people; of autonomy, of self-worth; of initiative, enterprise, and imagination; of industry, duty, and accomplishment; of identity, the full realization of one's self as continuous and individual; of intimacy, the sharing of emotional closeness with other human beings; of generosity, creativity, and productivity, and the genuine wish for parenthood; of integrity, conviction, and commitment to the meaning of life itself.

Many question the importance of child-rearing practices in the development of personality, and for this reason these must be considered.

In all societies there is concern about the problems arising from the universal characteristics of the human infant and their incompatibility with the adult culture. Despite the fact that all human infants have similar needs, the ways of meeting them vary not only in different countries, but also in different areas of the same country, the same city, and even within the same family. Child-rearing practices are a part of the culture in which the parents of a child have been socialized; these attitudes are communicated to the child, so that he, too, learns them. From the moment of birth the infant is cared for and responds to other human beings; thus the socialization process begins.

Studies have indicated that apparently identical methods may have different results when used by a mother whose relationship with her child is warm and loving, or by one whose feelings are predominantly hostile. Thus many feel that the important element in socialization may not be the particular techniques used, but rather the intent or motive in using them.

¹/Millie Almy, CHILD DEVELOPMENT, New York, Henry Holt and Co., (1955), p. 77.

In some societies children are not regarded as being important until they are able to fit into the pattern of adult life in the community and their abilities and interests contribute to the welfare and interests of adults. In our society

...the child is recognized as a human personality in a peculiarly vital stage of development. He is a co-equal personality in the emerging democracy of the family. The guarding of the personality is the child's precious right, and the dangers which threaten it are recognized social problems; the development of his personality is his most precious opportunity and the furtherance and guidance of that development are the concern of his elders.¹

¹/James H. S. Bossard, THE SOCIOLOGY OF CHILD DEVELOPMENT, New York, Harper and Brothers (rev. ed., 1954), pp. 637-638.

CHAPTER IV

PRESENTATION OF DATA AND ANALYSIS

Colchester County is located in the central part of Nova Scotia and has an area of 1,308 square miles. Most of the county is made up of rural districts. Truro, in which the agency concerned is located, is the chief urban area. The main industries in the county are farming, lumbering, manufacturing, and fishing. Truro is wellknown as an educational center with well-known institutions.

The group studied consisted of 100 children who were made wards of the Children's Aid Society of Colchester County and who were receiving active service from that Agency on December 31st, 1962. These 100 children do not come from 100 different families. Because there are in the group 15 sets of siblings, including 47 children, the number of families represented by these children is sixty-eight.

Table I indicates that the majority of the children (67%) were under five years of age when brought into care, and another 25% were between five and ten.

These are the early developmental years which are so significant in the development of the child. As has been indicated in Chapter III, satisfying relationships in early life determine to a large extent a child's ability to form them in later life. But many of these children had little opportunity for satisfying

TABLE I

DISTRIBUTION OF 100 WARDS IN CARE OF THE CHILDREN'S AID SOCIETY
OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962,
AT THE TIME OF APPREHENSION, BY AGE

<u>Age in Years</u>	<u>TOTAL: 100</u>
under 5	67
5, under 10	25
10, under 15	8
15, and over	-

BB/fjr

relationships in their early years in their own homes, and for those who did, their relationships with parents were shattered when it was found necessary to place the child with substitute parents or in an institution. The child cannot simply pull up his roots at will and put them down somewhere else. Where there is any strength in the emotional bond between parents and children, the experience of being required to sever this bond is very traumatic and the chances of developing substitute relationships of the same quality are quite limited. The child is liable to develop a real sense of worthlessness, feeling that his parents didn't think enough of him to care for him properly. Because of the difficulty in accepting other people as parents, there is difficulty in identifying with them. The problem of identification with parental figures is even more serious for children placed in institutions where there is much less contact with parental figures than in a foster home.

Of the children under five when they were taken into care, 38 (56.7%) were born to unmarried mothers, some of whom were cohabiting for various lengths of time, but the majority of whom were apparently not cohabiting and therefore had not established a natural family setting or anything resembling one. Those children who remained with their unmarried mother for at least a year would tend to have a very distorted picture of what family life should be. If the relationship between child and mother had any degree of strength before it was found necessary to place the child elsewhere, the child would possibly have great difficulty in seeing emotionally that a family should also have a father, although later

he may understand this intellectually. If the child involved is a boy, he is liable to grow up with a very distorted view of his future role in society and of what his relationship should be to the opposite sex. If the child is a girl, she may grow up with a dread of being left in such a difficult position as her mother by some man, and may have real difficulty in accepting the reality that the same thing need not necessarily happen to her.

The child living with an unmarried mother for a year or more is almost bound to feel the effects of society's attitudes toward his mother and himself. He is, because of illegitimate birth, legally considered to be nobody's child. It has been the practice, since the English Common Law, to fix responsibility for the support of the child on the mother and putative father and thus protect the community from such financial obligations. The possibility of open starvation of offenders has aroused public concern, but recognition of individuality has progressed very little past this point. The illegitimate child continues to be regarded as a hopeless outsider without equal legal rights or legal recognitions as an individual, stigmatized throughout life by the fact of his birth. Being forced to carry such a burden certainly does nothing to make one feel desirable or important. Once this stigma is firmly internalized by a child in the early years, there is little possibility of its ever being erased and the child is almost certain to feel inferior all his life, no matter what measures are taken to help him in the future.

It is significant that the majority of these children have, within the first five years of life, been in such positions where

they were liable to suffer from experiences that would tend to lessen their chances for normal development, and could, for some, result in irreparable damage.

Table II indicates that, of the 42 children whose mothers were unmarried at the time they were brought into care, twelve children came from homes where parents were known to be cohabiting, whereas this was not made known in the records of the other thirty children.

As has been mentioned, the child born of the unmarried mother must face a social stigma because of the fact of his birth. If parents are cohabiting and the union is stable, and the fact that parents are not legally married is not known in the community, the child may be able to escape this feeling of being a social outcast. But if parents are known to be unmarried while living together, the attitudes he must cope with are of the same negative nature as those encountered by the child of the unmarried mother who is not living in a union.

Cohabiting parents can form stable unions as well as married parents and provide some apparently healthy family relationships. However, one might well question the health of relationships in such a family. The fact that parents are living in a manner contrary to the mores and standards of society tends to indicate a distortion of values, which the child is liable to acquire as he matures. If parents give their children distorted pictures of their future function in society, relationships must also tend to be distorted both between the child and his parents and the child and the rest of society. As the child sees his parents behaving differently

TABLE II

DISTRIBUTION OF 42 WARDS IN CARE OF THE CHILDREN'S AID SOCIETY
OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962,
WHOSE MOTHERS WERE UNMARRIED AT THAT TIME
OF APPREHENSION, BY AGE

<u>Ages of Children</u>	<u>TOTAL</u>	<u>Cohabiting</u>	<u>Not Cohabiting</u>
<u>TOTAL:</u>	42	12	30
under 5	38	10	28
5, under 10	1	1	-
10, under 15	3	1	2
15, and over	-	-	-

BB/fjr

than other adults, he must question which will be right or wrong for him. Finding it impossible to reject parents' ideas, many children naturally assume the same distorted pattern of living.

Also, some parents cohabit with different partners at different times for various lengths of time, and family life is thus very unstable. In such situations also, the child gets a distorted view of how the adult ought to function; a boy would have difficulty in identifying with a male adult figure if they changed frequently in the home, and a girl would get a very distorted idea of how she should behave when she grows up. Again, there is the problem of suitable identification.

Among the group of children whose parents were known to be cohabiting, one might question the stability of the unions, as ten of the twelve children in question were under five years of age when they were brought into care.

The parents of these children ranged in age from fifteen to over 45 years of age. Table III indicates, where the ages of parents were recorded, that the majority (44.4%) of married mothers were between 25 and 35 (generally the years when a woman is most capable of producing children), with the next largest group (33.3%) between 35 and 45. Ages of parents were considered as a matter of interest, and it was found that the majority of ages fell within the expected age ranges.

Tables III and IV indicate that the majority of unmarried mothers, whether or not they were cohabiting, were under 25 years of age (where age was recorded). This is the age range in which unmarried motherhood tends to be most prevalent.

TABLE III

DISTRIBUTION OF 76 PARENTS OF WARDS IN CARE OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962, WHO WERE MARRIED OR COHABITING AT THE TIME OF APPREHENSION, BY AGE

Ages of Parents	TOTAL	Married			Cohabiting		
		Total:	Male	Female	Total:	Male	Female
TOTAL:	76	54	27	27	22	11	11
15, under 25	10	4	1	3	6	1	5
25, under 35	18	15	7	8	3	1	2
35, under 45	17	14	8	6	3	1	2
45, and over	7	4	3	1	3	2	1
Not recorded	24	17	8	9	7	6	1

BB/fjr

TABLE IV

DISTRIBUTION OF 30 MOTHERS OF WARDS IN CARE OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962, WHO WERE UNMARRIED AND NOT COHABITING AT THE TIME OF APPREHENSION BY AGE

Ages of Parents	TOTAL:
15, under 25	15
25, under 35	7
35, under 45	5
45, and over	-
Not recorded	3

BB/fjr

The prevalence of illegitimacy among this group indicates the existence of serious problems in the homes of the unmarried parents--problems in their own interpersonal relationships, particularly with their parents. For some reason, many of these girls had a need to become unmarried mothers, regardless of the cost to self, family, or child. No sane girl deliberately chooses and plans to have an illegitimate child, being well aware of the attitudes of society. Leontine Young tells us "The very existence of the problem is possible only because an unmarried mother acts without conscious volition or awareness of her own purposive behavior".^{1/} Because many unmarried mothers have children to satisfy their own emotional needs, they tend to regard them as possessions of worth only while meeting their own needs. Many reject their children once born as they are no longer serving this purpose, as the unmarried mother frequently finds it difficult to consider the child as an individual person with needs of his own. Unmarried mothers frequently find that they have additional problems of living because of their illegitimate pregnancy, and seldom find that their deeper problems have been resolved by it.

The psychological forces that drive a girl to become an unmarried mother with the putative father out of the picture are no doubt different from those leading to cohabitation. But this mode of living is also socially unacceptable, and it is questionable whether the forces leading to the establishment of such unions can be considered very healthy.

^{1/}Leontine Young, *OUT OF WEDLOCK*, New York, McGraw Hill Book Co. Inc., (1954), p. 26.

Table V indicates that the problem of parents missing from the home, where parents were married, was a serious one. A parent was known to be missing in at least 37% of these homes. (In 50% of these a parent was dead and in the other 50% a parent was living apart from the family.)

As has been indicated in Chapter III, children living in such situations have more difficulty than the child from a home with both parents present to form suitable identifications with parental figures of the same sex as the missing parent. The child is liable to suffer as well from a good deal of anxiety, transmitted from the remaining parent who is faced with the difficulty of carrying the dual role of breadwinner and homemaker. This can, for many, seem a task too difficult to manage, and thus arouse a great deal of anxiety in attempting to carry it out.

Out of the 68 families from which these children came, 75% had either a disturbed marital pattern or one parent absent from the home. Most of these families were basically disorganized from the beginning and thus unequipped to fulfill the prescribed role of indicating to the child, through behavior as well as words, the standards and values of society and thus preparing him to be able, with satisfaction, to meet the expectations which society will hold for him as an adult. It would thus appear that a high percentage of the children had at least one serious strike against them in being able to make satisfactory adjustments in the future, even before they were removed from their homes. In reading the records of these children it was felt that the majority of the natural homes were unsatisfactory, and these facts would appear to

TABLE V

DISTRIBUTION OF 27 SETS OF PARENTS OF WARDS IN CARE OF THE
 CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY
 AS OF DECEMBER 31, 1962,
 WHO WERE MARRIED AT THE TIME OF APPREHENSION,
 BY THE LENGTH OF MARRIAGE AND THE
 MARITAL SITUATION

Ages of Children	TOTAL	Home	Absent			Dead			N/R
			Total:	M	F ^{1/}	Total:	M	F	
TOTAL:	27	1	5	3	2	5	2	3	16
under 5	3	-	1	-	1	1	-	1	1
5, under 10	7	1	1	1	-	-	-	-	5
10, under 15	8	-	2	1	1	2	-	2	4
15, under 20	2	-	1	1	-	-	-	-	1
20, and over	-	-	-	-	-	-	-	-	-
Not recorded	7	-	-	-	-	2	2	-	5

^{1/} N/R represents "Not recorded", and M F represents "Male Female".

BB/fjr

substantiate this feeling.

Tables VI and VII indicate, among the families where religious affiliations and ethnic origins of both parents were recorded, that religious or ethnic disunity did not appear to be a major problem.

Surely knowledge of these facts about parents is important in understanding the dynamics of the family (which are frequently related to subcultural values). Affiliation with a specific culture or subculture can have an important influence on one's ways of thinking, feeling, and acting; in fact, one's whole outlook on life. If social workers are to help parents understand their difficulties and find effective ways of dealing with them, an accurate social diagnosis is of the utmost importance.

Noting such a lack of information on these and other factors, one might speculate on the possible reasons for the omission of them. It would seem quite possible that where conditions appear normal, they tend to go un-noticed, and are thus not included in the recording. It is also possible that the staff of the Agency are not used to thinking in these terms and so do not make a special point of finding out these facts, unless gross disturbance is obviously directly related.

Table VIII also indicates a serious lack of information about a very important factor in family life, namely, the regularity and type of work being done by the parents (who were married or cohabiting).

TABLE VI

DISTRIBUTION OF 38 SETS OF PARENTS OF WARDS IN CARE OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962, WHO WERE MARRIED OR COHABITING AT THE TIME OF APPREHENSION, BY SIMILARITY OF RELIGIOUS AFFILIATION

	TOTAL	Married	Cohabiting
TOTAL:	38	27	11
Same	13	11	2
Different	1	1	-
Not recorded	24	15	9

BB/fjr

TABLE VII

DISTRIBUTION OF 38 SETS OF PARENTS OF WARDS IN CARE OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962, WHO WERE MARRIED OR COHABITING AT THE TIME OF APPREHENSION, BY SIMILARITY OF ETHNIC ORIGIN

	TOTAL	Married	Cohabiting
TOTAL:	38	27	11
Same	5	4	1
Different	3	2	1
Not recorded	30	21	9

BB/fjr

TABLE VIII

DISTRIBUTION OF 76 PARENTS OF WARDS IN CARE OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962, WHO WERE MARRIED OR COHABITING AS AT THE TIME OF APPREHENSION, BY REGULARITY AND TYPE OF EMPLOYMENT

Employment Regularity	Type of Employment ^{a/}															
	TOTAL	Prof'n'l			Semi-sk			Unskild			None			N/R		
			T	M	F	T	M	F	T	M	F	T	M	F	T	M
TOTAL:	76	2	2	-	1	1	-	26	14	12	2	-	2	45	22	23
Full-time	6	1	1	-	-	-	-	3	1	2	-	-	-	2	2	-
Part-time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Seasonal	5	-	-	-	-	-	-	5	5	-	-	-	-	-	-	-
Irregular	1	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-
None	2	-	-	-	-	-	-	-	-	-	2	-	2	-	-	-
Chronically Unemployed	5	1	1	-	-	-	-	3	1	2	-	-	-	1	1	-
Not recorded	57	-	-	-	1	1	-	15	7	8	-	-	-	41	18	23

^{a/} Abbreviations represent "Professional", "Semi-skilled", and "Not recorded". T M F represents "Total Male Female".

BB/fjr

These factors, to a large extent, indicate how capable parents are physically to provide for their children. Although, as has been previously indicated, financial hardship is not usually directly responsible for family breakdown, it frequently results in a shortage of material supplies with which to satisfy physical needs; this dissatisfaction naturally results in stress. Certainly financial solvency cannot guarantee family stability; but if funds are adequate to meet family expenses and are used constructively for the benefit of all family members, family solidarity should be enhanced.

Table IX indicates, where the regularity and type of employment of unmarried mothers (who were not cohabiting at the time their children were brought into care) were recorded, it was obvious that these young women were having serious employment difficulties. All were functioning at a low socio-economic level, as indicated by the irregularity of their employment and the fact that all were doing unskilled work.

This employment difficulty could well be linked up with various factors. Lack of education or training, of course, poses a serious problem today in trying to find an opening into a skilled profession, accompanied by higher wages. Also, this difficulty with employment may well reflect the attitudes of the community toward the unmarried mother, employers being unwilling in some instances to hire or retain female workers known to be illegitimately pregnant, thus making it extremely difficult for the unmarried mother to carry the financial responsibility that society feels she should bear and is essentially unwilling to help her with.

TABLE IX

DISTRIBUTION OF 30 MOTHERS OF WARDS IN CARE OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962, WHO WERE UNMARRIED AND NOT COHABITING AT THE TIME OF APPREHENSION, BY REGULARITY AND TYPE OF EMPLOYMENT

Employment Regularity	TOTAL	Type of Employment				
		Professnl ^{1/}	Semi-skld	Unskilled	None	N/R
TOTAL:	30	-	-	14	2	14
Full-time	-	-	-	-	-	-
Part-time	-	-	-	-	-	-
Seasonal	-	-	-	-	-	-
Irregular	2	-	-	2	-	-
None	2	-	-	-	2	-
Chronically Unemployed	3	-	-	3	-	-
Not recorded	23	-	-	9	-	14

^{1/} Abbreviations represent "Professional", "Semi-skilled", and "Not recorded".

BB/fjr

If the unmarried mother is to care for her child and assume the financial responsibility involved, she must take on the role of breadwinner as well as homemaker, which she may or may not be mature enough to cope with. In any case, she must be concerned with the care of her child while she works; and, if earning a very low income (such as that usually paid to domestic workers or waitresses), can ill afford to pay for a baby-sitter. As there is no day-care center in the community to help her with this problem, she may rely on neighbors or other inexpensive help. When this is done, she cannot be sure that they will give adequate care as she is able to offer so little in return. With a lack of resources available to help her assure care and protection for her child while she works, the unmarried mother frequently has little choice but to surrender her child to the care and custody of a social agency.

Table X indicates, where educational levels and attitudes toward income were recorded, the majority (93.7%) of those with less than Grade IX education considered their incomes to be insufficient. This tends to indicate how a lack of education among these parents affected their ability to earn a sufficient income to meet their family's needs. Only six families in the whole group were known to consider their incomes to be adequate. On these factors there is also a serious lack of information available.

Educational level, to a great extent, indicates capability which can be utilized in attempting to rehabilitate the family. A person with little education and no special training has much less to offer on the labor market than one with a high school education

TABLE X

DISTRIBUTION OF 136 PARENTS OF WARDS IN CARE OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962, AT THE TIME OF APPREHENSION BY EDUCATIONAL LEVEL AND ATTITUDE TOWARD INCOME

Attitude Toward Income	TOTAL	Educational Level														
		None		1 - 8		1 - 12		Over		Not recorded						
		M	F	Total	M	F	Total	M	F	Total	M	F				
TOTAL:	136	1	-	1	41	14	27	20	5	15	3	1	2	71	48	23
Adequate	6	-	-	-	1	-	1	-	-	-	-	-	-	5	3	2
Insufficient	32	1	-	1	15	7	8	4	-	4	-	-	-	12	9	3
Not recorded	98	-	-	-	25	7	18	16	5	11	3	1	2	54	36	18

1/ The abbreviations M F represent "Male Female".

and a training in a trade, and is thus less able to be selective regarding the work he will accept. His chances of being able to provide a desired service are naturally less, and there is thus more difficulty involved in helping this type of person find satisfying work for himself.

Knowledge of attitudes toward income would seem to be important in aiding the Agency in determining a possible cause of difficulty which might be dealt with before the situation becomes increasingly disorganized.

Money has unique significance in our society. It is not only the magic that provides...essentials of living as well as luxuries, but it is also the symbol of success; its possession gives status. Many families...feel stress because of insufficient money to provide a standard of living to which they aspire. Low-income families are particularly subject to this stress.^{1/}

This does not necessarily mean that all low-income families experience stress because of finances; but there is a tendency for such stress to be found in this group, and knowledge of its existence is important if the family is to be helped.

Attitudes toward money may also serve as indicators of attitudes of parents in other areas of family living. For example, a man may be very generous with his money in the family, which then may be used either wisely or unwisely. But this at least indicates an ability on his part to think of others' needs and wants. But a man, being the breadwinner of a family, may give his wife a fixed amount which he is willing to allow for household expenses, and use the rest of his income for the satisfaction of his own selfish needs.

^{1/}Jay L. Roney, "Special Stresses on Low-Income Families", SOCIAL CASEWORK, Vol. 1, XXXIX, (February - March, 1958), p. 151.

Table XI shows that little was indicated in the records about the attitudes of the unmarried mothers (who were not cohabiting) toward their income and whether this had a direct bearing on the release of their own rights to care for their children.

Possibly, from what has already been said on this subject, some, because of the fact that they were only able to do unskilled work and thus earn barely enough to keep themselves, felt forced to have their children made wards of the Agency to insure that they would get the care they needed. Also, no doubt, social pressure had an important effect on their decision. There is also the possibility that some, like many unmarried mothers, had their children to fulfill an unconscious need of their own; and once the children were born, they were no longer able to satisfy these needs, and there was then no further need to keep them.^{1/}

Table XII indicates, where the location and type of home occupied by the natural families of these children (where parents were married or cohabiting) were recorded, the majority (56%) of the homes were in urban areas. The majority of single homes (66.6%) were located in rural areas.

Again, there was a serious lack of information about these factors which might not at first seem very important in assessing a family's situation. The location of homes was questioned mainly in an attempt to determine if family problems leading children to be brought into care tended to exist in one area more than any others.

^{1/}Young, Op. cit.

TABLE XI

DISTRIBUTION OF 30 MOTHERS OF WARDS IN CARE OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962, WHO WERE UNMARRIED AND NOT COHABITING AT THE TIME OF APPREHENSION, BY EDUCATIONAL LEVEL AND ATTITUDE TOWARD INCOME

Attitude Toward Income	TOTAL	Educational Level			N/R ^{1/}	
		None	1 - 8	9 - 12		Over
TOTAL:	30	-	13	7	1	9
Adequate	-	-	-	-	-	-
Insufficient	2	-	1	-	-	1
Not recorded	28	-	12	7	1	8

^{1/} Abbreviation N/R represents 'Not recorded'.

BB/fjr

TABLE XII

DISTRIBUTION OF 38 SETS OF PARENTS OF WARDS IN CARE OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962, WHERE PARENTS WERE MARRIED OR COHABITED AT THE TIME OF APPREHENSION BY LOCATION OF HOME AND TYPE

Location of Home	TOTAL	Type of Home				Not recorded
		Single	Duplex	Apartment	Tenement	
TOTAL:	38	15	1	1	1	20
Urban	14	5	1	1	-	7
rural	11	10	-	-	-	1
Not recorded	13	-	-	-	1	12

BB/fjr

Certainly the environmental influences of a rural and an urban area are quite different and affect different people differently. Urban life tends to be faster moving and less personal than the more relaxed and leisurely life of the rural area, where people seem to have more time to give each other more individual, personal attention.

Also, the type of home a family lives in has significance for the family. It is frequently determined directly by the family income and values, and does, in return, have an effect on the feelings of the family members about their own place in society. The type of home one lives in is, like the possession of money, a status symbol in society. For example, life in a spacious single home with ample room for the family allows for more freedom of family members to meet their needs for rest, privacy, and entertainment; living in a crowded tenement house allows for little of this within the home. It was felt that a large proportion of the families from which these children came might have been living in crowded tenement houses in Truro; but tenements were apparently comparatively few.

Ownership of home also carries with it a certain status in the community, one tending to be able to live at a higher level on a given income if one is paying taxes on one's own home instead of a monthly rent. The ability to own one's home is certainly something desired by many and achieved by a comparative few. The psychological effects of owning a home that is adequate for the family are very positive ones, which tend to result in pride and contentment for all family members.

Table XIII indicates, where ownership of home was recorded as well as location, that 42.9% of those living in urban areas owned their own homes and the same percentage were renting. In rural areas, the majority (75%) owned their own homes.

It was expected that comparatively few of the families concerned would own their homes, especially in urban areas where the cash value of land and houses tends to be higher than in rural areas. But information is insufficient to allow for any conclusions on this matter.

In 50% of the families (where parents were married or cohabiting at the time their children were brought into care), it was not indicated how parents were providing financially for their living quarters.

A factor closely related to the type of home a family occupies is whether or not the family is comfortable physically in the home. Where the number of persons occupying a home is greater than the number of rooms in a house, it is considered to be overcrowded. As has been already mentioned, this situation can have very unfavorable effects on various family members, because of the lack of privacy for each. With lack of privacy, serious problems in interaction between family members may arise, such as incest between siblings or between parents and children. It was suspected that overcrowding would be a serious problem among these families. Some of the records indicated that this was a major difficulty in some families, to the point of having six and seven children attempting to sleep in one bed; but the lack of information on the sizes of the homes and the number of people living in them at the time

TABLE XIII

DISTRIBUTION OF 38 SETS OF PARENTS OF WARDS IN CARE OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962, WHERE PARENTS WERE MARRIED OR COHABITED AT THE TIME OF APPREHENSION BY LOCATION OF HOME AND OWNERSHIP

<u>Location of home</u>	<u>TOTAL</u>	<u>Own</u>	<u>Rented</u>	<u>Free</u>	<u>Not recorded</u>
TOTAL:	38	9	4	6	19
Urban	14	3	3	1	7
Rural	11	6	-	2	3
Not Recorded	13	-	1	3	9

BB/fjr

children were brought into care was seriously lacking, so that no conclusions about the group can be drawn. Table XIV indicates that this information was available on only 39.5% of the families, and that in only one of these families was there known to be less than one person per room.

Questions were asked of the data regarding the presence of handicaps (physical and mental) among the parents, to determine whether this appeared to be a significant factor in the group as a whole in bringing about family breakdown, as it was felt that this could be a cause of serious stress. However, information on this factor was extremely limited, making the information available quite insignificant for the purpose of this study. Nothing was known about the mental status of fathers, and comparatively little was known, except generally, about the mental status of mothers of the children at the time they were brought into care.

Where parents are handicapped, there is increased difficulty in carrying roles adequately and caring for children. In such instances parents can, if they have the strength, demonstrate to their children what can be done in spite of difficulties, and in the process teach them to accept people with their differences and allow them to demonstrate their abilities.

Five of the thirty unmarried mothers were known to be handicapped, and nothing on this matter was known about the putative fathers.

The presence of a handicap for an unmarried mother could, as for anyone, make the task of caring for children much more difficult. Added to the other difficulties that unmarried mothers

TABLE XIV

DISTRIBUTION OF 38 NATURAL FAMILIES OF WARDS IN CARE OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY, AS OF DECEMBER 31, 1962, WHERE PARENTS WERE MARRIED OR COHABITING AT THE TIME OF APPREHENSION, BY THE PRESENCE OF MORE THAN ONE PERSON PER ROOM

<u>Persons per Room</u>	<u>Families</u>
TOTAL:	38
More than 1	14
Less than 1	1
Not recorded	23

are frequently faced with in the community, this could well make the burden unbearable, because her ability to earn and carry her financial responsibilities tends to be further limited by the handicap.

A handicapped girl, with severe feelings of inferiority, may resort to unmarried motherhood in an attempt to boost her own ego with the knowledge that she can be sexually attractive to men. Also, mental retardation tends to inhibit the successful control of the sexual urges, and a retarded girl is less able than the "normal" girl to think the situation through clearly and give adequate thought and consideration to the various consequences of her behavior.

The presence of handicaps among children was also considered to be a possible source of serious difficulties which might well contribute to family disorganization. On this factor information was seriously lacking. There was little indication, except very generally, about the mental status of children brought into care, and it could not be determined whether physical handicaps or mental retardation in children were serious causes of difficulties and stress among this group of families.

It is of interest to note that two of the 76 children who had not yet started to school when they were brought into care were over the usual age for starting. Also, some other children had started school later than the usual age, and were thus older than the expected age for their grades. It is possible that this occurrence of late entry into school reflects parental attitudes toward

education, parental involvement in other matters leading to neglect of educational needs; or it may indicate retardation in the children in being ready to attend school.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This has been a study of 100 children who were made wards of the Children's Aid Society of Colchester County and who were receiving active service from that Agency on December 31st, 1962. Because there were, included in the group, 15 sets of siblings including 47 children, the actual number of families involved was sixty-eight.

The purpose of this study was to determine statistically which stress-causing factors seemed to be of most importance among the families involved. These factors were broadly classified as economic, cultural, and social, and were considered as being potential sources of serious stress, which could contribute to family breakdown and thus influence the bringing of children into care.

Because of the limited size of the sample and the lack of information available on the various factors considered, no statistically valid conclusions can be reached about these children. However, as a result of this study, certain observations do come to the mind of the writer, as a result of which recommendations are presented.

Extension of services to unmarried parents would appear to be needed. Lack of information about them and the work done with them would tend to indicate lack of service. It is suggested that intensive casework service be offered to both unmarried parents.

These people need help, not only in recognizing their present responsibilities, but also the meaning of the situation for them.

Both unmarried parents frequently have serious personal problems contributing to their becoming unmarried parents. They need help in dealing with these problems, whatever they be, and in finding more satisfactory solutions to them in a socially acceptable way. If problems are resolved, such irresponsible behavior will tend to be reduced in the future.

From reading individual records it was obvious that many families were what we frequently refer to as multi-problem families. Therefore it is suggested that a greater emphasis be placed on preventive work in the future--to support family functioning while families still have some strength left and are able to recuperate without the need to remove children from their homes (thus adding to the family's difficulties the pain that so often accompanies separation).

The Agency might, on its own, or in co-operation with other agencies in the area, sponsor a Family Life Education Program, which some casework agencies are apparently finding very useful in helping parents (1) gain increased knowledge and understanding of normal development and children's needs, which some can use to allay anxiety and modify their behavior toward their children so that difficulties might be avoided, and (2) recognize, where present, the need for individual casework help in resolving their difficulties. A group of ten to fifteen members, meeting once a week for a period of six to twelve weeks, with the leadership of a good caseworker with some group work experience, might be formed

with the purpose of allowing individual members freedom in discussing some of their family difficulties; in discussing their problems individual members are frequently able to help others find more effective ways of resolving their difficulties.

Services to people through group methods...offer important possibilities for certain kinds of emotional release and for gains in interpersonal relationships...helping the client move toward greater personality fulfillment through his relationships with others.^{1/}

It has been found that the development of this kind of program

...through offering and perfecting a carefully delineated group discussion service, seems to be an appropriate and promising direction for a casework agency to take, and one in line with the concepts of individualized service.^{2/}

If parents were able to get this kind of help in the earlier phases of their difficulties, there would be less danger of problems becoming so serious that children would need to be removed from their homes. This does not mean to imply that the families in this group have reached or passed the point of no return; but it must be recognized that it is much more difficult to treat multiple chronic problems than to treat single ones in their acute stages. Whenever work is being done with families that appear to be functioning poorly, it is important to recognize that

...although a parent may be totally unable to care for the child at the time, and may have neglected him seriously, he is not necessarily unable to relearn his parental role once the pressure of day-to-day clash or confusion is relieved.^{3/}

^{1/}Olive L. Crocker, "Family Life Education--Some New Findings", SOCIAL CASEWORK, March, (1955), p. 112.

^{2/}Ibid, p. 112.

^{3/}Alan K. Lucas, "More, Not Less Emphasis on Parents' Rights", CHILD WELFARE, Vol. 40, Sept., (1961), p. 21.

This is often true of parents who have reached the point where it has been found necessary to remove their children and make them wards of a social agency. Some parents, when temporarily relieved of the concern for their children's welfare, can think more clearly about their other difficulties and do something constructive about them. For this reason, it is important that wardship be regarded as a permanent plan only where, after much work with the family, it is felt to be almost impossible for the family to ever be able to recuperate and once more function as a stable unit, able to provide the child with the physical and emotional necessities of life. Certainly, by the time many families get to a source of help, their problems have attained such proportions that there is realistically little room for hope that the family will ever be able to function adequately again. Hopefully, with more emphasis on preventive work, this will be true of a decreasing number of families in the future.

There would appear to be a need for more professionally trained social workers to carry out such a program as has just been mentioned, and even to carry out the program of Agency services as they now exist. Social workers, because of their training, have a sound working knowledge of human growth and behavior in the normal and abnormal, with specialized understanding and skill in human interpersonal relationships. These qualities are needed in the intensive casework setting where underlying problems as well as the overt ones are dealt with. The skills and techniques acquired in professional training particularly equip social workers to deal with such situations with a greater degree of competence than would ever

be possible without professional training.

Aside from the Executive Director of the Agency in question, there are currently four workers on the staff, only one of whom has completed his professional training in social work. Therefore the availability of highly skilled intensive casework to the Agency's clients would appear to be quite limited.

It is recognized that most child welfare agencies do have the problem of heavy caseloads, and that workers do have difficulty in setting aside enough time to give adequate intensive service where needed, even if they are professionally trained and capable of doing so. For this reason, it is difficult for these agencies to get fully qualified social workers. They are reluctant to take on the heavy caseloads because they have less opportunity to use and develop their skills. There would thus appear to be a vicious circle involved in this problem. Certainly fully qualified workers are limited in supply and are more expensive to have on staff, and many communities are still unwilling to pay for their service. This indicates that further interpretation of their special value is needed in some communities, and perhaps this one, too. Because of their training, also, professional workers are better able to understand the dynamics of the community and have an increased store of scientific knowledge which they are able to use in helping clients with their problems.

With fully qualified social workers on staff to help families with their difficulties in the earlier stages, it is quite likely that fewer families will have problems developing to the point where family life disintegrates and children need to be removed.

Therefore, eventually wardship might well be reduced. One might wonder how many of these children would have had to be removed from their families if professional counselling had been available to their parents in the earlier phases of their problems.

From the general lack of information available about the natural homes of the children in this study, it would seem that Agency records need to be upgraded to include all the pertinent facts in making a good social diagnosis of the family before a definite plan of treatment is decided upon. The focus of this study was concentrated on conditions existing in homes which could be potential sources of serious stress, as "stress does create a threat to the integrity of family life when it disrupts natural family functioning".^{1/} If work is to be done with a family in the hope that major difficulties will be resolved and the family once more able to function as a stable unit, one must understand where the problems lie in order to be of help.

The purpose of recording is not only to help the worker (presently involved) to know what is happening in a particular family situation; it helps a new worker know what has been done and what progress has been made. Also, recording is important for supervision of workers, aiding in analysis of work and enabling them to see where skills need to be improved; for administrative purposes in evaluating the quality of current services and agency policy, With a serious lack of information about basic facts needed in working with a family, the various purposes of recording must be frustrated.

^{1/}Boney, op. cit., p. 150.

It is suspected, in many instances where information was not recorded, that situations in question appeared normal and no attention was called forth from the worker concerned. Certainly it must be recognized that when workers are attempting to cope with heavy caseloads, they find it difficult to spend much time recording. But perhaps more than this, there is need for increased conviction about the value of good recording for the agency and thus for the community it serves.

From the information available it was evident that many of the families studied had serious economic difficulties which naturally tend to lead to poor housing and a general lack of material goods needed to satisfy physical needs. Most of the industries of the county are primary (farming, lumbering, and fishing) and involve unskilled work on a seasonal basis, accompanied by generally low income. It would appear that the employment situation in the community is quite poor. Certainly, the Agency can do little in this area. Community action may be needed to encourage new industries to come into the area, thus providing more job opportunities for the people who now have only irregular work or are chronically unemployed.

Hopefully, the employment situation will improve and fewer families will suffer in the future from lack of income with which to provide for the basic physical needs of their members--food, shelter and clothing.

By and large, the families that are better able to deal with the stresses of modern living are those in which the members are emotionally secure and have the advantages of education, vocational skill, good health, and economic security.^{1/}

^{1/}Ibid, p. 151.

As a result of these observations, the following recommendations are presented:

1. Services to unmarried mothers should be extended to involve both the unmarried mother and the putative father in intensive casework, to help them, not only to recognize their responsibilities in the current situation, but also to help them work through deeper problems, and thus possibly prevent the recurrence of such behavior in the future.

2. Greater emphasis should be placed on preventive service so that more family problems can be dealt with in their earlier stages and thus prevented from developing further into chronic ones which are so much more difficult to treat.

3. More professionally trained social workers are needed to carry on the present program of Agency services and to function in extension of the program, if this should come about.

4. Agency recording needs to be improved in order that the purpose of keeping agency records can be fulfilled, especially regarding teaching in order to improve skills and administrative evaluation of agency service.

5. The area would appear to be lacking in employment opportunities, and therefore in need of new industry which would provide these for the people. With financial stress on families reduced, parents will be freer to invest more energy in dealing with other difficulties and will thus be better able to carry their responsibilities for the welfare of their children.

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APPENDIX

MARITIME SCHOOL OF SOCIAL WORK

RESEARCH PROJECT, 1962-1963

Name to Number Coding Sheet

Schedule No. _____

Code No.

Checked
to index

_____	Ward this schedule records	_____	_____
<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

CASC--5

IV. INDIVIDUAL PERSONALITY

Schedule No. _____

FAMILY CODE NO. _____

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

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

() Check here and continue on back of sheet 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

cas-6

IV. INDIVIDUAL PERSONALITY (Page 2)

Schedule No. _____

FAMILY CODE NO. _____

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

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

- () intelligence
- () emotional sensitivity
 - to self
 - to others
- () capacity for 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

- (____) involuntal
 (____) manic-depressive
 (____) schizophrenic
 (____) paranoid

Psychophysio disorders (____)Psychoneurotic disorders

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

Personality disorders

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

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

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

 (____) learning disturbance
 (____) speech disturbance
 (____) enuresis
 (____) somnambulism

Situational disorder

- (____) gross stress reaction
 (____) adjustment reaction

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

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. _____	_____	_____	_____	_____	_____	_____
<u>Children</u>						
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:

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

VIII. FAMILY EMPLOYMENT HISTORY

Schedule No. _____

FAMILY CODE NO. _____

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

There should be a matching page 16 for every page 2

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

- 1. Date/age began: 2. Date/age left: 3. TIME EMPLOYED:
- 4. () Prop & Managl () Other primary () Commerce & Finance
 () Professional () Manufacg & Mechanl () Personal service
 () Clerical () Construction () Laborer, not primary
 () Agricultural () Transportn & Communn
- 5. How found: () N E S () Want ad () Enquiry () Friend
 () Approached () Not recorded () Other, explain below
- 6. If part-time: () after school () weekend () summer () casual
- 7. () Check here if work involves overnight absences of more than once per week
- 8. Wage: \$ per day/week/month/year
- 9. Is income considered by family to be
 () adequate Explain:
 () almost adequate
 () insufficient

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

- 10. If not working check reason left and explain
 () termination
 () performance
 () behavior
 () illness
 () voluntary

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

- 11. () Check here if employment above is typical; otherwise, explain below in what aspects it is not typical, and indicate what is more typical:

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

casc--17

VIII. FAMILY EMPLOYMENT HISTORY (Page 2)

Schedule No. _____

FAMILY CODE NO. _____

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

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

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

IX. WARD'S EMPLOYMENT HISTORY

Schedule No. _____

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

List all employment during this period, from earliest to latest

- 1. Date/age began: 2. Date/age left: 3. TIME EMPLOYED:
- 4. Type of work (use classification from p. 16):
- 5. How found (see p. 16):
- 6. If part-time: (___) after school (___) weekend (___) summer (___) casual
- 8. Wage: \$ per day/week/month/year
- 9. Is income used for
 - (___) payment to family
 - (___) personal needs
 - (___) savings
 - (___) other, explain:

- 10. (___) Check here if presently working, otherwise check reason left work:
 - (___) termination Explain:
 - (___) performance
 - (___) behaviour
 - (___) illness
 - (___) voluntary

11. (___) Check here if job is atypical, and explain on back of sheet

- 1. Date/age began: 2. Date/age left: 3. TIME EMPLOYED:
- 4. Type of work (use classification from p.16):
- 5. How found (see p. 16):
- 6. If part-time: (___) after school (___) weekend (___) summer (___) casual
- 8. Wage: \$ per day/week/month/year
- 9. Is income used for
 - (___) payment to family
 - (___) personal needs
 - (___) savings
 - (___) other, explain:

- 10. (___) Check here if presently working, otherwise check reason left work:
 - (___) termination Explain:
 - (___) performance
 - (___) behavior
 - (___) illness
 - (___) voluntary

11. (___) Check here if job is atypical, and explain on back of sheet

IX. WARD'S EMPLOYMENT HISTORY (Page 2)

Schedule No. _____

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

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

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

caso--20

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

casc--21

Schedule No. _____

XI. FOSTER PLACEMENT

FAMILY CODE NO. _____

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

- 1. Placement was in () receiving home () foster home
- () relatives' home () child care institution
- () pre-adoptive home () other institution

2. Placement was () free () paid () wage () self-support

3. Placement was () planned to meet ward's need () emergency choice

4. There were own children in the foster home (give number and sex):

5. There were/were not other foster children (give number and sex):

IF CASC WARDS, GIVE SCHEDULE NUMBERS:

6. What was preparation of ward for this placement:

() Check here and use back of sheet if necessary

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

() Check here and use back of sheet if necessary

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

() Check here and use back of sheet if necessary

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

casc--23

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

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 RECORD

Schedule No. _____

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

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

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