TREATMENT OF EMOTIONALLY DISTURBED TEEN-AGE BOYS IN A GROUP-LIVING RESIDENCE

An examination of Children's Aid Society wards, with special reference to movement shown after a period in a group-living institution.

by

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ABSTRACT

This thesis deals with the treatment of disturbed children. Beginning with the institutional care of children, it traces developments to the modern conception of foster home placement and the evolution of child guidance clinics. The value of institutional care for emotionally disturbed teenage boys is considered. Three types of residences now in existence in the United States are described for comparison purposes (in an appendix).

The principal methods used are (1) case study of six teenage boys and their parents from Vancouver Children's Aid Society files. (2) comparative analysis of the behaviour of the boys prior to and following placement in the Group Residence. The behaviour of the boys at the Residence being assessed from existing group work records.

The scope of the thesis is of necessity limited. Very extensive case work and group work records had to be summarized, and the developmental history of six boys together with brief details of parental history are compared. Excerpts from the group records which display the progress of the boys in the Residence are included. The value of all excerpt material is assessed by the researcher, and an attempt is made to indicate the progress made by the boys during their stay at the Group Residence.

Some other possible causative factors are discussed, and a brief Resume made of the strengths and limitations of the Residence.
ACKNOWLEDGMENT

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TREATMENT OF EMOTIONALLY DISTURBED TEENAGE BOYS IN A GROUP-LIVING RESIDENCE

An examination of six Children's Aid Society Wards, with special reference to movement after a period in a group-living institution.
CHAPTER 1.

THE DEVELOPMENT OF AID TO DEPENDENT CHILDREN.

I. A great deal has been written concerning the various aspects of child care. In early times children who were deprived of their parents were sent to alms houses which cared also for the aged and the physically and mentally infirm. In North America institutions for the sole care of children were introduced about one hundred years ago. Such places served as sanctuaries or places of refuge and protection of children. These institutions were unique in that they cared for children only. Some of the more predominant reasons why children live in institutions include death of a parent, desertions, poverty, illnesses and parental incompetency. As Hopkirk indicates; "The actual improvements in institutions have followed roughly certain logical steps: asylums and orphanages have changed into schools or homes and more recently, certain institutions have become children's centres or home studies."  

The modern institution still attempts to perform the primary function for children by supplying food, shelter and clothing. Its aims over the years have gradually extended to include provision for the health, education, skills and recreation of its residents.  

2. Ibid., p.14
Before 1900 elementary education in institutions generally led to apprenticeship, farm work, or domestic service. During the past thirty years there has been a growing tendency to encourage intellectually promising children to seek a higher scholastic education. Children have been given increased consideration and are allowed to participate in the planning of their future. Our own changing culture has fostered compulsory education and child labour laws. Thus the institution is no longer a source of cheap labour but attempts to give each child the opportunities and benefits his more fortunate peers may enjoy living at home with their families. The recent swing from the term institution to a use of the name "Home" marks the growing realization that less fortunate children should live in residences similar to the average family unit. Consequently the trend is to decrease the size of the homes and thus give more individual attention to children. This change has been paralleled by the placement of children in foster homes. The foster home plan has been satisfactory in many instances, and there is today less emphasis on institutional care.

However, there has been a recent revival in favour of institutional care for some children who are too disturbed emotionally to adjust to foster homes. Fisher discusses certain examples of such disturbed children who "had bitter memories of life with their own families, and were afraid and unwilling to give another set of parents a trial. Others had already been in foster homes, had suffered unsuccessful experiences there, and had come back to the institution."---A younger group of boys whose behaviour was so
provocative and aggressive that the regular foster parents were unwilling to take them. Then there were children with conduct and behaviour disorders so severe as to make them unacceptable to the usual foster home family. Within this group there were the hyperactive child, the severely withdrawn, the extremely hostile and the child who was so self-involved that he could give little affection or regard to others." It is very difficult to find the foster parent who can accept, over an extended period of time, aggressiveness, nightly enuresis, stealing, lying, truancy and rejection of adult authority. The obvious question to be answered is "what causes children to display such personality disorders?".

Another authority, Redl, discussing the reasons for such emotional disturbance considers that - "If we were to make a list of some of the missing links in their lives it would look something like this:

1) Factors leading to identification with adult, feelings of being loved and wanted and encouragement to accept values and standards of the adult world.

2) Opportunities for and help in achieving a gratifying recreational pattern.

3) Opportunities for adequate peer relationship.

4) Opportunities for making community ties, establishing a

feeling of being rooted somewhere where one belongs, where other people beside your parents know you and like you.

5) Ongoing family structures which were not in some phase of basic disintegration at almost any given time in their lives.

6) Adequate economic security for some of the basic needs and necessities of life."

It is small wonder that children experiencing even some of the aforementioned treatment react to other humans with mistrust, hostility, delinquency and soon become as Redl says - "The children nobody wants."

A genuine concern about childhood tendencies which might lead to delinquency gave rise to the Child Guidance Clinics. The term Child Guidance Clinic did not evolve until 1922 but the essentials behind the scheme appeared a decade earlier. The Chicago Juvenile Psychopathic Institute founded by Doctor William Healy in 1909 was the pioneer in this field. Doctor Healy concentrated on a study from the medical, psychological and social points of view upon youthful offenders, with the aim of searching out the causes of their misbehaviour and finding ways of preventing them from developing into adult criminals. The work of the Chicago Institute began exerting its influence on social workers, psychologists, psychiatrists, and juvenile court judges. Healy's book, "The Individual Delinquent," when published in 1920 was soon regarded

1. Redl, Fritz and Wineman, David., Children Who Hate, Glencoe, Illinois Free Press, p.57
2. Ibid., p.22
as an authority the world over. Schools operating under laws of compulsory student attendance were aware of scholastic failure, bullying, truancy, withdrawal and other anti-social behaviour. Many teachers were aware that the problems of children were beyond the control of the school and gave active support to any effort directed to obtaining added information on methods to help these children.

The National Committee for Mental Hygiene, on behalf of the Commonwealth Fund, secured the services of Henry W. Thurston to formulate a plan for work in Child Welfare. A demonstration programme covering a five year period was adopted in 1921. Its purposes were as follows:

1) "To develop the work of the visiting teacher whereby the invaluable early contacts which our school systems make possible with every child may be utilized for the understanding and development of the child.

2) To develop the psychiatric study of difficult pre-delinquent and delinquents in school and juvenile courts; and to develop sound methods of treatment based on such a study.

3) To provide courses and training along sound lines for those qualified and desiring to work in the field.

4) To extend by various educational efforts the knowledge and use of these methods."

The first field demonstration clinic took place in St. Louis


2. Ibid., p.21
in 1922. The staff consisted of a psychiatrist, psychologist and psychiatric social worker. It examined and treated many problem children, demonstrated methods and offered to assist in forming permanent clinics. While the first demonstration did not establish the need for a permanent clinic, the next attempt to do so succeeded and a clinic was offered at Dallas in 1923. When the demonstrations ended in 1924, three permanent clinics were in operation. By 1927 interest in Child Guidance Clinics were widespread. The system was gradually adopted throughout the United States and has subsequently spread to Canada.

Child Guidance Clinics currently attempt to study and treat children who are generally between five and fifteen years of age. They are brought to the clinics because of unacceptable behaviour - disobedience, stealing, lying, temper tantrums, truancy and similar problems: behaviour problems such as nervousness, inattention, shyness: school difficulties - poor work, retardation, indifference, or other crises - making it desirable to have a technical analysis of his capabilities and qualities as a guide for constructive action. Children are referred chiefly by parents, schools, courts, and social agencies. The referring agency or parent is interviewed to gain an understanding of the problem. The clinics' function may be diagnostic only; when treatment is given it generally consists of psychotherapy through interviews and environmental adjustments. It often involves working with parents to help modify

certain attitudes or unsuitable treatments which may be affecting the child in an adverse way. Stevenson depicts the metamorphosis of the Child Guidance Clinic as:

1) Beginning as an adjunct to the courts, it has developed an independent status, establishing close communication with schools and social agencies and now moved toward universal affiliations."

2) Beginning in isolation as a social anomaly, it has shared techniques with teachers and social workers and now has a part in the rapprochment between psychiatry and general medicine."

3) Beginning with the self-conscious exposition of a new group technique it has lost its rigidity and become a flexible instrument for varied uses. Child Guidance Clinics have pioneered the treatment of emotionally ill children. Their successes have encouraged others to form treatment homes for severely disturbed children for whom Child Guidance Clinics, foster care agencies, family agencies and corrective institutions have been unable to provide adequate help."

Pioneer work in the establishment of treatment centres for children has been undertaken in the United States. It is not the intention to discuss these centres in detail in this present study, which is concerned with the treatment offered at the Vancouver centre. It is however, felt that a review of establishment and

programme of several of the American centres might be of help in making some evaluation of the programme discussed in the main part of the thesis. Therefore, a review of three American centres has been made and is included in the appendix on pages 103, 105 and 109. The three chosen for discussion are:

1) The Arthur Brisbane Treatment Centre.
2) Hawthorne-Cedar Knolls School.
3) Evanston Receiving Home.

The number of treatment centres for emotionally disturbed children in the United States is not large and as Reid emphasizes, few, it is believed, have developed resources comparable to those described here. The three of the twelve treatment centres have been chosen for discussion because they vary in the number of children who reside therein, because intake policies and philosophies vary, because they typify the existing treatment residences in the United States of America. These treatment centres were all established to find more successful ways of helping children. They have all developed a total approach to therapy, as Reid indicates, "Individual psychotherapy with the child and his parents, a therapeutically designed living experience and remedial education are all seen as parts of a whole."

In Canada, the Children's Aid Society at Vancouver, British Columbia, has become aware of the need for a treatment home for

2. Ibid., p.1.
disturbed children, and, in 1950, a Receiving Home for teen-age boys was opened. The Receiving Home consists of a large house located in a middle class residential district. Staff includes domestic help, relief supervisors, house parents, case worker and group worker. It is dependent upon the community for schooling and constructive recreational activity. Some of the behaviour exhibited by the boys prior to placement included stealing, bullying, fighting, hostility toward authority, truancy and inability to relate to parental figures. There were ten boys residing at the Receiving Home between the age of twelve and sixteen and six have been chosen for this case study. Selection was based on the availability of background history of the boys, sufficient case recording while the boys were at the Receiving Home and the boys' length of residence at the Receiving Home. Four of the ten cases were excluded due to one or more of the aforementioned reasons.

In the following chapters an attempt is made to:

1) Show the effect of early childhood life on later behaviour.

2) Show why the children presented problems.

3) Show why earlier attempts to modify behaviour patterns failed.

4) Show what positive factors group living offered these children and,

5) Show the amount of success that treatment effected.

The second chapter gives a brief review of the establishment and maintenance of the Home, with some discussion of the
intake procedure and treatment plan. Chapter 3 includes records of the social history and diagnosis of care of the six cases mentioned. Chapter 4 discusses the movement shown in the six cases over a period of treatment and the final chapter attempts an evaluation of the programme and of the future development of such centres in Canada.
CHAPTER 2.

THE ESTABLISHMENT OF THE CHILDREN'S AID SOCIETY'S BOYS' RESIDENCE.

Initial Work:

There is a scarcity of written material on treatment residences for emotionally disturbed Canadian children. In so far as can be ascertained, it is the opinion of some senior social workers that no similar facilities existed in Canada in 1954 as are described in the American field. Some group houses existed. However, the nomenclature varies and they are referred to as homes, hostels, and residences and each one has unique characteristics of its own.

In early 1950, the Children's Aid Society of Vancouver, British Columbia, found they had a number of teen-age boys in their care. There were no available homes for these boys as earlier foster homes had failed. In April 1950, these boys were placed in the Receiving Home. Until this time the Home had cared for infants until more permanent plans could be made for their welfare. The Boys' Home was established as an agency resource due to necessity and its authority is identical to that vested in the Children's Aid Society. It is authorized, as a private agency to operate under the Children's Protection Act of British Columbia. The agency and the Boys' Home are financed by the Community Chest and Council and the
Municipal and Provincial Governments.

Until June 1951 there was no programme, and intake was affected when all other placement resources were exhausted. A case worker was appointed as supervisor of the Home and carried a full country caseload in addition to these duties. In June 1951, a new case worker was made Boys' Home Supervisor and his regular caseload was reduced to enable him to spend more time at the Receiving Home, in an attempt to develop an adequate programme for the group of boys. A transition period of sixteen months followed. There was a gradual change in the Home. From a "Catch all" for boys twelve to sixteen years of age, it became a group living environment for those boys who, it was felt would adjust to this living experience. The number of boys was reduced from fifteen to ten and population changes were continuous. Boys who were constantly involved in sex-play, car and bicycle thefts, running away, extensive petty thefts, habitual truancy and a host of other emotional problems were removed. They were replaced by boys who had a more positive prognosis. Three of the group who exhibited the aforementioned behaviour were sent to the Boys' Industrial School. Another lad was committed to Essondale Mental Hospital. These moves were precipitated somewhat because neighbours sent a petition to the City Council which requested that the Home be removed. There was also an awareness on the part of the agency and Receiving Home staff that some of the boys needed a more controlled environment than the House could offer. This transition period was
also characterized by three changes in House parents and innumerable changes in relief staff. By June 1952, policy regarding intake, administration and limited programmes was created. From June 1952 until September 1952, the boys displayed considerable hostility but gradually settled down and made a fair adjustment to the Home.

DEVELOPMENT OF COMMUNITY RESOURCES:

The Receiving Home, per se, had limited space for group activities. To overcome this weakness it was decided the community resources should be canvassed. In June 1951, responsible members of the neighbourhood were contacted and asked for assistance. A neighbourhood auxiliary was formed. This club was comprised of representatives from a local church, Alexandra Neighbourhood House and local service club members., e.g. Kiwanis Club. Through the efforts of this auxiliary, the church offered the games room in the basement of the Receiving Home. Alexandra Neighbourhood House provided the use of its woodwork shop, officials of the Army and Air Force Cadets also offered their services when approached. The Y.M.C.A.'s Boys' Camp at Camp Howdy was also utilized with effectiveness during the summer vacation. Over a period of time limited leisure-time activities gradually developed. By October 1952, a group worker joined the staff. From this period onward, treatment of the boys became more pronounced. The former appellation, "Boys' Receiving Home" no longer applied. It was now a Group Living Residence for Teen-age boys.

Chapter 4 will deal with the period between October 1952 to April 1953 as it is believed that more effective treatment of the boys was instigated during this period.
STAFF QUALIFICATIONS:

Non-professional staff qualifications were set forth as follows:

1) Mature people who can handle the day to day behaviour and problems of disturbed children.

2) People who are capable of accepting supervision from a social worker.

3) Men and women who are flexible and can accept and gain knowledge from direction.

4) People who are able to share the operation of a residence with an agency who are not prone to operate it on their own.

5) Academic training (perhaps Grade Twelve). If possible house mother should be a registered nurse.

6) An approximate age limit of thirty to forty years.

7) House parents should have the ability to restrain their own desire to give older children a great deal of affection unless the boys themselves seek it.

8) The House father should be capable of maintaining a strong, fair discipline in the Home. If problems arise which require serious discipline, the House father should be able to discuss the situation fully with the social worker before action is taken.

9) House parents should be free of personal problems of an intensive nature. This has caused considerable difficulty when treatment of the child has become secondary to the treatment of the House parents.
10) Both parents need previous experience with children although it is helpful if the House parents have no children of their own.

11) Minimum House staff for this type of residence includes House parents, one full time domestic (for cleaning, washing, etc.) one week-end cook and one week-end relief supervisor.

INTAKE:
The criteria for intake were now based not only on the needs of the applicant but the limitations of the Residence which accommodates only ten boys. The following are some of the essential requirements:

a) Approximate age - eleven to fifteen; boys only.
b) School attendance.
c) Strong parental tie (negative or positive)
d) Problems of stealing, lying, enuresis.
e) Mobility to form relationships with adults.
f) Difficulty in understanding or accepting authority or discipline.
g) Experience of unsuccessful foster home placements.
h) Long term or permanent placement.
i) Near average intelligence or where intelligence is affected by emotional problems.
j) Ability to function within a group.
k) Urgency of placement.

Any social worker at the Children's Aid Society can request placement of a child. The worker provides a social history of the
applicant and a conference is held to determine the advisability of intake. The Director of the Boys' Residence usually makes the final decision. He can however, be over-ruled by the agency administration in cases where the need for placement is great. Intake conferences are attended by case work supervisors, the agency case work consultant, Director of the Boys' Residence, the case worker involved and in some instances a psychiatrist.

**LINES OF AUTHORITY:**

The Boys' Residence Supervisor takes the initiative and has the authority. He is in charge of the non-professional staff and handles such duties as supervisor and hiring and firing of staff. Final decision however, usually rests with the Executive Director where administrative matters are involved. Where planning and treatment of the boys is concerned, the Boys' Supervisor is guided by conferences with his treatment supervisor. Proposals of the agency director and treatment supervisor are submitted to the Receiving Home Committee, composed of staff, board, and lay members. Recommendations are then presented to the Board of Directors for final ratification.

**PROFESSIONAL STAFF:**

Treatment in this Group Residence requires one case worker and one group worker, and a Boys' Residence Supervisor. Supervisors are necessary to guide both workers. Assistance is also required from the Child Guidance Clinic or from psychiatric consultation. The treatment programme described in chapter 4 operated
with the Boys' Residence Supervisor also handling the case worker role.

**TREATMENT:**

Treatment is viewed as a group living project in which staff and boys work together to make the venture a success. The planning, activities programme and day to day living of the Residence are used to develop the strengths of each individual. Attempts are made to erect intimate traditions concerning Christmas, birthdays, etc. which are part of the average family unit. The treatment aim is to develop well balanced and happy citizens. It is recognized that Residence is an artificial setting in which the total environment, social and psychiatric services are controlled and focused to produce the best treatment medium. This is done to help the disturbed youngster meet the daily and future pressures of his environment. It is believed that disturbed children need not only a nutritive diet, but a social one as well. This is provided by the social case worker, social group worker and the House parents. Staff, professional or otherwise, function as a team. Behaviour and progress of each child is watched from week to week and the indicated treatment for helping the individual is discussed and effected by the total staff where possible. In specific cases one staff member's skills may be utilized.

**OUTLINE OF BASIC STAGES IN TREATMENT:**

a) When the child arrives at the Residence, the initial focus is to assist him to adjust to the Home environment. He is
assisted to feel secure and to learn that he can progress at his own speed and ability.

b) He is then helped to function adequately in the group living atmosphere.

c) The group work programme now helps the youngster to learn to co-operate, build relationships, and encourage initiative and satisfying experiences through group activity.

d) At this point, the child begins to emerge as an individual with strengths and weaknesses. Intensive treatment such as play therapy or psychiatric treatment now may be introduced. The case worker is used in this area.

e) When the youngster displays self and group adjustment, the next step is a move to the community through community centres, neighbourhood house and Y.M.C.A. etc.

f) When he has established himself with his peers in the community, his socialization is complete. When his interests begin to develop beyond the scope of the programme placement elsewhere is indicated. This may take the form of foster home placement, employment and commercial boarding home or return to his parents, etc.

The remainder of the thesis is devoted to a study of the programme at the Home, and in particular, the examination of the case records of six of the residents, with consideration of the movement evidenced in the records after a period of treatment. In chapter 3 the six case records are given in abridged form as they
were extracted from the files. Chapter 4 discusses the treatment plan in more detail and includes the role of the case worker, the group leader and the House parents. The final chapter discusses the extent of movement in the six cases and attempts some evaluation of the programme.
CHAPTER 3.

SIX TEEN-AGE BOYS: CASE STUDIES.

Six case records were studied in order to provide the background history of each case in capsulated form. The files of the six parents were also consulted in order to gain a succinct picture of each family unit.

CASE #1.

I. a) Name - Wayne Carr.
   b) Date of Birth - August 28 1938.
   c) Status - Ward of Children's Aid Society - March 7 1949.

II. Parents:
   a) Mother: - Born June 9 1909, Canadian by birth. Education, Grade Six, religion - Protestant, married 1930. Prior to marriage employed as domestic and waitress. Mrs. Carr's father deserted her mother and six children. She left her own husband six months after the marriage as he expected her to support him. Married Wayne's father in 1935 who deserted her two years after the marriage. Mother tried hard to co-operate with agency. She meant well and was a hard worker. She had poor living standards and appeared to have limited intelligence. Welfare officials reported she had difficulty controlling her children as they matured.
   b) Father: - Born June 11 1908. Canadian by birth. Education not known, religion - Protestant. Occupation - not known. Described by his wife as brutal and spiteful. Made no effort to
support his wife or family while in army during second world war or after his discharge.

III. Siblings:
   a) Betty, step-sister, born 7 December 1930.
   b) Susan, sister, born 3 November 1936.

IV. First Contact with Agency:

   November 15 1944. Neighbours of the Carr family reported mother was neglecting children. Investigation disclosed mother was working as a dishwasher in a local cafe. The home was described as a dirty, squalid two room tenement house. Mother agreed to quit her job and accept social assistance.

V. Parents' Marital Adjustment:

   Apparently fraught with domestic quarrels and economic insecurity. This culminated with father's desertion when Wayne was two years of age.

VI. a) Attitudes of Parent toward Birth of Child:

   Father's reaction unknown. Mother was undernourished and run down prior to birth of the child. She was concerned with financial insecurity, her husband's behaviour and his sporadic employment. She was also left with the responsibility for her younger child aged two.

   b) Health of Child at Birth:

   Natural birth, patient breast fed, weaned at five months.

   c) Food Habits:

   He had a hearty appetite but later was unable to eat food to which he was unaccustomed in his earlier life. Family were on
relief for many years and daily meals were of a simple nature. In his teens Wayne refused fruit and rich food preferring bread, butter, potatoes and similar starches.

d) **Bowel and Bladder Control:**

Wayne had no difficulty establishing good toilet habits although until six years of age he wet the bed at night if he was cold. He always had regular bowel movements.

e) **Sleeping Habits:**

Wayne was a sound sleeper but his eyes were never fully closed while he slept.

VII. a) **Physical Development:**

March 7, 1949. - Examined by physician after becoming a ward. At this time, his posture and personal hygiene were poor and his teeth were in poor condition. He weighed seventy-five pounds and was fifty-six inches in height and was hard of hearing in one ear.

b) **History of Illness and Diseases:**

Wayne contacted scarlet fever at eighteen months and was hospitalized. When he returned he was subject to fits wherein he was unable to recognize his mother. He had Rubella at two years and Chicken Pox at three years of age. In September 1950 his adenoids were removed to facilitate his hearing.

c) **Reaction to Illness:**

On June 16, 1951, he fell from a window and fractured both wrists. He was a discipline problem in hospital and revealed intense fear of bodily injury. First attempt to remove arm casts failed and Wayne said he was afraid the doctor was going to cut
him horribly and possibly cut off his arms. Finally, he had to be held forcibly and screamed hysterically during the removal of his casts.

VIII. Scholastic Record:

Wayne repeated Grades One and Two and was promoted to Grade Three on trial. He was promoted to Grade Four. Teacher reported him as moody at times but believed he was developing nicely in 1949. He was promoted to Grade Five on trial in June 1950. In 1951 the school principal reported he was hopelessly over-graded but couldn't be demoted because of his size and age. Child Guidance Clinic interview in October 1948 disclosed he tested low in general group of average intelligence. He was no behaviour problem at school, but was lethargic and introverted.

IX. a) Personality:

In 1948 a probation officer reported Wayne was frequently left alone at home. He spent his time looking at comic books but didn't read them. He lacked self-confidence and was reticent and very prone to suggestion. He had difficulty making friends, lacked initiative and let others lead him. He mingled with small "gangs" who constantly stole from shops and department stores. He appeared at Children's Court in 1948 charged with stealing toys from Canadian Pacific Railway cars. He was adjudged delinquent and placed on probation. (At this time he was ten years of age). A few months later, Wayne and two friends broke into two offices and committed an act of vandalism. ($500.00 damage was done., e.g. Pyrene mixture squirted everywhere, ink spilled, windows
broken and office paraphernalia scattered and ruined.) He was interviewed at Child Guidance Clinic who recommended Children's Aid Society wardship. He was made a ward March 7 1949. At this time he was timid, quiet and spoke almost in a whisper. Other than his act of vandalism he showed no aggressive tendencies.

b) Ability to Handle Feelings of Anger:

Soon after coming into care he reacted to authority by silence. On March 7 1951, foster mother reported he refused to do as she asked. He would not do his chores, missed a meal, and finally refused to speak to her or recognize any limits she set. (This reaction followed a visit to his mother who told him she wanted him back as soon as she found suitable living accommodation.)

c) Ability to Handle Feelings of Fear:

Wayne handled his fears by negativism or stubbornness. e.g. when he was ill he frequently shouted incoherently.

d) Ability to Handle Needs of Affection:

Wayne appeared to have affection for his mother. Various foster home parents have found him co-operative, but distant.

e) Ability to Handle Dependency Needs:

Wayne was generally shy and withdrawn. While he accepted foster parents, he was not close nor did he confide in them.

X. Relationship and Attitudes Toward Parents:

Father deserted when Wayne was two. He was lonely for his mother and a good relationship existed. He ran away from foster
home 22 January 1951 for this reason. He visited his mother once monthly and she supplied him with pocket money.

XI. **Foster Home History:**

Wayne was placed in a private boarding home for one month when he was four. There is no information regarding the reason for this placement. The experience in this home apparently frightened him considerably. A complaint of ill treatment was received but Wayne was moved by his aunt before investigations could be made. His first foster home placement was October 20, 1948 and he remained there until January 1951 when the foster father died. This experience upset Wayne and the foster mother requested his removal. He showed no emotion when he left and said a casual "good-bye."

Second Foster Home - 15 January 1951. He ran away after three weeks, was lonely for his mother. Third Foster Home - 17 February 1951. Foster mother requested his removal as she felt he would not co-operate and refused to do his chores.

XII. a) **Interests and Recreation:**

He displayed little enthusiasm for anything.

b) **Attitudes toward Siblings:**

Not known.

c) **Adjustment to Groups:**

He was generally a poor mixer. A 1951 summer camp history indicated Wayne was quite seclusive and independent. He couldn't take "knocks", and even in play if he was roughed up, he would
get touchy and throw a temper tantrum. He reputedly was very changeable in his decisions.

d) **Personal Friends:**

He had a few, but his behaviour toward them vascillated.

e) **Adjustment to Opposite Sex:**

He had no girl friends and seemed to have trouble accepting new foster mothers because of his tie to his mother.

f) **Future Ambitions:**

Not known.

g) **Self Awareness:**

He displayed very little.

h) **Sense of Humour:**

He did not display much but after one summer camp experience it was noticed that he could perhaps be encouraged in this area. He was placed in Boys' Receiving Home 11 August 1951.
CASE #2.

I. a) Name - Arthur Wilson
   b) Date of Birth - July 13 1937.
   c) Status - Ward of Children's Aid Society - November 25 1938.

II. Parents:

   Mother: - Born 30 July 1913, Canadian by birth. Education, Grade Six, religion - Protestant. Mother's grandmother was part Indian, grandfather was English. Mother's father was French-Canadian, her mother was one quarter Indian. It appeared his mother had very little family life and found it difficult to get along with her parents. Mother was the third child of a family of ten ranging in age from twenty-five to seven and told worker "There were so many children, so much to do, and so little to do with." Client's mother said she had always been wayward, stubborn and refused guidance from both parents. She told her parents she became pregnant to spite them. Her mother described her as an excellent worker, and a good cook. Arthur was her second illegitimate child and she refused to tell her parents the name of either of the punitive fathers. Mother married in 1940 but her husband refused to have the children in the home. Her husband died of silicosis in 1942 and mother remarried in 1943.

   Father: - Born 1899, Canadian. No further information.

III. Siblings:
   a) Alex, born 22 March 1936 - step brother.
   b) Anne, born 1947 - foster sister.
IV. First Contact with Agency:

July 22 1936. Mother requested that the Children's Aid Society make her illegitimate son Arthur, a ward. Mother kept her son for sixteen months and requested he be made a ward 12 March 1938. She had placed Arthur in a private boarding home and was away working and did not contribute toward his support.

V. Parent's Marital Adjustment:

Condition of first marriage unknown. Second marriage in 1943 was apparently successful.

VI. a) Attitudes of Parents Toward Birth of Child:

Mother was unmarried. She could not support Arthur and consented to have him made a ward November 25 1938.

b) Health of Child at Birth:

Unknown, health good when he was made a ward at sixteen months.

c) Food Habits:

Normal appetite but ate very quickly. Subject to stomach pains when under emotional tension. Early history of nausea while car riding which has persisted.

d) Bowel and Bladder Control:

Normal.

e) Sleeping Habits:

Normal sleeping habits.

VII. a) Physical Development:

Normal physical development.

b) History of Illness and Disease:

January 24 1943 - Good condition but stomach distended.
March 9 1949 - Glasses obtained for reading.
March 17 1951 - Mumps, measles three months later.
May 29 1952 - Tonsillectomy - blinking tic, was very tense.
April 18 1953 - Good physical condition, but needed dental care.

c) Reaction to Illness:
Normal concern until 1951 when he was ill three or four times during special events. After this he often said pessimistically that this would continue.

III. Scholastic Record:
March 28 1947 - Examination at Child Guidance Clinic disclosed Arthur was slow, co-operative, thoughtful and scored in average group of general intelligence.

1944 - School report indicated he was never late or absent. Work was satisfactory although it was felt he needed to learn how to co-operate with others, he reportedly fought a great deal with other pupils.

1945 - Report card - class standing "C" working to capacity, behaviour fair.

1946 - (Visited parents) Class standing "D" - attitude very bad, didn't care about anything.

1947 - Class standing "D" - not working to capacity - promotion doubtful.

1949 - February 16 - Principal phoned to say Arthur seemed unhappy. When class discussion arose concerning family units,
parents, etc. Arthur cried and hid his face. School report -
good average ability but needed a great deal of encouragement.
Promoted to Grade Six. Teacher requested psychiatric advice
because of Arthur's swing in moods from good to bad and vice versa.

1951 - Failed Grade Eight.

1952 - Repeated Grade Eight, seemed to resent school author-
ity and was sullen and did not co-operate although he proved he
had ability when a special appeal was made. Class standing "D".

IX. a) Personality:

When admitted to care he appeared shy and backward. In July
1943, symptoms of disturbance appeared. Arthur began pulling the
hair from his head. He was teased about this by foster mother and
soon desisted. In February 1945, Arthur was reported fighting
with other school children and often returned home from school in
time for supper. Child Guidance Clinic examined Arthur in 1942
to determine if he should be placed for adoption as he has some
Indian blood and paternity not established. The Clinic advised
against this move. In April 1945, Arthur's natural mother made
her first contact with agency and her son for seven years. She
wanted Arthur back. (It was arranged for Arthur and his parents to
become acquainted gradually.) Mother over-fed him and made promises
she didn't keep. This rejection resulted in aggressive behaviour
at school, grades became poor, he was unco-operative and a bully
and his moods fluctuated easily. (Acting out was apparently kept
somewhat in check by his ability at soccer - good player).
Arthur's parents last took him out Christmas day 1946 --- now December 1947. Parents took him out for Christmas only (came home with upset stomach). March 19 1950 - Mother and foster father haven't seen Arthur for one and one half years. He was sombre and unhappy. Suspended from school for disobedience March 3 1950. April 12 - 1950 - arrangements were made to visit parents once a month. Arthur's reaction was a casual "O.K." The night before first visit, mother wanted to call it off, but foster mother insisted. On the way to visit his folks, Arthur became pale and tense and was car sick. He was happy, and talkative returning from the visit. March 17 1951, he developed an eye tic and stomach pains. The doctor said he was tense. Arthur is dark and intelligent looking and foster parents often expected too much from him.

b) **Ability to Handle Feelings of Anger:**

He has had some success in transferring hostile feelings to sports - soccer. It however, appeared in his continual fights with other children, occasional bullying, hostility at school, and vascillatory moods.

c) **Ability to Handle Feelings of Fear:**

He displayed moody behaviour. He often stated that everyone picked on him because he was "Arthur Wilson". He had ability to displace much of his hostility while playing sports.

d) **Ability to Handle Needs of Affection:**

He showed a need for affection and recognition. Responded under consistent support and tried to please to gain affection.


e) **Ability to Handle Needs of Dependency:**

He needed approval and sought to gain it by conforming behaviour. Despite obvious emotional disturbance he channelled much of this in acceptable behaviour to soccer and fishing.

X. **Relationship and Attitudes Toward Parents:**

Since the age of one until 1945, he had not seen his mother. He was at first thrilled with the possibility of living with his mother and foster father but they made promises they didn't keep which bewildered him. They contacted him infrequently after the first few months and ignored him for periods of one and one half years and later one year. During these intervals he did not see or hear from them. These rejections caused him to transfer his resentment to school authority and his school mates. In July 1950, his mother and foster father wrote to say that they didn't want Arthur back. They also indicated they were indifferent to his future welfare.

XI. **Foster Home History:**

Arthur's mother placed him in a private boarding house soon after his birth and he remained there for fourteen months until he was made a ward. He was at his next foster home for five and one half years from October 31 1945 until January 15 1951. When the foster father died, his wife could no longer control the boys. January 16 1951 - Arthur adjusted well to his new foster home but the foster mother found caring for him too much responsibility and requested his removal. He was happy there. April 11 1951. He
moved to his fourth foster home, and enjoyed life in the country. The foster parents liked him at first, but made too many demands of him and he was unable to respond to their satisfaction. Two weeks after his placement, the foster parents discussed adoption with Arthur who was enthusiastic. Two months later they requested his removal as he could not meet their standards. July 13 1951 – He was placed in Receiving Home. (He also had fourteen workers to date).

XII. Interests and Recreation:

a) Arthur displayed marked ability in soccer and enjoyed fishing. He joined the Boy Scouts 29 January 1951 and apparently did well. He liked camping and bicycle riding.

b) Attitude Toward Siblings:

He had no contact with his step-brother and seldom saw his step-sister. He experienced difficulty in one foster home due to sibling rivalry which was injudiciously handled by the foster parents.

c) Adjustment in Groups:

He experienced difficulty as he is prone to fight with other children. In camp report on 2 July 1951, Arthur reportedly found some difficulty forming relationships with others his own age and younger. He also had difficulty with authority and was sullen and unco-operative with camp staff.

d) Personal Friends:

He had a few close friends, Wayne Carr is one example.
e) Adjustments to Opposite Sex:
He seemed to relate well to women.

f) Future Ambitions:
None were expressed prior to entering Receiving Home in 1951.

g) Self Awareness:
Recording indicated nothing in this area prior to arrival at Receiving Home in 1951.

h) Sense of Humour:
Not indicated in recording.
CASE #3

I.  
   a) Name - Peter White
   b) Date of Birth - October 29 1938
   c) Status - Ward of Children's Aid Society June 27 1949

II. Parents:
   a) Mother: - Born April 9 1898, Canadian by birth.
      Prior to marriage she kept house for her uncle and taught Sunday
      School. She was described as cheerful, quiet and home-loving.
      She died in May 1942 following a sudden two week illness.
   b) Father: - Born in 1894, English by birth. Education
      Grade Eight. Religion, Protestant. Occupation - carpenter,
      small in stature, he appeared timid and ineffectual, health - poor.
      Work record intermittent as his occupation was often seasonal.

III. Siblings:
   a) Carol - Born May 25 1935

IV. First Contact with Agency:
   September 25 1948. Letter from agency in interior of Brit-
   ish Columbia requesting placement of Peter and his sister. Their
   father was moving to Vancouver and had no place for his children.

V. Parents' Marital Adjustment:
   Unknown, father's occupation apparently kept him frequently
   from home.

VI. a) Attitudes of Parents Towards Birth of Child;
   Mother was in good health. Both parents wanted children.
   b) Health of Child at Birth:
   Described as good. He contacted pneumonia at one year, but
recovered with no ill effects.

   c) **Food Habits:**
       Normal appetite for his age.

d) **Bowel and Bladder Control:**
       Normal.

e) **Sleeping Habits:**
       Normal.

VII.  
   a) **Physical Development:**
       Normal physical development.

   b) **History of Illness and Disease:**
       Pneumonia at one year, measles at two years. April 25 1949 -
       physical examination disclosed good health but poor posture.

c) **Reaction to Illness:**
       November 10 1952 - criticized hospital, doctor and staff, behaviour, hostile. He threatened to throw his meal tray at nurse.

VIII. **Scholastic Record:**
       He started Grade One in 1944 in Manitoba and continued
       Grade Two in British Columbia. In 1949 class standing was "D",
       promoted to Grade Four. Teachers commented he was immature in
       some of his attitudes, trying hard to improve in school.
       January 1951 - When teacher was a little abrupt with him, Peter
       threw waste paper basket at him. Later that week he was rude in
       class, the teacher kept him after school and Peter threatened
       him with a baseball bat. He was subsequently expelled. January
       12 1951 - Child Guidance Clinic interview, results of test dis-
       closed an intelligence quotient of eighty-eight. He was recom-
       mended for special class as he was diagnosed as very disturbed
and in need of much help. It was felt that in a special school class, Peter would only have to relate to one teacher. February 20, 1951, Peter announced he was quitting special class at school after being kept in after school by his teacher. His school standing January 18, 1951 was "E". He was not working to capacity. April 16 - 1951. He was still not at school and refused to see worker.

IX. a) Personality:

October 28, 1948, Peter's foster mother reported he found it impossible to relax and play like other boys. He insisted on chopping wood and digging in the garden, etc. He was exceedingly anxious to please. However, he constantly stole food and money from foster parents and prevaricated. When questioned why he did these things, he was always penitent and cried, but was at a loss to explain his behaviour. When he played games at school he played hard and drove himself. April 2, 1951 - Police visited foster home to say Peter had thrown fish at the screen of a local theatre. He also stole mud guards and other parts from another boy's bicycle. Neighbours complained about his swearing. April 3, 1951 - He destroyed his foster father's razor. He still stole money from his foster mother. April 6, 1951 - When worker visited to discuss Peter's refusal to return to school, he threatened he would "knock worker's teeth in." April 11, 1951 - Peter stole a horse and later a bridle. Foster mother requested his removal as he encouraged other boys to play truant from school. He was
moved to the Receiving Home. April 20 1951 - He stole five dollars from his foster mother the day he was transferred.

b) **Ability to Handle Feelings of Anger:**

Peter tends to act out his feelings of anger. This is evidenced by his threatening one teacher with a baseball bat, refusal to attend school and hostility toward his worker.

c) **Ability to Handle Feelings of Fear:**

Peter handled fear by aggressive acting-out behaviour.

d) **Ability to Handle Needs of Affection:**

He seemed to seek affection from women rather than men. He met this need by conforming behaviour, e.g. He was always willing to do his chores. After anti-social acts such as stealing, lying, and temper outbursts, he was able to seek forgiveness with minimal support.

e) **Ability to Handle Needs of Dependency:**

While this boy's behaviour indicated dependency needs, his attitudes and actions are those of independency. He appeared to make his own rules which resulted in warnings and punishment. This allowed him to rationalize that everyone picked on him.

X. **Relationship and Attitude Toward Parents:**

March 29 1949 - Father reported Peter's behaviour was good, prior to their move to British Columbia in 1945. After this move he began to steal small articles from the house. His father occasionally threatened to spank Peter but rarely did so as he didn't believe in punishing the children. October 31 1948 - Peter
was placed in a foster home and later indicated he did not want to return to his dad. March 29 1949 - His father's letters to Peter's foster parents implied he had no interest in his son. April 8 1949 - When Peter's father heard of his lying and stealing, he suggested Peter be sent to the Industrial School for treatment of his difficulties. His father was out of town and rarely visited. Peter's behaviour indicated he felt rejected by his father. In a school setting, male teachers appeared to bring out his hostility.

XI. Foster Home History:

In 1942, following the death of Peter's mother, a neighbour cared for him for two years. His father was away from home working as a fireman in the Air Force. In 1944, Peter spent one year with an aunt. In 1945, Mr. White brought Peter and his sister to British Columbia and placed them with a housekeeper while he worked out of town. He visited once a month. From 1946 to 1947 Peter lived with his father and sister. In 1948, his father was unemployed so the children were placed in a foster home. Peter was made a ward on April 5 1949. He was placed in another foster home as the first foster parents had difficulty with his aggressive behaviour. Here his behaviour improved for a few months. April 20 1951 - He moved to the Receiving Home as his foster mother could not control him. He refused to go to school, or to see his worker, and stole and lied consistently. The foster mother handled him in a vacillatory manner, sometimes punishing him, ignoring him, or threatening to make him leave her home if
he didn't reform.

XII.  a) **Interests and recreation:**

He enjoyed bicycling and horseback riding.

b) **Attitudes towards Siblings:**

Peter and his sister got along well until they were separated on December 5, 1949. He seemed to accept her suggestions and directions with good grace.

c) **Adjustment in Groups:**

Peter did not seem to get along well with his peers. At summer camp in July 1951, he is reported to have wanted everything his own way and openly defied any discipline by displaying uncontrolled temper tantrums. Camp officials advised he needed a more disciplined atmosphere than the camp could offer.

d) **Personal Friends:**

He seemed to have very few close friends and often preferred his own company.

e) **Adjustment to Opposite Sex:**

He had no girl friends. Peter seemed to adjust to foster mothers but generally resented authority of any nature.

f) **Future Ambitions:**

May 1, 1951 - He refused to go to school and stated he wanted to sell newspapers on a street corner in the future.

g) **Self-Awareness:**

He was often penitent after his acting out behaviour. In 1949, he said he didn't know why he stole things. He showed
little self-awareness prior to his arrival at the Receiving Home in 1951.

h) Sense of Humour:

He displayed very little.
CASE #4.

I.  a) **Name** - Donald Bates
    b) **Date of Birth:** - August 28 1937
    c) **Status:** - Ward of Children's Aid Society, September 4 1942.

II. **Parents:**
    a) **Mother:** - Born July 4 1914, Irish extraction. Married December 23 1936, education, Grade Four, religion, Roman Catholic. Deserted husband on July 8 1942 and returned July 1 1943 extramaritally pregnant. Prior to marriage she worked as a domestic on farms. Psychometric examination at Child Guidance Clinic in 1938 classified mother as a high grade imbecile.
    b) **Father:** - Born in 1912, Canadian by birth. Education, Grade Eight. Mr. Bates' father committed suicide when Mr. Bates was eighteen. The mother was committed to Essondale in 1936. Psychometric examination at Child Guidance Clinic in 1938, classified the father as dull normal in general intelligence. Physical disability - the muscles of his left arm were atrophied, occupation - newspaper vendor, steady work record at this occupation from 1938 to 1953.

III. **Siblings:**
    a) Carl - Born January 13 1941.

IV. **First Contact with Agency:**

In August 1937, father applied for financial assistance as his wife was pregnant and they had no income. In 1939 there were
reports that the children were neglected and Mrs. Bates slapped the baby for no apparent reason.

V. Parents' Marital Adjustment:

His mother deserted with a male boarder in April 1942 and returned extramaritally pregnant in July 1943. In 1948 Donald's father left home as Mrs. Bates' brothers and friends were residing with the family and did not pay board. He returned home in 1949.

VI. a) Attitudes of Parents Toward Birth of Child:

Mother was under considerable mental strain during pregnancy due to their financial situation.

b) Health at Birth:

Normal pregnancy and birth. At six months the child was in good health but in need of sunlight. He was subject to colds.

c) Food Habits:

No food fads, had large appetite.

d) Bowel and Bladder Control:

He had established bowel and bladder control by 1945, but became enuretic at nine years of age.

e) Sleeping Habits:

Child Guidance Clinic found sleeping habits were normal.

VII. a) Physical Development:

Normal physical development.

b) History of Illness and Disease:

As a baby he was subject to colds. In 1942 he was in the hospital with pneumonia. In 1944 he had a tonsillectomy, his
adenoids were removed and myringectomy on right ear was performed. After these operations he remained weak, nervous and frightened. Afternoon rests were advocated and subsequently carried out. In 1945 he contacted Chicken Pox with no after effects. In 1952 he became ill with pleurisy and was hospitalized for one week. In 1953 his lung was punctured due to a knife stabbing at boys' camp.

c) Reaction to Illness:

Despite this history he shows no fear of illness.

VIII. Scholastic Record:

He started school in 1943 but after two months could not keep up with the class. He was enrolled again in September 1944, but the school principal advised in October that he wait another year as he again couldn't keep up in class. His foster mother said he was only tolerated in class and was not allowed pencil or paper. He appeared aware that he was treated differently from other children. In 1944 he couldn't learn memory work in Sunday School. If he was made to concentrate for a few minutes, the teacher reported, he burst into tears. He had a poor vocabulary and used only simple sentences. In 1945 a test at school showed an intelligence quotient of sixty-one. Teachers complained he was "insolent, lazy and hard to handle." Child Guidance Clinic in 1945 advocated special class.

IX. a) Personality:

At eight years of age it was noted that Donald preferred playing with younger children. He would not take responsibility
if he was blamed for misdemeanours, he foisted the blame on others. He was never quarrelsome or stubborn, but prone to suggestion. He repeatedly brought home other children's toys, and could not seem to differentiate between his belongings and others. In 1942 his foster mother noted he wasn't too intelligent, as day after day, he asked the same questions. In 1946, his new foster mother said he talked incessantly about nothing, and she found this most nerve-wracking. In 1947 his foster mother had difficulty getting Donald home at night as he didn't seem to have any conception of time.

b) **Ability to Handle Feelings of Anger:**

Donald was unable to win arguments with others due to his low intelligence quotient. In September 1949, at the age of twelve, he told another boy aged eight to get out of his way. When the boy didn't, Donald fractured his skull with a baseball bat. In 1949 he was expelled from a Club Troupe because of "incorrigible" behaviour. He constantly associated with younger boys and used physical force to gain their co-operation. He was not vicious but did not understand the results of his behaviour.

c) **Ability to Handle Feelings of Fear:**

He handled fear by withdrawing.

d) **Ability to Handle Needs of Affection:**

Between the ages of eight and ten, he showed a great need for affection and responded well. As he grew older his low intelligence quotient resulted in behaviour problems which pre-
vented him from gaining affection.

e) **Ability to Handle Needs of Dependency:**

Due to his low intelligence and emotional disturbance, Donald was very dependent. His inability to comply with simple rules often resulted in requests for removal from foster homes.

**X. Relationship and Attitude Toward Parents:**

Prior to adolescence, Donald admired his parents. In 1949 he ran away from the Receiving Home and returned to his parents. It was decided he should remain there on trial. In June 1950, he ran away from his own home to an earlier foster home. When he was with his natural parents he stole money from them, stayed out late and called his father a cripple. He was out of parental control. His family wanted to keep him although they confessed that they couldn't handle him. In June 1950, he arrived at the Children's Aid Society very disturbed and announced that his "mother and father didn't want him any more." In August 1950 he ran away from his foster home and returned again to his parents. When the worker visited he insisted "kids should be with their parents, and mother and father want me." Despite this, he seemed ambivalent towards his parents.

**XI. Foster Home History:**

On April 9 1942, he was placed in his first foster home. In March 1945, he was placed in the Receiving Home as the Child Guidance Clinic recommended special school classes. In October 1945, he was placed in a foster home. There was no special class
in the area and he was out of his depth in school. In September 1946, he was placed in a foster home and enrolled in Special Class at school. In September 1947, he was moved to a new foster home as the former foster mother became ill and could not adjust to having children in the home. In September 1948, he was placed in another foster home on a farm, and adjusted well. The foster mother became ill and requested his removal. In September 1949, he was placed in a new foster home. The foster parents asked for his removal in December 1949 as Donald injured a school chum. In December 1949, he was placed in the Receiving Home. He ran away to his natural parents who kept him. In June 1950, he ran away from his parents to his former foster home and was allowed to remain, later he ran away and returned home. In February 1951, he again ran away from his own home to a former foster home. The Child Guidance Clinic recommended the Boys' Receiving Home. He was placed there and remained until January 1954.

XII. 

a) **Interests and Recreation:**

He enjoyed playing with toys and going on bicycle trips.

b) **Attitudes Towards Siblings:**

He got along well with his brother, but his parents felt he was a bad influence.

c) **Adjustment in Groups:**

He was hampered because of his low intelligence quotient which prevented him from playing with children his own age. Summer Camp history in July 1953, indicated that he fitted in with
other boys in his tent. Being gullible and easily led, the other boys used him to do the less attractive chores. He needed supervision in order to be able to keep up with the other boys in his group. His short span of interest prevented his participation in many interest groups.

d) **Personal Friends:**
Donald played with boys younger than himself because of his low intelligence quotient. He was generally found to be friendly, but impressionable.

e) **Adjustment to Opposite Sex:**
Donald had no girl friends, but was fond of his mother.

f) **Future Ambitions:**
He was vague in this respect and his future was hampered by his low intelligence quotient.

g) **Self-Awareness:**
There was very little undoubtedly due to his low intelligence quotient, inability to read and write, etc.

h) **Sense of Humour:**
Donald had a fair sense of humour, but it was frequently hampered by his inability to comprehend.
CASE #5.

I. a) **Name:** - Michael Robb.

   b) **Date of Birth:** - October 29 1935.

   c) **Status:** - Ward of Children's Aid Society March 17 1950.

II. **Parents:**

   a) **Mother:** - Born 1912, Canadian by birth, education, unknown. Religion - Latter Day Saints. Married in 1933, no work history available prior to marriage. Reported to worker that she had an unhappy childhood. She was hospitalized in 1944 for acute depression, later diagnosed as schizophrenic with paranoid trends. Mrs. Robb was committed to Essondale Mental Hospital April 21 1951.

   b) **Father:** - Born 1894, birthplace unknown. He was eighteen years older than his wife. Education, unknown. Religion - Latter Day Saints. Occupation, engineer, died following an accident March 23 1940. Mr. Robb reportedly assumed major responsibilities in the marriage situation. Mrs. Robb had difficulty assuming these responsibilities after his death.

III. **Siblings:**

   a) Ted - Born December 1937

   b) Sally - Born October 17 1940.

IV. **First Contact with Agency:**

   On September 23 1949, Mrs. Robb phoned the Children's Aid Society and requested help with Michael who she said had been
stubborn since the day he was born and was now a behaviour problem. He had refused to eat his meals or attend school. He had a paper route and his mother felt this was the cause of his independent behaviour. A home visit later indicated that Mrs. Robb had been neglecting her children and the teachers in the district were concerned. His mother gave considerable evidence of disturbance, talked incessantly, wrung her hands and displayed a disturbing amount of inconsistency of thought during the visit. School authorities were concerned because Mrs. Robb had frequently phoned to say that she would have to kill the boys as she could not control them.

V. Parents' Marital Adjustment:

Mrs. Robb stated the family was happy until her husband's death. The boys began to show behaviour problems three years after his demise.

VI. a) Attitudes of Parents Towards Birth of Child:

Both parents had looked forward to the birth of the child. Finances were adequate. After father's death, the mother showed preference to her daughter and blamed Michael for her other son's rebellious behaviour. She stated Mike influenced him considerably and then both boys questioned her authority.

b) Health of Child at Birth:

There was no early health record, but in 1950 upon medical examination, his health was good.

c) Food Habits:

Normal appetite.
d) Bowel and Bladder Control:
He had normal toilet habits and there was no early history of inconsistency.
e) Sleeping Habits:
He had normal sleeping habits, earlier history unavailable.

VII. a) Physical Development:
It appeared normal, when examined by a physician March 17, 1950. His mother said he had always enjoyed good health.
b) History of Illness and Disease:
Early history unavailable. When he was examined in March 1950, Michael was in good health.
c) Reaction to Illness:
He was normal and realistic when it concerned himself. He indicated problems concerning his mother's committal to Mental Hospital and stated she was in Tranquille. Michael apparently blamed himself for his mother's illness.

VIII. Scholastic Record:
Intelligence tests at school showed Michael's intelligence quotient to be 147. In 1949 he was in Grade Nine and his marks ranged from C plus to C minus. His attendance record was poor and he frequently attended school only two or three days each week. The school staff described him as retiring and without friends. Michael was often tardy. His teachers reported he was not working to capacity.

IX. a) Personality:
Michael was very intelligent, reserved, uncommunicative and
independent when he was made a ward in 1950. His acting out behaviour had been against his mother and brother. He avoided most social contacts. He had difficulty working through his feelings toward his mother who continually vascillated in her treatment of him.

b) **Ability to Handle Feelings of Anger:**

Prior to becoming a ward in March 1950, Michael acted out his hostile feelings toward his mother. He refused to attend school. Michael and his brother broke all the windows in the house in February 1950. His mother reported that he continually fought with his younger brother. She requested they be placed separately.

c) **Ability to Handle Feelings of Fear:**

Withdrawal, and was later able to discuss his problems and displayed excellent co-operation.

d) **Ability to Handle Needs of Affection:**

Michael was capable of good behaviour in order to gain acceptance. He found employment as a paper carrier and delivery boy in order to become financially independent as his mother's income was limited. His mother apparently resented his independent behaviour.

e) **Ability to Handle Needs of Dependency:**

Michael's behaviour after being made a ward in 1950 indicated his desire to be independent. He was able to finance his clothing and spending money by employment after school. He refused to become involved in a close relationship without any parent substitutes.
X. **Relationship and Attitude Toward Parents:**

When Michael was five years old his father died. His mother was mentally disturbed and Michael had difficulty working out a satisfactory relationship with her. He secretly blamed himself for his mother's mental illness and subsequent committal.

XI. **Foster Home History:**

Michael lived with his mother until he became a ward of Children's Aid Society at the age of fifteen.

XII. a) **Interests and Recreation:**

Michael's main interest, prior to entering care, appeared to be employment so he could become self-supporting and independent. There was no record of recreational interests other than reading.

b) **Attitude Toward Siblings:**

He fought continually with his younger brother. His sister was favoured by his mother but there was no record of his attitude toward her.

c) **Adjustment in Groups:**

In 1949 the school reported that Michael did not mix with the other students.

d) **Personal Friends:**

There was indication that Michael had no friends at school. He seemed to prefer his own company.
e) **Adjustment to Opposite Sex:**

There was no reference to girl friends prior to 1950. He displayed considerable hostility and resentment toward his mother.

f) **Future Ambitions:**

Not known.

g) **Self-Awareness:**

His self-awareness was not known prior to wardship in 1950 as Michael was very uncommunicative.

h) **Sense of Humour:**

As Michael was of a retiring nature, his sense of humour was difficult to establish.
CASE #6.

I. A) **Name:** - Samuel Arnold
   b) **Date of Birth:** - May 30 1940.
   c) **Status:** - Admitted to non-ward care March 22 1946.

Made a ward of Children's Aid Society February 19 1951.

II. **Parents:**
   a) **Mother:** - Born in 1908, Canadian by birth. Education not known. Married in 1931. She was employed as a waitress before her marriage. Religion, Protestant. His mother lived with another man in 1943 while her husband was overseas. She left her husband and children November 23 1943 and secured work as a waitress. She was unable to cope with her husband's abuse and constant drinking. Mrs. Arnold was described as a shy, capable attractive woman. She took little interest in the family after she left.

   b) **Father:** - Born in 1908, in Ireland. Education Grade Seven, poor school record. Religion, Protestant. There was a long history of job changes which included labourer, watchman, plumber and electrician's helper. Between jobs there were long periods of unemployment. He joined the army in 1941 and was discharged in 1943. A psychiatric report at that time diagnosed him as a psychopathic personality with fairly benign personality deviation. It was recommended that he could not benefit from hospital care. The case records indicated that Mr. Arnold was promiscuous in his sexual relations. His history continually indicated irresponsibility toward his children.
and he occasionally left them without adequate food overnight. His attitude toward the agency was usually one of sullen hostility. Despite complaints that he neglected his children, he steadfastly refused to consent to wardship until early 1951. He died following an industrial accident September 29, 1951.

III. **Siblings:**
   a) Sara: Born October 6, 1931.
   b) Mark: Born June 19, 1934.
   c) Joel: Born June 1, 1937.

IV. **First Contact with Agency:**
   On November 23, 1943, Mrs. Arnold visited the agency. She stated she was leaving her husband and four children. She reported her husband was frequently intoxicated, unreliable and sometimes beat her and the children. She stated she was concerned about the children's future, but made no attempts at reconciliation with her husband or children after her separation. After her husband's death in 1951 she visited Sam occasionally but made it clear she did not want him returned to her care.

V. **Parent's Marital Adjustment:**
   Their marriage was very unhappy. Mrs. Arnold lived with another man while father was serving overseas from 1941-1943. Father's work history was sporadic. He drank to excess and had given earlier evidence of unfaithfulness toward his wife.
Their home life was one of frequent bickering and dissention.

VI.  a) **Attitude of Parents Toward Birth of Child:**

No early attitudes were recorded. In 1949 one foster mother reported that Sam's father frequently stated his preference for his older son while in the presence of the two boys.

b) **Health of Child at Birth:**

Sam's health at birth was good.

c) **Food Habits:**

Samuel had a good appetite and showed no inclination toward food fussiness.

d) **Bowel and Bladder Control:**

His bowel control was normal. There was a history of enuresis which began in 1946 and persisted until his placement in the Receiving Home in 1951.

e) **Sleeping Habits:**

He appeared to sleep normally. February 14 1950, his foster mother reported that Sam sang aloud to himself frequently for an hour before he fell asleep and also when he awoke in the morning.

VII.  a) **Physical Development:**

February 5 1951. - After he became a ward, a medical examination disclosed Sam was tall for his age, was in good health and possessed no physical abnormalities.

b) **History of Illness and Disease:**

There was no recorded history of illness.
c) Reaction to Illness:

Samuel displayed only normal concern for illness.

VIII. Scholastic Record:

Sam started school at the age of six. Information concerning school progress prior to wardship in 1951 was scanty. In 1946 during his first year at school, he was enuretic and other pupils avoided sitting near him in class. He sought attention in class by talking aloud and wandering aimlessly around the room. In 1950 Sam's teacher reported that he showed no learning ability, was completely lacking in interest, and was a behaviour problem in class. In 1952 Sam repeated Grade Five and showed marked improvement at school in interest and attitude. He was reported to play only with girls at school and his teacher complained that he day-dreamed constantly during his lessons.

IX. a) Personality:

A few months after becoming a ward in 1951, Sam's behaviour was alarming. He arrived at school unkempt and was listless and uncommunicative. He was rejected by the other boys in the foster home. He began curling his hair and used rouge and lipstick. Sam indulged in sex play with a younger girl which resulted in his removal from the foster home. He repeatedly wore jewelry and rings to school and played only with girls in his class in his spare time. His enuretic tendencies had persisted. On occasion, he had been seen to sit by himself and rock to and fro with a vacuous expression. He also requested
permission to take dancing lessons with the girls in his class despite the fact he was the only boy.

b) **Ability to Handle Feelings of Anger:**

Same could not control his anger feelings and with little provocation threw temper tantrums. He had frequently been observed berating other boys in a manner not unlike a nagging woman.

c) **Ability to Handle Feelings of Fear:**

When frightened Sam stuttered frequently. He often lied when presented by a frightening situation and seemed to go into a stupor in which he was unable to see or hear.

d) **Ability to Handle Needs of Affection:**

Sam showed little evidence of close relationships in foster homes. His frequent rejections by his father and his mother's desertion when he was three years old, were probably responsible for his actions.

e) **Ability to Handle Needs of Dependency:**

There was no recording in this area. In most foster homes his behaviour resulted in rejection. In his letters to his grandmother he prevaricated facts concerning his great success in school and his ownership of a big boat which probably indicated a wish for approval.

X. **Relationship and Attitudes to Parents:**

Sam's mother and father separated when he was three years old. He did not see his mother after she moved away. His father openly displayed his preference to Sam's older brother.
When he was told of his father's death in 1951, he was unconcerned and basked in the attention this news afforded him for a brief time at school. His father reportedly beat the children when he was intoxicated.

XI. **Foster Home History:**

Until 1947 he remained at home under the care of his sister who was nine years his senior. She found him difficult to control and actively resented him because he curtailed her social activities. In 1947, Sam's father placed him in the Loyal Protestants' Home. There followed a series of seven foster homes from 1947 to 1951 when Sam was made a ward. In these homes, Sam experienced rejection from the foster parents and the children with whom he resided. In the first two placements, Sam's brother was, in many cases held up as an example for him to emulate.

XII. a) **Interests and Recreation:**

His interests differed markedly from other boys. He displayed interest in tap and ballet dancing. He joined an all girl dance class and gained obvious satisfaction from the experience. He enjoyed singing and sometimes spent his money making recordings of his voice. He liked musical movies, but avoided Western and murder pictures. He stated he had no interest in guns, but enjoyed swimming in which he excelled.

b) **Attitude Toward Siblings:**

Although he never displayed hostility he must have keenly
felt his father's preference for his brother. He refused to co-operate with his eldest sister while living at home.

c) **Adjustment in Groups:**

Sam was rejected by most boys but seemed to relate well with girls. His feminine behaviour provoked teasing from boys so he avoided them whenever possible.

d) **Personal Friends:**

Sam had no known male friends prior to becoming a ward in 1951.

e) **Adjustment to Opposite Sex:**

He adjusted well with girls and spent his free time at school with them. He also related well with his grandmother who taught him to knit.

f) **Future Ambitions:**

In 1953 he stated he would like to become a movie actor or a doctor.

g) **Self-Awareness:**

He had very little.

h) **Sense of Humour:**

Many jokes were directed at him and he was very defensive and displayed little evidence of humour. He entered the Boys' Receiving Home April 22 1952.
CHAPTER 4.

TREATMENT PROGRAMME AT THE BOYS' RESIDENCE

The treatment programme at the Home falls into three parts - group work with all the boys (work with individual boys by the case worker) and the continued help and interest given by the House parents.

Although these three sections are discussed separately in the following pages, it must be remembered that all three were carried on concurrently, and the progress reported in the case work summary reflects elements of all three parts of the programme.

I. GROUP WORK TREATMENT:

Summary of Group Work recording taken from files.

October 16 1952 - During the first meeting between the group worker and the boys, marked resistance was displayed. When a game was suggested the reaction of all seemed to be "I am going last." When one member finally volunteered, the group displayed their disapproval to him by "cat calls". Two boys left the group and the remainder played ball tag in an excited, erratic manner. They didn't follow the rules and play fighting amongst the group developed. One of the missing boys returned but Sam Arnold did not. Span of interest was short and a variety of games followed in rapid succession. Many of the boys showed a common characteristic to the worker, namely, a distrust of any adult. Sam Arnold entered the games room once or twice and usually hovered near the
door. He looked lonely and mournful and worker heard him singing to himself in a dull monotone voice. Peter White frequently stated he would not play but occasionally joined the group activities. On occasion he sat alone and appeared oblivious to the activity nearby. Donald Bates joined no activities but sat nearby for a few minutes reading a comic book. October 24 1952, worker was accepted by some group members. At the gymnasium, Peter White, Sam Arnold and Donald Bates ran wildly around the floor screaming and shouting while other members played basketball. Worker encouraged the boys to pick teams for basketball. After a few minutes only Arthur Wilson and another boy were playing. Sam Arnold and another member began to fight furiously and later ran out of the gym and said they were going home. Only Arthur Wilson and another member had any understanding of group games. Peter White spent all his time investigating every room he could enter. The boys all took turns at rope climbing. Sam Arnold managed to climb up halfway. The basketball game was a failure but served to indicate the inability of the group to accept highly organized activity. During the wrestling it was apparent that Arthur Wilson was recognized as the best all-round athlete by the others. Individual progress was displayed by Arthur Wilson who had accepted the worker. Sam Arnold made a spontaneous effort at rope climbing but showed his earlier tendency to withdraw and sit alone. Donald Bates joined in some activities but also withdrew and sat alone. By November 7 1952 worker noted that an hour was now the limit for peaceful group activity at the gymnasium. Minor disruptions still
occurred during the hour but after an hour everything disintegrated and the boys' uncontrolled urges ran amock. The group worker saw some of the reasons for this behaviour at this point appeared to be because:

(1) All the boys displayed feelings of aggression and hostility.

(2) They were all highly individualistic and unable to co-operate for any length of time.

(3) They all wanted immediate satisfaction.

(4) They all had very bewildered feelings about adults. They appealed to worker for help, then refused to follow suggestions and turned on worker and accused him of being no good and a spoil-sport.

(5) Each boy inevitably antagonized the others. They stored their hostility toward each other during the day and used the gymnasium periods to settle their grudges against one another in the evening.

(6) They displayed inability to share with each other.

(7) Many lacked perseverance and patience.

(8) Their dependency-independency feelings were heightened by adolescence.

On November 28, 1952, a group meeting was held at the Receiving Home. Case worker and Group worker were present and the boys were encouraged to complain about anything they wanted to and there was to be no punishment afterwards for anything they said at this
session. The case worker suggested they start by all saying why they were at the Receiving Home.

Sam Arnold said "I'm here because I didn't like my foster home and ran away."

Arthur Wilson said "I don't know why I'm here." (Apparently couldn't face facts as they were painful).

Peter White - "I'm here because I stole stuff."

Donald Bates - "I'm here because my parents couldn't look after me."

Sam Arnold said everyone picked on him. Arthur Wilson said there wasn't enough activities. Peter White said he wanted Sam Arnold to stop acting like a girl and added he also wanted to quit school as, "You can't get nowhere in special class." Case worker asked if they liked their "Gripe Sessions". All were unanimous that they did. The boys were told other sessions would follow. This meeting indicated the boys' various degrees of insight into the reasons for their being at the Receiving Home. Some of the complaints gave clues to the boys' real needs.

December 1 1952. - The group left for the gymnasium. The boys, under the leadership of Arthur Wilson started the basketball game on their own initiative. All participated but Sam Arnold, who requested worker to show him some tumbling stunts on the mat. Peter White made repeated trips to the mats to antagonize Sam and repeatedly pushed him over. Peter White then went to the attic and the others followed. He later found a collapsible wheel
chair and asked permission to use it. Soon all the boys were taking turns pushing one another as fast as possible. Arthur Wilson gave Peter White a ride and went so fast the wheel chair overturned and Peter fell out. He almost burst out in a fit of temper, but both boys immediately began to laugh so hard they couldn't be angry. On three occasions worker limited individual activity. A boy started to throw some wax at the others but worker told him it would spoil the floor and requested he put it in the paper basket. The boy complied. Peter White took a new candle from the cupboard and prepared to light it. Worker asked him to replace it as it was church property. Peter did. Arthur Wilson took a magazine from a pile and put it under his sweater. Worker asked if he really wanted it. He said no and replaced it nonchalantly. Worker explained that the magazines were sent to soldiers who were fighting and Arthur seemed quite interested.

December 5 1952. The gym programme was now met with eager enthusiasm. Sam Arnold now felt secure enough with worker to request his assistance at tumbling. The fact that Peter White, Arthur Wilson, Donald Bates and the others played basketball on their own initiative, even though only for five minutes was indicative of progress. The gym programme was varied and included basketball, rope climbing, tumbling, exploring attic and pushing the wheel chair. There was no fighting between the boys. The behaviour of Arthur following his fall from the wheel chair was indicative of his increasing ability to control his outbursts. This
may have indicated worker's acceptance by the group and also showed increased tolerance on the part of the boys involved.

On December 12 1952, the second "Gripe Session" was held. Worker suggested it was more of a meeting than a gripe session. Arthur Wilson said it was a discussion. Worker suggested that a vote be taken to change the name to discussion. All but two dissenters, agreed that the name be changed. Arthur Wilson had by this time attended Alexandra Neighbourhood House. The boys showed considerable interest in the Woodwork shop at the Neighbourhood House. They also requested more sports equipment. The boys agreed to go with worker to the Woodwork shop. Arthur Wilson made himself a dagger. Donald Bates and Peter White started to make guns. Peter White was able to work independently. Peter White voluntarily did most of the cleaning up before the group left.

The evening as a whole was a success and the best by far to this date. In the discussion, the term "Gripe Session," was vetoed with worker's support. The Woodwork class was a success. Arthur Wilson revealed little ability at woodwork. Donald Bates and Peter White showed superiority in this area and Arthur seemed to keenly feel their opposition.

December 24 1952. The House parents held a Christmas party at the Receiving Home. Residents of the Girls' Receiving Home were invited to attend. The programme was pre-arranged and included, musical chairs, bingo, spin the bottle, dancing and games.
At first everyone was awkward but tenseness diminished as the games started. Everyone participated in the games. Highest point of group unity was reached when "Auld Lang Syne" was sung. Even the members were received least enjoyment, joined in and eagerly participated. Some of the boys' behaviour was significant. Donald Bates displayed lack of restraint and evident physical stimulation when kissing or sitting near the girls. On several occasions, Arthur Wilson and Peter White told him to stop making a fool of himself. Arthur Wilson appeared embarrassed and awkward. He seemed completely out of his element at the party, in the presence of girls. Peter White seemed more at ease with girls than did the other boys.

Despite obvious integration and progress of the boys, a recording on December 8, 1952 indicated how easily group disintegration could occur. The sequence of events which led to this incident was unnoticed by the group worker. Arthur Wilson, Peter White, Donald Bates and another group member became involved in a fierce fight. Donald Bates had his feet tied with rope, while Peter White was partially tied and crying bitterly. When worker approached one of the boys swore at him long and intensely in a fit of violent temper. Worker calmly told the boys to get their coats on as this finished the gym programme for the evening. They were very surprised but after they realized that the worker was serious, they obeyed.

The gym period held on January 12, 1953 indicated a contrast in the above behaviour. All members participated in a game of
dodge ball. The players all became excited and a fight started between Peter White and another member. The worker, assisted by Arthur Wilson, separated them. Neither boy acted in his usual frantic manner and there was no swearing. They stood and glared at each other. Worker said there was to be no fighting. They rejoined the game and a few minutes later the other boy approached Peter and said, "You wanna make friends?" They shook hands and again resumed the game of dodge ball.

**January 30 1953.** Individual progress in woodwork. Peter White made a teapot stand and appeared intent on testing the worker. He took a brace and bit and started drilling holes in benches and doors. Even when the worker tried to re-direct his activity, he persisted until he saw the worker would not become impatient or angry with him. He later painted "drop dead" on a piece of plywood and nailed the sign on the wall. He spent the remainder of the evening careening around in an erratic manner. Before leaving, he voluntarily removed the sign from the wall, cleaned the paint brushes and helped sweep out the woodwork room. Arthur Wilson made a boomerang with the worker's assistance. Later he nailed a piece of plywood on the bench, drew a face and wrote the House father's name below it. He said, "O.K., watch this, I'm going to nail his face in." He took the hammer and drove nails into the face with terrific intensity and then pounded the wood to shreds with his hammer. When he had finished, he heaved a sigh of relief and said "There, that's what I think of him."
Later, Arthur was teasing Donald Bates who flew into a rage and attacked Arthur with a hammer. Worker separated them and Donald ran out of the shop and was gone for fifteen minutes.

On February 2, 1953, the group worker recorded his impressions of the group development since October 1952 as follows:

"The group is better able to handle frustrating situations. Before Christmas they couldn't even take the mild frustration of competitive games. Now they are asking to play basketball and other team games; they abide by the rules and work as a team. They can also accept the frustration of having to abide by the caretaker's wishes. If he feels that a certain game will be damaging to the gymnasium, the boys are able to make new plans for other games."

February 3, 1953. The group arrived at the woodwork shop and each one began to make some object. Peter White and worker discussed the woodwork shop at Peter's school. Worker allowed Peter to use the lathe as he had learned how to operate one at school. Sam Arnold nailed some boards together and announced he was going to build a sled. Peter White volunteered information about his interest in machinery and woodwork. Worker had observed Peter's obvious interest for some time but this was the first occasion Peter mentioned it. He derived obvious satisfaction from working with machinery. It also heightened his group status as the machinery frightened some of the others. The worker had previously met with Alexandra House members and arranged for "tween-agers" to visit the group in the woodwork shop. Several boys and girls entered the woodwork shop during the evening. They were apparently,
school friends of the group and everyone knew each other's name. The interaction between the two groups was harmonious. Many of the visitors were more erratic and caused more disturbance than the worker's group.

**February 6 1953.** Worker stayed for supper at the Boys' Residence. During the dinner, Peter White said he wanted two nights of woodwork instead of one. Arthur Wilson was encouraging another member to join the Alexandra Neighbourhood House soccer team. Peter White and another member had joined the Army Cadets and left immediately after the meal. They took obvious pride in their appearance. Discussion centred largely around these points during the meal. The content of conversation had changed markedly over earlier dinner discussion where members were chiefly interested in The Boys' Industrial School.

**February 9 1953.** Activity in gymnasium. A basketball, soccer ball and rugby ball were thrown around the gym in an orderly, methodical manner. Sam Arnold and Arthur Wilson played soccer. Arthur suggested "sitting football" and the others agreed. In this game participants were not allowed to stand up but must slide in a sitting position. The game proved highly amusing to players and spectators. The worker was referee, but seldom intervened as the players abided by the simple rules and disciplined themselves. The game was played for twenty-five minutes with few interruptions. Arthur then suggested a game of basketball and this was agreed upon without opposition from other members. The
group played for fifteen minutes until it was time to leave. When they arrived home, group members were in high spirits and seemed emotionally satisfied with the gym programme. There was no anger or tension in the Home atmosphere. The group worker recorded that in this narrative "The group" was referred to more than individuals. The general impression was of "a group," rather than sub-groups or individuals.

February 10 1953. A staff member from Alexandra Neighbourhood House contacted the group worker and explained that a lock and tools had been missed from the woodwork shop. Worker was almost certain he had seen one of the members take the lock. Worker arrived at the Residence and told Mr. T. the House father, about the episode and suggested they discuss the matter with the boys. When they gathered, the worker said that the lock from the woodwork cupboard was missing. It had been at the shop when they arrived and had been missed after the group left, so they were responsible. Worker added they had the choice of finding the missing lock or having the Neighbourhood House send Mr. T. a bill to replace it. Mr. T. said if he received a bill the group would pay for it from their weekly allowances. Sam Arnold said he had a lock that could be used and produced the missing lock. The worker knew Sam had not taken the lock but nobody admitted the theft. Mr. T. said that anyone caught thieving would begin wearing short pants immediately. The thought of short pants seemed to paralyze the group with terror and anxiety. Worker mentioned
that tools had been stolen also but it was not known who was responsible. The worker said if this continued to happen, the shop might be closed and then nobody could use it. The boys seemed surprised and "shocked" into the reality of what they would suffer through loss of privileges. They understood the situation and seemed anxious that this should not happen. Worker concluded the matter by saying, "Okay, don't spoil it for yourselves." That evening at the woodwork shop the boys' behaviour was uneventful. The inter-action between the boys and the other tween-agers was smooth and natural. The group members started to visit the games room with other tween-agers.

February 13 1953. The group worker had supper with the boys at the Residence. A group meeting had been planned and all the boys sat around one table with the worker. Worker opened the meeting by asking if they were still interested in an over-night trip. There was a chorus of consent. Arthur and Sam in particular, were in favour of going on a trip. The worker mentioned that they might be able to get the Y.M.C.A. cabin. Worker then asked the group, "Why do we get together like this?" One member said, "To keep us guys out of trouble." Sam Arnold said, "To help little children," Arthur Wilson said, "To help us have a better time like other kids have." The worker said the first two answers were partly correct but Arthur's answer was the best. That the worker wanted to help them plan for themselves and wanted everyone of them to bring ideas to the discussions as they
could work them out together and make them happen. The group seemed to realize more clearly that the sessions held were for planning and the worker was in a helping role. The worker's final remark was "It's up to you to bring your ideas - and we'll help you with them, O.K.?" There was a general agreement among the group and the worker felt that they understood that the sessions were for them. The worker noted that the group-worker relationship had now reached a new point. It was now possible for the worker to go deeper into reasoning and abstract discussions with the group. They in turn, would "give back" by acknowledging the worker's suggestions and questions with logical and co-operative responses under most circumstances.

February 16 1953. House mother (Mrs.T.) told the worker that her purse had gone from her room. Somebody had broken into her room from the fire escape. Mrs.T. felt it must have been one of the boys as the dog would have barked if any strangers had approached. She said Peter White acted strangely ever since the purse had disappeared. The worker said all the boys had ample money earlier in the evening which was in itself unusual. A meeting was arranged for the following day. When the boys had gathered, worker asked if they knew why they were there. One boy said it was to help them be good citizens. Arthur Wilson said it was to help them and supervise them when they went to the woodwork shop so they wouldn't get into trouble. All agreed that the worker was there to help them. Worker asked if they thought the
Residence was a good place to live. All, but one member enthusiastically agreed. Worker asked if they realized that the case worker, group worker and House parents all worked together to help them. The group agreed reluctantly. The worker said that they all knew about the theft of the purse from Mrs.T. The group agreed that they knew. Worker said he knew also. The worker said this sort of behaviour was spoiling their own lives for the future when they would want to find jobs, get married and live an ordinary life like anyone else. Worker said this was their chance to work toward that. Worker asked if they knew how they could help the Residence to become a better place for themselves. Nobody seemed clear on this point. Worker said they could help by stopping the "guys" who wanted to steal stuff by telling "the guy to quit stealing." Worker said that the group had good leaders like Arthur and potential leaders like Peter White. The group agreed they could help themselves. Worker then asked "How about the guys that pulled that job last night, what are you going to do about that?" The group pointed accusing fingers at the three culprits. The group then agreed to put them "through the mill", there and then. The guilty boys, Peter and two others, were forced to crawl down the line of boys while each group member whacked in turn with his shoe. The worker noted that a lot of tension had been created during the discussion and the punishment of the offenders served as an outlet. After the meeting, all members were excited and anxious. Those members who later attended woodwork class wandered aimlessly.
around or used their hammers violently. Only Donald Bates did constructive work. He made a harpoon. The worker later recorded that he felt that the discussion was of little lasting value to the group members. It was believed it provided a temporary check on stealing but did not get at the basic cause. The worker was also aware of the danger of developing group leadership which could easily become dictatorial and punitive unless carefully guided.

February 25, 1953. Only three or four boys were present at the woodwork shop. The others attended a tween-age programme downstairs. The worker asked Sam Arnold why Peter White had not attended. Sam said "Haven't you caught on yet?" Worker asked Sam what he meant. He said that whenever Peter and Jim got together there was trouble. The worker noted that this behaviour was most surprising. Usually the group members are very reluctant to reveal any such "confidential information", as it is against their "code of honour." Worker felt that this incident perhaps indicated a more positive relationship between Sam and himself. The group worker noted the boys' progress at this point. Arthur Wilson used the Alexandra Neighbourhood House facilities on his own. Arthur and another group resident are on the soccer team. Arthur also represented his group at the tween-age council. Donald Bates and Sam Arnold use the Neighbourhood programme intermittently. Most of the group had developed more contact with the community since October 1952. They became members of a local community centre and sports events connected with the school they attended.
February 28 1953. The worker and group took the long planned over-night camping expedition. A cabin was secured at a local ski resort. The trip up the mountain was enjoyed by all members. The worker offered to be cook at meal time, everyone agreed. The following morning all the boys helped to prepare the meal. The worker fried bacon, Arthur fried the eggs, Donald made toast, Peter laid the table. After the meal everyone prepared for a day of skiing except Donald who felt ill and remained at the cabin. The worker taught the boys the fundamentals of walking and climbing on skis. Everyone enjoyed the experience and returned to the cabin at noon in high spirits. Donald, who had felt ill had disappeared. Worker found him an hour later at the first aid station. When worker returned to the cabin the group had cleaned the cabin, cut wood and kindling for the next group who visited. The worker believed the experience had displayed an increased co-operation on the part of the group members and also showed much initiative on the part of all members. The worker felt that Donald Bates might have felt very inadequate in the group and feigned illness as a defense. It was also believed that his tendency to wander off is a danger to himself. If he had not been found a search party would have been necessary. The worker recognized that the group was very insecure and dependent. They compensated by being over-conscientious in their chores in their desire to please the worker and thus gain his approval and support.

March 3 1953. The group worker recorded that five of the
boys had found their own interests and friends and were happy and self-confident in the tween-age programme. Arthur Wilson, Peter White and Sam Arnold and two other members composed this group.

March 9 1953. Worker felt that the work programme had served its purpose with the group and that the members were now able to utilize new experiences. It was indicated that Donald Bates had been able to avail himself of limited opportunities only, due to his impaired intelligence. Wayne Carr was discharged to the care of his mother before the group work programme was innovated. Michael Robb was far advanced emotionally and intellectually. With minimum support, he moved into community activities which were more on a level with his interests.

March 17 1953. Worker visited the Residence and remained for dinner and group discussion. One of the group voluntarily suggested they have a discussion as one had not been held for a long while. The boys agreed and Worker asked them all to think of things they had liked doing. When worker asked Peter White what he could remember he said, "Nothin'," Worker said he could remember things Peter had done and done well and added he had thought about what each one had done and written it down. While he said this, the worker pulled a sheet of paper from his pocket. Members showed surprise and interest. Worker moved down the list reading what each boy had accomplished. The boys' faces lit up as various incidents were recalled. Worker said that
Peter had made ping-pong bats for the Neighbourhood House and they were still in use. Several members said, "Did you White?" in a surprised, doubting manner. Peter said, "Sure" and attempted to be nonchalant but he was obviously pleased. This discussion went around the group with each member recounting what he recalled. When Sam Arnold's turn came, he too, could recall nothing. Worker reminded him he was good at tumbling and had learned to use the lathe and power saw which he had earlier feared. Sam seemed satisfied when these items were recalled. Arthur Wilson remembered the camping trip and the skiing and the worker said he had helped on the Christmas tree hike as well. Somebody remarked sneeringly, "wait 'til its Bates' turn." (As if nothing good could be said about him.) When Donald's turn came, he recalled nothing he had enjoyed. The worker recalled that Donald had made a good sword last week and nobody else had done that. There were several attempts made to depreciate the sword. However, the worker reminded everyone that Donald had designed and made the sword and it was a good one. The group members seemed to realize it was a good sword and made no further attempt to depreciate it. Another boy said his case worker had told him he had done something good. Everyone asked what it was. The lad stood up and said excitedly, "He told me I've gone out and made my own friends in the neighbourhood and he said that's good!" The worker agreed that it was good to be able to do that.
The worker recorded that he had attempted to achieve definite objectives from the discussion. He attempted to help each member to see that he had skill and ability. The worker's impressions had been that any experience where the group members did achieve satisfaction and recognition had been so slight in relation to all the negative experiences they have experienced over the years. It was felt that the carry-over value from positive experiences had been of very short duration. This was evident in Peter White and Sam Arnold who probably were unable to recall their successes easily in view of their feelings of uselessness. Worker felt, as a result of the discussion, that more of this ego-support was necessary if members were to recall spontaneous feelings of self-worth. The group worker also recorded the obvious value of co-operation between the case worker and group worker. The case worker had earlier given one boy ego support, in a similar manner, and this boy later recalled what his case worker had told him at an earlier interview.

March 24 1953. A tween-age party was held at the Neighbourhood House. Party games were played by about thirty tween-agers and there was much excitement. Arthur Wilson left and went to the gym to play basketball. Sam Arnold remained with the group but was very excited. The group worker believed that the group members did not take the mixed activity too well. Their ability to function effectively in a group situation still appeared to be limited to the experiences that were provided in the woodwork shop.
April 7, 1953. The worker planned to have supper with the boys at the residence. He had two objectives in mind. One was to help the members to evaluate how they had benefitted from the Alexandra Neighbourhood House programme. The second aim was to assist the group to contribute in some way to the party for tween-agers which was to be held the same evening. The worker proposed a discussion and the group complied with fairly eager acceptance. The worker asked the group to each think of one of the good times they had experienced at the Neighbourhood House. Sam Arnold said, (with sincere appreciation) that he had enjoyed painting, making a plywood landscape and cutting out plywood animals. When worker asked Peter White he could recall nothing and added, "The place is a dump". The worker reminded him he had enjoyed making the ping-pong bats. The other members said they had used the bats and they were good. Peter displayed no enthusiasm. The other members recounted at least one enjoyable experience. During supper the worker was brought a cup of coffee. A few minutes later Sam brought the worker a special jug of milk. The worker, in the meantime, had used the milk from the table that the others had used. Sam saw this and said "you ass", in an impatient, challenging manner. Arthur thought that the worker should hit Sam for calling him names. The worker replied that name calling did not hurt and Sam had not meant what he said. The group then teased the worker and said he was afraid of Sam. The worker laughed with the boys whose behaviour was
challenging and friendly. The incident gradually subsided. The worker noted that this was the first meeting that the group had challenged the worker in such a friendly fashion with such spontaneity. Later the worker helped Sam with the dishes when he requested assistance. Sam asked worker in a shame-faced manner, "You know what lessons I'm taking don't you?" The worker said he knew he was taking tap dancing lessons. Sam said that was what he meant. Sam continued to talk freely and described himself as a "dainty" dancer. The worker noticed that Sam showed more depth in relationship than on earlier occasions. It was believed Sam still identified in a feminine way although he was a much happier boy than in October 1952. At the Neighbourhood House, Arthur, Peter, Sam and two other members helped the worker set up the public address system. Arthur volunteered and insisted upon looking after the phonograph records. Since it was dark in the booth, Peter voluntarily returned to the Residence and was soon back with his flashlight. Arthur made all necessary announcements over the public address system. Sam and Arthur helped to put away the chairs after the dance had concluded. All the group showed a sincere willingness to help at the party. The degree of self-control was remarkable in view of the highly contagious party atmosphere. Each group had its own pre-arranged duties to perform. This apparently gave the group freedom within certain limits and permitted them to be more comfortable.
II. THE ROLE OF THE HOUSE PARENTS IN THE TREATMENT SETTING:

Two incidents have been chosen to illustrate the role House parents play in the treatment of disturbed teenagers. The following is an excerpt from the group worker's recording. One of the biggest problems at the Residence was Lorne's enuresis. At first, Mr. T. the House father objected strenuously and continually remonstrated Lorne to no avail. The other boys teased Lorne and made his life miserable. At a weekly meeting with the case worker and group worker, this situation was clarified. It was explained to Mr. T. that Lorne was resisting Mr. T. as a father person by his enuresis. Mr. T. understood and was able to explain to Lorne that he was not in the role of a father. At the same time, in a group discussion with the boys, Mr. T. asked the group to co-operate with him and to refrain from teasing Lorne. The boys co-operated willingly. As a result, Lorne's enuresis diminished considerably and the atmosphere at the Residence became more harmonious. The second incident involved Peter White and Mr. T. who had made arrangements to go horse-back riding. Peter made the reservations in his father's name. When the hostler at the stable asked Peter where his father was, Peter looked appealingly at Mr. T. who said "Here I am." When out riding, Peter kept close to Mr. T. Earlier in the week, at a wrestling match, Peter had insisted on sitting next to Mrs. T. and had remained next to her during the entire evening. He later, on his own, presented two coffee tables to Mr. and Mrs. T. He had made these
at school. Peter's behaviour had changed considerably during this time. He was happy and co-operative at the Residence and at school.

III. CASE WORK DIAGNOSIS AND TREATMENT AT THE RECEIVING HOME:

Boys' Problems as Diagnosed by the case worker -

Summary taken from the Group Work Files:

CASE #1.

Wayne had deep attachment for his mother. Foster home placements threatened the mother and accentuated her own feelings of inadequacy. When Wayne visited each month, she always promised him that he would be home with her in the near future although she was actually aware this was not true. Wayne reacted by refusing to recognize his foster parents' guidance.

Methods of Treatment:

Worker visited mother and explained the Receiving Home setting and indicated that the House parents had ten boys to care for and the tie between Wayne and the House parents was informal. Clarification was given to the mother regarding how her promises to her son affected him when she was unable to carry them out. Earlier recording indicated that Mrs. Carr had co-operated well with the agency in the past and obviously maintained a genuine interest in her son. This enabled a quick client-worker relationship to be effected. Wayne and his mother were encouraged to visit each week. Worker and mother discussed the fact that Wayne had no

1. Details of Case Record #1 commenced in Chapter 3, on page 20.
masculine pattern to follow and how this led to conflict with adult authority. Mrs. Carr was able to understand how the Receiving Home could help her son in this area. The success of the Receiving Home in this instance is displayed by the fact that Wayne was able to adjust and was discharged permanently to his mother's care on October 27, 1952.

CASE #2.

It was obvious that Arthur's ability to play sports and his active interest in outdoor life and fishing were positive strengths. He had also been a member of a Cub Pack and had enjoyed the experience. It was noted that Arthur's rejection by his parents had disturbed him to a great extent. He was aware that his parents no longer wanted him and had gradually accepted this rejection. It was felt that the informal atmosphere of the Receiving Home without emotional demands from parent figures, together with encouragement and support would be therapeutic to Arthur. It was also believed that minimal demands from parents who maintained consistent interest in him would assist him to realize all parents were not cruel and hence modify his hostility toward authority.

Methods of Treatment:

Arthur responded well to warmth and support and reacted positively when this was consistently maintained. His interests

1. Details of Case Record #1 commenced in Chapter 3, page 27.
in outdoor life were supported and he joined the Army Cadet where he revealed himself as a leader and was promoted to the rank of sergeant. He joined the Canadian Army as a soldier apprentice September 24 1953. He confided to his worker prior to his departure that he realized he had difficulty with authority and hoped he would be able to use it wisely when he was promoted in his army career.

CASE #3.

The worker noted that Peter had a low I.Q. of eighty-eight and that his earlier life showed a complete lack of affection from the age of two until his arrival at the Receiving Home. The disintegration of his family prevented him from working out relationships with father and mother figures. It was suggested that the number of adults in his early life confused him. It was believed that such past experiences had left him completely unprepared for the demands of society. There was also a lack of a male figure after whom he could pattern himself. Peter had compensated for his insecurity and lack of affection by aggressive and negativistic behaviour. The worker saw his many foster home placements as one rejection after another. It was felt that the Receiving Home offered Peter an informal environment where he could form relationships as he wished, at his own speed. It was felt that the Home would also protect him from

1. Details of Case Record #3 commenced on page 35, Chapter 3.
too many responsibilities, pressures and close family living. It was believed that Peter needed and would find consistent limiting of his behaviour together with support and affection. It was hoped he could form a strong positive relationship with the House parents and hence help diminish his many early rejections by adults.

**Methods of Treatment:**

Peter experienced difficulty settling in the Receiving Home. He questioned the authority of the House parents, continued to steal and had weekly temper tantrums. On July 19 1951, he came to see worker. He was crying and said all the boys picked on him. Worker asked if he antagonized them first. He was quiet for a minute, the re-iterated he wasn't going to remain in the Home. Worker explained that there was no home available and said he didn't think Peter would want just any home. Peter stopped crying and agreed. Worker said he would tell the other boys not to beat Peter up and would see that they left him alone in future. Peter willingly accompanied worker back to the Home, a discussion with the group ensued and the matter was then dropped. July 24 1951 - $9.50 was stolen from the bathhouse at the beach where Peter was employed. Worker discussed the matter with Peter who said he gave the money to a friend who had just been released from the Boys' Industrial School. Worker explained that while Peter held this job, he was responsible to his employer for the money left in his care. Worker suggested that Peter repay the money from his job and spending allowance. Peter
readily agreed and worker handled the details with Peter's employer. On October 8 1952, the school principal contacted the House father regarding Peter's conduct in school. In a fit of temper Peter challenged five teachers in the school to a fight. House father contacted the worker who clarified the reason for Peter's behaviour and suggested he and House father visit the school principal. Worker and House father visited the school and met the principal and Peter's teachers. Worker explained the function of the Receiving Home and gave a brief description of Peter's background, including his various moves from home to home and how confusing this could be to a boy. The school staff was most accepting and stated they could understand Peter's reaction to them. A special class was suggested as it reduced the number of teachers to one and it was felt this would be less threatening to Peter. When this plan was put into effect, no further trouble developed at school. October 14 1952, Peter changed the price on a clothing voucher from $15.00 to $27.95 and bought a sports jacket. When worker broached him about the matter, he readily admitted it and agreed to repay the money from the proceeds of his delivery job. He was prone to prevaricate in earlier situations and his honesty with the worker indicated the presence of a good relationship. Peter repaid the money by installments with no rancor. August 1953 - Peter began to relate well to the House father and his trouble with authority began to diminish. By October, he had changed completely, was happy, made friends and was helpful around the House.
CASE #4.

1

Donald's attachment to his family was partially responsible for his inability to adjust in earlier foster home settings. His limited intelligence also proved detrimental and he found difficulty in his adjustment to most family's standards. It was felt the informal Receiving Home setting would not threaten these ties. Again, the Home could offer him acceptance and support and some attainable standards while accepting his inability to perform as well as others due to his limited intelligence.

Methods of Treatment:

Case work interviews were rare and treatment consisted of support and recognition of his accomplishments. He was helped to understand why he was in a special class at school and learned to hold his own with other boys when discussing this situation with anyone. He was unable to read or write to any degree by July 1953. It was felt that he could utilize only a minimum of the resources of the Home which could have been used to better advantage by other boys.

CASE #5.

2

Michael had been having considerable difficulty with his mother. She vacillated from dependence on him to almost complete control. He reacted by refusal to attend school and

1. Details of Case Record #4 commenced in Chapter 3, page 42.
2. Ibid., page 49
damaged the house and was openly rebellious. His mother responded to his behaviour by refusing to write him notes when he was absent from school and began starving him when he misbehaved. Despite the fact she requested placement, it was felt that Michael could not adjust to a foster home because of his ties to his mother. He was placed in the Receiving Home because it was believed he could adjust to an informal atmosphere. It was hoped that group living would reduce his seclusive behaviour.

In 1951, his mother was committed to Mental Hospital. As he displayed scholastic ability it was felt that a visit to Child Guidance Clinic would perhaps clarify his potential abilities and clarify his reasons for stealing a bicycle.

**Methods of Treatment:**

Report from Child Guidance Clinic disclosed that Michael was quite well adjusted considering his upbringing. Michael had never had his mother's illness interpreted to him and the interview indicated he was confused about his mother's illness and reported she was in "Tranquille Sanitorium". The Clinic believed a clarification of Mrs. Robb's illness would benefit Michael a great deal as he was intelligent enough to understand the situation. The case worker arranged with the psychiatrist at Essondale Mental Hospital to explain the mother's illness with Michael. Worker prepared Michael for the visit and accompanied him. Three visits were necessary. Michael benefitted a great deal from these meetings and was able to tell worker that he had secretly wondered if his earlier behaviour had caused his mother's
committal. Now he understood more about the illness he said he was "less confused and happier inside." Visits to his mother were arranged and completed without negative results. After the clearance of his mother's illness, Michael progressed a good deal and was placed in a foster home. He adjusted satisfactorily and completed his Grade Twelve in school. His appearance changed. Previously, he had been uncommunicative, held his head down and slouched. He walked upright and spoke to people and appeared more sure of himself and much happier. His behaviour seemingly indicated he had found a new lease on life. In June 1954, Children's Aid Society approved Michael's marriage to the daughter of his foster mother. Michael has continued his good progress and plans to attend University in 1955. In the meantime, he has secured a job as a television salesman and has bought a car for his work.

CASE #6.

It was obvious that Sam was an exceedingly disturbed boy. His mother separated from her husband when Sam was three years old. His father openly displayed his preference for Sam's older brother, so at the age of three there was a history of rejection of this lad. His eldest sister at the age of twelve, attempted to fill the breach left by the departed mother. She found Sam curtailed her leisure activities as she was left to care for him. His sister resented his presence and he in turn,

1. Details of Case Record #6 commenced in Chapter 3, page 55.
often disobeyed her by being unco-operative. When placed in private boarding homes he was again rejected by parent figures who preferred his brother. He became enuretic and his behaviour became feminine which resulted in open rejection by his peers everywhere. He told a case worker he was responsible for the separation between his parents. He began to curl his hair, wear jewelry to school and wore lipstick and fingernail polish. At school he played exclusively with girls. It was hoped that the Receiving Home setting with nine other boys would gradually help Sam to regain masculine behaviour. It was believed that in this informal atmosphere he would be better protected from society pressures. He could, at the Home, relate to parent figures at his own pace without being deprived of support, recognition and affection. It was deemed advisable to seek psychiatric advice at the Child Guidance Clinic and to utilize their recommendations wherever possible.

Methods of Treatment:

Report from Child Guidance Clinic on February 27 1953, implied that it was felt Sam would have difficulty relating other than superficially to other people. During psychological tests, he was co-operative but gave up easily if he couldn't answer questions. After repeated failure in sub-tests, he displayed sudden insight and solved questions more difficult than those he had formerly failed which indicated hysterical reaction and considerable emotional disturbance. He tested low normal in
average intelligence but probably didn't do himself justice. His response to personality tests showed he was getting little satisfaction from personal relationships. He seemed to view the women as dominant and men as punitive and authoritative and they never had any affection for him. He displayed signs of tension and anxiety and felt inadequate, and feared punishment. Long relationship with a kind understanding male case worker was recommended and prognosis was declared to be hopeful but movement would be slow. The case worker and Sam arranged for weekly meetings. A good relationship was gradually created. Sam was very tense when he first met worker. He replied in monosyllables and didn't look at worker. His only display of enthusiasm came when the subject of his dancing was discussed. He reported he didn't like the boys at the Receiving Home because they stole and made him do likewise. In the second interview, Sam mentioned the part he was to play in the Christmas concert where he could sing and dance. Worker encouraged participation and said standing in front of an audience required nerve. He also pointed out that dancers must be in good physical condition and cited Fred Astaire and Gene Kelly as examples of good athletes. Sam was encouraged to enter group activities in the Receiving Home so he could build up his physique and help his dancing. When asked who his friends were, he said he had only one but he wasn't a good friend because he played with "guns" and I prefer to go on walks." At the third interview Sam asked worker for tap dancing shoes and pink dancing slippers. On his
own initiative he confided to worker that he had made two records of his singing. At the fifth interview, Sam declared his intention to quit the present dancing class which was all girls with the exception of himself. "It will be better to join a class where I can dance with boys." Worker suggested that perhaps pink dancing shoes weren't necessary, but Sam thought they were fine. Sam asked if it was all right if the worker visited his school teacher, he agreed. Eighth interview. Worker mentioned that the teacher was concerned about Sam as he played only with girls at school. Sam vehemently denied this query and displayed considerable hostility and tension. - He stuttered frequently. When worker asked why the ballet slippers had to be pink, Sam replied that the teacher said they should be pink. Worker casually replied that Sam's teacher had said black ones would be fine. Sam slumped dejectedly in his chair and looked at the floor. Worker noticed Sam wore nail polish and mentioned this but Sam frantically denied this and later said he didn't know "who had put it on." At the ninth meeting, worker apologized to Sam and said he was anxious to help but probably made Sam angry. Sam smiled and said he was only a little mad and requested to join an all male dancing group at B.C. Dancing School. Worker agreed and enrolled him at the school. Sam displayed interest in a mechanic magazine and said "I like taking guns apart and do this at Cadet Corps." Sam told worker he was going to Army Cadet Camp in the summer and take a driver's mechanic course. Worker expressed approval and
supported Sam's proposal. Tenth and final interview. Sam mentioned his eyes bothered him. After a brief discussion, worker said he might need glasses. Sam replied he had a voucher for glasses years ago but his father had lost it. Worker asked if he remembered his father. He replied yes he had gone to the funeral. When asked how he got along with his dad, he twisted his face indicating that the relation was a surface one and replied, "I didn't like him, he drank too much." When asked why his father drank, Sam said, "Because he was unhappy when mother left him." Sam said his mother had a man friend when his dad returned from the war. "I didn't know he was my dad. I said mother's friend was my father. Mother and dad had a fight and father hit mother, then she left." "It was my fault the family broke up." "Why Sam?" "My sister told me it was my fault." "Do you think it was?" "I don't know." "How old were you?" "Just little." Then worker told Sam there must have been more than that behind the separation and Sam agreed "I guess so." During the above discussion Sam spoke compulsively and couldn't seem to get the words out quickly enough. July 29 1953, Sam returned from Army Cadet Camp where he had stayed for three weeks. He seemed like a different boy. He voluntarily gave up his dancing lessons and no longer displayed feminine mannerisms. Upon his return to school he qualified for a position on the baseball team from which he received much satisfaction and recognition. He now sported a crew cut and
was tanned and healthy. Prognosis at that time seemed quite good but it was decided he should remain in the Receiving Home so he could become solidly masculine. September 1953–June 1954. Sam was not promoted in school and class standing was "E" and he had not worked to capacity.
CHAPTER 5.

THE RESIDENCE AND THE PROGRESS OF THE BOYS

The present study has been focused on six disturbed teenage boys living in a special residence which has been developed to meet the needs of such boys in Vancouver.

The introductory section discusses the historical development in this field, the establishment of the Residence and the programme, and especially the records of the six boys which have been studied.

By studying all the available material it was possible to draw up a list of information available on all the boys. Added to this information were details taken from case work and group work records and accounts of the House parents concerned.

In this final chapter it is possible to make certain observations about the six cases and the programme offered at the Home. In addition certain areas for future study are indicated.

The six cases studied all seem to emphasize that problem behaviour has its roots in the original family unit. All six family records show that the parents of all the boys had problems for which apparently no solution was found. The effects of death, desertion or separation of parents upon the boys, were indicated by their later anti-social behaviour. The boys' parents
were deceased or maintained separate residence in five of the six cases examined. Even the sixth marriage was fraught with marital discord and spasmodic desertion and separation. It is little wonder that the boys' attitude toward their parents, and later toward other adult figures is marked by suspicion, hostility and negativism. Later attempts to modify this behaviour by foster home placement failed in some instances because of a mistrust of all adults based upon their earlier experiences of rejection, desertion or indifferent parents. In three cases, parental ties existed but were of an unhealthy nature and still prevented adjustment in foster home settings.

The programme at the Boys' Residence offered positive factors which other environments failed to provide. The Residence offered consistent discipline which was fair but firm. It provided adults who were experienced and could therefore meet the problems of the boys. It provided an informal atmosphere which was safe and where emotional relationship to parental figures was not expected. It provided recreational activities and it offered people with whom problems could be discussed and whose guidance, support and interest were constantly in evidence. The presence of other boys at the Residence provided companionship, support and safety.

The success of group living for some disturbed teenage boys is illustrated by the rapid progress the six boys displayed in this type of environment. It must be remembered that five of
the six boys entered the Residence after they had experienced repeated rejections and subsequent moves from one foster home to another. Despite such histories, every boy made some positive progress. The boys whose behaviour indicated least emotional disturbances when placed at the Residence (as recorded in the case work file) later made more rapid progress. In some of the records, the social workers concerned, were aware that their clients were in need of a type of assistance for which there was no resources.

The programme at the Residence proved efficacious to those boys who had strong ties to either or both parents which hampered their adjustment to foster parents. It was also helpful to the teenagers who displayed hostility toward adults. The scope of the programme was however, limited in some areas. This was illustrated by the perhaps limited benefit that Donald Bates derived from his stay at the Residence. Donald's low intelligence prevented him from gaining full value from the programme. Michael Robb's superior intelligence, while in contrast, resulted in a similar dilemma as that of Donald. Michael's interests were far advanced to those of the other boys and he therefore, took little part in group activities at the Residence. It was necessary to place two of the boys in commercial boarding homes after

1. Details of Case #4 commenced in Chapter 3, page 42.
2. Details of Case #5 commenced in Chapter 3, page 49.
they had left school. It proved a difficult task for the social worker to find such homes where informal supervision might be given. Some group residences with a less protected environment, under the auspices of the Children's Aid Society, might in the future meet the needs of teenagers who are beyond the scope of the present programme.

Similarly with the other four boys, gains cannot be accurately measured. From the examination of available records and discussion with the case worker it is possible to say that anti-social behaviour gradually decreased although as the group worker's records indicated, there were recurrences of petty thefts and destructive behaviour. Wayne Carr's behaviour improved to the point where the case worker believed he could return to his mother. This was effected October 27 1952. Arthur Wilson, Peter White and Sam Arnold were all able to find their own circle of friends in the community by March 3 1953. Earlier records indicated an inability to form friends prior to their arrival at the Residence.

Programme as discussed is that shown in the case work records, and to be valid, should be reviewed again after a further period. It has already been stated that little can be done at the moment in the development of criteria for such studies. The programme is new in British Columbia - indeed in Canada - and while there are authoritative texts upon similar institutions in the United States, there is a need for studies and
developments in Canada and the establishment of criteria for such group living homes.

The present thesis has attempted a review of the programmes in one Vancouver Home and is confined to an examination of case work material available on six of the residents, together with some assessment of the progress of the six boys after a period of residence in the Home. From the study several points emerge as requiring further case work, clarification and study.

1) Case work records are available for all residents, but are not always complete in every detail. It would be of value to the Home if such records are complete and comprehensive and are reviewed regularly, then a more detailed study of the programme could be made at a later date.

2) The present examination has been confined to a home for teenage boys. This does not preclude a similar study of teenage girls, nor is there any suggestion that there is not the same need for such an institution.

3) There is a definite need for a follow up study of the boys, to ascertain if the progress made at the Home is maintained and if further development takes place. In the present study it should be noted that:

4) The present research used case and group work records only and specific criteria for measuring adjustment of disturbed teenage boys have not been developed. A more complete study should be undertaken, both to obtain additional information, to study conditions and operations of similar institutions in other parts
of North America and elsewhere and to develop criteria for the better evaluation of such programmes.

5) The whole question of the future development of similar centres in Canada requires detailed investigation. It is felt that such group living experiences as have been studied herein do have definite benefits for disturbed teenage boys and that there is a definite need for the development of other similar centres.

It is hoped that the present study has at least indicated the complexity of the problems encountered in such work and illustrated the possible progress for some boys in a group living setting.
The Arthur Brisbane Treatment Centre of Allaine, New Jersey was established to provide observation, care and treatment for minor children of all races, creeds and colours, who are seriously maladjusted or who have nervous or mental disorders. The Centre was developed out of the Children's Unit of New Jersey State Hospital and opened in 1940. In 1944 the Brisbane estate was donated to the State of New Jersey. The State Board of Control felt that the property could best be used to care for children. In 1947 the treatment centre for children was established.

The Centre is located in southern Monmouth County a few miles from the Jersey shore. The principal structure houses sixty children, some of the key staff, medical dispensary, school, recreation rooms, cooking and eating facilities, playroom and administrative offices. A six-storey building, nearby the main building houses the added employees. The grounds include playing fields, outdoor swimming pool, tennis courts, garden and wooded area. The Centre is isolated from any large community and is largely self-contained.

Intake policies restrict the age limit to boys and girls between the ages of five and twelve. Primary consideration for all applicants is dependent upon the results of physical, psychiatric, psychological and social studies. The second consideration determines the potential of the applicant to fit in with the group in residence with

the least disturbing effect. Most of the children are referred to the Centre from mental hygiene clinics, guidance departments of public schools, state hospitals and other psychiatric agencies.

At the time of study there were fifty-seven children in residence. The following are the recorded diagnosis of these children:

1) Primary behaviour disorders of the conduct disturbance type 31
2) Primary behaviour disorders with neurotic traits 9
3) Primary behaviour disorders with a habit disturbance 1
4) Dimentia Praecox 13
5) Dimentia Praecox, Hebephrenic type 2
6) Mental Deficiency 1

The marital status of the parents of these children indicates that twenty-nine parents were married and living together while the remainder were either separated, divorced, unmarried, death of one parent or status was unknown.

The objectives of treatment at the Centre are:

1) To provide an opportunity to observe and treat a child in an environment in which he is free of pressures and tensions which exist in his usual social and family life and make difficult or im-


2. IBID., p.7.
possible a true evaluation of all the factors that contribute to his problem.

2) To provide him an opportunity to receive therapy and other treatment as needed. The children are under medical direction at all times and the psychiatric programme consists of individual, group and play therapy and occasionally narco-therapy. Re-education is emphasized as another form of treatment and modification of parental attitudes is also considered essential in some cases.

Another residence which treats disturbed children is Hawthorne-
Cedar Knolls School located at Hawthorne, New York, which is maintained for the treatment and rehabilitation of children with behaviour disorders and personality difficulties. It was founded in 1906 so that delinquent Jewish children might be cared for through agencies of their own faith. Early philosophy directed that poor behaviour should be punished; good behaviour rewarded and after a child behaved normally for a given time, be returned to the community. There was a transition of this philosophy over a twenty year period which finally resulted in the formation of a Child Guidance Clinic in 1935. By 1937 the director stated that "Each child must be dealt with differently in accordance with the distinct problem he presents."

The school is twenty-nine miles from mid-town New York. It is a small community in itself consisting of eleven cottages which house


2. Ibid., p.7.
the two hundred children. In addition it provides a combination administration and academic school building, a trade school, dining hall, child guidance clinic, gymnasium, fully equipped farm, an infirmary, playgrounds and swimming pools. In all, there are twenty-six buildings and two hundred and eighty-eight acres of land. Each cottage houses from sixteen to eighteen children.

Hawthorne houses two hundred boys and girls. Intake policies provide that boys be between the ages of six to sixteen, and girls, twelve to sixteen years of age. The determining factor for admission is not diagnosis, but rather the applicant's ability to be accepted by a cottage group and the potential to function within the framework of the programme. Children referred from the five New York boroughs receive priority. A limited number of non-Jewish children are accepted provided they do not exceed five percent of total children in care. Sixty-seven percent of the children were admitted through children's courts; others were referred by psychiatrists, family and children's agencies, psychiatric divisions of hospitals and some by direct parental application. All applicants must be within the normal range or near normal where intelligence is affected by emotional factors.

At the time of study there were one hundred and ninety-eight children in residence. They ranged in age from eight to eighteen. The diagnoses recorded for children in residence was as follows:

<table>
<thead>
<tr>
<th>Diagnosis</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schizophrenia</td>
<td>57</td>
</tr>
<tr>
<td>Possible schizophrenia</td>
<td>5</td>
</tr>
<tr>
<td>Incipient schizophrenia</td>
<td>1</td>
</tr>
<tr>
<td>Pre-psychotic, paranoid personality</td>
<td>1</td>
</tr>
<tr>
<td>Psychoneurosis</td>
<td>25</td>
</tr>
<tr>
<td>Anxiety neurosis</td>
<td>1</td>
</tr>
<tr>
<td>Neurosis with homosexuality</td>
<td>1</td>
</tr>
<tr>
<td>Neurosis, hysterical element</td>
<td>1</td>
</tr>
<tr>
<td>Possible neurosis</td>
<td>1</td>
</tr>
<tr>
<td>Possible psychoneurosis</td>
<td>3</td>
</tr>
<tr>
<td>Obsessive compulsive neurosis</td>
<td>1</td>
</tr>
<tr>
<td>Schizoid personality</td>
<td>4</td>
</tr>
<tr>
<td>Character neurosis</td>
<td>63</td>
</tr>
<tr>
<td>Primary behaviour disorder</td>
<td>7</td>
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<td>Psychopathic personality</td>
<td>13</td>
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<tr>
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<tr>
<td>Psychopathic personality, institutional type</td>
<td>6</td>
</tr>
<tr>
<td>Character disorder</td>
<td>4</td>
</tr>
<tr>
<td>Organic brain injury, epilepsy</td>
<td>1</td>
</tr>
<tr>
<td>Epilepsy, grand mal with psychoneurosis</td>
<td>1</td>
</tr>
<tr>
<td>No definite diagnosis</td>
<td>1</td>
</tr>
</tbody>
</table>

The marital status of these children's parents indicates that ninety-one were married and living together. The remainder were either separated, divorced, death of one or both parents or unmarried.
Treatment is set up as a programme where activities, facilities and staff merge in a collaborative treatment designed to develop healthy personalities. Group living at Hawthorne is conceived as a flexible controlled environment where children can live within limits where they can fit comfortably. They carry out such functions as health care, shelter, clothing, teaching good living habits and discipline and participating in planning the use of the child's time within the cottage and in leisure time activity. Treatment is seen as a two-fold process combining psychotherapy and planned living. The objectives of the treatment programme is to integrate the treatment programme with psychotherapy. This integration includes:

a) The kind of relationship he is to experience.

b) The intellectual stimulation to which he is to be exposed.

c) The groups he is to join.

d) The recreational activities in which he is to participate.

e) The worker he is to see.

All these are co-ordinated with what he needs and the strength he has as understood through continued psychiatric treatment and evaluation. Great care is taken in evaluating each child's needs and special efforts are made to individualize the programme and to adjust and adopt the facilities of the institution in accordance with those needs.

The final treatment centre chosen for discussion is the Evaston Children's Home also known as the Evaston Receiving Home. The institution was built in 1907 as a resident nursery for preschool and young school age children in need of placement and physical care. The Receiving Home is one of the facilities of The Illinois Children's Home and Aid Society of Chicago, Illinois. From 1907 to 1940 the institution gradually changed its policy to embrace older children. In 1945 admissions to the institution were geared to provide care for more disturbed children on the Society's case-loads. These children included children who could not be effectively served in existing foster homes, their own homes, or other available institutions. To provide for this group it was recognized that the existing programme needed modification. In 1946 a committee was set up to study residential treatment. A pamphlet was published outlining a proposed plan for treatment of adolescents. (The plans did not materialize.) The existing programme is utilized for the care and treatment of emotionally disturbed children between the ages of six and twelve who cannot live in their own homes or be maintained in foster homes.

The Evaston Children's Home is located in Chicago, Illinois. The Home is capable of housing twenty-four boys and girls between the ages of six and twelve. The Home is comprised of three buildings. The main building provides sleeping quarters, kitchen and dining room for children. The second building is equipped with a

living room, crafts shop, staff offices and an interviewing room. The Home is not self sufficient entirely, children are required to attend to nearby schools. All children in residence at the time of the study were wards of the society and intake is dependent upon this condition. The case worker referring the case provides a social history of the applicant after an initial consultation with the foster care director. A complete medical and social history of the child with presenting symptoms is given to the psychiatrist. The director of the institution and the therapists participate in the intake conference where added information is presented by the psychiatrist after he has conducted the initial interview.

There were eleven children in residence at the time of study. Dynamic diagnosis rather than diagnostic classification was used and disclosed.

1) Children with symptoms of stealing, lying, aggressive acts upon other children, destruction of property, running away, in addition to recognizable "neurotic" symptoms. - 5

2) Children clearly showing psychotic episodes

3) A child who was hypomanic with much inhibited sex interest

4) Severely neurotic symptoms without overt, acting-out behaviour

5) Neurotic adolescent girl placed for diagnosis and observation

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The marital status of these children's parents shows that the parents of three children were married and living together, five had parents separated or divorced, one child's parents were dead and two children had unmarried parents.

The treatment goal of the Home is to provide individual and group therapy for each child and hence enable maximum development within the individual's capacity to change. It is stressed that...

"...In order to protect him from exposure to situations which cannot be controlled outside the institution,----no reliance is placed on any external resource such as schools, recreation facilities, the homes of parents and relations. Such treatment requires that all aspects of the programme - daily living, psycho-therapy, education, recreation and medical care - be so integrated that each child may develop the maximum benefit from treatment.----It is necessary to have more or less constant communication between the various individuals working with him." 1

Residential treatment philosophy views each child as an individual who should be handled on the basis of his own unique personality structure. The function of the House staff is seen as parental, involving ego training within an affectional relationship.

The children in the three aforementioned treatment centres are generally those who have failed to adjust elsewhere and as Reid says, "They have been described as incorrigible, untreatable, have been ousted from public schools and rejected by the neighbourhood and community. Many of these cases have so baffled the ordinary attempts of psychiatric treatment that their diagnosis have

been relegated to the catch-all consological waste basket. They are labelled with obscure and non-verifiable organic defects, such as constitutional psychopath."

The treatment centres were created to help emotionally disturbed children and do not accept applicants who are feeble minded or those possessing innate mental retardation.

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