A study of selected Whitehead Foundation scholarship recipients known to the Atlanta Child Welfare Association 1940-1949

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A STUDY OF SELECTED WHITEHEAD FOUNDATION
SCHOLARSHIP RECIPIENTS KNOWN TO THE
ATLANTA CHILD WELFARE ASSOCIATION
1940-1949

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY SCHOOL OF SOCIAL
WORK IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SOCIAL WORK

BY
EMMA CECILE WALKER

ATLANTA, GEORGIA
AUGUST 1949
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CHAPTER I

INTRODUCTION

The term Child Welfare covers a wide variety of services, activities, and objectives realized through child welfare agencies.¹ There are many child welfare agencies, governmental and voluntary, local, state, and national, in operation. The services given by state-wide and local agencies fall into two types: (a) supportive and protective services to children in their own homes, and (b) substitute parental care in foster homes and institutions.²

The Child Welfare Association of Fulton and DeKalb Counties, as of 1949, was a private child placing agency, licensed by the State Welfare Department to make short time placement of white and Negro children needing this service. Unmarried mothers and their babies were accepted for services when adoption was requested. Adoption homes were studied, and the adoption process was coordinated with case work service until the adoption was completed.³

These services were made possible by the Community Fund,

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²Ibid., p. 103.
³Interview with Mrs. Christine Adams (Executive Director, Child Welfare Association of Fulton and DeKalb Counties, June, 1949).
by partial or whole payments for services to children by parents, relatives, or other interested individuals, and by individual gifts from persons or groups of persons interested in the welfare of the deprived and dependent child.

Through a yearly grant from the Whitehead Foundation, scholarships were awarded to boys and girls, Negro and white, in Fulton and DeKalb Counties. These scholarships provided academic or vocational training for youths who would otherwise be deprived of training to equip them for life.¹

The Whitehead Foundation delegated to Child Welfare Association the sole responsibility for the administration and use of this grant when it made its first contribution to the agency in 1939. Since that time, both Negro and white applicants have become recipients of this award and have shared the benefits of this unique program for service to the agency cliental.

Purpose of Study

The agency in question set up its own criteria for selection of the Whitehead Foundation applicants. It has been the purpose of this study to examine these criteria and to determine the feasibility and effectiveness of such procedures and their subsequent application to Child Welfare wards. The intent of this study has, accordingly, been three-fold: (1) to secure a

¹Interview with Mrs. Christine Adams (Executive Director, Child Welfare Association of Fulton and DeKalb Counties, June, 1949).
picture of the considerations which led Child Welfare case workers to recommend selected individuals for Whitehead Foundation scholarship aid; (2) to determine the degree to which such scholarship aid has been supplemented by continued case work on the part of Child Welfare Association; (3) to ascertain the manner in which this aid has furthered the successful adjustment of its recipients.

Scope and Limitations

This study was limited to Negro applications for agency service during 1940-1949. Out of some forty odd cases applying for some form of boarding care, were these fifteen applicants.

Method of Procedure

All data in this study was secured from social case records of the Child Welfare Association of Fulton and DeKalb Counties. Interviews were held with the Executive Secretary and Negro Supervisor of case work regarding policies of the agency and the Whitehead Foundation. Reading material and documentary resources pertinent to the field of child welfare service were used for background material.
CHAPTER II

APPLICATIONS FOR WHITEHEAD FOUNDATION GRANTS

Usually, a parent's request for service from the Child Welfare Association grew out of many problems. In most instances the parents, foster parents, or relatives' ability to provide adequately for the child's physical, mental, and emotional well being was affected by many conditions beyond their control. Such pertinent factors as insufficient income, physical incapacity, inadequate housing, emotional immaturity or other social and personality handicaps might make it impossible for parents or relatives to adequately perform their duty toward the child. Thus, underlying each request for care in a boarding home or school, there could usually be found some problem of physical, emotional, or social maladjustment.

Again, the parents or parent substitutes sometimes saw the children as the primary source of their own family difficulty. Removal of these children to foster care facilities was then an attempt of these parents or relatives to solve their own conflicts. Removal of the child was perhaps seen as calculated to ease the stresses of the home environment.

One author states:

The request for placement is merely the threshold to a family situation. Many times it signifies the culmination of unbearable conditions, a near breaking point of conflicting forces within the parent and his attempt at solution to his own predicament. Although the outward request is put in terms of the child, they are close to wanting some help
Source of Referral

In the light of this, primary consideration was given to how these applications came to the attention of the Child Welfare Association. Did the applicant request service on his own volition? Or was he referred by another person or another agency? The source of referral was sometimes the parent, sometimes the relative, sometimes an interested individual, sometimes another agency, sometimes the court or a hospital.²

Of the applications made for scholarship aid, the greatest number, five, was referred by other agencies. Four of these referrals were made by the Fulton County Department of Public Welfare and one by the American Red Cross. The parent applied directly in four applications, and relatives applied in four additional cases. In the two remaining cases, one applicant was referred by interested individuals and one requested services on his own initiative.

Socio-Economic Background

There are many factors in the socio-economic status which affect children's emotions and attitudes. Crowded, delapidated

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¹Dorothy Hutchins, "The Request for Placement Has Meaning," *The Family* XXV (June, 1944), 128.

homes, insufficient income, and other evidences of "inferior" status leave certain marks upon children, such as a sense of personal inadequacy, emotional insecurity, or feelings of inferiority which inhibit the child's chances for normal adjustment. ¹

There were several socio-economic factors pertinent to the cases under study. One or more case studies presented symptoms and problems such as broken homes; insufficient income; inadequate supervision of children during the working hours of parents or relatives; physical or mental illness of parents; exposure to severe rejection by the child; unmarried mothers; deceased parents; emotional stress between parents; delinquent behavior of children. An example of this latter follows:

Mr. C came to the agency requesting help in planning for his daughter E. E lived in the home of her grandmother and was fast becoming a behavior problem in this home because of inadequate supervision. She began to truant, lie, and steal. It was at this point that the father made application to the Child Welfare Association.

Chronological Age and Sex

The age level and sex of a child have great bearing upon his social, intellectual, and personality development at a given time. In this study, consideration was given, therefore, to the child's age and sex at the time of application, "since

chronological age and sex are important in classifying children as dull, normal and bright.¹ This information was used by the psychologist in determining the type of academic progress that could be expected of the child, the vocational pursuit, and the type of boarding facility to which the child could possibly adapt.

The table below shows that the greater number of applicants were in the early adolescent period, or from twelve to fifteen years of age. But, in addition, there were five applicants who fell within the age range of sixteen to eighteen years.

**TABLE 1**

CHRONOLOGICAL AGE AND SEX OF APPLICANTS

<table>
<thead>
<tr>
<th>Chronological Age</th>
<th>Total</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Agency Contact Prior to Scholarship Award

An analysis of the fifteen cases points to a wide variation in time between the applicant's initial contact and the time the scholarship was awarded by the agency. Two applicants were known to the agency only one week before the actual award of the scholarship grant, whereas one applicant was known to the agency for a period of nine years before aid was given.

C, a three year old girl, was accepted for supervision and medical care in 1931 by the Child Welfare Association. C's parents were deceased, and relatives with whom she lived requested the agency's help in planning for her. She received supervision and medical care for nine years before receiving scholarship aid.

Two applicants were known two weeks, and there were several applications accepted for whom contact with the agency ranged from one to seven months. In this latter category fell three applicants who were known for one month, one who was known over a two months period, one for four months, and two for six and seven months, respectively. In addition, two applicants were known one year, and the remaining applicant was known six years.

Psychological Testing

The agency psychologist participated in determining latent ability by means of mental measurements.

Measurement unquestionably has its important place in educational and vocational procedures because educational tests and psychological measurements are tools to use in gaining educational objectives and progress toward being
educated to chart the child's way.\footnote{Daniel Starch and others, \textit{Psychology in Education} (New York, 1941), p. 234.}

In many cases, however, the urgency of immediate placement of a child deferred psychological testing until after the child was placed. Of the fifteen applicants in question, two boys and seven girls received psychological testing before placement. Two girl applicants were tested by the psychologist after placement. Four recipients, one boy and three girls, received no psychological testing.

Medical Services

Each applicant accepted by the agency received a medical examination. This service was rendered before placement and was usually given by the physician in the agency clinic. However, in a few instances, applicants were referred to other medical resources in the community whose facilities were adequate to meet these medical needs. Because of Child Welfare’s limited clinical facilities, cases of children needing tonsillectomies or other surgical attention received this medical service in other clinics. This policy of providing physical care and attention before placement of a child was strictly adhered to by the agency as a safeguard from the standpoint of health of the foster parents, the child, and other agency wards who might be domiciled in a foster home.
Case Work Services Rendered

Case work service was usually limited by the strength and wishes of a client, by the community resources, and the degree of skill of the individual case worker.

Needs may, casually speaking, be largely environmental or social, or largely physical and emotional, but usually they will be mixed so that we should realize that all treatment must be differential.¹

In the fifteen cases under study, various case work approaches were used.

### TABLE 2

**CASE WORK SERVICES RENDERED**

<table>
<thead>
<tr>
<th>Case Number</th>
<th>Length of Contact</th>
<th>Frequency of Contact</th>
<th>Variety of Case Work Service Rendered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 year</td>
<td>infrequent</td>
<td>supervision</td>
</tr>
<tr>
<td>2</td>
<td>2 weeks</td>
<td>frequent</td>
<td>observation</td>
</tr>
<tr>
<td>3</td>
<td>1 week</td>
<td>infrequent</td>
<td>observation</td>
</tr>
<tr>
<td>4</td>
<td>9 years</td>
<td>infrequent</td>
<td>supervision</td>
</tr>
<tr>
<td>5</td>
<td>2 weeks</td>
<td>no contact</td>
<td>supportive</td>
</tr>
<tr>
<td>6</td>
<td>1 year</td>
<td>frequent</td>
<td>observation</td>
</tr>
<tr>
<td>7</td>
<td>1 week</td>
<td>infrequent</td>
<td>supportive</td>
</tr>
<tr>
<td>8</td>
<td>7 months</td>
<td>frequent</td>
<td>supportive</td>
</tr>
<tr>
<td>9</td>
<td>6 years</td>
<td>infrequent</td>
<td>supportive</td>
</tr>
<tr>
<td>10</td>
<td>2 months</td>
<td>infrequent</td>
<td>observation</td>
</tr>
<tr>
<td>11</td>
<td>6 months</td>
<td>infrequent</td>
<td>supervision</td>
</tr>
<tr>
<td>12</td>
<td>1 month</td>
<td>frequent</td>
<td>observation</td>
</tr>
<tr>
<td>13</td>
<td>4 months</td>
<td>frequent</td>
<td>supportive</td>
</tr>
<tr>
<td>14</td>
<td>1 month</td>
<td>infrequent</td>
<td>observation</td>
</tr>
<tr>
<td>15</td>
<td>1 month</td>
<td>frequent</td>
<td>observation</td>
</tr>
</tbody>
</table>

In general, three sets of factors interplay in case work

treatment; the function of the agency, the professional qualifications of the worker, and those factors inherent in the client's situation, together determine the treatment possibilities. However, treatment in any case implies the flexible meeting of the needs of the individual. Therefore, the nature of the relationship which it is possible to establish with a client may determine the future treatment possibilities in a case. Moreover, the primary task in any case work situation is a clarification of what the client is seeking to accomplish in his request for help.

Of the cases shown in the previous table, four applicants received supportive treatment. One of the applicants was domiciled in an agency boarding home receiving regular agency services before the agency made a decision to award her scholarship aid. She began to show behavior problems in this foster home.

B, a thirteen year old girl, lived with her foster parents several years before her foster mother died. She had been born out of wedlock and had been placed with foster parents by her mother. B's foster father requested Child Welfare to place her in a boarding home or school because of his advanced age and his inability to properly supervise her.

Child Welfare placed B in a boarding home. She began to show delinquent behavior such as lying, stealing and truanting both from school and foster home.

While B received regular boarding care from the agency,

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the worker gave supportive treatment over a period of four months. No interpretation was given in this case situation.

B was living in the agency foster home. The foster mother's friend had visited her the day the worker called at the foster home. She (the friend) was quite upset, stating that B had taken her entire earnings from her pocketbook the previous day when she left it on the foster mother's bed. She stated B purchased shoes, notebook paper, and other articles of clothing with this money. The worker asked if she were positive that B had taken the money, to which she replied that this was not the first time B had taken money but that she had never taken large amounts from her; it was then ascertained that she frequently took nickels and dimes in the foster home.

Later, the worker visited B in the foster home. The following excerpt is taken from the case record written by the worker:

Visited B. She was dirty, her hair was uncombed, and she looked rather excited when she saw me. I asked her if she had anything she wanted to tell me. She said only one thing — that she was glad to see me. I asked B about the happening of the previous day. She tucked her head in a rather babyish fashion and began crying, saying "I did not take anything." I told B that I had confidence in her, that I had never known her to tell an untruth and as long as I had this confidence, I would be able to stick by her and do whatever we felt advisable for her welfare but that it would hurt me if I learned she was telling an untruth. It was dangerous to bother other people's things and if she did not take the money I was sorry that she had been accused of such.

Intensive discussions of feelings and behavior in this instance might have aggravated the already existing conflicts.

As one author states:

We must remember that adolescence represents an intensified repetition of much earlier conflicts. There may be facts to his problems. However, if the worker attempts to bring them out in deep or intensive treatment, she may find herself and the client overwhelmed with material that neither of them can handle. Her aim is to guide him into constructive reality solutions rather than to encourage
him in verbalization of emotionally charged material which may serve to intensify his conflicts.¹

Seven additional applicants were visited and observed for treatment possibilities over brief periods of time. The worker was active in stimulating these applicants to activity, in giving counsel, in talking through with them the next steps as they were affected by current life situations, and by acceptance of the applicant's ambitions and potential abilities. Although brief from the standpoint of treatment possibilities, the worker maintained a consistent and real interest in these applicants. An example of this follows:

R, a fifteen-year-old girl, lived in the home of relatives. Her parents were unable to assume responsibility for her and ten siblings because of insufficient income and the poor health status of the father. R applied for scholarship aid on her own initiative and expressed the determination to work hard in school and enable herself to later become self supporting.

The worker had brief contact with R over a period of two weeks. R was encouraged and stimulated in working for realization of the goal toward which she strived.

Three applicants were visited infrequently in regular foster homes of the agency and were given supervision over long periods of time, as their general behavior did not warrant more sustained contacts. They were well-accommodated, "obedient," and integrated into the social group. The worker saw them infrequently in clinic, where they received periodic

¹Friedman and Meyer, "Treatment of the Adolescent in Family Case Work," The Family, XXII (March, 1941), 25.
examinations, and in the office, when they were given clothing by the agency. One applicant had no contact with the worker before it was decided he would be accepted for scholarship aid. He was referred by another agency, which shared with the Child Welfare worker its knowledge of the applicant's situation.
CHILD WELFARE is today recognized as a most important phase of social welfare. It is as broad a field as the field of social work itself. Perhaps no other field has so many ramifications that cross into other fields.\(^1\) Authorities in the field have said:

It coincides with the specialized fields of family, medical and psychiatric social work at every point where service to the child is involved; it includes recreational, medical and educational opportunities.\(^2\)

Meeting the needs of the dependent and delinquent child is an important service and one that all socially alert communities should provide. Child Welfare programs provide the tools by which these needs can be met. The General Report adopted by the White House Conference on "Children in a Democracy," in 1940, states that the primary objective of child welfare service is to provide for every child who has some special need whatever assistance and guidance may be required to assure him security and protection, within his home if possible, and opportunity for growth and development.\(^3\)


Social services for children will be adequate and effective when provisions are made for financial assistance in the home, foster care in family homes or institutions when needed, health and medical care facilities, school programs that are flexible to meet the needs of individual children, recreational opportunities and child guidance services for study and treatment.1

Financial Responsibility

Parents.—The parent in the child-placing agency is usually a poor person. His ability and willingness to pay depends on how much he makes and his feelings about paying. It involves his attitude toward his child, toward himself as a person and a parent, and toward the agency. His way of meeting or not meeting this responsibility to the agency and the child is a means by which he expresses love, hate, spite, resentment, jealousy, competition, etc.2 In other words, paying for a child's board may not be so much payment for service rendered as it is one solution to the parent's personal strivings. A large majority of parents who come to a child placing agency are emotionally immature people. They are neurotic, conscience stricken, unhappy people. This fact, together with the knowledge

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that they are paying for something which they do not want, often intensifies the situation. Foster home care is never a normal form of care; it is not normal for a mother to give up her child and see a foster parent assuming the parent's role. All of these factors tend to make the question of the parent's paying board a complicated thing.

In three cases, parents agreed to pay the entire cost of board for their children, either because they were gainfully or profitably self-employed. Two additional parents agreed to assume partial financial responsibility, because their income was sufficient to maintain themselves and at the same time assume more than a strictly limited share of this responsibility.

There are parents who greatly resent paying the social agency, whereas there are also parents, usually few in number, to whom paying a social agency for the care of their child is a natural and normal responsibility and an expression of their parental maturity.¹ The parent, then, by the way he handles his financial responsibility to the child-placing agency "attempts to solve for himself the unbearableness of the situation in which he so frequently finds himself."²

Agency.--Since the majority of requests involved the payment of board for children, either in a boarding home or school, some consideration was given in this study to the degree to

¹Ibid., p. 150.
²Ibid., p. 151.
which the agency would be responsible for this care. The Atlanta Child Welfare Association assumed responsibility for children whose parents or relatives were totally unable to do so because of their insufficient incomes or because of their need to depend upon other sources for their own existence. Ten of the Whitehead grant recipients received board, tuition, books and other necessities, such as the cost of project equipment, included such things as baby chicks, sewing material, occasional boxes of edibles, etc.

The item of clothing was partially assumed by the recipients themselves in seven cases. These clothing items were purchased with earnings made during the summer months. The agency worker was instrumental in helping these recipients secure employment and encouraged them to assume some responsibility for themselves by purchasing their own clothes for the approaching school term and contributing towards their board. The agency supplemented these clothing needs when necessary and in eight additional cases, assumed total responsibility for clothing needs.

Personal Allowances.—Most child care agencies have a system of personal allowances for children. It is assumed that the child gains a sense of independence by spending his own money; and the element of choice it affords contributes to the process of ego development.¹

The Atlanta Child Welfare Association accepted this service as a constructive experience determined by the contribution it made to the child's development and granted personal allowances to each of the recipients. This allowance varied with the different age levels, the older children receiving a larger proportion in accordance with the agency's system of regulation. Of the fifteen recipients studied, each child received a weekly or monthly allowance from the agency.

Recreation.--To the young child, recreation is life in the deepest and most meaningful sense. Through recreation the child not only develops body and intellect but also drains off excess energy that otherwise would be turned into itself and create tensions.

Of particular importance to healthy character development is the group life in camp. Here, more than anywhere outside of the immediate family, the child has an opportunity for an intimate living situation with children and adults. One author states:

A good camp program gives each camper the satisfaction of achievement, recognition, and status as a result of which he adopts constructive ways of behavior and modifies his attitudes along socially acceptable patterns.¹

Child Welfare, in rendering services to recipients, included in its program summer camping as a constructive form of recreation. The younger children who were not employed during

¹Ibid., p. 197.
the summer months were given an opportunity to choose this experience. Three of the fifteen recipients were interested in this program and were sent by the agency to a day-camp within the state. The period of camp life extended over two weeks. The agency assumed total responsibility for this service, purchasing needed articles such as camping clothes and camping equipment.

Psychological Testing

Psychological and vocational testing are valuable within limits. However, much as these tests show, they must be considered in the light of other factors in the child's life. One author states:

An adequate psychiatric examination, a physical examination, a knowledge of the child's medical history and that of the family, the background of social and economic life and the type of training, are all essential to the formation of an accurate judgement of the child's potential abilities and capacities.1

Psychological testing of these recipients indicated that eight fell within the low-average or "dull" group. Two recipients' intelligence was that of a high-grade moron, while only one recipient tested was found to be of average intelligence. Four remaining recipients received no psychological testing during the scholarship award period.

Child Welfare, recognizing the importance of psychological testing to meet the needs of these recipients, realized that

"if the child is somewhat below average, then a different type of training is necessary."¹ The question that confronted the Child Welfare Association was that of taking optional advantage of the demonstrated capacity of the child.²

Disposition of Applications

Each of the fifteen applicants who came to the attention of the Child Welfare Association was considered for some type of substitute home care. Five of these children were placed in boarding homes. Two recipients remained in other agencies' foster homes, where they were already living at the time of initial contact with the Child Welfare agency. Eight placements were made in out-of-state boarding schools. Three of these latter recipients were placed in a Catholic training school for girls.

Foster Care Facilities

Although the use of foster homes continues to be indicated for the child who needs a substitute home, one author states the following:

Every resource should be exhausted before the child is removed from his own home, since even a poor home can offer the child a greater feeling of security than any good substitute home an agency can provide.³

¹Ibid., p. 231.
²Ibid., p. 234.
³H. S. Lippman, "Newer Trends in Child Placement," The Family, XXI (February, 1941), 324.
Foster care is one of the oldest forms of service to dependent children. However, it is sometimes necessary to employ other facilities. "Children need to be loved and wanted; to feel secure and well balanced; to be accepted, to be helped; to grow within his potentialities." Notwithstanding, some children seeking help from a children's agency, are unable to accept the limitations of or adjustment in a foster home, because of previous parental and environmental influences, such as strong dependency needs, severe rejection, or other emotional deprivations. It then becomes the responsibility of a Children's agency to explore other possibilities and resources. Therefore, institutions of various standards and varying discipline are utilized.

The Child Welfare Association, acting on this premise, offered two forms of placement, namely, the boarding home and several varieties of boarding school. Those placed in boarding homes included children who presented no behavior problems and who would long since have realized satisfactory emotional and social adjustment were it not for some degree of social or emotional stress in their immediate environment. An example of this type of boarding home placement follows:

J was first known to the agency at the age of thirteen. She was living with her mother and step-father, who had frequent separations because of the latter's allegedly "brutal" attitude towards the mother and her children. J was insecure and unhappy in her home. Her health seemed

\[1\text{Ibid.}, \text{p. } 324.\]
endangered to the point of nervous exhaustion but she presented no overt behavior problems. It was at this point that J's mother requested placement for her. J was later placed in a boarding home by the agency.

The agency, in utilizing a boarding home facility for J, hoped to provide a secure family status for her, where she would receive a degree of acceptance and gain a feeling of "belonging" in a family group. In addition, it would afford J an opportunity to continue her education in a local school.

Children who showed delinquent tendencies because of poor supervision in their own homes or in relatives' homes because of strong unmet emotional needs, or children who were exposed to severe rejection in their own homes and perhaps acted out their aggressions in unacceptable behavior as attention getting-devices, were considered to need the discipline and protection of a more sheltered environment. It was Child Welfare's opinion that few, if any, foster home facilities that they employed could meet the basic needs of children exhibiting such non-conforming behavior patterns. Therefore, the use of an out-of-state Catholic school was employed.1

This training school was a residential school for socially maladjusted children. It accepted children of only one sex, and represented an effort to reform, rehabilitate, or readjust delinquent girls. Here, strict regimentation was used in disciplining the girls. For example:

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1Interview with Mrs. Lucille Lewis (Negro Supervisor, Child Welfare Association of Fulton and DeKalb Counties, June, 1949).
N's mother applied to Child Welfare for care of N in a boarding home or school. The mother was gainfully employed and, therefore, was unable to properly supervise her. N's mother and father were separated by the prolonged imprisonment of the latter. The mother appeared to be of limited intelligence and neurotic tendencies and over-protective of the child. At the same time, she rejected N.

N was placed in a succession of boarding homes over a seven months period all being terminated by N's poor adjustment. She appeared to be a 'spoiled', dependent child, 'baby-like' in her actions, with little respect for authority. She was unable to get along with children considerably younger than herself. She appeared exag-geratedly interested in herself and began to truant and show other delinquent tendencies. Foster mothers repeatedly asked for N's removal, stating that they were unable to cope with her behavior pattern.

N was then removed to an out-of-state Roman Catholic training school.

The placement was made because of the absence of this type of facility in the local community or state and with a view to affording N vocational training. It was also hoped that the bond of relationship that existed between her and her mother would be preserved rather than threatened, as had been true of the foster home placements. It was further believed that the impersonal atmosphere of an institution would have a salutary effect upon her over-indulged and spoiled ways. The Child Welfare Association recognized the existing problem of emotional emancipation from the dominance and over-protectiveness of N's mother, and felt that in the institution, where the control would be more objective and less closely related to affectional ties, N would probably make a good adjustment.

It was also hoped that this placement would offer N an opportunity to adapt herself to a recognition of the rights of
others. Since an institution for delinquent and maladjusted children is commonly dealing with a group who have deviated from the norm in behavior, it was expected that the institution in question would offer N a more tolerant and understanding attitude than foster home placement. Most maladjusted children succeed in making an adequate institutional adjustment.\(^1\) In addition, the Catholic institution in question recognized and stressed in their curriculum the need for guidance and vocational training, which would give N a chance to learn a trade and later become self-supporting. The religious aspect was thought to be a positive influence in re-enforcing the morale of N.

Children who showed potentialities for leadership ability, good social and group integration, average progress in scholastic achievement, some personal responsibility, and active participation in community activities were encouraged and stimulated to continue their education in combination vocational and academic settings of not too exacting standards. There were, however, no facilities in the local area that would meet the academic needs of these children and concurrently offer them vocational training.

A and her siblings had at an early age been placed in a local orphanage by the Department of Public Welfare. This placement followed the mother's commitment to a mental institution and the father's demonstrated inability

to maintain his family unit. A remained in this orphanage until she was sixteen years of age and no longer eligible for assistance from the Department of Public Welfare. While in this institution, she was "well-behaved and "lady-like," and presented no behavior problem. She was referred by the Department of Public Welfare to the Child Welfare Association for scholarship aid. She was immediately accepted.

Psychological testing followed, which indicated A's I. Q. to be "borderline." A vocational school was consequently chosen by the Child Welfare Association, because it seemed that A's intellectual equipment was not of a calibre to compete with children of average intelligence in the mass situation that is found in local high schools. The school selected was in a rural setting. Most of the children attending this school were of rural background and sub-normal intellect. In placing A here, the competitive aspect would be removed, and A could achieve some degree of academic progress and self-achievement. In addition, it was hoped that she would be able to develop a remunerative skill, which, in turn, would create a sense of achievement and status on a more adult level.

One author states:

An adolescent who has a vocational goal before him... one in which he has confidence and a reasonable degree of assurance that he can succeed, will almost certainly have fewer problems than one who does not have such goal before him. Many of the troubles of young people grow out of the fact that they have no large purpose motivating their daily behavior.¹

It was also recognized that "vocational guidance is the

essential part of treatment of behavior problems for those
children who show aggressive behavior patterns.\textsuperscript{1} Consideration was given to the flexible adjustment of educational re-
sources and programs in these schools so that they might af-
ford "the experiences needed by each individual student in the
process of growth and integration of personality and social
adjustment."\textsuperscript{2}

Medical Services

Inasmuch as the health status of a child is significant
and important from the standpoint of his physical ability to
function adequately, mentally, and socially, the Child Welfare
Association made possible a program of medical care to every
boy or girl that was accepted for boarding care. This program
included a review of each child's physical and mental health
record and a regular examination by the agency's physician.
The physician conferred with the parents, boarding parents,
and the worker, at which time he discussed all of the aspects
of the child's health and development, advising with regard to
the child's special physical needs. This service included the
advising of correction for any abnormal conditions, such as
eye and dental care; special foods or dieting for the


malnourished; and follow up service in the agency clinic as needed. All of the fifteen scholarship aid recipients received this care. Two children were fitted with glasses, and three children had special dental attention.

Case Work Services Rendered

"The case worker's most helpful role is to offer possibilities in the environment which will play a relaxing or stimulating role, even if not deeply therapeutic."¹ The Child Welfare Association, in servicing the fifteen Negro children under study for scholarship aid, were cognizant of the worker's role and the need for a constructive worker-client relationship to facilitate wholesome adjustment. This resulted from the agency's recognition of the importance of case work service as a determining factor in the total social, emotional, and personality adjustment of these children. Therefore, it was the responsibility of the children's worker to help these children with practical things, such as foster home placement, boarding school placement, vocational and psychological testing, assisting with the securing of employment, living arrangements in a foster home at the end of a school term, and various other services aligned with the manipulation of the immediate environment. There was, in addition, the worker's responsibility to play an active role in consulting with others as to

the child's needs and to see whether arrangements could be made to meet these needs at home, at school, in the foster home, or in a children's institution. Her service was directed toward interpreting and giving counsel to these recipients both directly and indirectly.

It is to be borne in mind that in this study the worker at various times used direct as well as indirect treatment because of the nature of the child's placement. For example, eight children were domiciled in boarding schools over an eight or nine months period when the worker's contact with them was almost entirely through correspondence. It was indicated that the worker did make annual or semi-annual visits to these institutions during the school term to confer with authorities concerning the recipients' progress, physical condition, and behavior. However, the worker's contact was largely one of observation in these instances. The worker was not placed in a position to offer any type of direct case work treatment. In these cases, the procedure involved interpreting agency policy regarding the recipients, interpreting the behavior of a child as related to his previous deprivations, emotional responses and parental influences to the teachers and principal, or providing new stimuli, through suggestions to the recipients regarding possible vocational pursuits.

A case example of interpreting a child's behavior to a principal of an institution is shown in the case of N, who was placed in a rural boarding school. The principal wrote the
worker advising that N was "incorrigible" both in the dormitory and in the classroom. The teachers who handled her said that invariably she was a daily disciplinary problem. The agency worker replied, attempting to explain the possible reasons for the child's poor adjustment, based on the agency's knowledge of the child's family background and her adjustment when first known to the agency. The following is an excerpt from the case record written by the worker:

In viewing our report from the school during the time that N has been there, and from our contact with the teachers and through personal visits to the school, we doubt seriously that N will ever be able to get much out of the boarding school placement. In the first place, N has such poor mental equipment (high-grade moron) and unusual deprivations, in that she was reared by other people and was almost suddenly thrust upon her mother with whom she had no contacts of a secure nature...

The worker, in addition, gave encouragement and stimulation to children who were pursuing their education in out-of-city-and-state boarding schools. Children placed in this type of facility were usually those who showed little intellectual ability but who were conforming in behavior and presented no personality or behavior problems.

The following illustration shows the type of contact sustained with a thirteen-year-old boy who was placed in a school of this type in response to his mother's request for help from the agency when he had become involved in a petty theft episode:

My dear B:

We were indeed glad to receive your nice letter. The progress you are making pleases us very much. Keep it up.

Have you chosen a project? I recall that many of
the boys worked with chickens, pigs or in gardening. Your school really has a fine program. You are not confined to information in books; there is so much to be learned by doing things.

The worker wrote this letter in reply to one from the recipient attempting to give him reassurance for his achievement in making good scholastic progress and stimulating him to choose a vocational project that would help him in his choice of a possible vocational pursuit.

Foster care is a good example of indirect treatment. However, any prolonged course of treatment will usually make use of both direct and indirect treatment, probably with one method predominating. An example of the use of both direct and indirect treatment in a foster home placement is shown in the case of R.

R, a fifteen year old girl, became quite attached to a local young man attending college and was thinking seriously of getting married. The worker discussed the situation with foster mother, emphasizing the boy's inability to assume such responsibility because of his extreme youth. The foster mother stated she had discussed this previously with R, pointing out to her the fact that she had only one more year of high school before she finished (R wanted to finish high school) and that she would be better able to be a good housewife and capable mother by finishing her education. The worker tried to give the foster mother counsel regarding this situation so that she would be better able to discuss it with R and give her more insight regarding the responsibility of marriage.

Later, the worker visited the foster home and talked to R.

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We then told R that we wanted to talk to her a little bit about her love affair. We laughed and wondered how the romance was coming along. Without any embarrassment, R talked freely about J and said he was a fine fellow, and they did admire each other very much, but she realized, since discussing it with foster mother, that she was really too young to marry now. R thought that if she and J were in the same frame of mind after each had finished school, they would then consider marriage.

We had a long discussion with R about the responsibility involved in marriage, emphasizing that the romantic end of it lasted only a short while. She was young and certainly needed to prepare herself a little more before marrying. We were glad that she had taken this attitude toward the whole matter. We told her we were not surprised at her assuming this attitude because she certainly seemed openminded to do what was perhaps best for her welfare and it was good that she had decided to wait.

The therapeutic value of such interviews seemed not to be so much in the fact that R received an explanation regarding the subject from her foster mother but rather in the fact that, through free and easy expression and discussion, she was relieved of some of her anxiety in this area, and she continued to find, in subsequent interviews with the worker, complete acceptance, no matter what subject she chose to discuss. As time went on, she again discussed this as well as many other subjects and, through this relationship with the worker, she gained enough confidence to have the courage to accept her present status in the boarding home and continue her educational pursuit.
CHAPTER IV

PERSONALITY DEVELOPMENT OF RECIPIENTS

Children grow socially as they grow physically, from year to year developing greater complexity of social behavior. In physical and mental growth, we see all kinds of variations in tempo of growth. These differences are equally wide in social growth. They are probably even wider in personality development, which is even more responsive to the amount and quality of experience to which the individual has been exposed.¹

The ordinary person thinks of personality as that which makes people popular with people. However, the psychologist defines an individual's personality as "the individual's hereditary, psychological, and physiological elements and the interaction of these with the environment."²

Feelings and attitudes which make up what psychologists term the 'subconscious' are present in all people and play an important part in the behavior reaction of children.³ In the study of personality, it is both the quality and the quantity with which we deal in children.

In this study of the personality and social adjustment of

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²Ibid., p. 404.
³Ibid., p. 404.

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the fifteen Negro scholarship recipients, the socio-psychiatric point of view is considered; it is found that the basic conception of self that a Negro child forms early in life depends a great deal upon how his needs are satisfied and how he is thought of by his parents, siblings and other significant people in his primary group environment. The problems of behavior current in his group environment are in turn determined to a great extent by the larger socio-economic conditions and the degree of emotional security of the parents who make up this primary family unit. Kluckhohn states:

Problems of personality pertaining to Negro children are found to be of two major kinds: One kind consists of problems that seem to be inherent in the family from a socio-economic standpoint and the problems that result from the inter-personal relations between the child and his parent substitutes or siblings, because of some emotional deprivation.1

Then the agency placed the fifteen recipients, "some of the personalities of the children were far more flexible than others and were changed radically under radical changes of the environment"2 such as the boarding home or the boarding school. An example of this is the case of A:-

A, a sixteen year old girl, had been known to the Department of Public Welfare at the age of nine. She and her siblings had been placed in an orphanage. She remained there until she became ineligible for further service from the agency. A had come to Child Welfare's attention for further planning at the termination of this

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orphanage placement. Child Welfare accepted A for scholarship aid when she became ineligible for services from the Department of Public Welfare because of her age level.

A's parents came from a rural area. The family had become disorganized when the mother was committed to a mental institution. The father was domineering and incapable of keeping the family unit together.

In the institution, A showed behavior problems. She was inclined to be "bossy" and showed resentment over the disciplining of her siblings.

Child Welfare placed A in a rural boarding school after psychological testing revealed borderline intelligence. Her academic performance was poor. However, her personality and social adjustment improved at school. She took an active part in extra-curricular activities, which stimulated growth in her personality. Later, because of her "ladylike, capable, pleasant personality and her ability to perform her work assignments well," she had the distinction of being appointed student instructor in the school.

A had previously been subjected to the domineering influence of her father, who appeared to be a disorganized person. In the institution, she assumed the mother role relative to her younger siblings and resented the authority of the institution's matron, whom she possibly saw as a threat to herself. When A was removed to the boarding school, this behavior was not indicated. The feeling of inferiority that A had compensated for by the aggressive conduct of "bossing" was constructively channeled in the school's environment by A's participation in extra-curricular activities. She was able to assert her own individuality, and her attitudes were inspired by what she learned through new experience.

Children react to their environment. Environment must be understood to include contact with people, association with siblings in the home, physical conditions in the home, economic security, type of school and teacher, love given, hate or indifference shown, sympathy and understanding interest in ambitions, and many other forms and factors
which shape and mold attitude and personality.¹

In the case of A her change in social adjustment indicated a flexible personality that responded to a stimulating environment and the opportunity for self expression.

It is impossible to describe and measure what might be regarded as ideal social adjustment or an ideal combination of characteristics.² However, granted the validity of the standards and criteria set up by the agency in question, certain scholarship recipients measuring up to agency expectations more adequately than did others. An example of this follows:-

C, a 21 year old girl, had been known to Child Welfare since she was three years of age. Her mother had died in a tuberculosis hospital, and relatives had assumed responsibility for C since that time. Child Welfare accepted responsibility for C since that time. Child Welfare accepted C for supervision and clothing supplementation until she entered junior high school and was accepted for scholarship aid. She was now twelve years of age.

C was placed in an out-of-state boarding school of fairly high academic and cultural standards, where she remained through four school years before graduating. C's I. Q. was "average."

In high school, C did outstanding academic work, was "a personable, refined, young girl who showed initiative, good personal habits; she was polite, dependable, and socially aggressive. She was well integrated into the social group and took an active part in the activities of school and community."

C was placed in a boarding home after graduation and later enrolled in a local college. Her adjustment was considered good and her academic achievement commendable.


²Hazel Stanton and others, Psychology in Education (New York, 1941), p. 704.
The college president wrote in reply to an inquiry from the agency that: "C has become a well-adjusted, industrious young woman who has proved to be an asset to the college community."

C appears to have been a child whose behavior patterns and training were instrumental, perhaps, in helping her to positively adjust to the social environment of the school. One author states:

There is a kind of heredity that is all important. That is the heredity of training. A child isn't likely to learn good habits from his parents unless they learned them from their parents. Call that environment if you want to, or environmental heredity. But it is something that is handed down from generation to generation.¹

C's adjustment was perhaps motivated and stimulated in addition by the school's environment, because "a wholesome environment provides opportunity to develop stamina and abilities for favorable development of the individual."² Furthermore, "the school can only supplement the home and the community, but if that school environment is favorable to character building and personal unfolding, it can do a great deal toward neutralizing unfavorable factors."³

At the time of initial contact with the agency, five additional cases showed leadership ability, determination, and ambition and were conforming in behavior. They were interested

¹Daniel Starch and others, Psychology in Education (New York, 1941), p. 692.

²Ibid.

³Ibid., p. 693.
in community activities and took a lively interest in Boy Scout and Girl Scout activities and school clubs. An example of this is shown in the case of C:

C was first known to Child Welfare when she was domiciled two years in a local institution. When the orphanage closed, she was referred to Child Welfare for boarding home care. She was then twelve years old.

C's mother worked out of the home and lived at her employer's residence. It was impossible to work out suitable living plans for C. Child Welfare accepted her for scholarship aid at this point.

Psychological testing indicated that C was of average intelligence. It was felt, that she might realize at least average achievement in view of her past performance at school.

C entered junior high school, graduated with honors and received a scholarship to attend college from a local club. (Child Welfare did not assume responsibility for her boarding home care while in high school but did give supervision, guidance and medical attention over a period of six years.)

C later entered an out-of-state college, where she remained three years. The college president, in response to an agency inquiry, indicated that "C has been a very pleasant and desirable citizen of the college community. She has exhibited an obedient and pleasant disposition and has done a good piece of work in her scholastic performance." C married in her sophomore year and then returned to college, where she remained until the end of her junior year. She preferred to remain with her husband rather complete her senior year.

Child Welfare's worker felt that "C had the strength of character necessary for a happy marital adjustment" because of her general all-around personality development, which showed initiative, independence, a cheerful and cooperative attitude, and good social integration. Meanwhile, the worker stood by, ready to give guidance and counseling if need indicated this.

The school serves as an extension of the educative area of the home and the parent. Schumacher tells us:
A school program planned with due attention to the child's peculiar needs and administered by understanding teachers may prove sufficiently modifying, yet supportive, of the home environment to enable growth and development.¹

E, a sixteen-year-old boy, applied for scholarship aid because he wanted to continue his education "and make something out of himself." He came from a home of low socio-economic status that was disorganized by the frequent separation of his parents. His mother engaged in prostitution, to which E often was exposed when he had to share one room with his mother because of lack of sleeping space. E was ashamed to take his friends to his home and stated he preferred to live away from his own people. He suffered severe rejection by his mother.

Child Welfare immediately accepted E for scholarship aid and placed in a boarding school. This school offered academic and vocational training. There was no psychological testing before this placement.

E's behavior in school was considered good. He appeared polite, but somewhat immature and unrealistic about his needs and welfare. He was dependent upon the worker and agency and made great material demands on the agency for clothing and other articles. He took an active part in school activities, however, and became well integrated into the social group.

We see in E a boy whose adjustment was generally adequate but who revealed some deep-seated insecurity, which probably stemmed from the unhealthy attitude of his parents toward him. However, the environment of the school seemed to enable E to gain some degree of self confidence. At the end of the first school year, he stated that he was better able to talk to people and that the school environment had helped him to make a better selection of his friends and associates. He was able to assert himself in the activities of the school, taking an

active part in extra-curricular activities. He received the kind of stimulation which helped him to become better integrated into the social group and was able to develop his abilities along constructive lines through vocational pursuits. This case would seem to typify the fact that:

Boarding schools serve a useful purpose. Children, particularly of adolescent age, whose basic personality make up is quite sound, but who find themselves in an emotional atmosphere that is causing them conflict, may be sent off to school in a totally different surrounding... one free of emotional conflict of the home. Such children often get along without any further need of intensive treatment.1

E's early parental and environmental influences were hardly conducive to the development of his aspiration level. However, "some children are benefitted socially when they learn specific skills which are useful in building self-confidence and prestige with other children."2

In addition to the four cases cited above, seven additional recipients of this aid made good social adjustment. Of these, two recipients were enrolled in out of state boarding schools; one recipient returned to her mother's home because the home had been rehabilitated, and the mother was able to assume responsibility again; two recipients were domiciled in boarding homes of the agency, where they were making good adjustment in local schools; two additional recipients had assumed

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1Ibid., p. 199.

responsibility for themselves. One of these last was employed and the other had recently married. The latter case was being kept in the agency's open files in order to expedite service, should an immediate need arise. Among the cases mentioned, four had been closed sometime prior to this study.

"Some children are naturally out-going, aggressive in attack upon things and people, easily stimulated to action by situations outside and emotions within themselves."¹ Some of the children placed by the agency in question were representative of this behavior and had a "granite-like quality" which was capable of withstanding the impact of even the most radical changes of environment.² In the case study of C, we see the "granite-like" quality of a delinquent personality unaffected by the radical change in environment from a home of low socio-economic status to an institution for girls.

C had lived in the home of her mother for one year before she was known to Child Welfare. She had previously lived with various relatives over a twelve year period. In her mother's home, she had been exposed to the latter's own lax behavior. The home was economically underprivileged, filthy, congested, and in a neighborhood of vice and crime. C began to show serious delinquent behavior. Child Welfare accepted her for scholarship aid at this point and placed her in an institution for delinquent girls for the safety and protection which that type of environment would offer.

C's academic and social adjustment in school was poor. Psychological testing indicated her I. Q. to be that of a high-grade moron. She presented serious behavior

¹Ibid., p. 419.
²Ibid., p. 407.
problems, such as stealing from classmates, truancy, and lying. She was unable to get along with her classmates and felt rejected by both teachers and students.

C's behavior appears to have its basis in a feeling of inferiority and a sense of inadequacy because of rejection by her mother and other members of her family. This feeling was carried over to the school situation. Here her delinquent behavior was manifested in anti-social and aggressive conduct such as stealing, lying, etc. C's attitude toward life in the institution was undoubtedly determined by her early conditioning in resulting in feelings of insecurity, lack of love and affection, and finally, actual loss of parental care. Other contributing causes to C's poor adjustment in school might have been her intense dislike for rigid discipline and regimentation and a sense of inferiority in school life through the lack of harmony between her academic achievement and her wish for recognition and acceptance.

In three additional cases under study the recipients showed anti-social behavior during the period of receiving scholarship aid. This behavior seemed an effort to solve their own emotional needs through lying, stealing, truanting, sexual promiscuity, and poor social integration and related to the early conditions of broken homes, inadequate supervision, rejection by parents and relatives, and the unmet need for love and affection. Child Welfare attempted to meet the needs of this group of children by placing them in the facility that offered the best training appropriate to their mental equipment and
possibilities for personality and social adjustment. An institution was selected for all four in another city or state, because there were no similar facilities in the local area or state that Child Welfare could utilize for this purpose. This school offered vocational and academic training and, in addition, offered opportunities for participation in clubs, choral singing, and other extra-curricular activities conducive to personality and social growth. An example of this type of placement and subsequent personality adjustment follows:

B was first known to Child Welfare when friends with whom she had been living since two months old requested financial assistance. She was thirteen years of age at this time. (B's mother was unmarried at the time of her birth and soon placed her with friends, whom she did not contact again.) B related well to her foster parents, and one summer was taken by them to a western city to visit. It was there that she was told by playmates that her foster mother was not her natural mother. B became upset over this but was later accepting of the explanation given her by foster mother, that her own mother resided in a large city and had placed her with them at an early age.

Child Welfare accepted B for scholarship aid after giving clothing over a one year period, before her foster mother's death. At this point, the foster father was unable to care for B because of his advanced age and limited finances. B was placed in a boarding home, where her adjustment was poor. She was unable to accept any person in the role of parent substitute. She began to truant, steal, lie, and was generally hostile toward her new foster mother. At one time, she placed poison in the foster mother's food.

B was placed in a training school for girls in a western city as a result of this behavior. B's adjustment in this school was good. She took an active part in the school and community activities, became well integrated into the social group, and appeared a friendly, congenial girl. However, she yearned for her own mother and spent considerable time day-dreaming about her. At the end of the school term, B returned to a boarding home selected by the agency, where she regressed to her previous behavior pattern. She appeared starved for love and affection.
B was later returned to the training school. She now became so hostile toward the school authorities that she was expelled.

B appeared to be an emotionally immature child. Feelings of rejection and insecurity dating back to her earliest life seemed apparent. The death of her foster mother left her without any mother substitute. The subsequent placement in an agency boarding home she perhaps saw as rejection by her foster father. This perhaps accentuated her need for affection. She was later unable to accept the agency foster parents in place of her original foster parents, because of strong parental ties with the latter. The removal from her friends and home community to the restricted environment of an institution stimulated a withdrawal reaction with infantile regression. Her misconduct at boarding school was perhaps the result of her being up against a world lacking in affection and too difficult for her limited abilities to cope with. The result was B's disorganized personality. This delinquent behavior in the institution and in the agency boarding home was an effort to solve emotional needs that she had failed to satisfy at any time in her life, because the satisfaction and recognition, love and affection that was necessary for her adjustment had been denied her.

One author has said:

We may be able to differentiate between the kind of behavior we should try to modify by discipline and that which we must correct from within if we recognize two forms of aggression in children: that displayed by children because of self confidence and that which arises out of
feelings of insecurity these latter children behaving aggressively because they feel unwanted and want to strike back at the world because they carry a deep sense of frustration which explodes beyond their control.¹

Children who display this latter type of behavior, due to feelings of insecurity, act from blind inner necessity and therefore do not develop the discrimination which makes more mature behavior possible.²

Two remaining scholarship recipients made poor adjustments at the time of placement. These cases included girls who showed no interest in returning to school and who refused to follow through on appointments with the worker relative to further planning for them. An example of this is C.

C was accepted for scholarship aid when her mother applied to Child Welfare for help. The mother was employed and unable to give her adequate supervision. C was placed in a boarding school, where her adjustment was poor. She showed aggressive behavior and presented problems of discipline. She remained in this institution a year, after which time she stated she was not interested in returning to school but preferred to remain with her mother and work in a local laundry. (C's mother was employed in a laundry).

It was indicated in the case record that C's mother's attitude of indifference was partially responsible for C's decision not to return to school. Also indicated was the fact that C's home environment had many limitations, such as low moral standards (C's mother was unmarried), crowdedness, filth,


²Ibid., p. 434.
congested quarters, and low economic status. One author states:

Ego-threats of 30% of our children who belong to minority groups (Negro, Jew, Oriental) originate in experiences aggravated by lack of attention from working parents and anxiety about economic security.¹

The factor of low economic status, perhaps, had its effect upon C's mother's attitude of indifference toward her personality and social development, because "indifference to one's personality is found so generally with poverty and low economic levels that they constitute a joint menace to morale and wholesome life organization."²

The four cases previously mentioned were terminated at the time this study was made. As previously indicated, two of them refused to return to school, and the remaining recipients were reunited with their relatives in other states at the request of each recipient.

¹J. McV. Hunt (ed.), Personality and Behavior Disorders II (2 Vols; New York, 1944), 681.

²Stuart Alfred Queen and others, Social Pathology (New York, 1925), p. 262.
CHAPTER V

SUMMARY AND CONCLUSIONS

The Child Welfare Association of Fulton and DeKalb Counties, is a private child caring agency, serving both Negro and white children. Its main function is to provide short-time placement in boarding homes for children who must be removed from their own homes. In addition, the agency affords service to unmarried mothers and their babies when adoption is requested. These services are made possible by the Community Fund, partial or whole payments from parents, relatives, or other interested individuals, and by individual gifts from persons or groups of persons interested in the welfare of the dependent child.

A yearly grant from the Whitehead Foundation makes it possible for Negro and white children to receive academic and vocational training along with other agency services of which they would otherwise be deprived. The agency has the sole responsibility for the administration of this grant to the recipients and has set up its own criteria for the selection of children to receive this aid.

Of the fifteen Negro applicants with whom this study is concerned, the greatest number, five, came to the agency through other agencies. Parents applied in four cases and relatives and interested individuals in five additional cases. Only one applicant applied on his own initiative.

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Certain socio-economic factors were found to be common. Among these factors were broken homes, insufficient income, inadequate supervision, unmarried motherhood, physically and mentally ill parents, the rejection of children, and strained parent-child relationships.

The greatest number of applicants were in the early adolescent age group or from twelve to fifteen years of age. Only five applicants fell within the age range of sixteen to eighteen years. Girls made up the greatest number of applicants.

Two applicants were first known to the agency only one week before the award of the scholarship. Two were known two weeks; three were accepted after one month's contact; one was known two months; one was accepted after four months' contact; two were known and received this aid after one year's contact; one was known six years, one nine years, and the remaining two, six and seven months respectively.

Of these fifteen applicants, the greater number, nine, received psychological testing before placement. Two applicants received this service after placement, and four children did not receive testing before or after placement.

Eight children tested by the psychologist were found to be of "low-average" intelligence. Two I.Q's were found to be "high-grade moron," and only one was of average intelligence. Four children were never tested.

All 15 Whitehead recipients received medical examinations in the agency clinic prior to placement. Outside medical
resources were utilized for surgical treatment or dental and eye care for these children, because of the agency's limited clinical facilities.

The greatest number of applicants, seven, were observed through visits by the agency worker over brief periods of time. Four applicants received supportive treatment, while three received supervision over long periods of time before they became recipients.

Parents agreed to pay the entire cost of upkeep for three recipients. Two additional parents were able to assume partial financial responsibility for their children. Ten recipients were totally maintained by the agency during the time of scholarship aid. Seven children were employed during the summer months and assumed partial responsibility for their clothing needs. The agency supplemented their clothing purchases and assumed responsibility for eight additional children's clothing needs.

Each recipient received a personal allowance from the agency according to his or her age level, the older children receiving the larger amounts.

Only three of the recipients were sent to summer camp during the summer months. The younger children were free to choose this experience.

Five Recipients were placed in boarding homes during the time of receiving scholarship aid. Two children were already living in other agency boarding homes and chose to remain in
them. Eight children were placed in boarding school facilities.

Children who showed no behavior problems and could receive their education in the local high schools, were placed in boarding homes, whereas children who were conforming in behavior and showed leadership ability and potentialities for academic achievement, and were older in chronological age than the average recipient, were placed in out-of-state boarding schools whose academic standards they would be able to adapt to. Children who showed delinquent behavior and needed the discipline of a more rigid environment, were placed in a training school for girls out of the state. In the latter placements, each child received vocational training.

Each child received a medical examination at intervals in the agency clinic and follow-up service as needed after receiving scholarship aid.

Both direct and indirect treatment was used by the worker. Eight children, domiciled in boarding schools, received indirect treatment through correspondence with the worker or through the school authorities with whom the worker conferred during the school term. Children placed in boarding homes received direct treatment through actual contact with the worker or indirect treatment through the boarding mother, with whom the worker talked on visits to the home, giving counsel, interpreting the agency's role, and clarifying the responsibility of the boarding mother toward child and agency.

Child Welfare attempted to measure and evaluate the
potentialities of the recipients through observation, psychological testing, the ratings and opinions of teachers and other individuals who knew the child, and the case workers' records. The agency considered the child's previous environmental and hereditary factors, the previous training of the child, the training the child would receive through vocational courses, his creative abilities, educational achievement, social adjustment, character traits, and general behavior pattern.

Eleven of the children selected by the agency for scholarship aid made good adjustments. Four of the recipients showed anti-social behavior and made poor social adjustments.

The large percentage of good adjustments offers indication that, the agency was justified in allocating in the main, scholarships as they did.
Schedule of Study

1. Name and Current Address

2. Date Born

3. Race

4. Date First Known to Child Welfare Association

5. Domicile at Time of Initial Contact
   (parental home, foster home, institution, etc.)
   (a) Length of time thus domiciled

6. Original Family Standards (with particular reference to rural versus urban origin, etc.)

7. Institutional and Foster Home Experiences

8. Personality & Social Adjustment

9. Habits of Child

10. Psychological Testing

11. Date Accepted for Scholarship
    (a) Reason scholarship granted
    (b) Purpose
    (c) Plan of agency
    (d) Participation by family

12. School Achievement and Progress
    (a) Type of school chosen
    (b) Attendance
    (c) Conduct in school
    (d) Special school work
    (e) Adjustment to school

13. Employment History
    (a) Before completion of scholarship
       1. After school work (kind, duration, age began)
    (b) After completion of scholarship
       1. Age began regular work
       2. Adjustment to job (with particular reference to benefits derived in terms of help received from scholarships)
       3. Use made of earnings (contributed to family, own support, recreation, savings)
14. Change in Attitudes and Behavior Following Case Work Relationship in Child Welfare Association
BIBLIOGRAPHY

Books


**Bulletins and Reports**


**Articles**


