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A FOLLOW-UP STUDY OF ONE HUNDRED
DELINQUENT CHILDREN PLACED IN FOS-
TER HOMES BY THE CHILDREN'S BUREAU
OF THE VIRGINIA STATE DEPARTMENT
OF PUBLIC WELFARE.

BY

INEZ M. BAKER
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SUBMITTED IN PARTIAL FULFILLMENT

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OF

COLLEGE OF WILLIAM AND MARY

FOR THE DEGREE

MASTER OF SCIENCE.

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BY

INZ M. BAKER

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(2) "Roy" was placed temporarily or permanently in a family of their own, for the purpose of providing care and home for them."

It has long been...

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that there is no substitute for a normal family life. On this principle, and with a humanitarian view, people have taken into their homes unfortunate children, the for some reason have been deprived of their original home.

This practice can be traced back at least 4000 years to the old Babylonian laws. The laws of the Code of Hammurabi, referring to adoption, seem to be really for the protection of the parents rather than for the child.

These are the well-known examples of early adoptions recounted in the Bible. Abraham adopted his brother's son, Lot's. Moses, the world's greatest law...

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Russell Sage Foundation,

"The earliest circumstances of legal child placing are found in the Old Testament scriptures, and in the Tanakh. From the time the national life began with the giving of the law, immediately after the exodus from Egypt, about 1280 B.C., they placed orphans and fatherless children in original family homes. ——Psalm LXVIII.

CHAPTER I - INTRODUCTION

HISTORY OF CHILD-PLACING

"Child-placing in families is placing destitute and neglected children, temporarily or permanently in families other than their own, for the purpose of providing care and homes for them." It has long been the consensus of opinion that there is no substitute for a normal family life. On this principle, and with a humanitarian motive in view, people have taken into their homes unfortunate children, who for some reason have been deprived of their original homes.

This practice can be traced back at least 4000 years to the old Babylonian laws. The laws of the Code of Hammurabi, referring to adoption, seem to be wholly for the protection of the parents rather than for the child. **

There are the well-known examples of early adoptions recounted in the Bible. Abraham adopted his brother's son, Lot. Moses, the world's greatest law-

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Russell Sage Foundation.

giver, was adopted by Pharoah's daughter.

"The earliest chronicles of legal child placing are found in the Old Testament scriptures, and in the Talmud — From the time the national life began with the giving of the law, immediately after the exodus from Egypt, about 1500 B.C., they placed orphans and fatherless children in selected family homes. ——Psalm LXVIII 5, 6, declares that God is "A Father of the fatherless," and that He "setteth the solitary in families." --- In the Talmud is this suggestive statement: "The blessed man, that doth righteousness at all times, is the man that brings up an orphan boy or girl until marriage has given him or her another home."

The apprentice or indenture system became legalized in England in 1562. Less than a century later, it was transported to the United States. Under this system, the child was compelled by law to remain in the family as long as the terms of his contract designated. Children were placed in almost any home where their services could be utilized or made profitable. The child's labor was the uppermost objective in the foster parents' mind. Consequently, the child under contract was often deprived of education, overworked and not infrequently cruelly treated. The position of father and child was one of
"master" and "servant." This is well illustrated by an act passed in 1660 in the Massachusetts Bay Colony authorizing selectmen who "shall find masters of families negligent of their duty, whereby children and servants become rude, stubborn, and unruly --- take such children or apprentices from them and force them to submit unto government." #

The so-called Modern Period in child-placing dates from about the middle of the seventeenth century. The placing-out and supervision of placements continued under the auspices of the Church, but the methods and character of the work expanded with the period. ## St. Vincent de Paul first sponsored the movement in France by founding the "Sisters of Charity" in 1633 for the purpose of caring for destitute children. In 1648, the little orphanage of the Spanish and Portuguese Jews was established in Amsterdam. "The first modern placing-out work done on a large scale began when under the Napoleonic decree of 1811, children of France were boarded out at National Expense." ###

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* Slingerland, Wm. Child-Placing in Families, Russell-Sage pp. 30-31


Charles Loring Brace, who is universally known as the pioneer in the organized child-placing movement, fostered the formation of the New York Children's Aid Society. He advocated sending dependent children to country homes in preference to subjecting them to a long course in an institution. Children were gathered in large numbers from the streets of New York, and sent to farm homes, many of which were in the West. Homes could be more easily secured on the frontier than in the more advanced and wealthy communities. There was practically no investigation made of the home, and almost no supervision of the child after he was placed in it. *

The institution has undergone a tremendous and steady growth in the seventy years of its existence.

The organization of the New York Children's Aid Society was followed by a succession of similar societies; namely, Henry Watson's Children's Aid Society in Baltimore in 1860; the Boston Children's Aid Society, 1866; the New York State Charities Aid Association, 1872; the Children's Aid Society of Pennsylvania, 1882; and the Connecticut Children's Aid Society, 1892. While the chief purpose of these organizations was to place children in homes, they also performed some work in family rehabilitation. However, for the most part the work was hampered under great difficulties. The children were received and placed with almost no investigation of the children or the families. The records kept were neither accurate nor sufficient. There seems to have been a total lack of sensitiveness to the inconstancy of human nature.

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* Foster-Home Care for Dependent Children, U. S. Dept. of Labor, Children's Bureau, Pub. #156. pp. 3.
rehabilitation. However, for the most part the work was handled under great difficulties. The children were received and placed with almost no investigation. The supervision of the children was inadequate. The workers were untrained, many of which were volunteers. The records kept were neither accurate nor sufficient. There seems to have been a total lack of sensitiveness to the inefficiency of the work.

RECENT TENDENCIES IN CHILD-PLACING.

The last quarter century marks a period of transition in child placing. Since the White House Conference in 1909, there has been a shifting of emphasis. Prior to this time the foster parents were the primary consideration. It was generally accepted that the generosity and benevolence which prompted foster parents to assume the responsibility of dependent children, automatically implied that they possessed those qualities that constitute good parent-hood.

The first White House Conference in 1909 recognized the importance of normal family life, and urged that families should not be broken on account of poverty. It emphasised the selection of homes by careful investigation.

carried out by skilled agents. The child's religious faith should be recognized. After placement, he should be visited frequently with consideration of his physical, mental, moral and spiritual development.

Since the White House Conference of 1909, the emphasis has consistently swung to the side of the child's needs. Instead of picking a child for the home, the aim now is to choose a home for the child. This necessitates a thorough knowledge of his needs which, in turn, requires a study of his social background, hereditary, intellectual equipment, emotional needs and general characteristics.

A study of his own family may reveal underlying factors in his behavior. Whether investigation of the original family discloses over protection, rejection, insecurity, inferiority, fear, indulgence, it is an important element in determining the individual's needs. The child guidance clinics through psychiatry and child psychology are enabled to assist materially in discovering the individual's intellectual and emotional needs.

It is not sufficient to consider only the child.

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Modern agencies are more and more concerned with the foster home. Why do the parents desire a child? Sound financial basis, and the desire for a child do not constitute the criteria for a good home. The parents may desire a child as an emotional outlet, or perhaps as a means of carrying out their own wish fulfillments. It may be their desire for a love object, or it may be for some marital reason in which a child might seem to one parent to be advantageous. Such motives may on the surface seem good but psychologist and psychiatrist assure us that conditions and relationships accompanying such attitudes are not conducive to the development of the child. Since such motives are not so apparently objectionable they are more or less overlooked than obvious undesirable motives such as taking a child for work.

Agencies must know the reason back of the desire to have a child in the home in order that they may know what the home has to offer. Since agencies are striving to place the child in a home which will prove a panacea to his individual problem by meeting his particular needs, they must know what the child needs and what the home affords. Then it is hoped the child can be placed in the home that offers those things which he needs; thus, providing the environment for his normal growth.
Emphasis is laid on the importance of family life, and the seriousness of removing a child from his original home. The trend is to preserve the family when possible, and when impossible, the task should be undertaken only by those who are trained and skilled in the work. With the growing tendencies to preserve the family relationships, has come the increased use of boarding homes which provide means of keeping brothers and sisters together whereas in free homes it would not be feasible.

Undoubtedly the most recent points of view in child placing, as well as in the general care of dependent children, were discussed by the White House Conference of 1931. The recommendations and conclusions of the previous conferences were reaffirmed. It was advocated that the work be continued to reach the unattained goals. In brief, some of the outstanding conclusions of the conference were:

1. Poverty is not a reason for breaking up the home.
2. Intelligent personnel is needed that children may utilize to the full the emotional, spiritual and social opportunities of home life.
3. The needs of children born out of wedlock for good care and education are the same as others.
4. Serious thoughts and special effort are necessary to adopt child welfare methods and agencies to
the unusual needs of the negro, Mexican, etc.

5. Separation of a child from his own family and his care in a foster family or institution is a most serious matter and should be undertaken only by persons qualified by special training, experience and skill.

The study is to evaluate the adjustment made by 160 delinquent children placed in foster homes by the Children's Bureau of the Virginia State Department of Public Welfare. This study is not an attempt to prove any hypothesis or presumptions as to the causative factors which make a child's adjustment a success or failure. However, it is hoped that through a thorough study of the foster homes and the children's reactions to them, some light may be thrown on certain conditions which seem to facilitate or hinder adjustment.
CHAPTER II - EVALUATION IN CHILD-PLACEMENT.

Research seems to indicate that very little work has been done along this line, probably for several reasons. First, the nature of most child placing work has been such as to render statistical study impossible or impractical. Second, the fostering of the child's own personality has been considered more important than intellectual or social development. Often, the child has been viewed as a stepchild or a ward of the state, rather than as a member of the foster family.

PURPOSE

The purpose of this study is to evaluate the adjustment made by 100 delinquent children placed in foster homes by the Children's Bureau of the Virginia State Department of Public Welfare. This study is not an attempt to prove any hypothesis or presumptions as to the causative factors which make a child's adjustment a success or failure. However, it is hoped that, through a thorough study of the foster homes and the children's reactions to them, some light may be thrown on certain conditions which seem to facilitate or hinder adjustment.

Perhaps the most comprehensive study was made in 1936 by Sophia Van Senden Thaise. It is a study of nine hundred and ten dependent children who had been under the care of the York State Charities Aid Society and were at least eighteen years of age, but had been under the care of the Association for a shorter period of one year. The purpose of the research was to find
RECENT STUDIES OF RESULTS OF PLACEMENTS.

Research seems to indicate that very little work has been done along this line, probably for several definite reasons. First, the nature of most child placing work has not been such that lends itself to statistical study. Early records, for the most part, were incomplete and inadequately kept. Secondly, practically all organizations have been so under-staffed as to render impossible any attempt on the part of staff members to make studies. The desired follow-up work has proved an unattainable goal on account of the heavy case loads. And lastly, the constant shortage of funds under which most organizations operate have served as a continuous barrier to studies evaluating the results of their work.

However, in spite of handicaps, there have been several interesting and significant investigations of the results of child placing.

Perhaps the most comprehensive study was made in 1924 by Sophia Van Senden Theis. It is a study of nine hundred and ten dependent children who had been under the care of New York State Charities Aid Society and were at least eighteen years of age, and had been under the care of the Association for a minimum period of one year. The purpose of the research was to find
out what kind of citizens placed out children develop into. The subjects were classified according to their success or failure to adjust in their respective communities as being "capable" or "incapable." "Capable" was defined as those "able to manage their own affairs with average good sense, and who live in accordance with good standards in their communities."

The outstanding facts revealed by this study were:

1. That 77.2% of those whose whereabouts could be learned were found to be capable.
2. That the age at the time of placement was significant factor. Children placed under five years of age made a better adjustment than those placed above five.
3. That the type of foster home used was apparently not a factor in success or failure.
4. That the child's background was not a significant element for success or failure.

Theis, Sophia Van Senden - "How Foster Children Turn Out."

A Study by State Charities Aid Association.

Pub. #165, New York, 1924.
A similar study was recently made under the direction of Dr. William Healy and Dr. Augusta Brunner of five hundred and one children presenting definite behavior problems. Since these children were all cases of delinquency or of personality difficulties, which were under the care of the Judge Baker Foundation of Boston, and received treatment by foster home placement, they are more nearly comparable with our study group. A large percent were especially difficult cases. Of the delinquents, 75% were recidivists. "They were placed in foster homes with the thought that through better personal contacts and better general environmental conditions, essential changes in behavior would ensue." Therefore, the study is especially valuable to those concerned with placing delinquent and problem children.

Dr. Healy classifies the results of the placements by the standards of "success" and "failure." Success means "that the individual made a steady gain in his ability to master his difficulties and maintain his position as a desirable member of a family and of a community." "Failure represents those whose delinquencies persist or whose personality difficulties remain or increase, or whose

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Healy, Brunner, Baylor, Murphy - "Reconstructing Behavior in Youth."

habits are largely unmodified, so that they do not adjust satisfactorily to conditions in family life."

The classification of the group according to mentality showed 66% normal, 10% defective, 1% psychotic, and 23% abnormal. The outstanding findings of the study were that 328 or 64% of the cases were successful, 158 or 32% failures and 20 or 4% indeterminate. The results pointed to the following conclusions:

1. Children even though seriously delinquent can be treated with great assurance of success through placing in foster homes.

2. The chance of success was five to one for the child with normal intelligence.

3. When delinquency is complicated with abnormal mentality or personality the chance of success drops off markedly.

4. Age, sex, heredity and type of delinquency are only slight factors in the successful adjustment of a normal child.

Another analogous investigation was made by Ethel R. Sharp at the Institute for Juvenile Research, Chicago, Illinois in 1930 in which she made a comparative study of the results of placement of problem and non-problem children. The purpose of this study was "an attempt to ascertain whether foster home care was an effective tool in dealing with problem children, and to point out
how psychiatry could make this tool still more effective." The cases were selected to match as nearly as possible in age, sex and nationality a group of so-called "problem" children who had been previously studied at the Institute for Juvenile Research by Alice Haines. By problem children was meant those who had been referred for psychiatric treatment and for whom placement had been prescribed as a part of the treatment. The Sharp group were non-problem in that their behavior had not been such as to warrant psychiatric examination. Analysis indicated that the background, environment, behavior and personality differences of the problem and non-problem groups were not unlike. The non-problem group showed 73% successes and 23% failures while the problem group revealed 72% successes and 19% failures.

It must be borne in mind that the Haines group were recognized as problems and therefore special study and care was used in placing them; whereas, in the Sharp study the children were not recognized as outstanding in their problems and less care was used in the situation of homes.

Sharp, Ethel R., A Comparative Study of the Results of Placement of Problem and Non-Problem Children.

Smith College School of Social Work, 1930.
We might, therefore, assume that a complete psychiatric study of the child prior to placement gives the worker insight into the child's personality and particular needs, and aids in the choice of a suitable home.

Comparisons and contrasts will be made from time to time between the results of the aforesaid mentioned studies and the findings of our investigation.

Hundreds of cases were studied as it was felt that this number was fairly representative. They were the first thousand children visited in the above mentioned months, who conformed to the following conditions. The cases chosen, all of which were delinquent, had been in the foster home at least six months, and had been visited by a worker.

Geographically the study group represents the entire State of Virginia, since delinquent children are committed to the Children's Bureau by the various Juvenile and County Courts throughout the State.

Most of the counties and some of the towns do not have Juvenile Courts, therefore their commitments come through the regular County Courts.
CHAPTER III.

DESCRIPTION OF THE GROUP STUDIED.

The cases considered in this study were selected from the Social case worker's visiting lists for January, February, March and April 1930, at the Children's Bureau of the Virginia State Department of Public Welfare. A hundred cases were studied as it was felt that this number was fairly representative. They were the first hundred children visited in the above mentioned months, who conformed to the following conditions. The cases chosen, all of which were delinquent, had been in the foster home at least six months, and had been visited by a worker. Geographically the study group represents the entire State of Virginia, since delinquent children are committed to the Children's Bureau by the various Juvenile and County Courts throughout the State. *

* Most of the Counties and some of the towns do not have Juvenile Courts, therefore their commitments come through the regular County Courts.
The entire study group had received initial examinations including psychological and physical examinations. Thus, the physical conditions and Intelligence Quotients were determined. No placements were made until physical defects were corrected. Placement was recommended by the State Mental Hygiene Clinic in a majority of cases, however placement was carried out in numerous instances where institutional care was recommended. *

This study includes only cases of placements in free homes. Boarding homes were frequently used for a short period before free home selections were made. During this time, the individual received examinations and treatment if any was necessary. It was also a period of observation during which time more was learned of the child in order to insure a greater chance for success in the foster home.

No attempt has been made in this study to interpret the child's background or the environmental conditions which tended to produce his antisocial behavior. The original homes and personalities of the same group of children were studied by Elizabeth Lacy in an investigation parallel to this one, with the purpose of trying to determine what factors were responsible for

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* These cases were for the most part high grade defectives for whom the State makes no adequate provision, and therefore foster home placement was deemed the best substitute available.
the delinquencies that led to commitment to the Children's Bureau. Since the Lacy study gives a full picture of the child's environment and personality traits, it will be referred to from time to time in this study."

As will be indicated, of the 100 children studied, 70 were boys and 30 girls. Sixty of the group were white, while forty were colored. The ages of the children ranged from 7 to 18 years with the median falling in the 13 year age group. Sixty-two of the study group had never been placed previously, while 38 had been placed from 1 to 5 times. According to the results of the Binet-Simon intelligence tests, 74 of the children were classified as "border line" or "moron", while the median was found to be in the borderline group. Classification of foster homes according to location revealed the fact that 63 were farm homes, 23 rural homes where farming was not the chief occupation, and 14 were urban homes. Classification of the foster homes with reference to financial status disclosed 23 homes to be marginal, 41 comfortable and 36 affluent.

The age distribution of the foster parents ranged from 21 to 80 years with the median falling in the 40-50 year age group. Of the 100 homes selected for the placement of children, 17 were classified as "superior," 37 as "good," and 41 as "mediocre" or average. Twenty-seven homes were termed as unusual in that they lacked the usual parental relationships.

In this study, the terms "success," "partial success," and "failure" are used. By "success," it is meant that the child was making an adjustment satisfactory to himself and the foster family, with his conduct was obviously and definitely improved. By "partial success" is meant that the individual, in spite of his behavior problems and his reactions to situations which were wholly unacceptable to society, was making some progress in his ability to adjust. His conduct was slightly improved, though, in many cases, it did not comply with the standards of society. By "failure" is meant the total inability of the child to adjust to the standards, condition, and requirements of the home in which he was placed, either to his own satisfaction or to the satisfaction of the foster parents. The deficiencies of the individual remained, as indicated by such behavior
It is difficult to measure adequately human conduct by any definitely drawn lines of demarcation. Especially is this true in measuring the success or failure of children to adjust in foster homes when every family presents a different situation. In attempting to evaluate the results of foster home care in this study, the terms "success", "partial success", and "failure" are used. By "success," is meant that the child was making an adjustment satisfactory to himself and the foster family, that his conduct has obviously and definitely improved. By "partial success" is meant that the individual, in spite of his behavior problems and his reactions to situations which were perhaps wholly unacceptable, was making some progress in his ability to adjust. His behavior was slightly improved, though, in many cases, it did not comply with the standards of society. By "failure" is meant the total inability of the child to adjust to the standards, condition, and requirements of the home in which he was placed, either to his own satisfaction or to the satisfaction of the foster parents. The delinquencies of the individual remained, or increased or took another
form with the result that the maladjustment was so
great that the child was removed from the home.

With the foregoing definitions in mind the
following evaluations were made.
GRAPH I

Comparison of Success,
Partial Success and Failure of
Placements.

Partial Success
21%

Success
33%

Failure
41%
CHAPTER IV.

ANALYSIS OF THE PLACEMENTS.

Adjustment of the Group.

Graph I shows the proportion of success, partial success, and failure in adjustments made by the 100 children studied. Thirty-eight, or 38% of the group made a successful adjustment, twenty-one, or 21% made a partially successful adjustment while forty-one, or 41%, absolutely failed to adjust, and were therefore removed from the foster home.

With these facts in mind, let us consider some of the factors which seemed to facilitate or hinder the adjustment of the child in the foster home.

For the sake of convenience and clarity, we shall discuss first the factors in the home, and then those in the child, that seem contributory to the success or failure of the child.

SECTION A -- Factors in the Foster Home, contributory to the success or failure of the child in the foster home.
The majority of homes classified as average were homes of simple standards in which the parents were of meager financial resources and the majority of the study group was gradually levied, we felt that the children of limited provision had better obtain a home than to be placed in a very high categorized home. A summary of this placement, in which he says:

"A home, in and of itself, may be very good. Its standards and interests may be excellent. "

The table indicates both the types of homes in which children were placed and the correlation between the type of home and the adjustment.

Table I indicates both the types of homes in which children were placed and the correlation between the type of home and the adjustment.

The terms "superior", "good" and "average" are used to designate the types of homes in which children were placed. The classification shown in this Table are those made by the workers when investigating the prospective homes for placement. The terms superior, good and average were used with the usual accepted mean-
ings.

Seventeen of the homes were recorded as superior; thirty-seven as good; and forty-six as average or medium.

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TABLE I.

<table>
<thead>
<tr>
<th>Type of Home</th>
<th>Success</th>
<th>Partial Success</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior Homes</td>
<td>17</td>
<td>47%</td>
<td>2</td>
</tr>
<tr>
<td>Good Homes</td>
<td>37</td>
<td>40.3%</td>
<td>16</td>
</tr>
<tr>
<td>Average Homes</td>
<td>46</td>
<td>30.6%</td>
<td>14</td>
</tr>
</tbody>
</table>

TOTAL 100 33 21 41

* Carly, Kiliam, "Reconstructing Behavior in Youth." Pp. 204.

Alfred A. Knopf, 1933
The majority of homes classified as average were homes of simple standards in which the parents were of meager financial and educational standing. The large number of homes of this type may be accounted for by the definite need of homes for children of low mentality. As will be shown in Table XII the mentality of the study group was extremely low. It was felt that these children of limited mental equipment had a better chance for success in homes of simple standards than in homes where more was expected of them. This point of view is borne out in Dr. Healy's discussion of "over placement" in which he says:

"A home, in and of itself, may be very good. Its standards and interests may be excellent and yet in spite of these qualities, or perhaps just because of them, it may be altogether unsuitable for some children. Any child placed in a home that is too far beyond him is uncomfortable in that he is bound to feel himself constantly at a disadvantage."*

As is pointed out in the table, of the 17 children placed in superior homes, 8 or 47% made a successful adjustment; 1 or 5.9% made a partial adjustment; and 8 or 47% failed altogether. Of the 37 placements made in good homes, 16 or 40.5% were successful; 6 or 16.2% were par-

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tially successful; and 16 or 43.3% were failures. Of
the 46 children placed in average homes, 16 or 34.8%
adjusted successfully, 13 or 28.3% adjusted partially;
and 17 or 36.8% failed utterly.

It will be seen that the greatest percent of both
success and failure is found in placements made in super-
ior homes. It would seem to point out that children
either do very well or very poorly in superior homes.
Probably this may be accounted for in the fact that more
success in which success or success, it seems slight-
ly expected of the child in the superior home. Perhaps
the high type of parent is more sensitive to slight
maladjustments, and even though the child may have im-
proved slightly, the parents are not satisfied with a
partial adjustment. For example, the parents may be
disappointed because the child does not progress in
school when he may be doing all that can be expected of
him with his mental equipment. The table seems to bear
this out, in that there appears to be little middle ground
in superior homes. Children either adjust well or not at
all. Again, the standard set in the better homes may be
too high. As is shown in the Lacy study, practically all
of our study group came from extremely poor homes with
extraordinarily unfavorable environmental conditions.
Thus, it might be inferred that the child from poor home
conditions has too great an adjustment to make when placed
in a superior home.
The adjustments made in the average homes appear to bear out the above explanation. The table shows the smallest percent of successful adjustments as well as the smallest percent of absolute failures. This may be explained by the fact that this simpler type of home has lower standards. Conduct that perhaps would not be tolerated in a superior home may be accepted in a simple home. Thus, while the home does not tend to stimulate the individual to a high degree of success, it accepts slightly improved conduct, as would seem to be borne out by the high percent of partial successes in the average homes. It must be remembered that many of our study group represent a low mentality level, and according to Dr. Healy, the chances for success vary directly with the mentality. The children with very low mentality are generally speaking placed in the average home where less is expected of them. The average home presents conditions less remote from the experiences of our study group, thus the necessary adjustment is less. This may account for the smaller percent of absolute failures in the average home. Perhaps many of the partial successes in this type home would be considered failures in the superior home where a higher standard is required.
TABLE II.

OCCUPATIONS OF FOSTER PARENTS.

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>TOTAL</th>
<th>RURAL</th>
<th>URBAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmers</td>
<td>63</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Retired from Business</td>
<td>6</td>
<td>5</td>
<td>1</td>
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<tr>
<td>Doctors</td>
<td>4</td>
<td>3</td>
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</tr>
<tr>
<td>Merchants</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Laborers</td>
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<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Mechanics</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>R. R. Agents &amp; Sect'js</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Brokers</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Dairymen</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Lawyers</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Real Estate Agent</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Shoemaker</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Salesman</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Tea Room Operator</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Toll Bridge Keeper</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

| TOTAL                     | 100   | 86    | 14    |
Table II shows the occupations of the foster-parents. By rural is meant that the foster home was located in the country even though the parent's business was located in a town or city. By urban is meant that the home is located in a town or city.

We note that 63 of the parents were farmers; six were teachers, four of whom were rural teachers and one urban; six were retired from business, five of whom were rural and one urban; four were doctors, three rural and one urban, and that from here on there is a wide scattering of occupations and locations as is clearly apparent in Table II.

As is shown, we have a total of 66, or 86% of the foster homes located in rural districts and 14, or 14% in urban districts. The proportion, therefore, varies markedly from the Thois group in which 53% of the foster homes were rural and 47% urban. It seems significant that in 63% of the foster homes farming was the occupation. This is perhaps the result of the aforementioned need of simple homes for the large number of children with low mentality. And as will be indicated later by the age range and by the sexes of the group a large percent of children were 14, 15, 16 and 17 years of age and were of the male sex. The Lacy study shows idleness and the unwholesome use of leisure time as one of the
partially successful and 17 as 92.1 failed. Of the 14 causative factors in the delinquencies. Therefore, it was apparently felt by the Bureau that farm homes offered an opportunity for wholesome occupation that could not so easily be found in urban homes.

Because of the limited number of foster parents representing each occupation, the percent of adjustments according to occupation is not significant. Therefore, the homes were classified according to location as farm homes, in which farming was the occupation, rural homes in which farming was not the occupation, and urban homes.

Table III points out the location of the home and the adjustment of the child. Of the 63 children placed in rural homes, 23 or 36.4% made a successful adjustment, 18 or 28.6%, a partial adjustment, and 22 or 34.8% failed. Of the 23 children placed in rural homes where farming was not the occupation, 11 or 47.8% were successful, none were partially successful, and 12 or 52.1% failed. Of the 14 children placed in urban homes where farming was not the occupation, 4 or 28.6% were successful, 3 or 21.4% were partially successful, and 7 or 50% failed.

<table>
<thead>
<tr>
<th>LOCATION OF HOMES</th>
<th>Total</th>
<th>Success</th>
<th>Partial Success</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm Homes</td>
<td>63</td>
<td>23</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>Rural Homes</td>
<td>23</td>
<td>11</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Urban Homes</td>
<td>14</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>36</strong></td>
<td><strong>21</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>
partially successful and 12 or 52.1 failed. Of the 14 placed in urban homes 4 or 28.6% were successful. Three of 21.4% partially successful and 7 or 50% failed.

Let us combine success and partial success and have 65.2% success and partial success as compared to 34.8% failure in the farm homes. While the rural homes have 47.8% success compared with 52.1% failure, and urban homes 50% and partial success and 50% failure.

The most outstanding fact revealed by Table IV is the contrast between the two types of rural homes. It is evident that the smallest percent of failures was found in the farm home, while the highest percent of exceptionally successful placements were in the non-farming rural homes in which are also found the highest percent of failure. Perhaps it is significant here that a high percent of non-farming rural homes come under the category of superior homes. The same results seem evident; namely, that the adjustment was either very good or very poor.

The number of urban homes is too small to draw any final conclusions. However, in our limited number, urban homes proved less effective than farm homes for the placement of delinquent children. This may be explained in several ways. The children placed in urban homes were mostly girls who, as will be shown later, made a poorer adjustment than the boys. It may also be signif-
icant that sex delinquencies for which many of the girls were committed were the most difficult types of delinquency to treat by foster home placement.

Our findings bear out Cyril Burt’s statement in *The Young Delinquent*: "In the life of the city and its streets, with its ever changing sights and sounds, its eventful whirl and motion, its rich variety of people and endless amusements - there is the favored haunt of the lover of excitement; there he can be giddy all day long. No environment could be more unsuitable. If he is to gain and preserve his balance, a level life, a steady stage, a quiet background for his every day existence are essential. The most stable surroundings, both physical and social are the best for the unstable child. A pastoral life, with its relative uniformity and monotony, its orderly procession of seasons, its natural and impersonal interests, makes an excellent school of repose."

Dr. William Healy voiced a similar opinion when he said, "Homes in the city are less desirable than those in the country. The children have usually come from crowded sections and are in need of complete change of scene of an environment characterized by order, quiet and opportunity for relaxation. Some sort of simple

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*Burt, Cyril, "The Young Delinquent."*
community life, usually not found in the city, is a great value in the building-up process, because it furnishes wholesome substitutes for the old excitement."

**TABLE IV.**

**FINANCIAL STATUS OF FOSTER HOME AND ADJUSTMENT OF CHILD.**

<table>
<thead>
<tr>
<th>STATUS OF FOSTER PARENTS</th>
<th>SUCCESS</th>
<th>PARTIAL SUCCESS</th>
<th>FAILURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Affluent</td>
<td>36</td>
<td>16</td>
<td>44.4</td>
</tr>
<tr>
<td>Comfortable</td>
<td>41</td>
<td>16</td>
<td>39</td>
</tr>
<tr>
<td>Marginal</td>
<td>23</td>
<td>6</td>
<td>26.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>38</strong></td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>

By affluent is meant having a large income and accumulated resources. Moderate and comfortable refer to having accumulated sufficient resources to maintain the family free from financial strain. By marginal is meant living on the earnings but accumulating little or nothing. **

In the table it is noted that 36 of the homes were affluent, 41 comfortable, and 23 marginal. It is also noted that of the 36 children placed in affluent homes, 16 or 44.4% were successful, 5 or 13.9% partially successful and 15 or 41.8% failures; of the 41 children placed in comfortable homes, 16, or 39% were successful, 11 or 26.8% partially successful.

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Alfred A. Knopf, 1929.

and 14 or 34.1% were failures; of the 23 children placed in marginal homes six or 26.1% were successful, five or 21.7% partially successful and 12 or 52.1% failures.

The highest degree of success appears to be attained in the affluent home notwithstanding the fact that the percent of failures is higher than in the comfortable home, which means that while more children make a satisfactory adjustment in comfortable homes than in affluent homes, more made a decided success in the latter type. The same explanation given in Table I in regard to the superior home holds true in the affluent home. In fact, practically all of the superior homes were also affluent. In both the superior and the affluent home, the child seemed to adjust either very well or very poorly. If we combine success and partial success the results are markedly in favor of the comfortable home.

The marginal home is apparently the most unsatisfactory. The stress and strain of financial insecurity would logically seem to create an atmosphere detrimental to successful adjustment since financial security is essential for good mental health. The marginal foster parents were more than likely under too much of a financial strain to give the child either the attention or the material things desirable for him to have.

The conclusion is drawn that the comfortable home is the most desirable since it offers the greatest chance
for success. At the same time, the marginal home is the least desirable since it offers the least chance for successful adjustment.

\[
\text{TABLE V.}
\]

EDUCATION OF THE FOSTER PARENTS AND ADJUSTMENT OF THE CHILD.

<table>
<thead>
<tr>
<th>EDUCATION OF PARENTS</th>
<th>TOTAL</th>
<th>SUCCESS</th>
<th>PARTIAL SUCCESS</th>
<th>FAILURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>High School</td>
<td>41</td>
<td>16</td>
<td>39.1</td>
<td>7</td>
</tr>
<tr>
<td>Grammar School</td>
<td>35</td>
<td>12</td>
<td>34.3</td>
<td>11</td>
</tr>
<tr>
<td>Little or no</td>
<td>24</td>
<td>10</td>
<td>41.6</td>
<td>3</td>
</tr>
<tr>
<td>Formal Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>38</strong></td>
<td><strong>21</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>

From the preceding table, it is seen that 41 of the foster parents had formal training equivalent to more than a high school education, 35 had completed grammar school or the equivalent thereof, while 24 had very little or no formal education.

Of the 41 children placed with foster parents of high school or college education, 16 or 39.1% made a good adjustment, 7 or 17% a partially successful adjustment while 18 or 43.9% failed. Of the 35 children placed with
parents of grammar school education, 12 or 34.3% succeeded, 11 or 31.3% partially succeeded, while 12 or 31.4% failed. Of the 24 children in homes of little or no education 10 or 41.6% made a successful adjustment, 3 or 12.5%, a partially successful adjustment while 11 or 45.8% failed to make a satisfactory adjustment.

This table seems to indicate that education is not a factor in facilitating or hindering adjustment. It appears that education has little or no effect in the foster parent’s ability to understand the nature of the child. This study suggests that the education of the foster parents is a negative factor in the child’s adjustment in the home.

**TABLE VI.**

**DISTRIBUTION OF AGES OF FOSTER PARENTS.**

<table>
<thead>
<tr>
<th>AGE GROUPS IN YEARS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 30</td>
<td>9</td>
</tr>
<tr>
<td>30 - 40</td>
<td>23</td>
</tr>
<tr>
<td>40 - 50</td>
<td>16</td>
</tr>
<tr>
<td>50 - 60</td>
<td>20</td>
</tr>
<tr>
<td>60 - 70</td>
<td>16</td>
</tr>
<tr>
<td>70 - 80</td>
<td>11</td>
</tr>
<tr>
<td>Not Recorded</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

* Median - 40 - 50 years.
As is clearly apparent in the preceding table, the ages of the foster parents range from 21 to 80 years. The largest age groups are between 30 - 40 and 50-60 with the median falling in the 40 - 50 age group.

<table>
<thead>
<tr>
<th>Age Groups of Foster Parents</th>
<th>Total</th>
<th>Parental Contact, Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 30</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>30 - 40</td>
<td>35</td>
<td>8</td>
</tr>
<tr>
<td>40 - 50</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>50 - 60</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>60 - 70</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>70 - 80</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Not recorded</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>30</td>
</tr>
</tbody>
</table>

The sex of children:

| Sex  | 59 | 73 | 42 |

Of the 8 children placed in homes where parents were between the ages of 30 - 50, 4 or 42.6% were a successful adjustment, 2 or 22.2% a partially successful adjustment, 2 or 22.2% failed. Of the 8 children placed with parents between 50 - 60, 2 or 22.2% were a successful adjustment, 1 or 22.2% partially successful and 5 or 55.5% failed. Of the 8 children with parents from 60 - 70, 6 or 75.0%
TABLE VII.

AGE OF FOSTER PARENTS AND ADJUSTMENT OF
CHIL.

<table>
<thead>
<tr>
<th>Age Groups of Foster Parents</th>
<th>Total</th>
<th>Success</th>
<th>Partial Success</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percent</td>
<td></td>
<td>Percent</td>
</tr>
<tr>
<td>20 - 30</td>
<td>9</td>
<td>4</td>
<td>44.4%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>30 - 40</td>
<td>23</td>
<td>8</td>
<td>34.8%</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>40 - 50</td>
<td>16</td>
<td>6</td>
<td>37.5%</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>50 - 60</td>
<td>20</td>
<td>8</td>
<td>40%</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>60 - 70</td>
<td>16</td>
<td>5</td>
<td>31.2%</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>70 - 80</td>
<td>11</td>
<td>5</td>
<td>45.4%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Not Recorded</td>
<td>5</td>
<td>2</td>
<td>40%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>38</td>
<td>38%</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>41</td>
<td>41%</td>
<td></td>
</tr>
</tbody>
</table>

Per cent of Adjustment for group.

38  21  41

Of the 9 children placed in homes where parents were between the ages of 20 - 30, 4 or 44.4% made a successful adjustment, 2 or 22.2% a partially successful adjustment, 3 or 33.3% failed. Of the 23 children placed with parents between 30 - 40, 8 or 34.8% succeeded, 7 or 30.4% partially succeeded and 8 or 34.8% failed; of the 16 children with parents from 40 - 50, 6 or 37.5% suc-
ceeded, 5 or 31.2% partially succeeded and 5 or 31.2% failed; of the 20 children placed with parents between 50 - 60, 8 or 40% were successful, 3 or 15% partially successful and 9 or 45% failures; of the 16 with parents in the age group from 60 - 70, 5 or 31.2% succeeded, 3 or 18.7% partially succeeded while 8 or 50% failed; of the 11 children placed with 70 - 80 year old parents, 5 or 45.4% were successful, 1 or 9.1% were partially successful and 5 or 45.4% were failures.

As the ages of foster parents increases, the percent of failures shows a conspicuous upward trend. In spite of the small sample representing some of the age groups, there is a direct increase in failure with increased age groups, excepting only the 60 - 70 year group which shows a somewhat higher percent of failures than the 70 - 80 year group. This study apparently justifies the statement that parents of the child bearing age are more successful with foster children. * This point is more strikingly shown by combining success and partial success and comparing results of parents under 50 years and those over. Of the children placed with parents from 20 - 50, 66.6% made successful or partially successful adjustment while only 53.2% of children placed with parents from 50 - 80 made the a satisfactory adjustment.


According to Dr. G. Stanley Hall, "The more we know of boyhood the more narrow and often selfish do adult ideals appear. Something is amiss with the lad who is very good, studious, industrious, thoughtful, altruistic, quiet, respectful, obedient, gentlemanly, orderly, always in good toilet, docile to reason, who turns away from stories that reek with gore, prefers adult companionship to that of his mates, refuses all association, speaks standard English, or is pious and deeply in love with religious services, as the typical maiden teacher of the a la mode parent wishes. Such a boy is either under-vitalized and anemic or precocious by nature, a repressed, over trained, conventionalized manikin, a hypocrite, as some can become under pressure thus early in life, or else, a genius of some kind with a little of all these."

Younger parents seem to be better able to face these facts concerning the child and more ready to meet his needs. The younger parents appear to be more flexible, more patient and understanding of the problems of youth and less exacting in their expectations of the child. Older parents are too often established in their

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ways and habits, thus they fail to see situations from
the child's point of view. Again, placements with elder-
ly parents do not make for the normal home conditions for
which all home-placing is striving.

Whether or not these be the factors that effect
greater success in the younger home, this study shows
that the children placed in homes where the parents are
under 50 years of age adjusted better than those
placed in homes where the parents are over 50.

<table>
<thead>
<tr>
<th>Group</th>
<th>Tested</th>
<th>Success</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single parent and child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alienated parent and unoff. son or daughter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alienated parent and unoff. daughter with children</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Widow and child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>9</td>
<td>25.3</td>
</tr>
<tr>
<td>Percent for entire group</td>
<td>31</td>
<td>11</td>
<td>41</td>
</tr>
</tbody>
</table>
TABLE VIII.

HOMES LACKING USUAL PARENTAL RELATIONSHIPS AND ADJUSTMENT OF CHILD.

<table>
<thead>
<tr>
<th>PARENTAL RELATIONSHIPS</th>
<th>SUCCESS</th>
<th>PARTIAL SUCCESS</th>
<th>FAILURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Couples past 60 years of age living alone.</td>
<td>11</td>
<td>36.3 2</td>
<td>18.1</td>
</tr>
<tr>
<td>Unmarried brothers and sisters living alone.</td>
<td>2</td>
<td>50 0</td>
<td>0</td>
</tr>
<tr>
<td>Widows living alone</td>
<td>2</td>
<td>0 0</td>
<td>0</td>
</tr>
<tr>
<td>Elderly parent and unmarried son or daughter</td>
<td>5</td>
<td>40 0</td>
<td>0</td>
</tr>
<tr>
<td>Grandfather and widowed daughter with children.</td>
<td>2</td>
<td>0 1</td>
<td>50</td>
</tr>
<tr>
<td>Widow and Children</td>
<td>5</td>
<td>40 1</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>27</strong></td>
<td><strong>33.3 4</strong></td>
<td><strong>14.8</strong></td>
</tr>
<tr>
<td>Percent for entire Group</td>
<td><strong>38</strong></td>
<td><strong>21</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>
By home-lacking usual parental relationships was meant homes presenting abnormal family set-ups. A decidedly better adjustment was made by the children placed in homes of age and living alone. It would seem to be an unusual thing for parents of this age to rear children. Of these children, 4 or 36.5% made a good adjustment, 2 or 18.1%, a partial adjustment and 5 or 45.4% failed. Two children were placed with unmarried brothers and sisters living alone. Obviously this is an unnatural home situation for a child. One child succeeded in this type of home and one failed. Two children were placed with elderly widows living alone. These placements were conspicuous by the utter lack of understanding of the child and the inability on the part of the foster mother to discipline the child with the result that the two placements were failures. Of the 5 children placed in homes with an elderly parent and an unmarried son or daughter, 2 or 40% were successful and 3 or 60% were failures. Five children were placed in homes of young or middle aged widows with children, 2 or 40% of which succeeded, 1 or 20% partially succeeded and 2 or 40% were failures. Two children were placed in homes where the foster father and his widowed daughter and children constituted the family unit.
one (1) or 50% of these placements was successful and one (1) or 50% was a failure.

A decidedly better adjustment was made by the group as a whole than by the children placed in homes lacking usual parental relationships as indicated by the comparison of the percents of adjustments made by the entire group and by those placed in the aforementioned type of home. Perhaps this type of home is lacking in the security and normalcy necessary for the well-being of the child. It may be added that in a large percent of the homes classified in the above category, the foster parents were more than 50 years of age. It is also remembered that the age of the foster parents is a significant factor in the adjustment of the child.

Since it is that these children adjust poorly in homes with unusual parental relationship, the conclusion may then be drawn that normal parental relationship is a positive factor in the adjustment of a child in the foster home.

As shown in Table IX in 58 of the foster homes, no previous placements had been made; in 18 homes one foster child had been previously placed; in 10 homes 2 children had been placed; in 5 homes 3 had been placed; in 7 homes 4 had been placed; and in 2 homes 5 had been placed.
The important thing is that 42 of the foster parents had had experience with foster children while 58 had not at the time of the placement of the study.

**Table IX.** Distribution of Foster Homes According to Number of Foster Children Previously Placed in Them.

<table>
<thead>
<tr>
<th>Number of Placements</th>
<th>Number of Foster Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

It is noted that 53 or 55% of the study group were placed in homes where no children had formerly been placed, while 42 or 42% were placed in homes where children had been placed previously. In most cases the previously placed children were not in the home at the time that our placements were made; in a few instances they were.
However, the important thing is that 42 of the foster parents had had experience with foster children while 58 had not at the time of the placement of the study group.

\[ \text{TABLE X.} \]

\text{COMPARISON OF HOMES PREVIOUSLY USED AS FOSTER HOMES WITH THOSE IN WHICH NO FORMER PLACEMENTS HAD BEEN MADE.} 

\begin{tabular}{lcccccc}
\hline
 & SUCCESS & PARTIAL SUCCESS & FAILURE \\
\hline
K-0-M-E-S Total & & & & & & \\
\hline
 & Number & Percent & Number & Percent & Number & Percent \\
Former Placements & 42 & 14 & 33.5 & 12 & 23.6 & 16 & 38.1 \\
No Former Placements & 58 & 24 & 41.4 & 9 & 15.5 & 25 & 43.1 \\
\hline
TOTAL & 100 & 38 & 21 & 41 & & \\
\end{tabular}

Of the 42 homes having had from 1 to 5 foster children placed in them, 14 or 33.5% of the children made a successful adjustment, 12 or 28.6% a partially successful adjustment and 16 or 38.1% failed; of the 58 homes in which there had never been previous placements, 24 or 41.4% of the children were successful, 9 or 15.5% partially successful and 25 or 43% failures.
This table shows clearly that the homes in which children were placed for the first time were more successful than the homes previously used. On the surface this appears contrary to expectation, as it would seem that foster parents should profit by the experiences of preceding children in the home. However, there is another element that enters into this particular group of homes; namely, that in a considerable percent of the homes classified as having formerly received foster children, the previously placed children had failed to make a successful adjustment and had therefore been removed from the home. This suggests that there were elements in these particular homes which were not conducive to the successful adjustment of the child since a large percent of both the study group and children formerly placed in them failed.

It may be concluded from this study that the adjustment was more successful in homes having previously had no foster children than in those homes formerly having received foster children. But undue emphasis should not be placed on this in view of the comparatively small percent (8.1%) of the difference, and also in view of the fact that when success and partial success are taken together, the homes with former placements show an advantage of 5%, their successes and partial successes equaling 61.9% as compared with 56.9% for the other group.
TABLE XI.

AGE OF CHILD AND ADJUSTMENT.

<table>
<thead>
<tr>
<th>AGE OF CHILDREN IN YEARS</th>
<th>TOTAL</th>
<th>SUCCESS</th>
<th>PARTIAL SUCCESS</th>
<th>FAILURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>1</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>1</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>4</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>6</td>
<td>4</td>
<td>66.6</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>6</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>17</td>
<td>7</td>
<td>41.1</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>4</td>
<td>28.5</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>12</td>
<td>3</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>18</td>
<td>5</td>
<td>27.3</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>6</td>
<td>1</td>
<td>16.6</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>2</td>
<td>1</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>1</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>38</strong></td>
<td><strong>21</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>


SECTION B.

Factors in the Child contributing to his Success or Failure.

The ages of the children at the time of placement range from 7 to 18 years. It is outstanding that 73% of the children were at least 12 years of age at the time of placement.  

From the group as a whole, it appears that age was not a momentous factor in adjustment. The Theiss study of children corresponding to their ages at the time of placement. "The group placed when less than two years old and the group between 2 and 5 years of age were very nearly alike in their development, and the groups that were placed when over 5 years showed no great dissimilarity." However, as none of this study group was placed under 7 years, it is not comparable with the Theiss group in respect to age. Nevertheless the fact that 34.6% of the Theiss group were placed under the age of 5, the same showing more improvement than those placed over 5 would logically account in part for the higher percent of improvement attained in the Theiss Study than in this study group.

See Lacy Study 2
Notwithstanding the fact that the age range of this group is somewhat higher than other study groups, Table XI indicates that children placed under 11 years made a 9.6% better adjustment than those over 11 years at time of placement. This difference is not as great as would be expected, judging from the results of other studies. This investigation shows that greater success was attained when placement took place before the age of early adolescence. In the light of the accepted theory, that adolescence is the most difficult stage in the normal child's life, the period in which more problems arise and more adjustments are to be made, it must certainly be acknowledged as a trying span for the adolescent delinquent. Adding to this adolescent problems the adjustments in a foster home with its new environment, there appears to be reason for the higher percent of failure among placements made during adolescence than among those made earlier.

Then, it may be concluded from this investigation that of 73% of children placed during the age of adolescence, age was not significant, however, those placed before adolescence made a 29.4% better adjustment than those placed in the adolescent period.
### TABLE XII.

**INTELLECTUAL STATUS AND ADJUSTMENT OF THE CHILD.**

It is observed from Table XII that only seven of the study group obtained a successful adjustment and a fairly consistent rate of success follows an increasing degree of failure.

<table>
<thead>
<tr>
<th>CLASSIFICATION</th>
<th>SUCCESS</th>
<th>PRIORITY</th>
<th>FAILURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Average</td>
<td>7</td>
<td>57.2</td>
<td>0</td>
</tr>
<tr>
<td>Dull Normal</td>
<td>13</td>
<td>53.7</td>
<td>2</td>
</tr>
<tr>
<td>Borderline</td>
<td>36</td>
<td>44.4</td>
<td>8</td>
</tr>
<tr>
<td>Moron</td>
<td>26.5</td>
<td>26.5</td>
<td>9</td>
</tr>
<tr>
<td>Imbecile</td>
<td>6</td>
<td>16.3</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td>33</td>
<td>21</td>
</tr>
</tbody>
</table>

From the results of the Sanford Revision of the Binet-Simon Intelligence Tests and on the basis of Terman's classification of mental ability, the above table was constructed. According to Terman's classification, the following division of intellectual quotients were used with the corresponding scores for the Binet-Simon tests:
Socialization than she states, "The socialization of the child means the incorporation of the child into his native culture."

Average - 90 - 110
Dull Normal - 80 - 90
Borderline - 70 - 80
Moron - 50 - 70
Imbeciles - 25 - 50

It is observed from table XII that only seven of the study group possessed average intelligence while six of the group had the mentality of an imbecile. The largest number fell within the borderline group.

As the intelligence groups range from average to imbecile, the percent of successful adjustment shows a conspicuous and constant downward trend, decreasing from 57.2% successful adjustment for the average group to only 16.3% successful adjustment for the imbecile group. The percent of failures, as would be expected, follows an opposite trend, increasing at a fairly consistent rate from the average to the imbecile group.

These facts tend to indicate and substantiate the fact that intelligence is a considerable factor in successful adjustment. Other investigations confirm this finding. Dr. Healy determined from his study that the intelligence of the child was a significant phase in adjustment. Phyllis Blanchard also recognized the intrinsic value of intelligence in the process of
socialization when she states, "The socialization of
of the child depends in certain respects upon his
native intellectual endowment."

Then, it may be presumed from the data at hand
that the intellectual status of the child is definitely
a contributory factor for success or failure in the place-
ment of the child with average intelligence
while this study is concerned with delinquents. The
ratio, in nevertheless comparable to an investigation
of Juvenile Court records made by Breckinridge.

The ratio was found to be nearly 3 boys to 1 girl.
This proportion is not unusual in the light of our
previous studies and reported in the boys than girls.

**TABLE XIII.**

**COMPARISON OF ADJUSTMENT MADE BY BOYS AND GIRLS.**

<table>
<thead>
<tr>
<th>SEX</th>
<th>TOTAL</th>
<th>SUCCESS</th>
<th>Partial Success</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Boys</td>
<td>71</td>
<td>30</td>
<td>42.2</td>
<td>16</td>
</tr>
<tr>
<td>Girls</td>
<td>29</td>
<td>8</td>
<td>27.6</td>
<td>8</td>
</tr>
</tbody>
</table>

**TOTAL** | 100 | 38 | 21 | 41

It is observed that 71 of the study group were boys
and 29 were girls making a ratio of approximately 3 boys
to 1 girl. Of the 71 boys placed, 30 or 42.2% made a
successful adjustment, 16 or 22.5% partially successful
and 25 or 35.3% failed, as compared with the 29 girls, 8 or 27.6% of which were successful, 5 or 17.8% partially successful and 16 or 55.2% failures.

The proportion according to sex does not coincide with the Theis study in which the ratio as to sex was about 5 girls to 4 boys. However, again it must be remembered that the Theis group were dependent children, while this study is concerned with delinquents. The ratio is nevertheless comparable to an investigation of Juvenile Court records made by Breckinbridge.³

The ratio was found to be nearly 4 boys to 1 girl.

This proportion is not puzzling in the light of our present social order in which the female sex is more protected and sheltered in the home than boys. Thus, her opportunities for becoming delinquent are somewhat limited because of this closer supervision. Then, girls may escape commitment in cases where a boy would not because it seems to be considered a more serious thing in case of a girl.

There is a conspicuous difference shown in the percents of successful adjustments made by girls and boys. Theis found a slightly greater percent of improvement among boys than among girls, though not nearly so great a divergence as is revealed in this study. This

may be partially explained as follows: (1) With very few exceptions the girls were committed for incorrigibility or sex delinquencies — both of which appear difficult to treat. Judging from this study and the opinion of Miss Emily Dinwiddie, Director of the Children's Bureau, sex delinquents are the most difficult type to treat by placement. If this is true, it may account in part for the lower percent of success in placement of girls than in boys found in this study since sex delinquency was a major cause for girls' commitments, while only a minor cause for boys. (2) Since, as was mentioned, the social attitude towards girls is more protective than towards boys, commitment seems to be a more serious affair for a girl. The result may be that girls who are committed present more difficult problems than do most of the boys. If this be true, it will be predicted that girls will have more difficulty in adjusting.

It may then be concluded from Table XII that sex is a significant factor in the adjustment of delinquent children in a foster home and that the delinquent boy has 21.3% better chance for success in foster home than the delinquent girl.

* See Lacy Study for causes of Commitments.
TABLE XIV.

COMPARISON OF ADJUSTMENTS MADE BY WHITE AND COLORED CHILDREN.

<table>
<thead>
<tr>
<th></th>
<th>Success</th>
<th>Partial Success</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>RACE</td>
<td>Total</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>White 60</td>
<td>24</td>
<td>40</td>
<td>14</td>
</tr>
<tr>
<td>Colored 40</td>
<td>14</td>
<td>35</td>
<td>7</td>
</tr>
</tbody>
</table>

TOTAL 100 | 38 | 21 | 41 |

Investigation shows 60% of the group to be white as compared to 40% colored. * 24 or 40% of the whites made a successful adjustment, 14 or 23.3% a partially successful adjustment, and 22 or 36.6% failed, while 14 or 35% of the colored made a successful adjustment, 7 or 17.5% a partially successful adjustment and 19 or 45% failed.

A rather remarkable discrepancy is evident in the adjustment of the two races. There are no comparative studies available to the author. Theis record 5.1% of

* See Lacy Study for relative comparison according to population of Virginia.
her group as colored, but she makes no differentiation between the improvement of the whites and colored. This study fails to reveal any entirely convincing facts as to the inherent cause of this lower percent of success evidenced in the placement of colored children. The placement of colored children in white homes seems to be one causative factor as shown in Table XV. But even granting the above, it still remains that the colored children placed in colored homes made a poorer adjustment than the white. Certain racial idiosyncrasies and conditions may possibly be ascribed as contributing factors. The colored home in Virginia is popularly considered to be more unstable and generally lacking in many of the elements usually attributed to the best home conditions. However, this is a mere generalization lacking in scientific basis.

The conclusion is nevertheless clear that in this study white children have made a better adjustment in the foster homes than the colored children.
TABLE XV.

COMPARISON OF ADJUSTMENTS MADE BY COLORED CHILDREN PLACED IN COLORED HOMES AND COLORED CHILDREN PLACED IN WHITE HOMES.

<table>
<thead>
<tr>
<th>Colored Children Placed</th>
<th>SUCCESS</th>
<th>PARTIAL SUCCESS</th>
<th>FAILURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>In White Homes 18</td>
<td>6</td>
<td>33.3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>In Colored Homes 22</td>
<td>8</td>
<td>36.4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>18.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>45.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>35</strong></td>
<td><strong>7</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>17.5</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>19</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>86.7</strong></td>
</tr>
</tbody>
</table>

The conclusion may be drawn from this table that colored children adjust better in colored homes than in white homes as shown by the larger number of successes in colored homes. If the same equality of colored property to the non-white is obtained in the future, the ratio of children making successful adjustments will be higher in the colored homes than in the white homes. Therefore, every effort should be made to place the colored child in a colored home.

As pointed out in Table XV, 18 of the 40 colored children in this study were placed in white homes while 22 were placed in colored homes. Of those placed in white homes 6 or 33.3% made a successful adjustment, 3 or 16.7% a partially successful adjustment, and 9 or 50% failed, while 8 or 36.4% of those in colored homes were successful, 4 or 18.2% partially successful, and 10 or 45.7% failed.

It would be expected that colored children placed in white homes will not tend to improve to as great an extent as those placed in good colored homes. In the first place, the white foster parent's motive in taking the colored child is usually the benefit they hope to reap from the child's labors rather than any altruistic purpose. This purpose does
seem sufficient for the best adjustments of the child. Again, when a colored child is placed in a white home, we do not have a normal family situation, for the child cannot play the role of a member of the family, but must assume the same capacity as colored servants in the home. This is obviously not conducive to the best adjustment of the child.

The conclusion may be drawn from this table that colored children adjust better in colored homes albeit even then, their percent of successful adjustment is lower than that of white children.
As evident by TABLE XVI. the number of the children under consideration had never been in a foster home prior to this plan. The following table gives the number of children by number of former placements:

<table>
<thead>
<tr>
<th>Former Placements</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>62</td>
</tr>
<tr>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

The foster child in the home, 0 occurring to place frequently do not necessarily mean discredit on either the child or the foster parent. The time and critical amount of such necessity is largely directed toward the unfortunate "receptor," or those infants are not included but in some years the cases for a large portion of the infantile home placements. study and no small portion to the lack of consideration is due to the method employed in the placements."

Dr. Wort would add that "after all possible precautions are taken, placements are to some extent a matter of 'luck and try."

---

*Not including boarding home placements.

---


P. 110, Russell Sage Foundation, 1924.
As evident by Table XVI, 62 or the children under consideration had never been in a foster home prior to this placement. 33 had been previously placed from 1 to 5 times; 23 having been placed once, 3 twice, 4 three times, 1 four times and 2 five times.

The mere fact that the child has been placed formerly does not necessarily cast discredit on either the child or the home. The child may unfortunately be a misfit in the home. According to Slingerland, "many children do not remain in the home selected for them, and must be replaced, frequently more than once, in new families and new neighborhoods. Formerly, the blame and critical comment of such necessity were largely directed toward the unfortunate 'repeater', as these itinerants are called, but in recent years the censure for a large part of such changes has been more equitably distributed. The foster parents are often positively blameworthy and fail to give the boy or girl a fair chance to make good; and no small portion to the lack of permanence is due to the haste, careless, and unsystematic methods employed in the placements."

Dr. Burt would add that "after all possible precautions are taken, placements are to some extent still a matter of 'cut and try.'"

Bearing in mind the preceding quotations, let us consider the significance of replacement in our study group. It is also significant that the percent of failure increases noticeably with the added number of former placements. It is possible that the child acquires the

**TABLE XVII.**

**NUMBER OF FORMER PLACEMENTS AND ADJUSTMENT OF THE CHILD.**

<table>
<thead>
<tr>
<th>Number of Former Placements</th>
<th>Total</th>
<th>Success</th>
<th>Partial Success</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>0</td>
<td>62</td>
<td>26</td>
<td>42</td>
<td>15</td>
</tr>
<tr>
<td>1</td>
<td>25</td>
<td>7</td>
<td>30.4</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>4</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>1</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td>38</td>
<td>21</td>
<td>41</td>
</tr>
</tbody>
</table>

It is evident from the above table that children placed for the first time made a decidedly better adjustment than those who were replaced. 26 or 42% of the 62 who were placed for the first time made a successful adjustment as compared to 33% for the entire group and 15 or 24.1% made a partially successful adjustment as compared to 21% for the entire group, while 21 or 33.9% failed as compared with 41% for the entire group. Thus, it seems that children placed for the first time have an essentially better chance for success in the foster home.
It is also significant that the percent of failures increases noticeably with the added number of former placements. It is possible that the child acquires the habit of failure by repeatedly failing in the foster home even though the home may have been at fault. Again, those who were misplaced may have the most serious behavior problems. Such presumptions cannot, however, be substantiated by this study. Nevertheless, in the light of the foregoing, it would seem even more imperative that every original placement be made with the greatest care in order to secure the greatest possible assurance of success in the first placement, since replacements appear to be a real factor in failure to adjust.

The conclusion follows that the probability for success is greater when the child has not been previously placed, and that the chance for successful adjustment decreases with the increased number of placements.
TABLE XVIII

OUTCOME OF STUDY GROUP.

<table>
<thead>
<tr>
<th>Whereabouts of Children</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returned to Bureau</td>
<td>36</td>
</tr>
<tr>
<td>Industrial School</td>
<td>10</td>
</tr>
<tr>
<td>In Foster Home</td>
<td>34</td>
</tr>
<tr>
<td>Returned to original Home</td>
<td>15</td>
</tr>
<tr>
<td>In Penitentiary</td>
<td>2</td>
</tr>
<tr>
<td>In Boarding Home</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Thirty-eight (38) of the placed out children were returned because of failure to adjust in the foster home, although this was not true in all cases. Several were returned because foster parents moved out of the State or to some location which made it impossible to retain the child in the home. Three children were returned because of health problems either of the child or of the home, while several were returned because of death in the foster family. These children were placed in other foster homes. Ten (10) of the study group were sent to the Industrial School. These had all failed repeatedly in foster homes, and had behavior problems that did not respond to foster home care. Fifteen (15) children made good in the foster home and were returned to their

[Note: The text continues but is not fully transcribed in the image provided.]
Industrial School. These had all failed repeatedly in foster homes, and presented behavior problems that did not respond to foster home care. Fifteen (15) children made good in the foster home and were returned to their original homes. They apparently overcame their problems to the extent that it was felt by the Bureau that they could live normal lives in their respective homes and environment. Two (2) cases were sentenced to the penitentiary. It is interesting to note that one of these boys, who had extremely low intelligence, made a partially successful adjustment in the foster home, but immediately on his dismissal from the home, stole an automobile for which he was convicted of grand larceny and sentenced to the penitentiary for two years. One of the study group, because of his physical condition, was placed in a boarding home where he was accessible to specialized medical treatment.

The outcome of this group cannot be directly compared with Theis' study as her evaluation of foster home treatment was based on the capability of the individual to adjust in his respective station in life, while this study attempts to evaluate the adjustment made in the foster home. However, Theis found a consistent correlation between the adjustment made in the foster home and the adjustment in life. If this correlation is valid, then the prediction follows that the group will adjust to life situations in relatively the same proportions they adjusted in foster homes.
CHAPTER V.

Betty, a 14 year old white girl, was committed by the court on May 31, 1932.

The following illustrative cases have been chosen from the files of the Children's Bureau as representative examples of successful adjustment, partially successful adjustment and failure made by children placed in foster homes. They were selected on no criterion other than that they were typical illustrations of the adjustments made by the group.

Discharged with such degree of efficiency, the sibbling consisted of one boy and four girls. George, the oldest, was a Western Union boy and the other girls were younger than Betty.

Both the physical and moral aspects of the case were essentially unhealthy. Besides the continuous fights between the parents, the mother's integrity was questionable. Although the father's moral fiber was less questionable than the mother's, he was not understanding and because of Betty's refusal to obey him, he wished to send her to a reform school. The father was taking for divorce. All contributed to a vicious home environment.

Betty was brought to Roseland and placed in a boarding home pending further study and examination. A physical examination revealed heart trouble, infected
CASE I. "Betty."

Betty, a 14 year old white girl, was committed to the Children's Bureau by the Court of one of the Western Counties of Virginia for "stealing underwear to the amount of $50 and being incorrigible." Her family, who lived in a little mountain town, belonged to the lower strata of society. The father, 43 years of age, was a carpenter by trade. The mother was 32 years of age, and her duties as house wife were not discharged with much degree of efficiency. The siblings consisted of one boy and four girls. George, the oldest, was a Western Union boy and the other girls were younger than Betty.

Both the physical and moral aspects of the home were essentially unwholesome. Besides the continuous fights between the parents, the mother's integrity was doubtful. Although the father's moral fiber was less questionable than the mother's, he was not understanding, and because of Betty's refusal to obey him, he wished to send her to a reform school. The father was suing for divorce. All contributed to a vicious home environment.

Betty was brought to Richmond and placed in a boarding home pending further study and examination. A physical examination revealed heart murmur, infected
tonsils and possible gestation. She received medical attention in the boarding home, and it was determined that she was not pregnant.

During the psychiatric examination she told conflicting stories concerning her delinquency. She explained that she stayed away from home to escape the constant argument in the family. Her delinquency seemed mostly due to association with a group by whom she was easily led. The whole psychiatric interview seemed colored by an attempt to avoid facing the unpleasant home situation. According to the Binet-Simon tests, her mentality was classified as borderline deficiency.

Betty remained in the boarding home for several months during which time she attended school. At first she seemed to adjust fairly well to the home and other children in the home; however, her personality was dominated by her ostentatious manners, her stupidity along certain lines, and her inability to tell the truth.

The first serious trouble began in school when Betty's teacher decided that her influence on the other children was undesirable. This opinion was formed one day when the teacher saw Betty stuff some gym equipment in her blouse and say she was pregnant. This only strengthened the teacher's tenacious opinion of all "wards" whom she thought were inevitably demoralizing
influences in a class room. She accused Betty of stealing besides coaching another child and influencing her to write salacious words on the wall. The teacher traced the affair by searching the room for the red crayon with which the obscene words had been written. The child who possessed the red crayon was ostracized for a year by being forbidden to play with other children.

After Betty was dismissed from school on the grounds that her talk and actions indicated immorality, it was decided to place her in a foster home. The home selected was a mountain country home which was located a reasonable distance from her original home. The physical features of the home were typical of an average country household. The house was a neat two-story, painted structure in which simplicity and cleanliness prevailed.

The foster family set-up consisted of the parents, ages 56 and 55 years, and a 15 year old boy. There was also an older married son and a daughter, the latter who taught, therefore was away from home except during vacations. The foster father was a talkative person who appeared rather intelligent and sensible. The foster mother apparently took the initiative in the family. She was a neat, energetic, and businesslike woman who expressed her desire for a foster child as company and to "run errands," when her daughter was away.
For the first few months, Betty progressed nicely in her new home and seemed to be overcoming her problems of lying and stealing. There was evidenced no undue interest or abnormalities as to sex matters. The foster parents expressed their interest and attachment for the child. However, the real parents learned of her location and began writing and planning to visit her. Betty seemed afraid and suspicious of her mother. She wrote the Bureau asking if she should answer her mother's letters — that her mother was only trying to steal her away from her home. The local Judge who had made the commitment was consulted about the matter. He informed the Children's Bureau that he approved of the father's interest in Betty, but felt that any connection with her mother would prove detrimental to the welfare of the child.

Almost immediately Betty's difficulties reappeared. Her school conduct became a problem; she was impudent and disobedient and refused to go home after school. Her maladjustments became more and more pronounced. The climax came when she ran away to a nearby town. The foster parents were then unwilling to consider her re-entry into the home.

Investigation of the original family revealed the fact that the parents had been divorced; the mother was completely out of the picture, and the father, who had been given the children by Court was living with his sister. He was anxious to have Betty back in the family.
It was then deemed best to give the father the custodianship of the child so Betty was returned to her original family.
CASE II. "ROY".

Roy was a 12 year old white boy who was committed to the Children's Bureau for incorrigibility, running away and riding freight trains. His home, which was unattractive and absolutely filthy, was located in a crowded section of a mill town. The father, known for his laziness and shiftlessness, was a carpenter by trade, making $1.50 per day when he worked. He manifested no interest in Roy, whom he beat constantly, but he thought a great deal more of the three girls. The mother, while mentally deficient, was devoted to Roy, and had always protected him from the "rough boys" because he had always been frail. Roy loved his mother, but voiced a strong dislike for his father and sisters.

Roy was brought to Richmond and placed in a boarding home. After a physical examination was given a tonsilectomy and a circumcision were performed. His mental age was determined by a psychological examination as 13 years as compared with his chronological age of 12 years, thus placing him in the group of high normals. He did particularly well in tests requiring interpretation and reasoning, but displayed unusual interest in the whole performance.

In the psychiatric examination he showed considerable attachment to his mother and seemed to worry about her physical condition. He felt that his mother favored
Roy seemed to like his foster home and apparently him so he was anxious to help her financially. He showed all evidences of financial insecurity. He was antagonistic toward the father and sisters -- in fact all girls in general. He desired to finish the seventh grade and be an aviator. He stated that he hated noise and cities and other boys, but liked the country where he had lived for a short time. The father had always threatened him with the reform school. The psychiatric interview brought out clearly his rejection of the father and sisters whom the father favored.

A superior country home which would offer educational advantages was recommended.

The home selected was an old Virginia home in which the air of Virginia hospitality could be felt in the warm hand shakes and greetings of its present occupants. The home was furnished with beautiful old furniture and collections of family silver. All suggested the highest type of home. The foster mother was a woman of 64 years whose white hair and brown eyes accentuated the kind and motherly expression which permeated her whole countenance. The foster mother, a maiden sister and a married daughter with her young son constituted the foster family. The mother had been very successful with her own children having reared one daughter and three sons to be excellent citizens. She desired a foster child capable of profiting by the advantages she could offer.
Roy seemed to like his foster home and apparently made a good adjustment in it for three months when without any provocation he ran away. He went to a rather distant city where he stayed several months, got work in a restaurant for $1.00 per day, lived in a cellar and lived a sort of vagabond life until discovered and arrested on the grounds of vagrancy. He was then returned to the Children's Bureau.

Roy said he had left his foster home because of his desire to help his mother who had written him that they were starving. He was again placed in a boarding home, but again ran away.

At the present time, Roy is living with a bachelor in C----when he is not working, he spends most of his time reading. He has joined the Y. M. C. A. and takes a great interest in it. There is no evidence of delinquent tendencies.

The child was brought to Richmond for physical and psychiatric examinations. The physical condition disclosed a general malnourished condition and tonsil and adenoid infection which was lowering his mental and physical efficiency. He was classified as still normal by the State-
CASE III. "Tom." In his ability was probably over estimated because of his lack of stimulation environment and no counseling.  His parents had been divorced and committed to the Children's Bureau for shooting his father.

Tom was a 12 year old colored boy who was committed to the Children's Bureau for shooting his father. He was one of a family of ten children, eight of which were cared for by foster parents. One was sent to an orphanage and the other to another family. The family lived in a small, one room house which was undoubtedly unsanitary. The father was the one who operated the business and demanded authority by the severest means. He was a tyrant. The boys of the foster parent were 80 and 90 years old. They had the experience of raising children with baling wire. The result of this kind of treatment was that Tom had become a servile, submissive, repressed sort of child, intimidated by the reprimands made on him in the home.

On the occasion of the murder, the father had just filled a double barrel shot gun and was handing it to Tom to take to the house when the trigger of the gun caught in the father's sleeve and shot him in the arm. He fell from the intense suffering and yelled, "For God's sake shoot me and don't let me suffer." Tom obediently went into the house, got his own gun and returned to shoot his father twice, both through the head and shoulder.

The child was brought to Richmond for physical and psychiatric examinations. The physical examination disclosed a general malnourished condition and tonsill and adenoid infection which was lowering his mental and physical efficiency. He was classified as dull normal by the Binet-
Simon tests, but his ability was probably under estimated because of his lack of stimulating environment and no schooling. In the psychiatric interview, he was consistent in telling his story. He expressed no antagonism toward either parent, nor was there indication of outstanding friction in the family.

Since no evidences of psychopathic personality were present, it was recommended that Tom be placed in a foster home. The foster home chosen was a colored rural home. The ages of the foster parents were 60 and 50 years. They had had the experience of rearing seven children of their own, all of whom were doing well in life. The parents were not educated, but they recognized the importance of education for their children.

The physical features of the home were simple and sanitary. The foster father was making a little more than a marginal living on the 50 acre farm which they owned. The foster parents both seemed to have secured an unusually good understanding of child psychology from the school of life. Their motive in taking a child seemed one of mutual benefit.

From the first, Tom fitted beautifully into the home. His school progress was more than was predicted. He seemed to take a great interest in the work of the farm, and as his foster father said "is a splendid little worker." He became devoted to his foster parents and they in turn attached to him.
Tom's personality appears less repressed and submissive. On the contrary, all indicates that he is a perfectly happy, normal child who is making a good adjustment in the foster home. It is his desire to remain with his foster parents, while at the same time the foster parents feel that he is an invaluable asset to their home.

In the three cases cited, there were seen a great similarity of problems. All were victims of vicious home conditions to which they all reacted somewhat differently. Betty and Roy were typical examples of children lacking all sense of security at home. Tom also lacked security but the effect it had upon his personality was quite the opposite from the reaction of Betty and Roy. He became submissive and repressed. He accepted his environment, and knew nothing but blind obedience while Betty and Roy rebelled against their lot in life by attempting to escape it.

All three children were adolescents. There was nothing particularly outstanding about their health. Betty and Tom had borderline intelligence, while Roy had high average mentality. Since it was seen that Tom made the best adjustment, this would tend to explode the theory that there is a correlation between adjustment and mentality. However this is too small a sample to draw a conclusion.
Stealing was a major problem in the cases of Betty and Roy. This may be explained by the lack of the things they desired and the fact that they had never been taught property rights. Tom's problems were less conspicuous since they were personality problems.

In the three cases, we see that there is the outstanding problem of parent-child relationship. This might be a causative factor for two of the children running away, since Betty feared her mother, and Roy hated his father. And while Tom feared his father, he would never have committed the crime but for his blind submissiveness and obedience, and his low grade mentality.

In foster home placement, we would hope to give these children those things which they needed and which were lacking in their original home. First they all needed a normal home with understanding and security. Betty would seem to have needed a strong mother person, wholesome companionship, and the material things she desired. Roy obviously needed a father person and some outlet for making money whereby he might assist his mother. Tom needed a home where he would receive some attention and be respected, a home that would develop his personality, independence and self confidence.

In the case of Betty we find placement a failure. She was not completely freed from her mother which may have accounted for her constant fear and unrest. Roy although placed in a superior home, had no one to play the father role which he needed. While we cannot say his
adjustment in this home was successful, he did not develop other delinquent tendencies. We see him solving his own problem by running away to live with a bachelor who was willing to play the father role. He now seems perfectly happy and free from undesirable conduct. Tom's placement was very successful. The foster home seemed to offer the encouragement, incentive and understanding which he needed with the result that Tom is apparently a healthy, happy normal child.

In reviewing the results obtained by the analysis of the adjustments made by the group, we find 59% successful, 31% partially successful and 11% failure. These results, while fairly comparable with other studies, reveal a somewhat lesser degree of success than most other studies. In spite of the higher percent of failure found in this study than was disclosed by the thesis and Realy services, it must be remembered that the thesis group were non-delinquent children; and while the Realy group were assessed as delinquent or problem children, it is probably significant that they were recognized as problems and therefore every precaution was taken in placing them. In order to secure the greatest possible chance for success,
CHAPTER VI.

CONCLUSIONS.

From this study of 100 children placed in foster homes by the Children's Bureau of the Virginia Department of Public Welfare, we find that there are definite factors both in the home and in the child which tend to facilitate or hinder adjustment of the child. Although the relative contributory strength of the various factors considered in this study cannot be definitely ascertained, analysis indicates, through certain trends, conditions and factors which seem to play a significant part in the adjustment or maladjustment of foster home placements.

In reviewing the results obtained by the analysis of the adjustments made by the group, we find 39% successful, 31% partially successful and 41% failure. These results, while fairly comparable with other studies, reveal a somewhat lesser degree of success than most other studies. In spite of the higher percent of failure found in this study than was disclosed by the Theis and Healy studies, it must be remembered that the Theis group were not delinquent children; and while the Healy group were composed of delinquent or problem children, it is probably significant that they were recognized as problems and therefore every precaution was taken in placing them in order to secure the greatest possible chance for success.
Again, the Healy Group was placed by a well financed organization which was so staffed as to make it possible to give more attention to the personality, background, and needs of the child. This is not the case with the study group who were placed by an organization whose intake is unlimited and whose resources are inadequate to maintain a sufficiently large staff to give the detailed attention desirable for the individual child.

Notwithstanding the existing handicap, the results of this investigation lead one to believe that there are definite factors in the home which affect the adjustment of the child.

From our study, it appears that the type of foster home is of little significance since one child adjusts better in a superior home while another is happier in an average home. It may then be concluded that the type of home is not significant since it is the ability of the home to meet the child's individual needs, his mental equipment, previous experiences, etc., that determine whether his adjustment will be good or poor.

The rural homes were more successful in the care of foster children. This seems to be partially accounted for by the fact that the Intelligence Quotients of the group as a whole were extremely low. They would therefore tend to adjust better in a simple rural environment than in a more complex home situation where more would be expected of them.
The conclusion is drawn that the financially comfortable home is more desirable than the marginal or affluent since the highest percent of success was found in this type home. The marginal home appears to be the least desirable, perhaps because financial strain in the family is too great to offer the fullest opportunities to the child. 

Investigation seems to indicate that the education of the foster parents was a negative factor in the foster parent's ability to understand the nature and needs of the child, since children placed in homes where parents had meager education adjusted as well or better than children placed with educated parents.

In the study it appears that the age of the foster parents is a significant factor in the adjustment of the child in the foster home. It was clearly evident in Table X that children placed in homes, where the foster parent's under 50 years of age, adjust better than those placed in homes where the parents are over 50 years. As the ages of the foster parents increased, the percent of failure increased, conspicuously.

It is clearly apparent that foster homes with unusual parental relationships are conducive to a higher percent of failures than homes presenting normal parental relationships. The environment of this type of home is not that of the normal home situation which procures the best and earliest adjustment of the child.

Furthermore, it appears from Table XIV that success
The investigation indicates that in the 73 children placed during the adolescent period, the age of the child was not significant in his adjustment; however, those placed before adolescence made a 39.4% better adjustment. Thus, it is concluded that age of the child at placement is a lesser factor in the adjustment of the study group than it has been found to be in the most similar studies. Again it is remembered that in this study group the age range in itself is somewhat greater than is usually found to be true.

We conclude from Table XII that intelligence is a definitely contributory factor for success or failure in the placement of a child. We find the child with average intelligence has nearly three times more chance for success than the imbecile or nearly twice the chance of the moron.

Contrary to other studies, we find the boys making an outstandingly better adjustment than the girls. The percent of failure was determined as 33% for boys and 55.2% for girls. The high rate of sex delinquencies, which seemed to be the most difficult type of delinquency to treat, was most prevalent among the girls. Thus, perhaps, accounting for the high percent of failures among girls.

The findings revealed the fact that white children make a better adjustment than colored children. Furthermore, it appears from Table XIV that colored
children make a better adjustment when placed in colored homes than when placed in white homes.

The assumption is made from Table XVII that children who have been replaced have a poorer chance for adjustment than those who have not been previously placed. The chance for successful adjustment decreases directly with the increased number of placements.

In conclusion, it must be remembered that the delinquent child committed for placement is nevertheless an individual with characteristics, mental equipment, emotions, tendencies and personality peculiar to himself. It is apparent throughout this study that nothing seemed to be an infallible factor in the child's success or failure. While we admit, for example, that intelligence is a factor in adjustment, we find some normally intelligent children failing, while others of extremely low mentality make a successful adjustment. So it is throughout the study. That which is successful in one case is futile in another. The same may be said of the home. We cannot hope through any study to find a special type of home which we may label by saying "because of this and so, this is a superior home which will suffice the needs of any child." Therefore, it follows that there are no characteristics either of the child or the home which invariably produce success of failure.

The problem is inevitably one of placing the child in the home where the environment is such as to meet
his individual needs. Since the child cannot be fixed into a stereotyped mold, greater success in placements may be expected when social workers become less subjective and more sensitive to the needs of the child and the facilities of the foster home. And when the foster home is chosen with reference to the particular needs of the child, we may expect an increase in the percent of successful adjustments.


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