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A STUDY OF THE ADJUSTMENT IN FOSTER HOMES OF SIXTEEN
REJECTED CHILDREN PLACED BY THE WORCESTER CHILDREN'S
FRIEND SOCIETY FROM JANUARY 1947 - JULY 1950

A Thesis

Submitted by
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(A.B., Colby College, 1948)

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CHAPTER I

INTRODUCTION

Purpose of the Study

The Worcester Children's Friend Society is a child placing agency and children are referred to this agency for temporary, long term or permanent placement. The purpose of this study is to examine a group of cases involving rejected children to find out the results and effects that rejection has on these children's adjustment in foster homes and the relation between their adjustment and the rejection. What are the ways in which rejection affects the behavior and personality of these children adjusting in foster homes? Writer hopes to find some indication as to the influence rejection has on these children's foster home adjustment. Can these children's feelings of rejection be modified through foster home placement and casework contacts?

Scope

The cases studied include all the cases of the rejected children referred to W.C.F.S. from January 1947 to July 1950 who were placed in foster homes during this period. This includes sixteen children who were recorded as rejected as evidenced by psychiatrists, psychologists, and caseworkers. The age group include children from five to fifteen. The reason

1 Hereafter referred to as W.C.F.S.
the writer includes children only five years and over is that
the results and the effects of rejection are likely to be
seen more clearly in the older age group.

Sources of Data
The material for this study was gathered from reading
the family and children's records as well as the foster home
records; in numerous cases the writer discussed with the
agency caseworkers the children, the parents, and the foster
parents if material desired for the schedules was not included
in the records. Cases were chosen after consultation with
the supervisor, through the use of the day schedule and the
index of records. Records were obtained from both the active
and inactive files.

Limitations
Obviously a study of sixteen children is limited in
scope because of the small number. Any conclusions drawn
at the end of the study are applicable only to this group
for this period of time. There may have been other rejected
children placed during this period but the facts were not
indicated in the records. The writer only included children
whose records showed that they were rejected as evidenced by
psychiatrists, psychologists or caseworkers. Two of the cases
in this study are still active so it is not possible to know
the final outcome of the adjustment of these two children in
their foster homes, however the reader will see the present
adjustment of these two children. It is also necessary to note that there were some rejected children placed at Merrifield, the agency's study home and group foster home, whom the writer did not study unless it was a permanent or long term placement since Merrifield is not a regular foster home.

**Method of Study**

The method of study has been to examine approximately 250 records and from this number sixteen rejected children were chosen. These cases were reviewed to obtain the material desired for the schedule. Material in each record included a family and a child's record. The child's record often included a report from the referring agency and in some instances reports from a psychiatric contact, a physician or other interested individuals. The child's record also included the report of the foster home adjustment. Particular attention has been paid to the evidences and reasons for the rejection, the adjustment of the child with his own family and his foster family, behavior and/or personality manifestations, and the child's attitude towards his rejection. After the sixteen cases are summarized they will be compared and placed in five different groupings according to the occurrence of manifestations of the rejection and the improvement.
CHAPTER II

AGENCY HISTORY AND FUNCTION

The Worcester Children's Friend Society is a child placing and adoption agency serving the city of Worcester and southern Worcester County. This Society was organized in 1849 by a group of interested citizens as it was felt that the city missionaries, almshouses, and reform schools could not do enough for the needy and poverty stricken. One interested person wanted to take the young children away from evil influences and "cultivate their affections and educate their consciences and safeguard their health." An orphanage was established in 1849 and cared for children who were taught "habits of uniform cheerful obedience to maternal authority and to establish a love of truth, order and regularity and to overcome their early habits of profanity and duplicity."

Several years later the Overseers of the Poor permitted indenture of children to the Society and by 1871 over 1800 children had been indentured.

In April 1903 it was voted that "boarding of children in families be a permanent thing." This represented the agency's new philosophy which moved from providing orphanage care to foster home care.

Two case committees were established in 1925. With the staff these committees shared the responsibility for forming a committee, out of which grew the local Child Guidance
Clinic, now the Youth Guidance Center. The case committees were also concerned with the lack of adequate probation for juvenile offenders. Four years later a system was established by which the Children's Friend Society detained young offenders for the Juvenile Court in special foster homes.

As the number of children under foster home care increased to over 150 the need for a small home where a child could be taken in an emergency became apparent; also the need to study problem children where they could be given special care in a controlled environment; therefore the Society opened its first Study Home in 1926.

In 1928 and for the next twelve years the Children's Friend Society experimented with placing homemakers in motherless families so as to keep the children together. The plan was successful but as time went by it was impossible to locate sufficient women to carry on.

World War II brought new problems including the care of European children. In 1940 the United States Committee for Aid to European children named this agency its official child placing agency in the Worcester area.

During the last twenty-five years the number of applications for aid from all sources has shown a natural growth. Some of the most frequent reasons for applications are:

1. The need of foster homes for infants and children
who have lost the protection of their own homes through death of a parent, divorce or separation.

2. Parents requesting counseling service for help in understanding behavior and/or personality problems of their children.

3. Requests for temporary foster home care for children who need convalescent care after a period of hospitalization or when mothers are in poor health and need hospitalization.

4. Juvenile Court requests for temporary detention care.

5. Need for protective guardianship as requested by protective agencies and courts.

6. Adoption homes for children when they are without normal family ties as children of unmarried mothers.

Children are referred to this agency mostly by their own parents, and agencies such as the Society for the Prevention of Cruelty to Children, Family Service, Juvenile Court and numerous other agencies.

Merrifield is the agency's study home and group foster home. It is used primarily to study children with special problems before they are placed in regular foster homes. Merrifield is also used as a temporary home for children for whom regular foster homes must be located. During the summer months Merrifield is often used for children convalescing from long illnesses or hospitalization. This home accommodates ten to twelve children, both boys and girls of all ages. The staff at Merrifield consists of two house mothers and two house fathers. These house parents are people who like and
have a great deal of understanding of children.

After the request for foster home placement is made, the application is taken by the intake worker who may be anyone of the caseworkers or the case work supervisor. If indicated, the case is then assigned to a caseworker who proceeds to make a thorough study of the entire situation; interviewing both parents, interested relatives, the child, and possibly physician or minister or other references who know the family well. Each case is given much thought and consideration. Advantages and disadvantages of foster home placement are considered for every child. If the agency believes that the child's needs will be better served by an agency offering a type of service other than foster home care, a proper referral is made. Often referral is made to the Department of Public Welfare if financial difficulties are a factor in the presenting problem.

The decision for acceptance is made by the case work supervisor, the executive director, and the caseworker. If the case is accepted, the caseworker makes a request to the homefinder for a foster home. A great deal of care is given in choosing the right home for every child. Although the homefinder makes the home study, the caseworker discusses with the foster parents the child which the agency is considering placing in this foster home. The parents as well as the child are prepared for foster home placement. After the child is
placed in a foster home the caseworker keeps in close contact with the foster parents, the own parents, and the child to assure that the placement will be as successful as possible, to interpret the meaning of placement and to help with the problems that arise. The parents contribute wholly or partially towards the support of their children. The parents' financial responsibility is determined on the basis of their income and expenditures as indicated in a budget worked out jointly by parents and the caseworker.

The agency's staff consists of an executive director, a case work supervisor, four caseworkers, one full time and one part time homefinder, and five on the clerical staff.
CHAPTER III

REVIEW OF LITERATURE ON REJECTION

Definition of Rejection

Before the cases in this study are presented, it is necessary to define rejection and briefly mention some material already written on rejected children.

What is rejection? Newell defines it as follows:

The behavior of the parent is hostile, neglecting, indifferent, irritated by the child, punishing severely and nagging.¹

Another definition is given by Symonds who states that

By rejection we mean the child who is unwanted either by mother or father. Either father or mother or both fail to give the child adequate care, protection or affection, or they may make invidious contrasts with other children in the family, or with children outside the family, and in general the child is neglected in one or more ways. Sometimes the mother or father compensates for the guilt which they may feel for this rejection by lavishing affection on the child and overprotecting it.²

Even though the rejection of the child is not conscious it is easy for the child to sense when he is disliked or unwanted as the parent brings out his feelings in different ways through his behavior or attitudes. Symonds points out that


The surest way for the outside observer to discover most quickly the attitude of a parent towards a child is to note in what terms he refers to his child. If a parent mentions his child in a spirit of criticism and dissatisfaction, and emphasizes the child's shortcomings and limitations, then one may suspect that justly or unjustly the parent holds feelings of hate toward the child.3

Reasons for Parents Rejecting Children

What are some of the reasons for parents rejecting their children? In one of Newell's studies conclusions were reached that the most important single cause of a mother rejecting her child was her unhappy adjustment to her marriage.4 Parents' rejection of their children is also often due to emotional immaturity or instability.

Life experiences have interfered with her growth so that she is not sufficiently mature emotionally to accept the responsibility of children. They are an irritant to her and so she projects her annoyance in bad handling that is essentially rejection in nature.5

According to Margaret Figge in studying a group of rejecting and non-rejecting mothers the most marked difference between the two groups was with respect to the unhappiness of

3 P. M. Symonds, Dynamics of Parent-Child Relationships p. 22
4 H. W. Newell, op. cit., p. 580
the childhood of the rejecting mothers and their social frustration through marriage. A parent who was rejected when he or she was a child is often prone to handle their children in the same way. Unwanted children and children born out of wedlock are often rejected children although not always. There are many diverse reasons for rejecting children and whatever the reason may be the child is usually affected in one way or another.

Ways of Rejecting Children

Rejection can be shown in many ways and may be either conscious or unconscious. Rejection may be shown through neglect, harshness, severe punishment, cruelty, strictness, overambition for the child, dissatisfaction with the child or too high standards set for him. Overprotection is also a form of rejection which may help the parent to compensate for his guilt feelings about rejecting his child. Overprotection may be an unconscious form of rejection.

Rejection or the denial of affection and care of the child will inevitably destroy the child's feelings of security. Some families may apply excessive amounts of unpleasant stimulation in the form of criticism, punishment et cetera with the result that the child develops avoiding response and reference to his home and family and their associations. Some

parents reject their children through unfavorable comparison with siblings, failure to support, ridicule, indifference, lack of interest and nagging.

Children's Reaction to Rejection

Every child has different ways in which he or she reacts to a situation. Rejected children react to their situation in countless ways.

If the parent rejects the child, interferes consistently with gratifying his needs, punishes him indiscriminately merely for having needs ... then the child feels not only rejected but also helpless ... However this does not destroy his desire to love the parent as well as respect for him, nor does it remove entirely the feeling of securing some love, protection, gratification or pleasure from the parent.7

It is not strange that a child should cling so desperately to his parents despite neglect, rejection, and cruelty. To be unwanted by one's own family is one of the most devastating blows that can befall a human being ... 8

According to Mildred Burgum, the rejected child who makes friends easily, does well in school and camp, is seeking satisfaction outside to compensate for the deprivations experienced at home. A good adjustment with others than the family adults may be a method of punishing a parent.9

7 A.H. Maslow and Bela Mittelmann, Principles of Abnormal Psychology, p. 246
Independence, resistance to and rebellion against authority are also used against the rejecting parent. However the child may react to this rejection, it is often in the form of behavior or personality difficulties. This will be explained more fully in the material on the effect of rejection on children.

The Effect of Rejection on Children

It is sometimes possible to predict roughly, even before birth, what a child's character will be if one knows the parent well. For instance, an important factor is whether the parents want the child. If the child is unwelcomed there is greater likelihood of the child being rejected and this rejection, whether open or hidden, conscious or unconscious, will eventually communicate itself to the child and creates in him a feeling of rejection.10

The unconscious hostility, antagonisms, and resentment toward the child cannot under any circumstances be completely hidden from him, no matter how fair the parents wish to be.11

Rejected children show an excess of activity and restlessness. They are often trouble makers in school and given to attention-getting behavior. Rejected children are characterized by lack of sustained application or concentration with school. These children show more delinquent trends and are more antagonistic towards society.12

10 A.H. Maslow and Bela Mittelmann, op. cit., p. 245
11 Ibid., p. 245.
Childers found that hyperactive children are essentially insecure and commented that it had been impressed on him that many of them came from homes where they had been aware for a long time that they were unwanted.\footnote{13}

Symonds states that running away from home, truancy from school, . . . will be found to stem from rejection and the child's desire to escape from an unhappy situation.\footnote{14}

Rejection is more serious when the child's ego is weak as he is unable to compensate for his rejection in ways that are more acceptable to society.

The rejected child may show such delinquencies as truancy, thieving, and lying and may find satisfaction in having his mother upset about him. The rejected child tends to show the patterns known as emotional instability.\footnote{15}
CHAPTER IV

CASE MATERIAL

The writer has divided the case material into five groups as follows:

1. Manifestations of rejection prior to placement with these manifestations continuing on and affecting foster home placement.

2. Manifestations of rejection prior to placement and these manifestations improved during placement.

3. Manifestations of rejection prior to placement and improvement was shown during placement for a time then regression was shown.

4. No manifestations of rejection prior to placement but manifestations arose during placement and there was no improvement in these manifestations.

5. No manifestations of rejection prior to placement but minor manifestations developed during placement then improvement was shown.

This first group will include three cases in which there were manifestations of the rejection prior to placement and these manifestations continued on and affected foster home placement. Concrete illustrations of rejection will be presented in each case. All the cases in the first group will be presented as there are different factors in each case which are important.

Case 1

Dick, age eleven, was referred to W.C.F.S. for placement by a probation officer as his mother had made a stubborn child complaint to the court. The mother was employed and unable to properly supervise the child. Dick was subjected to considerable abuse from his stepfather who had never accepted the boy.
At the time of referral the mother was in the process of divorcing the stepfather. When Dick was two years old his father died and the mother's second marriage had been an unhappy one. The stepfather had dominated the household but did not support the family; therefore the mother was employed and she supported the family. The mother stated she was unaware of the abusive treatment Dick received from his stepfather.

Dick had one sister, six years older than himself, whom mother said was no problem at all. Dick's mother stated her efforts to train Dick had been unsuccessful from the beginning. It was evident that the mother had little understanding of Dick and his problems since she felt he was "just bad." The mother's rejection of Dick started in his early years. He was a timid, retiring child, unable to make a quick adjustment to new situations, according to the mother. His main problems were stealing, setting fires, lying, and bad toilet habits. He did fair work in school, with an I.Q. of 91, but he was a behavior problem and truanted from school.

Dick was accepted for care and placed in a home where the foster parents had apparent ability to work with difficult boys and had four boys of their own. Immediately after placement Dick seemed to make a satisfactory adjustment. He was cooperative, conforming, and enjoyed the great amount of attention given him by the foster parents. He responded to organized healthful family living which he had never done previously. After Dick began to relax his previous behavior returned. He engaged in hiding food throughout the house, such as in the mattresses, closets, in the cellar and outdoors. He developed an abnormal appetite eating as many as three meals after the evening meal. Dick never ate the food he hid. Later, in psychiatric examination this behavior was interpreted as a compulsion. During the night Dick would rummage through drawers, closets and took things of relatively no value to anyone. He defecated in the house or in the yard rather than use toilet facilities and would urinate out of the windows especially during the night. Dick was sly, deceitful, and unresponsive to attempts to develop a close relationship to him. He bullied and abused his foster brothers and other small children to such an extent that the community ostracized him. This Dick
admitted was true. When the caseworker or the foster parents tried to discuss his behavior with him he made little response other than he did not know why he behaved as he did. After three months Dick was removed from the foster home when the foster parents felt he was a danger to the physical and emotional well-being of their own children. The foster parents had a high degree of insight into Dick's problems and an abundance of patience with him.

Dick said he never missed his mother or any one else but it was evident he longed for the kind of family life he had never known. He was better able to relate to men than to women.

After Dick's failure in this foster home, his mother thought the best plan would be commitment to a correctional school. However she was willing to go along with any plan as long as she did not have to take her son back with her, this was added evidence of the mother's rejection of this boy. It was believed that Dick's undesirable toilet habits were a protest to his rejection.

Dick underwent a period of psychiatric study and a group placement was considered the best solution for this child. Before a final decision was made for a school placement, Dick was examined at a state hospital where he was found to be a severely disturbed boy but not psychotic. Dick was placed in a boys' school where he made a fair adjustment. Recommendations were for prolonged training in this school.

Interpretation

Dick was a very disturbed boy whose problems were deep-seated. His problems had started at an early age and it was evident that neither his mother nor his stepfather had any real understanding of him. Dick rebelled against his rejection through his undesirable behavior patterns. He realized he could only gain attention from his parents when he misbehaved. His feelings of rejection were so deep they seemed to
be unmodifiable.

In a situation such as this, when a child has so many problems it is difficult to find a home where foster parents will care for a child. Even though these foster parents had a great deal of understanding of Dick it was impossible for them to continue caring for the boy because of their own children's welfare. It is improbable that Dick would have been able to adjust in another foster home since he had so many problems as well as poor relationships with his own parents. A school placement seemed to be the best solution for this seriously disturbed child.
Case 2

Bernard was thirteen when he was referred to W.C.F.S. for placement by the Youth Guidance Center as he lived in a very unhappy home situation. The previous year the father had come to the agency requesting a school placement for his son and would consider no other plan. Bernard was placed in a boarding school where he remained only a few months.

When Bernard was six, his mother and father obtained a divorce, and later his father remarried. At the time of the referral Bernard was living with his father, stepmother, and three stepsisters. The father had complained to the court that Bernard was lying, stealing, and was a stubborn child. He was interested in committing his son to a reform school so that the family would be relieved of all his responsibility. The Youth Guidance Center reported that Bernard had morbid tendencies, showed some psychopathic traits, and fear of rejection. A foster home placement was recommended rather than institutional care.

The father maintained that the boy was "absolutely no good" and he wanted nothing to do with Bernard because he was always a disrupting influence in the home. He plagued and nagged his stepsisters and constantly teased his stepmother. Bernard's father did not wish a foster home placement as he did not want further financial responsibility for the boy and requested a free boarding school. In every way the father indicated his rejection of his son and had an unsympathetic attitude towards him. He admitted that the child was nagged, scolded, and slapped in the home and the father made no attempt to talk with the boy. Bernard's father realized he was rejecting of his child and that much of Bernard's behavior was the result of these feelings. Bernard had enuresis and soiled himself; he also had sexual delinquent tendencies and abused one of his stepsisters. The father and stepmother were very upset because one of the stepsisters had cancer and Bernard having overheard a conversation regarding the situation had told the stepsister of her disease.

Bernard was placed in a foster home with three other boys. For the first few days Bernard adjusted
very well, but after this he reverted to his old behavior. He was untruthful, disobedient, had poor personal habits, and plagued the younger foster children. After a week in this foster home, the foster parents asked for his removal. The foster mother indicated she was not very patient with him and she was critical of his behavior in front of neighbors. Bernard was not happy in this home although he did like the foster father.

Bernard was replaced in a second foster home where he made a slightly better adjustment. Bernard needed firm discipline; he could not be trusted and his foster mother had to watch him closely to prevent him from abusing the younger foster sister. The foster parents did have a difficult time managing him but they were patient and understood the cause of his behavior. Bernard was much happier in this home and became quite attached to his foster parents.

Prior to placement the school reported that Bernard was not a stubborn child or a behavior problem in the classroom. After placement the school never made any serious complaint about the youngster and they felt he made some improvement in his relationship with other boys. He was a boy with over average intelligence; his I.Q. was 125. Bernard became acquainted with numerous boys his age in the community and was interested in the Boys Scouts.

The father failed to cooperate with the agency regarding financial responsibility, and the matter had to be brought to court where he was forced to pay. The father never visited Bernard while he was in the foster home nor showed any interest in him. The caseworker tried to help the father assume responsibility but to no avail. Bernard was not attached to his father but thought more of his stepmother.

After placement of one month, Bernard was returned to the care of the court because of limitations in the agency 1) insufficient money to care for this child since the father would not assume financial responsibility. The cost of his care was more than average child because of his difficult behavior 2) the agency had no male social worker which was a definite hindrance in working with this pre-delinquent boy.
Interpretation

This case illustrates a father who is rejecting of his son in every way. The father realized intellectually that his son's behavior was the result of rejection but he had little insight into helping Bernard. Children who are much neglected or who are harshly treated may develop psychopathic and unstable tendencies.\(^1\) This was true in Bernard's situation as he had been harshly treated. Bernard's reaction to his rejection was expressed through his behavior problems as in the case of Dick.

It was difficult for Bernard to adjust in each foster home. He mistreated other children because he had been treated likewise and worked out his hostile feelings on these children. Because of the agency's limitations it was impossible to keep him in the agency's care, so that it is difficult to know the final outcome of this boy's foster home adjustment. There was no evidence that his feelings of rejection were modified.

\(^1\) P. M. Symonds, *Dynamics of Parent-Child Relationships* p. 27.
Case 3

Stanley, age twelve, was referred to this agency by a probation officer as he had been truanting from school. Stanley had been charged with breaking and entering and he was on a suspended sentence to a training school.

Stanley was one of seven children. The oldest child in the home was sixteen and the youngest, a two month old baby, whom the father claimed was not his. The mother, who was an alcoholic and abusive when intoxicated, had deserted her family several times. There was a great deal of disharmony in the home. The father was overly strict and sometimes cruel to the children.

On the agency's first contact with the family, the mother expressed her rejection of Stanley by refusing to let the caseworker enter the house stating that Stanley was the father's problem. The father said Stanley had always been a difficult boy who objected to discipline; he was independent and spent a great deal of time away from the home. Stanley had a shoe shine license and spent most of his evenings on the street.

Stanley was very interested in a foster home placement. He stated that his father was very strict with him and the sooner he was out of the home the better. Stanley felt both parents disliked him and he was confused most of the time as each told him not to pay any attention to the other parent. It was evident that Stanley felt unloved and unwanted in his home and he had no feelings of security. He had a stronger attachment to his mother than to his father.

Stanley was placed at Merrifield and stayed there for practically two years. From the beginning it was difficult for him to adjust in this home and he was unable to get along with the other children. He was very independent and at times refused to obey rules. His behavior was unpredictable and impulsive. Stanley was a serious child with much vanity and always demanded to be the center of attention. At times it was felt he showed some improvement while at other times he seemed to be far from being touched by the experiences at Merrifield.
When Stanley was first placed at Merrifield he found it very difficult to adjust to his school work. He requested to be transferred to a vocational school, which was granted, where he received good grades. He was a boy of average intelligence with an I.Q. of 96. Prior to placement he had received good grades when attending school.

Stanley started treatment at the Youth Guidance Center while at Merrifield. It was found that he was a very disturbed boy who felt his rejection by his parents. He needed intensive treatment and it was recommended that severe restrictions should not be placed on him as he was unable to control his impulsive behavior. He appeared to have a great deal of insight into himself at times. Stanley said he often lost his head but was sorry afterwards.

Each time Stanley would visit his family he became quite upset and these visits hindered his progress. His mother would call frequently and ask him to come home to care for the younger children while she went out-of-state. He would run home any time, without permission, when he could not have his own way. He would crave for his parents' love which they never gave him.

After living at Merrifield for practically two years Stanley was placed in a farm home which he wished very much. At the end of a week he ran home and pleaded to stay at home stating he had to work too hard on the farm. Father took Stanley against the agency's wishes.

Stanley stayed home a few months until he again was brought to court for truancy. Stanley was given the choice of being placed by the agency again or committed to the Youth Service Board. He chose placement by the agency and it was decided that a boys' school would benefit him the most. He was placed in a school out-of-state but within a month ran away and returned home. He was returned to the school but ran away the second time. Stanley gave no reason for running away and said he liked it at the boys' school. After this he was committed to the Youth Service Board and sent to a correctional school.
Interpretation

Stanley was a very disturbed boy whose rejection affected him severely. He was unable to face his rejection and was always returning to his parents for the love they never gave him. His poor relationships with other people indicated that his relationships with his own parents had been strained. Stanley was never able to accept foster home placement and his family was always uppermost in his mind. Stanley’s reaction to his rejection came out in many ways through his behavior.

Summary of Group 1

These three boys were unable to adjust in foster homes because their problems were so deep seated. Their rejection was of long standing and it had affected them severely. Although Dick was able to make a fair adjustment in a group setting Stanley could not. Because of the agency’s limitations it is impossible to know the outcome in Bernard’s situation. The reaction, in all three boys, to their rejection came out in behavior difficulties. The manifestations of rejection continued on and affected their foster home adjustment.
GROUP II

This second group will include eight cases in which there were manifestations of rejection prior to placement but these manifestations improved during placement. Four cases will be presented in abstract form in this group and four will be summarized.

Case 4

Tom, a twelve year old boy, was referred to W.C.F.S. through the Juvenile Court Probation Officer. His mother had made a complaint to the court that Tom was remaining away from home late at night, played truant from school, stole money from the neighbors, and on the whole he was uncontrollable and stubborn refusing supervision. Tom's sister, two years older than he, had been placed in an adoption home privately by the mother. When Tom was two years old, his father died and Tom was placed in a foster home in New York, until his mother's remarriage three years later. The stepfather was cruel and abusive to Tom and seemed jealous of the boy. The stepfather died when Tom was seven, and the mother and son came to Massachusetts to live with maternal grandparents. Evidence indicated that Tom had been rejected not only by his stepfather but all along by his mother. Both abused the boy and he was seriously neglected as an infant. The mother had never wanted the child.

Tom's maternal grandparents wished him removed from their home because of his behavior. His mother threatened to "put him away". When Tom was referred to W.C.F.S. he was a highly nervous apprehensive child. He made a poor school adjustment with an I.Q. of 93.

Tom was placed in a farm foster home which was the type of placement he and his mother wished. Tom was not too satisfied in this home especially as time went on as he resented restrictions imposed upon him, the regulated life, and the chores he had to do. However, Tom profited by this placement and his
problems lessened to a remarkable degree. The foster mother worked diligently with him trying to bring up his school work which she succeeded in doing. Several months after placement Tom ran away to his mother. However he was willing to return and his foster parents accepted him back. The foster parents did a great deal for this boy and were understanding of him and his problems. He respected them but disliked discipline and resisted authority. There were no boys his own age in the vicinity of the foster home which made it difficult as he had little opportunity to have much social life.

During placement Tom's mother took no interest in her son. Tom often told his caseworker he wished his mother would write or visit him. Casework was done with the mother in the area of strengthening the mother-son relationships. On visits to the relatives' home the caseworker noted that the family had a cold attitude toward Tom. He was not bitter against the adults in his family but felt he did not mean much to them.

After Tom had been in the foster home eight months he again ran away to his mother who decided to keep him. His mother had bought a trailer and conditions under which they lived were not the best for a young boy as the mother was employed and Tom received little supervision. Although Tom had improved a great deal in his general behavior during placement, the caseworker did not feel the mother-son relationship had improved enough for his return home. However the mother's wish was to keep Tom and she had the legal right to do so.

**Interpretation**

This case illustrates the situation of a boy who was unwanted even before birth and was continually rejected not only by his mother but by all members of his family. Despite this Tom's foster home placement was beneficial to him in many ways. It was not completely effective because his mother paid little attention to him. Tom's improvements were
undoubtedly a threat to his mother because they were an added indication of her failure. These guilt feelings prompted her again to care for her son after he ran away from the foster home. This youngster needed his mother's love. Even though he knew she did not love him he was unable to face his rejection completely and seemed compelled to return to his mother. However it seemed that through casework contacts and foster home placement his feelings of rejection were lessened.
Case 5

Bob was referred to W.C.F.S. by his mother for placement, at the age of twelve, as his parents were divorced and the mother was employed and unable to care for her son. The maternal relatives with whom he had been living were elderly and unable to give him the proper supervision any longer. Bob's father had nothing to do with either him or Bob's older brother who was institutionalized.

The father was an alcoholic and had been rejecting of his son from the time of birth. The father had been cruel and abusive of Bob. This had created many conflicts in the boy's life. At the time of referral Bob was a very nervous sensitive child and a behavior problem in the school. His conflicts about his own family situation tended to produce irritable bullying and aggressive behavior. He had little sense of security in his family life.

The mother was very overprotective of Bob as a young child, which appeared to be a form of rejecting him. She seemed strict with him yet at the same time she had a calm and easy manner.

Bob was placed at Merrifield for six month period. At first he made a fair adjustment but was an outsider and did not get along well with children younger than himself. The group living tended to bring out the self-centeredness in the boy and he tended to compete rather than cooperate. It was felt he needed more individual attention so he could gain security feelings; therefore, he was placed in a regular foster home. Here Bob has made a much better adjustment. He has had opportunity to join school and community clubs and activities from which he has derived much benefit and satisfaction. This has resulted in better social adjustment with other children. He has gained a sense of security and fair play in the year's period he has been in this foster home. It has taken him a long time to shake off his conflicts. Bob has shown considerable improvement in his school work and he is no longer a behavior problem in school. He is an intelligent boy who works up to his T.Q. capacity of 120.

Bob is well accepted by all members of the foster family and has formed strong attachments to
both foster parents. He has three foster brothers and a foster sister with whom he gets along well. His foster parents have helped Bob a great deal and are understanding of him and his problems. The foster mother has coped very well with his masturbation problem and his aggressive behavior.

Since Bob's stay in this foster home it is felt that the mother has changed considerably in her relationship to her son. She is no longer overprotective of him and has lost considerable interest in him which is evidenced by her lack of visiting and lack of interest in his social activities. Bob is accepting of his mother and is always eager to see her each week which is done on his own initiative. He has no contact with his father but has ambivalent feelings towards him on a mature level.

Bob has had several caseworkers in the last year and has been able to relate well with each one. He is able to express his feelings easily. Bob has shown no apparent feelings about being rejected by his mother. Casework is being done with the mother in the area of strengthening the mother-son relationship.

Bob has shown remarkable improvement in this foster home and will undoubtedly live in this home for an indefinite period of time.

Interpretation

This case illustrates a boy both of whose parents reject him; the mother has unconsciously rejected Bob for a long time; yet in the past year her rejection has been more evident. At present Bob does not seem to be aware of his mother's rejection. His father's severe rejection affected him deeply and it has taken Bob a long time to work through his conflicts. Bob's ability to form close relationships with his foster parents has helped to compensate for the rejection
by his own parents. His ability to form close relationships with caseworkers has helped to modify his feelings of rejection.
Case 6

Don was referred to this agency at the age of nine by S.P.C.C. He was presenting serious behavior problems such as attempted rape of his younger stepsister, boring holes in the walls, stealing, and lying. A complaint had been received that Don was being mistreated by his parents. The situation was studied and it was evident that Don was rejected by his mother and his stepfather. He was an underdeveloped, panic stricken and untrained boy who needed the protection of an agency. Prior to the referral to W.C.F.S. Don had been committed for observation to a state hospital and a placement away from his family was recommended. His behavior was diagnosed as the result of rejection. He had no psychosis but had a conduct disorder with definite neurotic traits.

Don was born out of wedlock; his mother had not married the alleged father and Don did not know about his birth circumstances. The mother described Don's behavior as being obnoxious in that he spit in the sugar bowl, tore and cut up his clothes, tore bed springs apart and engaged in behavior as mentioned above. His mother explained she had tried all types of punishment and failed. She had also tried favoring him over his two younger stepsisters but his mother said this did not work either.

After Don's birth he was kept in a hospital for three months as his mother had no place to keep him. For two years Don was placed on a baby farm at which time his mother remarried. After this the mother took Don with her. He had a great deal of difficulty adjusting to normal home life and was fearful of people.

Don was accepted for placement at Merrifield where he remained a year. Here he did not show any acute behavior problems and responded to love and good care. He enjoyed his life in this group home, was cooperative, helpful, and desperately sought affection and attention. His only difficulty was getting along with the other children and he often hit them. Don had a speech defect, stuttering, about which the other children teased him and this disturbed him a great deal. His mother and step-
Father were amazed that Don did not show any destructive or violent behavior as he had at home.

Prior to placement Don had not been a behavior problem at school. He was a well mannered, passive child but could not be trusted. He had a difficult time in his studies and the teacher thought he might be mentally retarded. However this was not true as his I.Q. was 113. While at Merrifield he was treated at the Youth Guidance Center. As his speech difficulty improved he got along much better in school and was happy. Don joined a Y group and the Cub Scouts which he liked very much.

Don formed a good relationship with his caseworker, and as he did he described his behavior at home in terms of a "bad boy" in the neighborhood and he said the boy behaved thus so his mother would pay attention to him. Don did not have any enthusiasm about visiting his parents and only asked for them now and then. He seemed to accept his parents' reaction towards him. On Don's first home visit over Christmas holidays his mother had a very difficult time with him; all his old behavior recurred and his mother had nothing but bad reports about him.

In the caseworker's contacts with Don's mother and stepfather they seemed to be aware of their rejection of Don, yet they could not accept this as being responsible for Don's poor adjustment in his own home. They felt they had done everything possible to make him happy.

Since it was felt that Don would probably never adjust in his own home, the agency thought it best to make plans to have Don placed in an adoptive or free home. The mother accepted this and thought it would be the best plan.

A foster family, who could have no children of their own, was found for Don. He visited this home on several weekends before going to live there. Don enjoyed these visits and finally asked if he might live in this home. These foster parents had never had any experience with children so it was difficult for them, at first, to accept many of Don's ways which did not meet with their approval. Don was inclined to demand a good deal of attention but
at the same time he did not return much in the way of affection or emotional response. It was a long time before Don was affectionate. He was quite aggressive at times but was not destructive or violent as he had been in his own home. The caseworker gave the foster parents a great deal of interpretation of Don's problems and gradually they became much more understanding of him. Don was fond of both foster parents and identified with his foster father. At first, Don was often reticent to follow instructions; calmly disobeyed his foster parents, and resented restrictions or discipline. However as time passed he made great strides and showed continuous improvement. The foster parents finally accepted Don on an adoption basis and he was delighted about this.

**Interpretation**

Don was a child who had an acute behavior disorder as the result of his rejection. Don behaved as he did in his own home since it was the only way he could gain any kind of attention. He never knew the love of a parent until he lived in a foster home. Although his mother was aware of her rejection of him she could not accept this as the reason for her son's behavior.

Don made remarkable improvement when he was placed in a foster home and his destructive violent behavior did not reoccur. He was able to accept his mother's rejection when he found he belonged in his foster home. He was not negatively affected by being permanently removed from his own family. His feelings of rejection were well modified through casework contacts and foster home placement. He felt loved and wanted by his foster parents and gained feelings of security.
Janice, age fifteen, was referred to this agency by S.P.C.C. for placement. The mother had made a complaint that Janice was an arrogant, stubborn, uncontrolable girl who was out all hours of the night and she did not know how to manage her. S.P.C.C. studied the situation and found the family lived in deplorable conditions in a two room apartment. The mother had threatened to "put Janice away" in a reform school, indicated she had no interest in the girl, and said she was a "bum." The court felt that a correctional school was not the place for this girl. The mother was described as a coarse vulgar woman who bickered and fought with Janice most of the time. Her attitude and behavior toward Janice indicated she was very rejecting of the girl.

The mother and father were divorced when Janice was twelve years old. The family life prior to the parents' divorce was strained and the children, of whom there were seven, had been exposed to a great deal of insecurity. At the time of referral the mother was caring for only three of the children, Janice and two younger boys. The other children were cared for by relatives and two were in an orphanage. There was history of alcoholism in the father's background and his support of the family had been spasmodic. The mother supported the family by working in cafes; consequently the children were not given proper care or supervision.

Janice was very much upset by her mother's many threats and as a result she could not accept foster home placement. Therefore it was interpreted to the mother that we would supervise Janice in her own home. The mother was very angry and hostile towards the agency because of this and indignant to think Janice's feelings should be considered. Janice had a strong feeling of loyalty to her mother. She indicated she loved her despite the fact that she felt her mother was unfair to her.

In Janice's first contact with her caseworker she was very surprised to find out that her feelings were going to be considered. At the beginning, Janice had a poor relationship with her caseworker and in every way indicated she indicated she feared
placement and looked upon it as punishment similar to reform school. For two months placement was interpreted to her but all the casework was resisted by the mother. It was thought that Merrifield would be the best foster home for Janice but even this she was unable to accept. Janice was finally placed in the home of a maternal aunt and uncle. This home was used as any foster home with supervision from the agency.

After placement Janice became much calmer and happier than she was in her own home. Her maternal uncle was quite strict with Janice but he was fair and she accepted discipline and got along well with both foster parents. She still was not too trusting of people and needed constant reassurance. Janice began to improve in her personal habits and became much tidier.

Prior to placement, Janice had made a fair adjustment at school but she did not work up to her ability. The teachers often found her saucy, unkempt, uncooperative, and irresponsible. After placement her school work improved a great deal as well as her conduct. She had an I.Q. of 100.

After Janice had been in the foster home seven months she wanted to return home again. As time passed she felt her foster father was too strict with her and said this was the reason for wishing to return home. Janice's mother offered to give her "one more chance" which indicated that her attitude had not changed and she had gained no insight into her situation.

Janice was returned home and as her mother was receiving A.D.C. the situation was referred that department for supervision.

**Interpretation**

Janice was so threatened by placement that it was only possible for her to be placed in a home where she knew the people. Although placement was thoroughly interpreted to her, casework was not successful because of
the mother's threats. Janice could not accept her mother's rejection completely although she improved considerably in the foster home. Her ties were very strong to her mother; she loved her despite her mother's rejection. The need for love and interest from the mother seemed so great that Janice felt compelled to return home. Janice may have even felt a need to punish her mother since she had been so unfair to her.
Summaries of Cases 8 - 11

Case 8

Nelson, age seven, was referred for placement by S.P.C.C. as his parents were alcoholics and had neglected the child for a long time. It was evident that the mother had rejected her son since birth. She had never wanted him and had always neglected the child even though he was sickly as an infant. The mother showed preference for her older daughter, and there was a poor relationship between the mother and son.

Nelson was resistant to discipline, was untruthful, and had poor toilet habits. Once he had been involved in a fire setting and stealing episode. Nelson was placed in a rural foster home and from the beginning has made a good adjustment. There has been no reoccurrence of his previous behavior patterns. He has formed a good relationship with both foster parents but especially the foster father. Nelson is an out-going child who makes friends easily and appears to be very happy in this home.

Case 9

Richard, age five, was referred by the Youth Guidance Center as he was not adjusting well in his own home. He was an aggressive and obstinate child in his own home; he was destructive and abusive to his stepbrothers, biting and slapping them. Richard's stepmother rejected him and was partial to her own children, comparing him unfavorable with her child, Richard's age. The father also rejected his boy, handling him poorly, threatening him with physical punishment and inflicting him with fear.

Richard was placed in a foster home with another young boy. He became attached to the foster brother and foster father. He showed no reoccurrence of his previous behavior. He was given security and love in this home and Richard was contented and happy. He stayed in the foster home three months after which time his father took him suddenly from the home without notifying the agency.
Case 10

Pat, age thirteen, was referred for placement by a maternal aunt who could no longer care for the child. Pat's mother had died and the father was unable to keep the family together. The father had no interest in Pat; did not recognize that she had problems and did not understand them. He said she was not a difficult child and got along well with other children. Pat had nocturnal and diurnal enuresis.

Pat was placed at Merrifield. She was very moody, uncooperative, jealous of the other children, and her enuresis continued. Her father never visited her and only would assume the child's financial support and he discontinued this after some time. It was evident that the father rejected this child and had no interest in playing the father role. Pat's difficulties gradually improved. She was placed in a regular foster home for several months but did not adjust well there. Pat was then returned to Merrifield where she made a much better adjustment than previously and her enuresis ceased.

The father finally decided to have Pat live with an older married sister as he felt he had too heavy expenses with Pat under W.C.F.S.'s care.

Case 11

Betsy, age thirteen, brother of George, whose case will be presented in Group III, was referred for placement with her brother as their parents were separated. The mother was rejecting of her daughter and showed much hostility towards her, constantly nagging and scolding her. The mother and daughter had a very poor relationship with each other. Betsy was a shy, withdrawn child with chronic enuresis and was moody and sullen.

Betsy was placed at Merrifield where she improved gradually and overcame her enuresis. It took her a long time to form relationships with people but she gradually became more out-going and slowly made friends. After eleven months at Merrifield, Betsy was placed in a regular foster home where she made great strides in her personal habits and appearance. Her relation-
ship with other children improved to a much greater extent in this home. At Merrifield and in this foster home, the mother interfered with placement, although not as much as in the case of George. Betsy seemed to be aware of her mother's rejection and had said her mother did not love her.

Betsy was returned to her own home after her parents reunited as her mother, especially could not accept placement.
Summary of Group II

In this group these children all showed improvement when they were removed from their home environment although some made more rapid improvement than others. Don's problems were the most severe but even when he was placed in a foster home there was no reoccurrence of his previous destructive behavior. Although Tom and Janet improved, neither child could accept their mother's rejection. Bob, Betsy, and Pat took much time to adjust but all made rapid strides. Richard, Nelson, Don showed no reoccurrence of previous behavior patterns and adjusted well.
Group III

This third group will include three cases in which there were manifestations of rejection prior to placement and the child showed improvement during placement for a time then regressed.

Case 12

Lucille was twelve years old when a family agency referred her to W.C.F.S. for placement. The family agency had been working with the mother and daughter for several months but no progress had been made as the mother was very rejecting of her child. The mother described Lucille as being unmanageable, disobedient, and running out evenings against mother's wishes. The family agency's psychiatrist felt both mother and daughter were emotionally disturbed. The mother had little emotional control and each would constantly threaten the other which caused constant tension and disharmony in the home.

The parents had been divorced and the father committed suicide two months later. The father had been twenty-four years older than the mother and they had never been happy together. Lucille had one younger brother. The father was given custody of the children at the time of the divorce and they went to live with paternal relatives until the father's death then both children returned to live with their mother. Since Lucille's return home both mother and daughter had constant trouble with many severe arguments. Lucille had been very attached to her father.

At the time of referral Lucille's only wish was to get out of the home and she was looking forward to placement. Her mother also thought this was the only solution. The mother threatened Lucille and said she was going to have her "put away". According to the paternal relatives, the mother said she had never wanted children. She was a demanding woman who expected the children to be profusely grateful for everything.
Lucille was accepted for foster home care and was placed in a home where there was another girl her own age. Lucille was a fidgetty, nervous girl who was forever biting her nails. For the first six months she was very happy in the foster home and she was less sulky and moody. She liked school much better; was industrious and received better grades than before placement. Although tests had shown Lucille was high average in intelligence she had previously nearly failed in school. She had not been a disciplinary problem but the principal felt she showed abnormal interest in the boys. She got along well with her foster sister and started making more girl friends. However it was difficult for Lucille to relate to girls her own age as she was very "bossy". Boys seemed to like her better. Lucille joined a Scout troop, choir, and took piano lessons from which she derived much satisfaction.

After six months in the foster home things began to change. Lucille felt she was too restricted. She began to develop resentments against her foster mother. She felt the foster mother was very suspicious of her, would not let her develop her own activities, lost her temper easily, was "too old fashioned", and did not like her choice of boyfriends. Lucille's restlessness and sulky moods reappeared and these moods became more frequent after visiting her mother. She developed an indifferent attitude towards her school work and began to fail again.

Lucille formed a good relationship with her caseworker with whom she had frequent contact and was able to express much of her hostility towards her foster mother. She realized it was difficult for her to accept completely the foster mother's standards and opinions and she expressed desire to return home. Lucille was unable to face her mother's rejection or the fact that she had a part in the placement plan. She showed a great deal of resentment about her brother living at home as well as about a twenty-one year old cousin who lived with Lucille's mother. The caseworker felt that much of Lucille's difficulty in the foster home sprang from the fact that she could not accept a mother substitute, having had a poor relationship with her own mother.

After ten months in the foster home Lucille's hatred of her foster mother reached such an intense
point that she tended to exaggerate every minor detail. However Lucille admitted her failure in the foster home was not all due to her foster mother. In discussing future plans Lucille would consider none other than her return to her mother. This desire became more intense all the time. It was felt that one of the reasons for her desire to return home was that she wanted more freedom and fewer restrictions. Lucille began to do things that would please her mother while visiting her and would call her practically every day. During this time the mother did not suggest that Lucille return home. However the mother was willing to cope with her daughter again but at the same time the caseworker felt that the mother's willingness to have her child back was not because of any real desire but because there seemed to be no other solution. The caseworker felt the mother had not changed in her attitude towards Lucille and still wished to have her freedom from her daughter. During the foster home placement Lucille's mother never did anything more than she had to do for her. In casework contacts through the months the mother could recognize other mother-daughter relationships and the reasons for the good or poor relationships but was blocked in her own problems with her daughter.

The foster parents had become very attached to Lucille and despite her increased difficulties they wished to continue to help her. They felt she had made much progress in the time she had been in the foster home. They felt her main difficulty was her attraction to boys and did not feel they had been unfair in their restrictions on her. The caseworker felt if Lucille was not allowed to go home the hostility toward the foster mother would increase to such an extent it would end in an unpleasant episode.

Before Lucille's return home, the caseworker, the foster parents, and Lucille had a conference together and discussed the situation which enabled Lucille to leave the home on good terms with the foster parents.

**Interpretation**

Lucille was a child of parents who had always had an unhappy marriage and there had been much disharmony
and conflict in the home. The mother's rejection of
the girl and the tension between them increased as the
years went by. Once Lucille was removed from the home
environment she was able to make progress for some time.
However she was unable to accept her mother's rejection
and as a result of the poor relationship with her own
mother she was unable to accept a mother substitute.
As time passed the effects of her rejection were expressed
more and more through hostility towards her foster mother
and the indifferent attitude in school and in the foster
home. Like Janice, Lucille seemed compelled to return
to her own mother.
Case 13

Jeannie, age fifteen, was referred by S.P.C.C. to this agency. Jeannie's family had been known for nine years by S.P.C.C. as relatives and neighbors often made the complaint that the parents neglected their children. However evidence of this could not be found until 1947; therefore no action had been taken previously. The parents, who were alcoholics, were divorced and the mother remarried and the stepfather was also an alcoholic. The nine children spent much time with their parents in taverns or were left at home to roam the streets. Jeannie was the only child by her mother's first marriage. The mother showed preference for her other children as she felt her second husband would be jealous if she paid attention to Jeannie.

It was apparent that Jeannie, who was the oldest child, was overworked, had a great deal of responsibility for the younger children, and was abused and mistreated. In August of 1947, Jeannie ran away from home after having been abused by her parents. She went to the home of a maternal aunt; but conditions in this home were inadequate and it was impossible to keep Jeannie there.

The situation was brought to court and Jeannie testified against her mother and said she "would rather do anything than live at home". She stated at one time her mother had thrown a stove lifter at her and tried to throw scalding water over her in a fury of anger. It was apparent that both mother and stepfather rejected the child. The mother stated that Jeannie would not obey and ran around continually with boys.

W.C.F.S. took guardianship of Jeannie and she was placed at Merrifield until a regular foster home could be located. While at Merrifield Jeannie was happier and felt more secure. Although she had had very few friends at home she got along well with the other children and presented no outstanding behavior problems.

As Jeannie expressed fear of living with strangers it was finally decided that she would be placed in the home of paternal relatives who were interested in her. Again the home of a relative was used as a foster home. Jeannie became much more secure, was
happy in this home, and was fond of her foster parents. After several months had passed the foster mother explained that Jeannie was unwilling to cooperate, was temperamental, resented all criticism, and was too much interested in the boys. However Jeannie wanted to continue staying in this foster home; she became more cooperative and her disposition improved.

Even while Jeannie was living at home her school record was good and she received high grades. She attended vocational school and at all times she indicated she liked this type of school. While in the foster home she continued to make an excellent school adjustment. She joined clubs in the community and made friends easily with whom she got along well.

However as the months went by Jeannie regressed in her improvement and the relationships between her and the foster parents became strained. After nine months in this foster home Jeannie was replaced in a second foster home where she worked for her board and room. Jeannie and the new foster mother did not get along well together. Both seemed to contribute to the tenseness of the situation.

Jeannie had formed a good relationship with her caseworker and was able to talk through many of her problems. She expressed feelings about her mother and indicated she did feel guilty because of testifying against her in court.

After a short time in the second foster home Jeannie expressed a desire to return to her own home. After considerable study of the home situation, it was found that conditions in Jeannie's own home had improved a great deal. The mother and stepfather had ceased their excessive drinking and Jeannie was returned home. For several months W.C.F.S. continued guardianship of Jeannie but later this was discontinued when home conditions steadily improved.

**Interpretation**

Jeannie had many guilt feelings because she had testified against her mother in court. As in the case of Lucille, Jeannie was unable to face her mother's rejection
or accept a mother substitute. She also had strong ties to her mother. Through casework contacts it appeared that her feelings of rejection were partially modified. However her behavior difficulties improved for several months after which she regressed.
Case 14

George, age eleven, was referred to W.C.F.S. for placement by a family agency as his parents were separated. There were two other children in the family who were also referred at the same time. Neither parent was willing for the other to care for the children and there was much bickering and fighting in the home. The court appointed the family agency as a neutral guardian and the agency felt foster home placement would be the best solution. The mother had a poor relationship with George and she expressed much hostility towards him, constantly nagging and scolding him, which gave evidence of her rejecting attitude.

The mother spent much time running around with other men and often left the children alone nights. In the caseworker's first contact with the mother she stated emphatically that George and his older sister "drove her mad" and they did everything that they knew which would irritate their mother. The mother had ambivalent feelings about placement; she resisted it strongly yet at the same time wondered when the children would be placed. The caseworker felt the mother had definite guilt feelings about her rejection of George. She tried to cover them up through forms of overprotection but they came out in her attitude and behavior towards him. The mother would not recognize that George had any problems. The father had a more understanding attitude.

George was placed at Merrifield for eleven months. He was a fearful, sensitive, nervous, and whiny child. He did not enjoy the companionship of other children and preferred to remain by himself. Although George had an I.Q. of 112 he did not work up to his ability in school.

While at Merrifield George slowly developed in his relationships with other children. He was eager to be approved and responded to any special attention given him. George showed considerable improvement in his personal habits and on the whole was much happier than in his own home and became more secure. He joined a boys club and a Scout troop and enjoyed both groups very much.
George was always happy to see his parents who visited regularly. He seemed to be equally fond of both although he had a casual attitude towards them.

While George was at Merrifield his mother and father secured a divorce. Neither parent was able to recognize the divorce as final nor were they able to realize that their children were suffering because of the parents' relationship to each other. The mother was mentally disturbed but would not accept psychiatric treatment. The mother continued to show her rejection of George through her attitude about placement and could not allow George to get the most out of it. The mother claimed that George was not given the proper care, that he was unhappy and poorly supervised.

After eleven months at Merrifield, George was placed in a regular foster home. In this home George became increasingly difficult, was sullen, disagreeable, insolent, aggressively hostile, and moody. He hit the other children in the family whenever he wished and resented the foster mother's efforts to supervise and discipline him. His mother constantly called him regarding the care he received and influenced him a great deal which made everything the foster parents attempted to do very difficult.

As foster home placement continued it became more and more evident that the mother could not accept placement. After a great deal of consideration, since the parents had reunited, it was thought best to return George to his parents.

**Interpretation**

This case illustrates a boy whose rejection affected him in a way different from Dick's or Bernard's in that George showed personality disturbances instead of behavior problems. It is doubtful whether George was consciously aware of his mother's rejection because it was more in the form of overprotection. However because of his mother's
behavior towards him he developed into a withdrawn timid child who was unable to make close relationships with people. George showed improvement at Merrifield but when he was placed in a regular foster home where it was necessary to make closer relationships with people in a family unit, George was unable to do this.

Summary of Group III

In this group of two girls and a boy, improvement is seen in foster home placement then later they regressed. The two girls were aware of their mother's rejection but were not able to accept it and desired to return home. George did not seem to be consciously aware of his mother's rejection yet at the same time because of the mother's constant interference he was unable to continue his progress. Not any of the three children were able to accept a parent substitute. This may have been due to the fact that they were in early adolescence which is a difficult time for children to accept parent substitutes.
Group IV

This group will include one case in which there was no manifestations of rejection prior to placement but the manifestations arose during placement, and there was no improvement in these manifestations during placement.

Case 15

Charlie, age eight, was referred to this agency for placement by his mother so that she might work and accumulate funds to establish a home. The parents were divorced and Charlie, his four year old sister, and the mother were living in the home of an aged and paralyzed relative which was a depressing and unsatisfactory arrangement. The maternal relative was a very domineering person and his mother felt foster home placement was one way of gaining her independence to re-establish her own home. The father had no contact with the family nor assumed any financial responsibility for them.

Both children were accepted for placement for a temporary period. Once the separation was achieved the mother seemed to take the attitude that someone else could care for her children as well as herself and it was not unreasonable for them to be away from her. As time passed the mother seemed to develop a desire for her own freedom. The housing situation was a real problem but at the same time the mother seemed to use this as an excuse for the failure to fulfill the promise to establish a home for the children.

Charlie was a very sensitive bright child, overmature for his age, had a subdued manner and was anxious to please others. In the first foster home, Charlie stayed only a few weeks. The foster mother found him very active and difficult to cope with. As the foster mother's parents lived in the home this led to complications as they interfered with discipline of Charlie a great deal.
Charlie was placed in a second foster home where he got along well for the first several months. After this Charlie became very concerned about having a home where he, his sister, and his mother could live together. He started saving his money very carefully towards helping his mother buy furniture for a home. He refused to spend a penny for anything and also required his sister to save money. His chief interest seemed to dwell on the time he would live with his mother again. He talked about it continually. The foster mother became very concerned because Charlie appeared very unhappy, was preoccupied most of the time, and was progressively becoming more and more withdrawn all the time. The caseworker explained to his mother that Charlie's behavior was symptomatic of an emotionally disturbed boy and she suggested psychiatric treatment. The mother was aware that Charlie was not happy and on her visits to the foster home she found it difficult to talk to him as he had nothing to say to her. She felt that he was seething with hostility because he thought his mother had "let him down". Despite the fact that the mother had insight into the cause of Charlie's problems she made no more effort to take him back with her. As time passed it was more and more evident that this mother was rejecting her son.

After Charlie had been in this foster home almost a year, he began to express hostility towards the foster mother and made complaints about her, saying she found fault with everything about his own mother. Charlie started thumb sucking and masturbating. The thought that his mother must find a place to live became an obsession with him.

Prior to placement Charlie had been an excellent student who had an I.Q. of 131. He adjusted well in the school group and made friends easily. After placement the school thought he was a "queer child" who daydreamed continuously and seemed to be detached from his surroundings. The work he did was done well but he never finished any assignments.

Charlie started psychiatric treatment and the psychiatrist found him showing increasing hostility towards his foster mother. It was felt that his behavior in the foster home was a device used where-
by he might achieve his wish to return to his mother. He felt deprived because his real father showed no interest in him. Charlie set several fires in the neighborhood and this was interpreted as being of a sexual nature in that he had not solved his relationship with his own mother. Charlie was unable to effect a close relationship with either foster parent and preferred to remain apart from the other children in the family. The foster mother had a good understanding of some of the forces which had combined to build up Charlie's instability.

During Charlie's most difficult months his mother did not portray any more interest in caring for him and began to assume less responsibility financially. Charlie finally lost interest in saving his money and never spoke about returning to his mother. The caseworker kept in close contact with the mother interpreting the reasons for Charlie's behavior. Although she intellectually accepted this she could not accept it emotionally.

After Charlie had been in foster home care for three years, the mother was advised that her child's best interests required his being reunited with her. When a date for Charlie's discharge from care was set the mother unwillingly but immediately located an apartment.

**Interpretation**

Charlie was a child who presented no problems prior to placement but as the months passed in foster home care with no prospects of returning to his own mother, Charlie's problems became acute. He had accepted placement readily during the first few months and understood the reasons for it. However, his hostility towards women (mother and foster mother, especially) increased because he had been "let down" by his own mother. He realized his mother was rejecting of him, but this was too much for him to face; therefore he withdrew into a world of his own. He showed definite person-
ality disturbances which resulted from his rejection. It did not seem possible to modify his feelings of rejection either through casework contacts or foster home placement.
Group V

This group will include one case in which there was no manifestations of rejection prior to placement but minor manifestations developed during placement then improvement was shown.

Case 16

Pierre was eight years old when he and a younger brother and sister were referred for placement by a family agency. The mother and father were separated at the time of referral and had been separated several times previously, but a reconciliation had been made each time. The mother was having a difficult time supporting her children as the father would not contribute financially for the support of the family. The mother wished to find employment to support the children and herself. The father was receiving psychiatric treatment and was addicted to drugs. The family agency's psychiatrist said the father had schizophrenic tendencies and was masochistic in his attitude towards his family.

The mother and children had been living with the maternal grandmother who dominated their lives and made the children very unhappy.

Pierre was accepted for care and placed temporarily at Merrifield. The mother had interpreted placement to Pierre in terms of the need for her to work and earn money to establish a home for him and his brother and sister. Pierre was an undernourished appearing child although bright and responsive. He was a well trained, pleasant, likeable, serious child who was resourceful about entertaining himself. At first his mother and father visited him regularly, but as time went by his mother had fewer and fewer contacts with him. The mother's rejection was evidenced through her continued lack of interest in him, her indifferent attitude, and lack of affection for the child. He was very concerned about not living with his mother and father and often asked for them. While at Merrifield, Pierre received high scholastic grades in school. He adjusted well with the other children in the home and on the neighborhood.
After several months Pierre was placed in a regular foster home. At the beginning it was difficult for him to make another change but he soon began to settle down. He continued to make excellent scholastic grades. This in itself constituted a little problem in that Pierre became conceited, bragged about himself, and was inclined to look down on the other children. He became insolent towards his foster mother and instructed her that she had no authority over him since she was not his own mother. Pierre's mother influenced him in this attitude as she regarded the foster parents on a servant level. However, as the mother's contacts with Pierre became less and less, his relationship with his foster family became better and he accepted them on a parent level. As his mother's visits decreased Pierre did not seem as concerned about his own parents and he did not inquire for them as often. The caseworker felt he had probably many unresolved conflicts about his life, but that as he related more closely to his foster family it helped to stabilize him. Pierre showed improvement in his ability to relate himself to groups of children especially his own age. The foster father was very helpful in teaching Pierre about competing and good sportsmanship as well as helping him to realize that other children had abilities too.

After Pierre was in this foster home two years, his mother decided to return to live with the maternal grandmother and take Pierre with her. The mother made this decision when the maternal grandmother had no one to care for her. Pierre was very happy about this and felt that he was home at last.

**Interpretation**

Here is another illustration of a young boy who was upset and concerned by the separation from his parents. Prior to placement he had presented no problems but after several months in placement he developed slight difficulties. As Pierre formed closer relationships with his foster parents he made improvement and was much happier. Through foster home placement and casework contacts he was better able to
accept his parents' feelings towards him.

Summary of Group IV & V

These two cases illustrate children who developed manifestations of rejection after placement. Both were the same age, were of superior intelligence, and were placed in foster homes for the same reasons and had equally good foster homes. Yet one child developed into a seriously disturbed boy and was unable to improve while the other child developed only slight manifestations, and as he formed better relationships with his foster parents was able to make a better adjustment. The caseworker who worked with these two boys felt that in view of the many similar factors in the two situations it appeared that the differences in their foster home adjustment may have been accounted for in that Pierre appeared to have more ego strengths than Charlie.
CHAPTER V

ANALYSIS OF DATA

As statistics will help the reader to understand better the conclusions which follow in Chapter VI, the writer will present tables which will include the reasons for referral, the evidences of rejection, the age and sex as related to the foster home adjustment, and the I.Q. of the child as related to his foster home adjustment.

TABLE I.
REASONS FOR REFERRAL OF SIXTEEN REJECTED CHILDREN BETWEEN THE AGES FIVE AND FIFTEEN PLACED IN FOSTER HOMES BY W.C.F.S. FROM JANUARY 1947 - JULY 1950

<table>
<thead>
<tr>
<th>Reason</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stubborn and uncontrollable child</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Lying and stealing</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Truancy</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Neglect of child</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Abuse of child</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Separation of parents</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Death of mother</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>5</td>
</tr>
</tbody>
</table>

This indicates that of the sixteen rejected children studied in this paper, six boys and two girls were referred because of behavior problems, one boy was referred because of neglect, one girl was referred because of abuse, four boys and one girl were referred because their parents were separated, and one girl was referred because of the death of her mother. The most frequent reason for referral was
behavior problems.

In the following table on the evidences of rejection the number of times the evidences are mentioned exceed the number of children since in most of the situations the parents showed their rejection in more than one way.

TABLE II.

EVIDENCES OF REJECTION BY PARENTS OF SIXTEEN REJECTED CHILDREN PLACED IN FOSTER HOMES BY W.C.F.S. FROM JANUARY 1947 - JULY 1950

<table>
<thead>
<tr>
<th>Evidences of Rejection</th>
<th>Frequency of Mention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neglect</td>
<td>5</td>
</tr>
<tr>
<td>Abusive and cruel treatment</td>
<td>8</td>
</tr>
<tr>
<td>Hatred</td>
<td>4</td>
</tr>
<tr>
<td>Preferred Sibling</td>
<td>3</td>
</tr>
<tr>
<td>Unwelcomed at birth</td>
<td>7</td>
</tr>
<tr>
<td>Nagged</td>
<td>6</td>
</tr>
<tr>
<td>Lack of interest</td>
<td>5</td>
</tr>
<tr>
<td>Overprotection</td>
<td>1</td>
</tr>
<tr>
<td>Threatened to place child in an institution</td>
<td>3</td>
</tr>
<tr>
<td>Indifference</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>

This table indicates that cruel and abusive treatment was the most frequent evidence of rejection while unwelcomed at birth and indifference followed closely. Neglect, nagging, and lack of interest in the child were also fairly high in frequency of mention. Overprotection, preference for another sibling, and threatening to place the child in an institution were only evidenced in a few situations.
The writer will use the following as criteria for judging adjustment in the following two tables.

Good adjustment means the alleviation or disappearance of symptomatic behavior which was present prior to placement. It also includes symptomatic behavior developed during placement which then decreased. For example, if a child ran away, stole, set fires, was enuretic, withdrawn but these problems disappeared or lessened during foster home placement this signifies good adjustment.

Fair adjustment means some improvement in the child's symptomatic behavior although not the complete disappearance of the symptoms.

Poor adjustment signifies no decrease or alleviation in the symptomatic behavior which was present prior to placement. Also the appearance of symptomatic behavior after placement and the continuing on of these symptoms would signify poor adjustment.
TABLE III.

AGE, SEX, AND THE ADJUSTMENT OF SIXTEEN REJECTED CHILDREN PLACED IN FOSTER HOMES BY W.C.F.S. FROM JANUARY 1947 - JULY 1950

<table>
<thead>
<tr>
<th>Age</th>
<th>Male</th>
<th>Female</th>
<th>Adjustment in Foster Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>0</td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>0</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>0</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>0</td>
<td>Poor</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>0</td>
<td>Good</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>0</td>
<td>Fair</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>0</td>
<td>Poor</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>1</td>
<td>Fair</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>0</td>
<td>Good</td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>0</td>
<td>Poor</td>
</tr>
<tr>
<td>13</td>
<td>0</td>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>15</td>
<td>0</td>
<td>1</td>
<td>Fair</td>
</tr>
</tbody>
</table>

Total 11 5

This table indicates that there is no correlation between the age and the foster home adjustment of the child. While some of the younger children from five to eleven years made a good foster home adjustment others did not and this also holds true in the older age group. Since practically three fourths of this study included boys it is impossible to draw any conclusions between the sex and the foster home adjustment. However of the five girls, three made a good foster home adjustment, and two made a fair foster home adjustment. Of the eleven boys, six made a good adjustment, one made a fair and four made a poor adjustment.
TABLE IV.
I.Q. AND THE ADJUSTMENT OF SIXTEEN REJECTED CHILDREN PLACED IN FOSTER HOMES BY W.C.F.S. FROM JANUARY 1947 - JULY 1950

<table>
<thead>
<tr>
<th>I.Q.</th>
<th>Adjustment in the Foster Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>Good</td>
</tr>
<tr>
<td>91</td>
<td>Poor</td>
</tr>
<tr>
<td>93</td>
<td>Good</td>
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<tr>
<td>93</td>
<td>Good</td>
</tr>
<tr>
<td>94</td>
<td>Poor</td>
</tr>
<tr>
<td>96</td>
<td>Fair</td>
</tr>
<tr>
<td>100</td>
<td>Good</td>
</tr>
<tr>
<td>102</td>
<td>Fair</td>
</tr>
<tr>
<td>102</td>
<td>Good</td>
</tr>
<tr>
<td>112</td>
<td>Fair</td>
</tr>
<tr>
<td>113</td>
<td>Good</td>
</tr>
<tr>
<td>High average</td>
<td>Good</td>
</tr>
<tr>
<td>120</td>
<td>Good</td>
</tr>
<tr>
<td>125</td>
<td>Poor</td>
</tr>
<tr>
<td>131</td>
<td>Poor</td>
</tr>
<tr>
<td>Superior</td>
<td>Good</td>
</tr>
</tbody>
</table>

This table indicates that there is no significant difference in terms of the intelligence of a rejected child and his adjustment in a foster home in this study. In the I.Q. group of 90 - 101 four made a good adjustment, two made a poor adjustment, and one made a fair adjustment. In the 101 - 120 group, four made a good adjustment and two made a fair adjustment. In the 121 to superior group, one made a good adjustment and two made a poor adjustment. There were some children in each group who made a good, fair, and poor adjustment.
The ages of the children in this study ranged from five to fifteen years; five of the children were from five to ten; and eleven were from eleven to fifteen. Five children were girls and eleven were boys.

The sources of referrals were as follows: four from the S.P.C.C., four from a family agency, two from the Youth Guidance Center, three from a probation officer, two from the own parents, and one from a relative. It is seen that three fourths of the referrals were from agencies. Eight children were referred as behavior problems, five children were referred because their parents were separated, two children were referred because their parents either abused or neglected the child, and one child was referred because of the death of the mother.

Five of these children were the oldest in the family, six children were the youngest in the family, two were the third child in the family, one was the fourth, one was the fifth, and one was the same age as a step-sibling. Five of these children had step-siblings and three of these children had difficulty in getting along with their step-siblings.

Nine of these rejected children's parents were divorced, five having remarried after the divorce, one couple was very unhappily married, one mother had remarried after the death of her first husband, four of the parents were separated and were considering divorce, and one was a widowed parent.
At the time of referral two children were living with their father and stepmother, three children were living with their mother and stepfather, four children were living with the mother only, one child was living with both mother and father, five children were living with the maternal relatives, and one child was living with a sibling. In this study thirteen of the mothers rejected the child, five of the fathers rejected the child, one stepmother and four stepfathers rejected the child. Six children had a stepparent and five children were rejected by the stepparent.

Four mothers were employed and supported the family, eight of these children in seven families had average or better than average income, one family lived in fairly poor economic circumstances and three families lived in poor economic circumstances.

There was insufficient evidence for the reasons for rejection in some of the situations; however seven children were unwanted even before birth. All the parents were evidenced as being emotionally immature and unable to accept responsibility in caring for their children.

Every child does not react to his rejection in the same way. In this study the main or outstanding reaction to rejection was as follows: three children reacted by lying and stealing, one child reacted by truancy and compulsive behavior, five children had uncontrollable or stubborn
behavior, one was a nervous, sensitive and aggressive child, two children were timid, shy, and withdrawn, two children had enuresis and poor toilet habits, one child withdrew into a world of his own, and one child was vain, insolent, and resistant to authority.

Relationships are of an intangible quality which are often puzzling to the observer. It appeared that five of these rejected children seemed compelled to return to their parents for love, one child had a close relationship with one of his parents who was the least rejecting parent, and ten children did not appear attached to their parents. Six of these children had a close relationship with their foster parents, two children formed a fairly close relationship with their foster parents, and eight children were unable to form a close relationship with their foster parents. Eleven children seemed unable to face their rejection while four children faced it quite well after foster home placement; one child seemed consciously unaware of his rejection.

Six children made a good school adjustment, five children made a fair school adjustment, four children made a poor school adjustment, and one child had not entered school. Eight children, three girls and five boys, joined clubs in the community and profited by the activities.

The length of placement of this group of children extended from one month to approximately three years.
Eight children showed a decrease in their symptomatic behavior after foster home placement, three children showed neither an increase nor decrease in their symptomatic behavior, three children showed a decrease then their symptomatic behavior increased again, one child showed an increase in his symptomatic behavior then it decreased, and one child showed an increase in symptomatic behavior after placement. Through foster home placement and casework contact nine children seemed to have their feelings of rejection modified, six children did not seem to have their feelings of rejection modified, and one child was unaware of his rejection.

Of these sixteen children, five boys and five girls returned to their own home after foster home care, one boy was adopted, two boys were institutionalized, one boy was returned to the charge of the court, and two cases are still active with the agency.
CHAPTER VI

CONCLUSIONS

The purpose of this thesis was to examine a group of cases involving sixteen rejected children to find out the results and effects that rejection had on these children’s adjustment in foster homes and the relation between their adjustment and the rejection. The writer attempted to find out the ways in which rejection affected these children’s behavior and personality adjustment in foster homes and if their feelings of rejection could be modified.

These conclusions will apply only to this group of rejected children. In this study more mothers than fathers rejected their children and in every family except one the mother was or had been unhappily married. This corresponds to Newell’s studies who found that the most important single cause of a mother rejecting her child was her unhappy adjustment to her marriage.¹ All of these parents were immature and emotionally unstable which appeared to have much to do with the rejection of these children as they were unable to accept the responsibility of a family. These parents expressed their rejection mostly by neglect, abusive and cruel treatment, child unwelcomed at birth, indifference, nagging, and lack of interest. The children who were unwelcomed at birth were rejected all along by their parents.

Every child did not react to his rejection in exactly the same way although some of these children had similar behavior or personality manifestations. Those children whose parents were cruel and abusive to them reacted by mistreating and abusing other children. The children whose parents neglected them, who were indifferent towards them or who lacked interest in them reacted by lying, stealing, setting fires, or regressed in their toilet habits as this was the only way in which they could gain attention from their parents. This type of behavior was also a means of expressing hostility towards their parents. The children who were overprotected tended to be withdrawn, shy, and it was difficult for them to make close relationships with people. The children who were nagged by their parents were resistant to any authority.

After foster home placement the majority of these rejected children who had shown manifestations of their rejection prior to placement improved in their behavior and personality manifestations. Improvement in all of these situations took considerable time and it resulted when the children realized that someone did love and care for them and they developed feelings of security. The children who did not improve in foster home placement or improved then regressed were the ones who were most severely affected by their rejection. The majority of the children who presented...
behavior problems at the time of referral made a poor foster home adjustment. These children's problems had been of long standing and were deep seated.

There appeared to be no relationship between the economic status of the family and the fact that the child was rejected. Some parents did not carry the financial responsibility of their child but this was because they did not wish to assume the responsibility rather than insufficient income.

Table IV indicated that there was no significant relationship between the child's I.Q. and his foster home adjustment as some of these children with average, low average or superior intelligence made a good adjustment and some made a fair or poor adjustment.

Some of these children's feelings of rejection were modified through foster home placement and casework contacts. In the situations where the children's feelings of rejection were modified they were able to make a better foster home adjustment.

No matter what the child's relationship with his own parents was prior to placement there was some influence in all these situations which reached into the foster home and affected the child's adjustment.

Approved:  
Richard K. Conant  
Dean
## Appendix

### SCHEDULE

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Age at Referral**

**Source of Referral**

**Reason for Referral**

**Circumstances at Birth**

**Family Structure**

- Number of siblings
- Marital status of parents
- Place of residence at referral
- Economic status of the family

**Reasons for Rejection**

**Evidences of Rejection**

**Adjustment in**

- **Family**
  - Child's attitude and relationship to parents
    - Indication
    - Reaction to rejection

- **Foster Family**
  - Child's attitude and relationship to foster parents
    - Indication

**Social Adjustment**

- Community
- School
  - I.Q.
  - Progress

**Progress in Foster Home**

- **Indications**
  - Effect of rejection on adjustment
    - Increase or decrease in symptomatic behavior

**Disposition of Case**
BIBLIOGRAPHY

Books


Periodicals


