1941

Reasons for the replacement of children in foster home care placed by the Boston Children's Aid Association in 1938, 1939, and 1940

Devereux, Marjorie Wallace

Boston University

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Boston University
REASONS FOR THE REPLACEMENT OF CHILDREN IN FOSTER HOME CARE PLACED BY THE BOSTON CHILDREN'S AID ASSOCIATION IN 1938, 1939, and 1940

A Thesis

submitted by

Marjorie Wallace Devereux

(A.B., University of California, 1937)

in partial fulfilment of requirements for the degree of Master of Science in Social Service

1941
Boston University
School of Social Work

Research for the Improvement of Children in Foster Home Care is Made by the Boston Child-Reg. No. 2020

School of Social Work
Nov. 12, 1941

157

support staff in the

Welfare Welfare Research

A.D. University of Massachusetts

in training children of pediatrics for

the degree of M.A. in social work

M.S.
Approved by

First Reader  Jennette R. Sm en ort
Second Reader  Richard W. Brent
Thanks are due to Mrs. Reuben Dunsford, volunteer worker at the Children's Aid Association, who had done some work in classifying replacements for 1938 and 1939, and who very kindly allowed the writer to use her material.
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INTRODUCTION

Purpose

The purpose of this study is to inquire into the reasons which cause children in foster homes here to be
replaced from one foster home to another.

Examination of the social work literature showed that very little has been written on this subject although
social workers in children's agencies have long found re-
placements to be a question of considerable interest and
importance in their work. This interest in replacements
comes largely from two lines of thought.

The first line of thought concerns the reasons which
make an individual replacement necessary. The question
arises in this context, "was the replacement one which
could have been prevented?" A careful study of the causes
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for him would have convinced the worker that the placement
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The purpose of the study is to examine the role of
resonance within economic relations in fostering peace and to
explore the ways in which economic development can be
sustained through the promotion of cooperative strategies.

The study focuses on the importance of economic
cooperation in reducing conflict and fostering long-term
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placement was necessary to further serve his development.

The second line of thought concerns the effect which replacement may have on a child. This would obviously vary with the child from the one extreme of precipitating a great feeling of inferiority to the other extreme of his taking great delight in the new experience of living in a different foster home. Interesting as this second line of inquiry is, it lies outside the scope of the present study.

The present study is regarded primarily as breaking the ground on the general question of replacements. It is, properly speaking, a survey of the reasons for replacements in a particular agency over a three year period, and only incidentally, in the case histories, does it concern itself with the effect of replacement on the individual children.

The data which will be used for the study include all replacements made by the Children's Aid Association during the months February to August in each of the three years, 1938, 1939, and 1940. The reason for choosing these particular seven months in each year is that in some of the years the data for the other months are incomplete, and in order to get complete and comparable data for the three years, it was necessary to eliminate these months. However, the months used give a fair sample of the winter, spring
The degree which the reasonable expectation of success is.

The question of money has been a matter of significance to the Royal Institute of International Affairs in recent years. Their concern for the welfare of the various nations has led to the formulation of various policies to address these concerns. The Institute has been focused on the economic aspects, rather than the political. Their analysis has been based on the premise that economic stability is crucial for political stability. The Institute has been advocating for the establishment of international bodies to oversee the economic development of various nations. These bodies would be responsible for ensuring that economic policies are equitable and fair. The Institute has been working closely with governments and international organizations to achieve these goals.

In conclusion, the Institute has been actively engaged in the promotion of economic development and stability. Their work has been instrumental in influencing policy decisions and promoting international cooperation. The Institute continues to be a significant force in the world of international affairs, advocating for the welfare of nations and peoples around the globe.
and summer months.

**Method**

Both boys and girls are included in this study. It was necessary to eliminate a few incomplete records, since the incomplete data are not comparable to complete information.

The method used in classifying the data secured from the C.A.A. is as follows:

The data are taken from the sheets which the various workers are required to fill out every time a child is replaced, whether for a brief temporary placement or for a permanent replacement. These data sheets give the child's name, sex, age, type of home to which he is going, date of replacement, and the reason for the replacement. Each worker fills out this slip when a child is replaced and puts down a single reason for replacement.

There is a drawback as to the validity of the data for the purpose at hand, since the reasons given for the replacement represent the worker's ideas at the moment of the replacement. For example, a child may be replaced temporarily because of illness in the foster home. Some new circumstance may intervene as a result of which the child will not be returned to its former home, and conceivably the "temporary" home may then become its "permanent" home. It is open to doubt whether the reasons for replacement
Missions

Both you and your family in your work.

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given in the classification schedule used by the C.A.A. are understood by all the workers to mean the same things, or whether they use the reasons in the same sense. This is, of course, impossible to determine, but the rather subjective nature of the reasons strengthens the possibility that the workers do not always employ the classifications to mean the same thing. This possibility raises serious doubts as to the homogeneity within the various classificatory groupings. If the workers have not used the classifications in the same sense, then the writer's groupings according to the reasons given will be inaccurate.

There is a further difficulty with regard to classifying the reasons for replacement, which is connected with the fact that only one reason is commonly given on the data sheets. In a complex situation such as one in which the decision is taken to remove a child from one foster home to another, one cannot reasonably assign one single, clearcut reason for the replacement. The situation which calls for a replacement is a subtle one of interaction between the child, the foster home, and the outside environment, including the agency. Therefore, when we assign one reason for replacement, we are not telling the whole truth, but are merely giving the most obvious reason, or the dominant reason. The writer had hoped to isolate various recurrent complexes or groupings of reasons for replacement, but she now feels that the technique of measurement selected is
not sensitive enough, and the source of material is not sufficiently comprehensive to enable this to be done, although it would make a very interesting objective in future studies of replacements.

The data are classified according to the system which is employed at the C.A.A., as follows:

**Permanent Reasons For Replacement**

**Foster Home**

I. Defect in
   A. Character
II. Lack of effective cooperation
   A. In care of child
   B. Demanding more board
   C. Not sufficiently interested
   D. Lack of sufficient discipline
III. Failure of adjustment to child
   A. Condition
   B. Appearance
   C. Personality reactions
   D. Lack of proper training
IV. Change in foster home
   A. Moving
   B. Change in personnel
   C. Change in plans
   D. Unforeseen developments in foster home

**Child**

I. Behavior
   A. General misbehavior
   B. Running Away
   C. Stealing
   D. Sex misconduct
   E. Personality
   F. General laziness and indifference
   G. Enuresis

II. Failure to adjust to home
III. Outgrowing home
IV. Illness
V. Change of Plan
   A. Education
   B. Change in work

*Used hereafter to designate Children's Aid Association*
C. To wage home
D. To adoption home
E. To free home
F. To own home
G. To be near family
H. To be away from mother to allow her to work
I. To be with mother
J. To be with sibling
K. To home of own religion

VI. Summer placing

Family
Community
Agency

Temporary Reasons For Replacement

1. Medical Treatment
2. Psychiatric Treatment
3. Observation
4. Vacation
5. Visits
6. Between foster home care
7. Preparatory placements
8. Returns

While the classifications used are comprehensive, there are bound to be some cases which do not fit precisely any of the headings given. In case of doubt, the writer has gone to the case record to explore further the reasons for replacement, and has then placed the case in the most suitable category in the classification.

As given above in the schemes of classification, both temporary and permanent replacements will be classified, although according to different schemes of classification. This is done in order to deal with the complete data, although it is expected that analysis of the permanent replacements will bear more directly on the problem of interest. As a glance at the temporary classification will show, most
To remain home
To attend home
To leave home
To leave home
To be near family
To be seen from corner of street for
To work
To be on shift
I.
II.
To do shift work
X.
To leave or stay

Party
Income

Sectional Response for Replacement

<table>
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<th>Area</th>
<th>Protocol Response</th>
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While the information may be comprehensive,
the promise to be seen from corner of street for
To work
To be on shift
I.
II.

To do shift work
X.
To leave or stay
The section of the information
does not allow for the inclusion of information

To agree upon the inclusion of information

The promise to be seen from corner of street for
To work
To be on shift
I.
II.

To do shift work
X.
To leave or stay
The section of the information
does not allow for the inclusion of information

To agree upon the inclusion of information
of the headings give either unavoidable reasons, such as medical treatment or observation, or reasons of planned therapy such as vacations or visits home.

The data are presented in the form of tables showing the number of boys and girls replaced in the seven months of each of the three years, the number of boys and girls replaced within each category for the three years, and the ages of the boys and girls replaced in each category for the seven months of 1938, 1939, and 1940. Some analysis is made of the various tables and charts.

Seven cases were selected with the help of Miss Kingman, C.A.A. supervisor, which are presented in order to illustrate the tables. In order to get as complete a picture as possible of the situation, the records of the Home Finding Department of the C.A.A. on the foster home from which the child has been replaced have been read. These cases are presented, giving some background data on the child, with data about the home and a brief analysis of the reasons for replacement with consideration of possible contributing factors, or subsidiary reasons. One baby, one brother and sister, aged eight and six, and four adolescent cases, two boys and two girls are presented. More adolescent cases are presented because a large proportion of replacements falls within the adolescent group.

**Definition of Concepts**

The writer feels that in a study of this type it is
The term was used to refer to the "late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, late, 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necessary to consider the meaning of some of the concepts used in this study.

In distinguishing between permanent and temporary replacements, we generally mean: 1. a temporary placement is one from which the child will be returned to the foster home from which he came. Items 6 and 7 are exceptions to this (Between foster home care and Preparatory placements) in that they are intermediate placements made before a permanent placement is made. 2. A permanent placement is one from which the agency does not plan to move the child. This placement may, however, be interrupted by temporary replacements, such as visits to his own home, medical observation, and the like.

The writer feels that certain of the headings in the classification need to be considered as to their meaning in this study.

Foster Home

I. Defect, in character: This is predominantly a socially unacceptable characteristic, e.g., alcoholism, obscene sex behavior, stealing, fighting, etc. Such characteristics probably indicate personal conflicts on the part of the foster parents.

II. Lack of effective cooperation,

   A. In case of the child

      1. Foster parents are not sufficiently intelligent to be able to work with the agency representative, and to under-
stand the objectives of the agency with reference to the child.

2. Foster parents are not physically vigorous enough to give recommended care to the child.

3. The case worker was not expert in explaining to the foster parents the needs of the particular child, or failed to arouse interest and keep interest in the child at a fairly high level.

B. Demanding More Board:

1. Change in foster parents' financial situation may make this necessary.

2. It may be a disguised way of signifying a wish to give up the child.

3. It may indicate aggression against the agency.

4. It may indicate a desire for compensation for lack of community prestige, caused by having to board a child to eke out a living.

C. Not sufficiently interested:

1. The foster parents are unable to identify with the child.

2. One foster parent has persuaded the other against his wish that they should take the child.

D. Lack of sufficient discipline

1. The foster parents identify with the child too much to give him deserved punishment.

2. The foster parents are afraid to incur the dis-
pleasure of the agency by disciplining the child.

III. Failure of adjustment to the child

C. Personality reactions:

1. Foster parents are unable to give warmth of affection to the child.
2. The foster parents reject the child because of some past experience of their own.
3. The foster parents expect too much from the child in intelligence and judgment.
4. The foster parents are judgmental and intolerant of the child's misbehavior.
5. The foster parents are impatient.

D. Lack of proper training:

1. Lack of adequate knowledge as to dietary needs of the child, cleanliness, etc.
2. Lack of knowledge enabling foster parents to deal with a child having personality difficulties, or one who exhibits problems of behavior.
3. Consciousness of this lack of knowledge may give rise to fears in the foster parent which he projects on the child in the form of unpleasant personality reactions to the child.

Child

I. Behavior

A. General misbehavior

1. The child is mischievous, saucy, and will not submit
III. Personality Development

A. Formal Assessment

1. Written Instruments

2. The projective device

3. The forward projection

4. The concept of latency

5. The concept of manifest versus latent

6. Projective and interpretive

7. The concept of the unconscious

8. The concept of the person

9. The concept of the interpersonal

10. The concept of the relationship

11. The concept of the development of

12. The concept of the process of

13. The concept of the environment

14. The concept of the influence of

15. The concept of the interaction of

16. The concept of the role of

17. The concept of the function of

18. The concept of the expression of

19. The concept of the communication of

20. The concept of the interaction of

21. The concept of the function of

22. The concept of the expression of

23. The concept of the communication of

24. The concept of the interaction of

25. The concept of the function of

26. The concept of the expression of

27. The concept of the communication of

28. The concept of the interaction of

29. The concept of the function of

30. The concept of the expression of

31. The concept of the communication of

32. The concept of the interaction of

33. The concept of the function of

34. The concept of the expression of

35. The concept of the communication of

36. The concept of the interaction of

37. The concept of the function of

38. The concept of the expression of

39. The concept of the communication of

40. The concept of the interaction of

41. The concept of the function of

42. The concept of the expression of

43. The concept of the communication of

44. The concept of the interaction of

45. The concept of the function of

46. The concept of the expression of

47. The concept of the communication of

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51. The concept of the communication of

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57. The concept of the function of

58. The concept of the expression of

59. The concept of the communication of

60. The concept of the interaction of

61. The concept of the function of

62. The concept of the expression of

63. The concept of the communication of

64. The concept of the interaction of

65. The concept of the function of

66. The concept of the expression of

67. The concept of the communication of

68. The concept of the interaction of

69. The concept of the function of

70. The concept of the expression of

71. The concept of the communication of

72. The concept of the interaction of

73. The concept of the function of

74. The concept of the expression of

75. The concept of the communication of

76. The concept of the interaction of

77. The concept of the function of

78. The concept of the expression of

79. The concept of the communication of

80. The concept of the interaction of

81. The concept of the function of

82. The concept of the expression of

83. The concept of the communication of

84. The concept of the interaction of

85. The concept of the function of

86. The concept of the expression of

87. The concept of the communication of

88. The concept of the interaction of

89. The concept of the function of

90. The concept of the expression of

91. The concept of the communication of

92. The concept of the interaction of

93. The concept of the function of

94. The concept of the expression of

95. The concept of the communication of

96. The concept of the interaction of

97. The concept of the function of

98. The concept of the expression of

99. The concept of the communication of

100. The concept of the interaction of
to the discipline of the foster parents.

2. This may mean lack of ability of the foster parents to control the child and to gain his respect.

3. This is probably a relative term, since what some foster parents would object to as misbehavior, others would consider to be merely childish high spirits and naughtiness, and would be able to deal with them as such.

B. Running away

1. The child may be trying to escape from an intolerable situation in the foster home.

2. The child may be trying to escape from facing his own problems and difficulties.

3. The child may have a strong affective tie to another person, such as his mother, and be striving to go back to this person.

C. Stealing

1. This may mean that the child is following a normal social pattern in view of his background.

2. The stealing may indicate sexual disturbances in the child.

D. Sex Misconduct.

1. This, again, is a relative term with regard to various foster parents. What some would call sex misconduct would be considered a normal childish adjustment (masturbation) by others.

2. This may have a more serious aspect, in that the
child may teach bad sex behavior to other children in the home. It may be a poor school situation, or the fact that there are inadequate resources to meet his needs.

E. Personality
1. This is subjective reaction on the part of the foster parents, and probably means simply that the foster parent does not like the child.
2. The foster parent may remind the child of someone whom he dislikes and fears, and the child may react to the foster parent as if he were the feared person, which may in turn make the foster parent dislike the child.

F. General laziness and indifference.
1. The child may sense a lack of affection on the part of the foster parents, and therefore fail to respond to them.
2. The child may be pre-schzoid and in need of psychiatric care.
3. The child may never have had a love object with whom to identify, and may therefore be unable to respond to another person.

G. Enuresis
1. This indicates emotional problems within the child.
2. It may also indicate that he is not secure in the foster home.

II. Failure to adjust to home
1. This may be due to reasons within the foster home
2. It may be that the child is so occupied with his own emotional problems, that he is unable to make any effort
The letter contains the request to let the writer know whether he is interested in being a member of the organization. It also mentions the need for additional information and the writer's willingness to provide it. The letter is signed by the sender.
to adjust.

3. It may be a poor school situation, or the fact that
the community has inadequate resources to meet his needs.

Family

1. Interference on the part of the parents may mean that
the parents are jealous of the child's affection for the
foster parents.

2. It may mean that the parents have a sense of guilt
for not taking care of the child themselves, and therefore
feel compelled not to approve of the foster home.

Agency

This may mean a poor original investigation of the case,
or poor placement or poor supervision. It may also mean
agency convenience, with regard to the distance to the foster
home for supervision.

Community

This may mean a poor school situation, or undesirable
children in the neighborhood. It may also mean a lack of
resources, recreational and social, which do not meet the
child's needs.

Temporary Replacements

1. Medical Care. Replacement to a hospital or convales-
cent home.

2. Psychiatric Care. Commitment to a mental hospital,
observation by a psychiatrist or temporary placement in a
home, so that there will be a psychiatrist available to
treat the child.

3. Observation. Placement in a study home.

4. Vacation. Placement in a camp or placement with a
family in the country or at the seashore.

5. Visit. Visit to parents or relatives or friends.

6. Between Foster Home Care. The child is cared for in
a temporary home, while he is between permanent placements.

7. Preparatory placements. Child is placed while the
worker interprets foster home care to him, so that he will
be able to accept it.

8. Returns. Return from any of the above to the perma-
nent home.
Reasons for Replacement

The total number of children in foster home care during the three years studied is 515 in 1938, 439 in 1939 and 405 in 1940. The data on replacements in foster home care assembled in the tables will be discussed first in terms of totals for permanent and temporary replacements in the three years. The three years will then be compared as to the relative proportions of the various items in the classifications. Finally, the age distributions in the three years will be discussed.

Reasons for Replacement

Total Replacements in 1938, 1939, and 1940

The first difference to be noted occurs in the total number of replacements for the three years.

TABLE 1

Boys and Girls Replaced In 1938, 1939, and 1940.

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1938</td>
<td>240</td>
<td>154</td>
<td>394</td>
</tr>
<tr>
<td>1939</td>
<td>237</td>
<td>146</td>
<td>383</td>
</tr>
<tr>
<td>1940</td>
<td>199</td>
<td>85</td>
<td>284</td>
</tr>
</tbody>
</table>

The totals for 1938 and 1939 remain at approximately the same level, 394 for 1938 and 383 in 1939. In 1940 we find a significant drop in the total number of replacements, a drop of roughly 100, making the total for the year 284. There is also a noticeable drop in the number of girls replaced in 1940, going from 154 in 1938 and 146 in 1939 to 85 in 1940. The
Reasons For Replacement

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Total Replacements In 1938, 1939, and 1940

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<table>
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<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1938</td>
<td>240</td>
<td>154</td>
<td>394</td>
</tr>
<tr>
<td>1939</td>
<td>237</td>
<td>146</td>
<td>383</td>
</tr>
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<td>199</td>
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<td>284</td>
</tr>
</tbody>
</table>

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EMPLOYMENT FOR REHABILITATION

The total number of applicants for lower grade (none
analyzed the current status at the end of 1973 and in 1972 was only
10. The data on rehabilitation in lower grade are
smaller in the period after 1970 until 1972. Little in terms of
these factors for reimbursement and compassionate
measure. The figure given will thus not be presented in the
- minus shall be presented in the next three
- have been transferred to the three

Total Rehabilitation in 1972, 1971, and 1970

The three years to be worked out in the report

Preliminary Table of Rehabilitation for the Three Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>1972</th>
<th>1971</th>
<th>1970</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972</td>
<td>87</td>
<td>841</td>
<td>892</td>
<td>892</td>
</tr>
<tr>
<td>1971</td>
<td>90</td>
<td>841</td>
<td>736</td>
<td>736</td>
</tr>
<tr>
<td>1970</td>
<td>80</td>
<td>86</td>
<td>98</td>
<td>98</td>
</tr>
</tbody>
</table>

The figures for 1972, 1971, and 1970 were
less than 120. The total figure for the three
years is 1972, 892; 1971, 736; and 1970, 98.
These figures show the need for a

Source: Yearbook 1974, page 1.0.
decrease in the number of boys replaced in 1940 from the two previous years is considerably less, being 199 in 1940 as compared with 240 in 1938 and 237 in 1939. Turning to Table 2, we find the total number of replacements in each of the three years further classified into permanent and temporary replacements.

**TABLE 2**

Temporary and Permanent Replacements Of Boys and Girls In 1938, 1939 and 1940

<table>
<thead>
<tr>
<th>Year</th>
<th>Permanent Boys</th>
<th>Permanent Girls</th>
<th>Total</th>
<th>Temporary Boys</th>
<th>Temporary Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1938</td>
<td>110</td>
<td>62</td>
<td>172</td>
<td>130</td>
<td>92</td>
<td>222</td>
</tr>
<tr>
<td>1939</td>
<td>100</td>
<td>71</td>
<td>171</td>
<td>137</td>
<td>75</td>
<td>212</td>
</tr>
<tr>
<td>1940</td>
<td>55</td>
<td>22</td>
<td>77</td>
<td>144</td>
<td>63</td>
<td>207</td>
</tr>
</tbody>
</table>

We see that the large drop in total replacements falls largely within the permanent replacements, the number of boys permanently replaced being about one-half of the previous two years, and the number of girls replaced permanently being only about one-third of 1938 and 1939 totals. On the other hand, it will be noted that the temporary replacements remain at almost the same level in 1940 as in 1938 and 1939. In fact the number of boys replaced in 1940 temporarily slightly exceeds the number replaced in the other years. The number of girls replaced temporarily in 1940 is about two-thirds of the 1938 level, and only slightly less than the 1939 level.

The most obvious explanation of the large total drop
The table below shows the temporal and permanent occupation of the area from 1940 to 1950:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Permanent</th>
<th>Temporary</th>
<th>Water Bodies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940</td>
<td>230</td>
<td>170</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>1945</td>
<td>220</td>
<td>180</td>
<td>40</td>
<td>25</td>
</tr>
<tr>
<td>1950</td>
<td>210</td>
<td>190</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>

To determine the percentage of the area that was permanently occupied, permanent occupation data was compiled and compared against the total area. The percentage can be calculated as follows:

\[
\text{Percentage of Permanent Occupation} = \left( \frac{\text{Permanent Occupation}}{\text{Total Area}} \right) \times 100
\]

For example, in 1940, the percentage of permanent occupation would be:

\[
\left( \frac{170}{230} \right) \times 100 = 73.91\%
\]

This analysis helps understand the changes in land use over the years.
is seen in the fact that the total number of children in foster home care has decreased from 515 in 1938 to 405 in 1940. When the number of children in care declines, the number of replacements will be expected to decline also. However, there are undoubtedly many factors which enter into the situation and which account for the changed picture of permanent replacements in 1940 as compared to 1938 and 1939. One of the most fruitful sources of explanation is found in the length of time which the children spent in care for each of the three years. Table 3 shows the average time in care for 1938 and 1939 and indicates that a significantly larger percentage of the children were in care for more than six months in these years than in 1940. In 1938 and 1939 the percentages of children in care for more than six months were over two-thirds, while in 1940, the children in care for more than six months accounted for only slightly over one-half of the total. It will be noted that the greatest rise comes

**TABLE 3**

Average Time In Care Of All Children In Foster Home Care In 1938, 1939, and 1940 In Percentages.

<table>
<thead>
<tr>
<th>Year</th>
<th>Less Than 1 Month</th>
<th>Between 1 and 6 Months</th>
<th>More Than 6 Months</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1938</td>
<td>9</td>
<td>22</td>
<td>69</td>
<td>100</td>
</tr>
<tr>
<td>1939</td>
<td>9</td>
<td>23</td>
<td>68</td>
<td>100</td>
</tr>
<tr>
<td>1940</td>
<td>13</td>
<td>36</td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

in the group under care for one month to six months, which rose from 22 per cent in 1938 and 23 per cent in 1939 to 36
To see in the last part the total number of fatalities in 1940 was
lower than those of 1939 and 1938. From 1935 to 1938 the
number of fatalities, with the exception of Great Britain, was
considerably lower than in earlier years. However, during the
invasion of France and the Low Countries, the number of
fatalities increased to a great extent. The situation had rapidly
deteriorated and many thousands of the occupied areas were
liberated in 1944 and 1945. To summarize, the situation in Europe
was not favorable for the occupied areas to cope with the
invasion of the Soviet Union. In 1944 and 1945, the number of
fatalities in the occupied areas was much higher than in 1940.

The total off 1940 and 1944.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Fatalities</th>
<th>In Members</th>
<th>Leopold</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940</td>
<td>99</td>
<td>56</td>
<td>30</td>
<td>2</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>1941</td>
<td>93</td>
<td>55</td>
<td>22</td>
<td>1</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>1942</td>
<td>90</td>
<td>55</td>
<td>30</td>
<td>2</td>
<td>7</td>
<td>0</td>
</tr>
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was not favorable for the occupied areas to cope with the
invasion of the Soviet Union. In 1944 and 1945, the number of
fatalities in the occupied areas was much higher than in 1940.
per cent in 1940. It is reasonable to assume that when the children are in care for shorter times, less frequent replacements will ensue. This explanation applies particularly to the increased number of children in care from one month to six months.

As regards the children in care for more than six months, of whom there were 51 per cent during 1940, there are other probably significant factors at work. In a study of such a limited nature, one cannot assert positively that these factors are the only ones to be considered, nor can one assess their relative weights in the situation. However, the writer would like to suggest certain possibilities in dealing with the decreased number of replacements in 1940.

The first one is the extremely important factor of home-finding. Good foster home care demands that a careful study of the child and his needs be made, and that his problem be carefully formulated. However, this study is of little treatment value unless a "fit and proper" foster home is found in which to place the child. Mrs. Rubin, a C.A.A. worker in the Home-Finding Department discussed this question in a talk which she gave to the C.A.A. staff. She traced the steady improvement in home-finding techniques, particularly in the past few years. The C.A.A. has gradually acquired a list of reliable homes which are especially adept at dealing with particular types of problems. This resource provides a reasonably certain guarantee that children with special
The cost in 1940 is to pay the cost of one month's rent. For example, if you have a
monthly expense of $200 and you want to save the equivalent of a full month's rent,
you would save $200. This is equal to $1,200 per year. In order to achieve this,
you would need to save $1,200 per year. This is equal to $10,000 per month.

In general, you would need to save 1/12 of your monthly expense for each month.
This is equal to 1/12 of your annual cost. For example, if you have a
monthly expense of $200 and you want to save the equivalent of a full month's rent,
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problems placed in these homes will make a satisfactory adjustment. This would tend to reduce replacements caused by unsatisfactory adjustments between the child and the foster home. However, on the other hand there might be replacements from these homes on a different basis. Taking the point of view, for example, that the X family is a specialist in dealing with delinquent boys, it is conceivable that when the problems of a particular delinquent boy were more or less resolved, he might be removed to another home to make way for another delinquent boy whose acute problems needed expert attention.

There is another side to the problem of increased home-finding skills as discussed by Mrs. Rubin, and that is the increasing selectivity on the part of the case-workers. In other words, they are becoming more careful and more rigid in their requirements regarding homes in which they will place their children.

As stated before, the factor of greater skill in home-finding cannot be weighted in the present study, although it must play some part in the reduction in the total number of replacements.

Another factor in the reduction of replacements is the fact that the C.A.A. maintained a study home in 1937 and 1938 for children who presented difficult problems. Obviously the home made possible a better diagnosis of the problems of the individual children studied, which would make for
better foster home placing. This would tend to reduce the necessity of replacements. This is a somewhat debatable factor since there is a considerable time lag from the use of the home in 1937 and 1938 to the drop in replacements in 1940. However, it may have an indirect effect on the number of replacements, since a superior initial understanding of the problem and consequently more intelligent placing of the child will result in the long run in a better adjustment of the individual child with fewer replacements as a result.

There are certain other possible factors which may play a part in the decreased number of replacements. Within the limited scope of this study these possibilities are mentioned only as raising questions. As Georg Cantor, the mathematician said, "It is more important to ask a question correctly than to answer it". The first of these questions concerns the admitting policy of the C.A.A. The question arises whether the agency is tending to turn from long time cases to short time cases with a consequent reduction of attendant replacements. The table giving the time in care figures would seem to support this view. Another question is the following: "Is the C.A.A. tending to restrict the admittance of difficult children?" If this be the case, and this view has some support from the reduced number of replacements due to "Behavior", there would, of course, tend to be fewer replacements.
The growth of technology. The growth of technology.

In the field of telecommunications, there is a constant expansion of new opportunities. The demand for communication has increased dramatically, especially in the last decade. The development of satellites has allowed for global communication, revolutionizing the way businesses operate.

However, the growth of technology has also raised several concerns. The dependence on communication technologies has led to increased vulnerability to cyber attacks. The protection of sensitive information has become a critical issue.

The integration of artificial intelligence into various industries has also introduced new challenges. The need for regulation and ethical considerations has become pressing.

On a personal level, the constant connectivity has its own set of challenges. The balance between work and personal life has become more difficult.

In conclusion, while the growth of technology has brought significant benefits, it has also opened up new avenues for discussion and concern.
Permanent Replacements in 1938
By Month and Sex

Girls - 62
Boys - 110
172

*including OTHER
*red ink - boys
*blue ink - girls

Temporary Replacements in 1938
By Month and Sex

Girls - 92
Boys - 130
222
Permanent Replacements in 1939
By Month and Sex

Girls - 71
Boys - 100/171
* including OTHER
† red ink - boys
   blue ink - girls

Temporary Replacements in 1939
By Month and Sex

Girls - 75
Boys - 137/212
Permanet Replacements in 1940
By Month and Sex

Girls - 22
Boys - $55\over 77$

*including OTHER
+ red ink - boys
+ blue ink - girls

Temporary Replacements in 1940
By Month and Sex

Girls - 63
Boys - $144\over 207$
It is interesting to note in Table 2, the fact that the temporary replacements remain at nearly the same numerical level in all three years studied, in spite of the large total drop in 1940. (Table 4) This indicates that the C.A.A.'s flexibility to meet special needs such as medical needs, emergency situations, e.g. "Between Foster Home Care", etc., remains fairly constant in each of the three years.

**TABLE 4**
Permanent and Temporary Replacements Of Boys and Girls Replaced In 1938, 1939, and 1940, In Percentages.

<table>
<thead>
<tr>
<th></th>
<th>1938</th>
<th>1939</th>
<th>1940</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>64</td>
<td>58</td>
<td>71</td>
</tr>
<tr>
<td>Girls</td>
<td>36</td>
<td>42</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Temporary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>59</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>Girls</td>
<td>41</td>
<td>35</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

A glance at Charts la, lb and lc will show that the temporary replacements in each of the three years reach their highest point during the summer vacation months, when a great many of the children in care go to camps or for visits to parents and friends. There is also a slight rise in March in each of the three years due to Easter vacations, during which some of the children go on short visits or vacations.

There is still another change in the 1940 set of replacements as contrasted to the 1938 and 1939 sets. This differ-
ence concerns the proportions of boys and girls replaced. It will be noted that in each year the number of boys replaced in both temporary and permanent classifications outnumbers the number of girls replaced. However, among the permanent replacements, as shown in Table 4, the percentages of boys replaced is considerably higher in 1940 than in 1938 and 1939. Among the temporary replacements, the percentage of boys replaced is slightly higher than in the two previous years.

Reasons For Replacement in 1938, 1939, and 1940

Table 5 shows the total number of replacements in the three years broken down into the various classificatory items and presented in percentages.

<table>
<thead>
<tr>
<th>TABLE 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons For Replacement In 1938, 1939, and 1940, In Percentages</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Permanent: Child</th>
<th>1938</th>
<th>1939</th>
<th>1940</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>15</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Failure To Adjust</td>
<td>8</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Change of Plan</td>
<td>53</td>
<td>75</td>
<td>56</td>
</tr>
<tr>
<td>Foster Home</td>
<td>17</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Temporary</th>
<th>1938</th>
<th>1939</th>
<th>1940</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Care</td>
<td>10</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Vacation</td>
<td>23</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>Visits</td>
<td>17</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Between Foster Homes</td>
<td>14</td>
<td>32</td>
<td>26</td>
</tr>
<tr>
<td>Returns</td>
<td>31</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
since discovery the procedure of pages any dried saplings.

It will be noted that in each year the number of pages has increased in both raw and raw material. A survey of the numbers of raw material, as shown in Table 1, for the years 1929-1938 shows the proportionate percentage of production to tonnage is constant at 100
to 100. Among the factors affecting the percentage of tonnage to raw material is slightly higher than in the two previous years.

Table 1: Proportion of raw material to tonnage

<table>
<thead>
<tr>
<th>Year</th>
<th>Raw Material</th>
<th>Tonnage</th>
<th>Raw Material Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1929</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>1930</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>1931</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>1932</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>1933</td>
<td>100</td>
<td>100</td>
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<td>1934</td>
<td>100</td>
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<td>1937</td>
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<td>100</td>
<td>100</td>
</tr>
<tr>
<td>1938</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2: Raw material to tonnage in 1929-1938

<table>
<thead>
<tr>
<th>Year</th>
<th>Raw Material</th>
<th>Tonnage</th>
<th>Raw Material Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1929</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>1930</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>1931</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>1932</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>1933</td>
<td>100</td>
<td>100</td>
<td>100</td>
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<td>1934</td>
<td>100</td>
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<td>1936</td>
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</tr>
<tr>
<td>1937</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>1938</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Reference to Table 5 will show that there has been a marked decrease in replacements due to the child's behavior, from 15 per cent of the permanent replacements in 1938 to only five per cent in 1940. The most obvious explanation of this decrease is the use of the study home mentioned above, which would make for better initial placements thus reducing the necessity for later replacements. Another factor to consider in the decrease is the possibility that other resources are being developed in the community to work with behavior problems. One wonders if, for example, the Citizenship Training Classes are draining off some of the difficult children who would formerly have been referred to the C.A.A. for placement.

The item "Failure to Adjust" varies slightly from year to year, being a little higher in 1940 than in 1939, although lower than the 1938 figure of eight per cent.

The item "Change of Plan" varies considerably from 53 per cent in 1938 to 75 per cent in 1939, and then down again in 1940 to 56 per cent of the permanent replacements. The writer feels that this item is almost meaningless as it stands, being too broad in scope. In order to be useful this heading should have been broken down into sub-headings, e.g. "To go to an adoption home", "To go to work", etc. There is a further logical difficulty in using this item, since it cannot properly be called a "reason" for replacement. It really is the effect of a reason for replacement. In other
The fear of starting or wishing to start something new is like fear of the unknown. It's easy to fall into a pattern of thinking that things will always be the same, that change is scary, and that it's better to stick with what's familiar. However, this mindset can stifle growth and prevent us from exploring new opportunities.

To overcome this fear, it's important to recognize the benefits of change. Change can bring fresh perspectives, new experiences, and opportunities for growth. It can help us adapt to new situations and keep us mentally and emotionally engaged.

One way to start overcoming the fear of change is to take small steps. It's easier to tackle something small and manageable than an overwhelming task. This can help build confidence and reduce anxiety.

Another strategy is to gather information and seek support. Researching a new opportunity or seeking advice from others can provide valuable insights and reassurance.

Finally, it's important to remember that fear is a natural part of the learning process. Many successful people faced their fears and overcame them through determination and perseverance.

In summary, the fear of change can be challenging, but it's essential to move forward and embrace new experiences. By taking small steps, gathering information, and seeking support, we can overcome our fears and reap the benefits of growth.
words, one cannot say that a child was replaced because of "change of plan". The agency may have changed its plan for the child in order to place him in an adoption home, or so that he could get a different kind of education. Therefore, to take the latter example, the child was replaced for reasons of education, not "change of plan".

Replacement because of reasons lying in the foster home varies in proportion in the three years. It dropped from 17 per cent in 1938 to 4 per cent in 1939, then rose sharply in 1940 to 25 per cent.

Among the temporary replacements the proportions remain for the most part at approximately the same level, with the exceptions of Visits and Between Foster Home Care. Visits sharply decreased in 1939, and then rose again in 1940, while Between Foster Home Care rose considerably in 1939 and declined slightly in 1940.

Ages of Children Replaced in 1938, 1939, and 1940

Table 6 shows the data on the ages at which the children were replaced organized into percentages by sex and type of replacement, whether permanent or temporary. The children are considered according to three general age groups, the first of which contains the young children from one year to seven years of age. The second group contains the children from seven to thirteen years old, and the third deals with adolescents of thirteen years, and over.
To make the case stronger, we first examine the evidence for the claim that the concept of a "core" in order to plan an intervention program is an alternative to a different kind of association: interaction, to take the latter example, the only way to learn it for sure.

Some of the association of core concepts to the teacher

Reformament passed or necessary thing in the teacher

More variables in cooperation in the same area. If another

Time for the core to be in 1250 to 1257, but core in 1250, then core

 apprentice in 1250 to 1257 can be seen.

The case for the cooperation between the core elements, with the

case for the core part of the cooperation in the core level, with the

awareness of variables and relevant concept core case. With the

example of awareness in 1250, and then core again in 1250.

with between teacher home gone come core associations in 1250.

and general strategy to 1250

Year of differentiation compared to 1250, 1256 and 1250

Table 4 shows the data on the scale of rivalry.

The data were carefully analyzed into percentages. In our

years of availability, we report the percentage of core.

For example, the core values were compared to the then

enough. The data of rivalry to come into conflict, the core,

from one year to seven years of data. The scale, however.

contaminates the core. Also, we evince to influence because of the

the data gained with the percentages of core values, and our
### TABLE 6

Ages of Children Replaced In 1938, 1939, and 1940, In Percentages.

<table>
<thead>
<tr>
<th>Replacements</th>
<th>1-7 Years</th>
<th>7-13 Years</th>
<th>13 Years &amp; over</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Permanent:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>7</td>
<td>1</td>
<td>26</td>
<td>34</td>
</tr>
<tr>
<td>Boys</td>
<td>12</td>
<td>11</td>
<td>43</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>12</td>
<td>69</td>
<td>100</td>
</tr>
<tr>
<td><strong>Temporary:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>4</td>
<td>6</td>
<td>32</td>
<td>42</td>
</tr>
<tr>
<td>Boys</td>
<td>5</td>
<td>9</td>
<td>44</td>
<td>58</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>15</td>
<td>76</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Replacements</th>
<th>1939</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Permanent:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>13</td>
<td>5</td>
<td>25</td>
<td>43</td>
</tr>
<tr>
<td>Boys</td>
<td>15</td>
<td>5</td>
<td>37</td>
<td>57</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>10</td>
<td>62</td>
<td>100</td>
</tr>
<tr>
<td><strong>Temporary:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>6</td>
<td>8</td>
<td>21</td>
<td>35</td>
</tr>
<tr>
<td>Boys</td>
<td>8</td>
<td>11</td>
<td>46</td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>19</td>
<td>67</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Replacements</th>
<th>1940</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Permanent:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>8</td>
<td>3</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>Boys</td>
<td>22</td>
<td>8</td>
<td>42</td>
<td>54</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>11</td>
<td>59</td>
<td>100</td>
</tr>
<tr>
<td><strong>Temporary:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>5</td>
<td>7</td>
<td>18</td>
<td>18</td>
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<tr>
<td>Boys</td>
<td>4</td>
<td>10</td>
<td>56</td>
<td>74</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>17</td>
<td>74</td>
<td>100</td>
</tr>
</tbody>
</table>

The most striking point to be noticed in this set of data, is the marked concentration of both temporary and permanent replacements among the adolescent group, or children above 13 years of age. This is true for each of the three years. The most likely explanation of this concentration is implicit in the nature of adolescence. First of all, adolescence is known to be a time of physical change and emotional difficulty when the child is trying to adjust himself to these physical changes. He is, in addition, struggling to become an adult, and in trying to assert his
### Table

<table>
<thead>
<tr>
<th>Date</th>
<th>1-7 Years</th>
<th>7-10 Years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-1935</td>
<td>14</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>1936</td>
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<tr>
<td>1937</td>
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<td>33</td>
</tr>
<tr>
<td>1938</td>
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<tr>
<td>1939</td>
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<td>1940</td>
<td>13</td>
<td>7</td>
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<tr>
<td>1941</td>
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<td>7</td>
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</tr>
<tr>
<td>1942</td>
<td>13</td>
<td>7</td>
<td>40</td>
</tr>
</tbody>
</table>

**Notes:**
- Permanent: Title, Bond, Total
- Temporary: Title, Bond, Total

---

The most striking point to note in this table is that the number of permanent titles has remained relatively constant over the years, while the number of temporary titles has fluctuated. This suggests that the issuance of permanent titles is more stable than that of temporary titles. It also shows a decline in the number of temporary titles from 1936 to 1940, which may indicate a shift in the legal framework or changes in the issuing process. Further analysis would be needed to understand the specific reasons behind these changes.
own individuality he frequently resents and rebels against the parents or other adults who have authority over him. This period then would obviously strain the foster parent-child relationship, in some cases to the breaking point, and thus would call for replacement of the child. In other cases, late adolescence is the time when new educational plans are made, or in many cases when the child gets a job and becomes self-sustaining. This then, would account for a great many of the replacements of older children.

After the adolescents, the next largest group of replacements falls consistently through the three years in the one to seven year old group of permanent replacements. This group is for the most part replaced because of change of plan which usually means going to a new type of home, such as an adoption home. Temporary replacements in this age group are small in proportion, being mostly replacements for medical care, between foster home care, and returns from these two to the permanent home.

The third largest group of replacements is the temporary replacements of the seven to thirteen year old age group. This group is for the most part accounted for by visits and vacations, and returns from these to the permanent home. In none of the three years does this group account for more than 12 per cent of the permanent replacements.

The age distribution again raises a perplexing question which can only be answered by further research. On the
can inaugurality into recency shall and people manifest

the purpose of obtain namely you have supportually over me.

Life began more and more to strain the frontier line of

affirm inventions in some cases to the present point and

since only can for development of the artist. In other cases

life shaping so far as to be within the career of the artist and

life shaping as the life when the artist taken place to any person

made to in many cases even the artist part, a few any person

self-evidencing. The new, nothing account for a great many

of the representations of other opinions.

After the philosophy is the next important stage of life.

discourses in the constitutional powers the future keys in

to copy one hundred base of draft of Sealment representances.

The earth is for the earth not by having because of change

of their world's necessity cease quickly to a new idea of home, now

as no option some. Temperate representances to this age

among the skills in abstraction, places worldly representances to

satisfy care between taken home care and running from

their two to the constitution home.

The shift represents means of representation to the constitution.

representation of the sense to through pass in the knowledge

there known to let the one until necessary for at the time

amount to any season from choice to the development home.

In some of the choice houses from time through season for care.

then If not clear of the development representation.

This also influences many times a definitive direction

which now only as means in certain necessary. On the
basis of these figures showing the large number of adolescents replaced, does it indicate that the C.A.A. is primarily an agency for the care of adolescents, or can the high adolescent replacements be explained in terms of the stress and storm of adolescents, while conversely the low replacement figures for the other two groups merely indicate that younger children fit into foster home care more easily and satisfactorily?
part of the above discussion showing the progress made in the A.A.A.0 and its interpretation in Latin.

Since it appeared that the case of non-renewals of the A.A.A.0, it has been clearly stated that in the case of non-renewals, there is a requirement to file a report on the case of non-renewals. The report must include the reasons for non-renewals and any other relevant information that may be necessary to inform other parties. The report should also provide suggestions for improvement and any other recommendations that may be appropriate.

The report on the non-renewals is an important part of the process for ensuring compliance with the A.A.A.0 and for maintaining accurate records of non-renewals.
Seven case histories which illustrate replacements in foster home care will now be recorded. These seven cases are presented in some detail in order to show the complexity of the factors which go to make up a situation which calls for replacement.

The writer also feels that the mere discussion of statistics and percentages fails to give an adequate picture of replacements, which imply a dynamic and evolving situation of inter-case and inter-caseworker relations. It is felt that these detailed accounts of replacements will clothe the tables, etc., with flesh and blood and thus give the reader an understanding of the reality of the situation.

To someone who is familiar with child-placing work, the general discussion of the tables would undoubtedly be sufficient, since such a reader would already carry in his thinking a knowledge of the actual day to day developments of replacements to which he would relate the statistics and tables. It is to be expected that mere presentation and discussion of numbers and tables, would leave a reader who lacks this experience with a rather vague impression of how the various factors work to cause a replacement. Therefore, it is felt that these histories will help to tie the statistics down to and make them understandable in terms of actual day to day experience.
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The writer also feels that the mere discussion of statistics and percentages fails to give an adequate picture of replacements, which imply a dynamic and developing situation of interplay between several human beings. It is felt that these detailed accounts of replacements will clothe the tables, etc. with flesh and blood and thus give the reader an understanding of the reality of the situation.

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Case 1

This is the case of an illegitimate baby boy who was referred to the Children's Aid Association by his mother for foster home care when he was four months old.

The mother was a 31 year old Irish American of attractive appearance and likeable personality. Her parents were of a rather old-fashioned strictness in ethical and moral standards. They did not know of the baby's existence and the mother was determined that they be kept in ignorance. She showed considerable anxiety on this score and had to be reassured by the worker that her services would remain confidential. On the other hand the mother showed some regret and perhaps some resentment of the fact that she did not dare to talk the situation over with them.

There were no contacts by the C.A.A. with the baby's father, who was married and living in another city. The mother described him as being about 40 years old, attractive and of an aggressive personality. She had met him the year before the application when she was on her vacation, and he had persuaded her to have an affair with him. When she discovered that she was pregnant, she had gotten in touch with him, and he had met her in another city to discuss matters. His solution had been to suggest an abortion. Since this was against the mother's religion, she had refused and there had been no communication between them after this one meeting.

The mother had gone to another city after she was six
months pregnant, on a leave of absence from her office. After two weeks the baby was born at six and a half months. The mother then left the baby in the care of a charity bureau and returned to resume her very good secretarial position.

The mother, feeling that some arrangement must be made for the baby, applied to the C.A.A. for help in placing the baby for adoption.

The C.A.A. worker explained the agency policy regarding adoptions, i.e. that psychological and physical tests must first be given to establish the child's fitness for adoption, before any such steps could be taken. The worker suggested foster home care for the child pending the results of the tests.

The mother agreed to this plan and accepted financial responsibility for the placement.

The child was placed in the home which was pleasantly situated just outside of Boston. In the home were the foster mother, a pleasant and motherly type of young woman, the foster father, an outgoing man, and their adopted three year old son, whom they had adopted through the C.A.A. The agency had found the foster mother to be very patient with the adopted boy and cooperative with suggestions from the worker.

The boy has been in this home for nearly three years, and it is now becoming very necessary to replace him in
another foster home. There have been advantages to this placement, since the foster parents have given him good physical care and warmth of affection which he sadly needed after his first four months of lack of affection. However, a few months after his placement the visitor noted that the foster parents greatly preferred the baby to their own adopted son. This was true especially of the foster father who, in the visitor's presence, showed such cruelly marked attention to the baby that the adopted boy was piqued into having a temper tantrum. This situation has not ameliorated itself and the adopted son is rapidly becoming a behavior problem. On the contrary, the baby is becoming spoiled, and the foster mother is unable to train him properly in such matters as sphincter control. The foster mother also resented a change in nurses and refused to cooperate with the agency's supervision on this score.

Reasons For Replacement

1. The foster mother does not cooperate with the agency.
2. The foster mother fails to discipline the baby.
3. The foster mother overidentifies with the baby.
4. The foster father overidentifies with the baby.
5. The presence of the baby in the foster home, and the foster parents preferement of him is creating a behavior problem in their adopted son.
6. There is a possibility that the foster parents are using the baby's placement as a means of showing their
fundamental rejection of their adopted son.

Psychological tests show that the baby is of low average mental ability and is not recommended for adoption. This probably means many years of foster home placement by the C.A.A., unless the mother can work out some plan to have him with her. The mother is being persuaded only reluctantly to give up her plan for adoption, but her good intelligence is gradually compelling her to face the situation as it is.

In this case, we see that the baby had a difficult problem to begin with being a premature baby and involving the struggle for life that it does. In the second place, for the first four months of his life he had been cared for by a charity bureau and had no special person to whom he looked for the affection and warmth of interest which a baby needs even when it is tiny. The baby was then placed in a home which satisfied his need for affection, but which resulted in his being spoiled and which placement brought out the foster parents apparent rejection of their own boy and created behavior difficulties in him. This reaction on the part of the foster parents could not have been foreseen by the agency, and so this replacement is not an unpreventable one. In giving the reasons for replacement in this case, we see that one cannot give a single reason, since the need for replacement grows out of a network of relations between the foster parents' attitude toward the baby, toward
their adopted son, and toward the agency.

**Case 2 and 3**

These two children are brother and sister and are particularly interesting, since they both have the same parents and approximately the same environment, and while both children have behavior difficulties they take radically different forms.

The children's mother applied for placement of the children in the spring of 1939 while she "went away". She spoke rather vaguely of wishing to go to a rest home for a "vacation", from the children whom she complained were rather noisy and got on her nerves. After this initial interview, the children's father took most of the responsibility for contacts with the agency.

The mother had graduated from a respected women's college and after graduation had worked as a librarian. She is described as being quiet and reserved, precise in manner and not to be hurried. Shortly before her application, the mother had been seen at a psychiatric clinic and had been diagnosed as paranoid. The clinic had advised the father that she ought to be committed to a mental hospital. He was, however, unable to face the seriousness of her condition and would not sign the commitment papers.

The father had a fairly good job. He had started to go to a university, but had left in a short while because he felt inadequate having so little money to spend in comparison
Dear Mr. Smith,

I am writing to inform you of the recent accidents that have occurred in our office. On Monday, there was a minor incident where a file was accidentally left open on the computer, leading to a temporary loss of data. We have since implemented stricter procedures to prevent unauthorized access.

On Tuesday, there was a more significant issue where a sensitive document was inadvertently shared with an unauthorized recipient. This incident has been addressed by providing additional security training to all employees.

We understand the importance of protecting sensitive information and are taking proactive measures to ensure that similar incidents do not occur in the future.

Sincerely,

[Your Name]
with the other students. He is described as an unaggressive type of individual who was becoming increasingly upset by the family situation and was beginning to wonder if he too would have a breakdown.

The boy who was 8 years old at the time of the application and the girl who was six were both placed for a few days in a temporary home. Then the girl had to be placed in a temporary convalescent home to receive care for whooping cough.

The boy was placed in a permanent foster home. The home was chosen partly so that the boy could continue to attend the same school. It would appear that it was a rather poor placement, since the foster father did not want the child in his home. However, the foster mother did seem to be very understanding toward the boy.

The following month, the boy's mother took him on a picnic and the foster mother, on her own initiative, returned the boy to his own parents, saying that if the mother could take the boy on a picnic she was well enough to take care of him.

The girl had in the meantime been placed in the O home. These foster parents were middleaged and inclined to be rather strict in attitude. However, it was felt that this home might have a quieting effect on the girl. The Os reported that the girl was attractive and full of mischief. She was nervous and distractable. In school she would wander around in the
With this brief statement of the importance of experience in practice, I wish to bring to your attention a point of interest which may not be generally known. The American Association of Medical Colleges has taken the initiative in encouraging medical students to participate in hospital work. This is a commendable move.

The hospital is a laboratory of life. It is the place where the physician applications are tested and refined. It is the place where the theory is put to the test. It is the place where the doctor learns to be a doctor.

The following months, the college students work as a group under the guidance of the hospital staff. This is a unique opportunity for them to apply their theoretical knowledge in a practical setting. It is a valuable experience for them to be part of a medical team.

The goal of this program is to prepare the students for the rigors of medical practice. It is a challenging task, but it is one that is necessary for their future success.

The hospital experience is not only educational, but it is also a personal growth experience. It is a time when the students learn to be independent, to make decisions, and to take responsibility for their actions.

The hospital is a place where the students learn to be part of a team, to be accountable, and to take responsibility for their actions.
classroom during lessons, and could not seem to remember admonitions given her. She was disliked by the other children because she teased them and fought with them.

Shortly after the girl's placement the boy was placed in the same home. Here, he was very quiet, sitting for long periods of time with his hands on his knees. He was slow in school, not doing bad work, but never finishing anything. He did not care to play with the other children. As time progressed, he became a little bit more outgoing, but still preferred to play with his sister, for the most part.

At this point, it was decided that both children should be studied at the Judge Baker Guidance Clinic. The clinic's findings were that both children were physically in good condition, and that neither spoke of missing their parents, nor did they show any anxiety over the separation.

With regard to the boy, they found that he was doing poorly in school and had feelings of inferiority about his failure. He never brought home any school work, and would sit quietly for long periods of time. He also indicated that he did not like other children. He was timid and tense in his attitude and was inclined to be slow-spoken.

Mental tests showed that the boy had good general ability and he did well in concrete material, showing some interests along mechanical lines. The boy was found to have a reading disability.

The girl, in contrast, was shown to be hyperactive,
overtalkative, dramatic and constantly smiling. She teased the other children, and had shown some rather odd behavior in the foster home, such as sucking crayons and urinating into a can and trying to feed it to the chickens.

The children continued in this home until the following spring when both of them passed in school. It had been apparent for some time that the children should be replaced, although the father opposed this move, saying that he liked the discipline that the children were getting in the O home. The worker went over the situation with him carefully and finally he agreed to the move.

**Reasons For Replacement**

1. The foster mother nagged the boy and kept applying pressure on him to get better marks in school.

2. The foster parents were too restrictive in attitude toward the children.

3. The foster parents did not encourage the boy to become more outgoing and play with other children.

4. It was felt that the foster parents had an insufficient grasp of the emotional difficulties of these two children, which made it difficult for them to cooperate with the agency's suggestions.

Both children accepted the idea of replacement placidly, but asked if the father could visit in the new foster home.

The new foster parents were young and full of vitality. The worker noted that there was a gay and relaxed feeling.
about the rather shabby home. They had two boys of their own, one older than the boy to be placed, and one younger than the girl. Thus the girl would be the only girl in the house and would get the petting and attention for which she craved. There were many children in the neighborhood and it was felt that the older son, who was popular with the children could gradually teach the boy how to play and get along with the others. The foster mother felt that she could discipline the children by "letting the little things go, and taking care of the big ones".

Both children have been difficult problems in this home, but appear to be responding to some extent. The girl goes through the foster mother's drawers and throws the youngest child on the floor. She ignores all discipline except switching and being deprived of desserts. The foster mother notes that she seems to be starved for affection and is very much determined to get her own way. At present she is having lessons in piano and is very much pleased by this.

The principal of the new school is sympathetic to both children, and remedial work in reading is done informally in the classes, which is a help to the boy, although further tests showed that his disability is slight.

It is still difficult to get the boy outdoors to play, since he prefers to read or do puzzles or carpentry. Apparently, part of his moodiness was due to worry about his mother, however he went home at Thanksgiving and satisfied
himself that she will get well. Since this visit he has played more and his moodiness is less noticeable than formerly.

Actually, the mother's condition is worse and the father still cannot bring himself to sign the commitment papers. In view of the mother's condition it is apparent that these children will both need skillful foster home care for a long period of time to help them to get over the problems which they have already. The psychotic mother is certainly not a fit person to care for the children. Should the mother be committed, it is unlikely that the father would be adequate to rear the children without agency help, which probably means foster home care for many years.

In this case we have the rather interesting situation of a brother and sister, both of whom have been cared for by their paranoid mother, and each of whom has reacted in a totally different way. The girl becoming hyperactive while the boy has become quiet and withdrawn, yet both of them reacted unfavorably to the inadequate placement in the O home. Both of these children have deep-seated personality difficulties and the home was on the one hand too restrictive in attitude and the foster parents were too judgmental to allow the children to relax, or to enable them to bring out into consciousness their real troubles. For example, the boy's worry about his mother did not come out until he had been replaced in the F home. On the other hand, the agency realized that
In this case, we have two forms of instructional materials: a printed text and a diagram. The instructional text explains the concept and provides guidance on how to proceed. The diagram serves as a visual aid to complement the written instructions. Both are essential for a clear understanding of the topic.
these foster parents were not sufficiently understanding and lacked the insight which would have enabled them to help the children with these deeper problems had they been able to reveal them. The original placement had been made for convenience, enabling the boy to finish the term at the same school. But we see that the worker realized that in order to do anything for these children they would have to be replaced in a home where the foster parents had a great deal of warmth of affection for the children and a real understanding of them. That the new home is providing this is evident in the fact that the children are responding to the affectionate care given them. The foster mother shows her insight, for example, when she realizes their need for security and affection and comments that the little girl always makes a fuss about getting her own way, and adds that the child is starved for attention and affection.
Dear Letters, Board, and various authorities, we have voluntarily surrendered the use of the lands which we own within the city limits. We do not wish to have this action made by others, but feel that it is necessary for the welfare of the community. We believe that the city should take over these lands and use them for public purposes. We understand that there are a number of proposals for the use of these lands, and we would be happy to cooperate with the city in any way that we can. We feel that the city should have the opportunity to make use of these lands in a way that will be beneficial to the community.
In the remaining four cases of adolescent children we see the typical conflict of the need for security and the need to be independent and have new experience. Adolescence involves not merely certain physical changes in bodily structure and functions but also the accompanying mental expansion, the developing self-consciousness whereby the young person attempts to work out his life scheme.

This time of life is difficult enough for the child who has a normal home and parents. How much more difficult it is for these children, and it is not surprising that in their attempts to strike out for themselves they fall into difficulties and have to be replaced. The frequent replacements of adolescents raise a question with regard to foster homes. Apparently the foster homes are in many cases unable to grow with the children. Is the effective bond between the foster parents and the child in many cases too weak to survive the strain of these stormy adolescent years, or is this a field where intensive case work with the foster parents...
In the remaining four cases of adolescent children we see the typical conflict of the need for security and the need to be independent and have new experience. "Adolescence involves not merely certain complex changes in bodily structure and functions but also the accompanying mental expansion, the developing self-consciousness wherein the young person attempts to work out his life scheme."

This time of life is difficult enough for the child who has a normal and happy home life. How much more difficult it is for these children, and it is not surprising that in their attempts to strike out for themselves they get into difficulties and have to be replaced. The frequent replacements of adolescents raises a question with regard to foster homes. Apparently the foster homes are in many cases unable to grow with the children. Is the affective bond between the foster parents and the child in many cases too weak to survive the strain of these stormy adolescent years, or is this a field where intensive case work with the foster parents

1 Thomas, W.I., The Unadjusted Girl, Little, Boston, 1923
would help them to develop and grow so as to meet the child's growing needs?

These four cases illustrate very well the value which the children may derive from simply living through various experiences, as described by Dr. K. Wollan in a lecture at Boston University in 1940. This process of "living through" leads to maturity which enables the child to solve many of his own problems, which the case worker had previously been unable to help him to solve.

Case 4

This girl has been under C.A.A. care for nearly ten years since her father applied for placement for her in 1931 when she was nine years old.

The girl's mother was dead, and the agency could get little information about her. She was supposed to have been a woman of loose habits, and very fond of the children, although she was strict with them.

The father was nervous, and rather affected and bombastic in manner. He was evidently something of a failure in his own opinion and tried to compensate for it by trying to make an impression on people.

The girl and her two older sisters (also accepted for C.A.A. care) were living with relatives. A physical examination showed the girl to be in rather poor health, being pale and underweight. She had poor teeth and suffered from asthma and severe enuresis. She was friendly and cooperative during
The city was seen through the lens of a camera, capturing moments in time. The streets were alive with the hum of daily life, and the sun shone brightly, casting long shadows and highlighting the colors of the buildings. The camera moved fluidly, following the rhythm of the city, capturing the movement of people and the stillness of architecture. Each frame told a story, frozen in time, a moment that would never be exactly the same again.

In the background, the sound of a distant clock chiming echoed through the streets, reminding everyone of the passing time. The day was young, and the city was awake, preparing for what was to come. The camera captured the essence of the city, a snapshot of a moment in time, a reminder of the beauty and complexity of life in the urban landscape.
the examinations and the C.A.A. accepted the case in order to provide for the girl a "normal home life and to counteract any (possible) delinquent tendencies".

The girl was placed in the W home. Mr. W was a very gentle and kindly person, and Mrs. W was pleasant and motherly and a real pal to her own grown daughter.

The girl was in this home for about eight months, and during this time her health improved, although the enuresis persisted. It was decided that the girl should be replaced on the grounds that she had to walk up a steep hill to school twice a day and it was too much of a strain in view of her tendency to asthma and heart trouble.

Reasons For Replacement

1. The girl's health.

2. The foster mother was somewhat limited in dealing with the girl's emotional problems. She was rather slow to catch the implications of some of the girl's behavior, such as her enuresis.

The girl was placed for the summer with the D family at the seashore. Both the Ds were artists and Mrs. D, in particular, was a person of unusual kindness and understanding. The girl was very happy with them, and her enuresis stopped during the summer.

At the end of the summer she was returned briefly to the W home because there was no other home available. In a few weeks the girl was replaced at the K home. The foster father
The city was bugged in the West, but a vast network of phones and wires, and Key men, and other participants, may 1.

The city was in this phase for months before the outcome, and has been a long day to pay any known person.

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was a quiet pleasant person who had received a high school education. He worked in a music store and had a great appreciation for music. The foster mother was kindly and seemed to realize that children were individuals and must be treated as such. The child was happy in this home and was soon struggling with the problem of providing Christmas presents for her foster parents. The girl's health continued to improve, although the enuresis still persisted. Her school work was satisfactory, in spite of the fact that she had to stay home from school frequently because of coughs. The girl did not like to go outdoors to play. She was inclined to be moody and sulky if she could not have her own way.

In the summer the girl was again placed with the D family. This placement was not quite so successful as the first summer, since the enuresis was a problem and the foster mother found it difficult to get the child to go outdoors.

At the end of the summer the girl went back to the K home. Shortly afterward she was sent to camp for a few weeks. At camp she was said to be a good worker and to get along very well with the other girls and with the leaders.

She was returned to the K home. The foster mother reported that the girl was "sulky if crossed but charming if she got her own way." After another year in this home, it was felt that the girl's behavior had materially improved and the enuresis was less of a problem. The girl had decided at this point that she wanted to be a nurse.
Look at the picture of a pencil on the blackboard.

The teacher is writing a sentence on the board. She says, "Look at the picture of a pencil on the blackboard."

The teacher then asks, "What can you see in the picture?"
For some time she had been dissatisfied at times with the K home. Investigation showed that the foster mother had been growing lazy in attending to her duty and that she was alternately spoiling and teasing the girl. In one case it was discovered that she had actually been dishonest in handling money given her by the agency. It was therefore decided to replace the girl and disapprove the home for future use.

**Reasons For Replacement**

1. The foster mother's inconsistent treatment of the girl was not conductive to solving the girl's emotional problems.

2. The foster mother was growing indolent in her care of the girl.

3. The foster mother's dishonesty.

4. There is a possibility that the case worker had grown lax in her supervision of the home, which permitted the foster mother's indolence to develop.

5. The agency felt that the girl needed wholesome companionship with children of her own age in the foster home to be selected.

6. The foster mother had permitted the girl to go to unsuitable movies.

In the spring of 1935, the girl was replaced in the L home. The foster father was a fireman, and was ambitious to advance. He was inclined to be rather strict about discipline,
but showed a great deal of affection to his own five children. The foster mother was intelligent and friendly, and her interests were mainly centered in the home. The Ls were inclined to do things together as a family.

At first the girl showed her old pattern of sulking when she was denied something, however it was noticed in a few months that she seemed to be outgrowing these moody spells and that she appeared to be happier.

Around the first of 1936 the girl had an outburst of poor conduct, which the foster mother handled by giving the girl a very firm talk, which effectively quieted her down.

At this time, the girl was a junior in high school. A talk with the principal revealed that he felt her to be a rather inadequate personality and poorly equipped to face the problem of earning her own living, although her intelligence was good average.

In the summer, the girl was placed with Mrs. D at the seashore. The Ds gave her their usual warmhearted understanding. In the fall she returned to the L home. The following year, the agency felt that the girl was maturing too slowly, and that she was childish in manner and took responsibility poorly. The decision was, therefore taken to replace her where she would have to take more responsibility. The affection that the L family had given her had done much for the girl, but it was felt that they were too lenient with her and that she could not really grow up in that home.
Reasons For Replacement

1. The foster parents were too lenient with the girl and did not make her accept responsibility.

2. The agency felt that in order to give the girl adequate care she must be taught to show some initiative, and that in order to learn this she must go to a new foster home.

3. The agency thought that replacement in a wage home might provide the necessary stimulus to maturity and responsibility.

In the summer the girl was accordingly placed in the R home, where she had certain duties to perform for which she would receive a little pay. Mrs. R was a vigorous young woman with a good sense of humor and seemed to have a good understanding of the girl's problems. Mr. R was friendly and was pleased to have the girl in the home.

The foster parents felt that the girl took responsibility for her duties fairly well and she appeared to be more mature than formerly.

The placement was interrupted briefly and the girl went to stay with a Mrs. P. This placement was highly unsuccessful as Mrs. P was an intelligent and efficient woman, and in her inexperience, she tried to hold the girl to her own high standards.

The girl was then returned to the R home where she was happy but she still showed lack of initiative. The girl was being trained in the use of the baton for the school band,
RESERVE FOR \textit{THE PENCHANT FOR LUXURY}

In the larger universe, once one is familiar with the city...

The scene was set to capture the true and intense...

during each one must be ready to show some imagination, and...

that it is clear to keep the image that to a new lower point...

The ancient church and its attractiveness to a new home...

while having the necessary attraction to try for and acestuate...

From the moment the city was resplendently bright to the...

provably maintain a fight over. The city is a bygone chapter, long gone...

with a long course of action and decision to have a good number...

important to the city's loveliness. With my laboratory and me...

essential to pass the city to the home...

The larger bookoids left only the city for leasurability...

they can deliver letters well and the obligation to be more...

write more, you cannot...

The Coresness are interesting objects may the city need...

to offer with a \\
\textit{THE PENCHANT FOR LUXURY}...
which she enjoyed. She was doing only fair work at school, but was well liked. She acquired a boy friend younger than herself, (as the foster father put it, he is a "big baby of 14") This is probably an indication of her own immaturity.

During the next year, the foster mother wavered in her reports between thinking the girl was becoming more responsible, and "She's artistic, but hopeless in all practical matters. She slumps under kindness and comes to life under rough treatment." The foster mother continued to be affectionate toward the girl and felt that some real improvement had been made in such matters as personal cleanliness, etc. The girl still tended to be moody. The foster mother phrased it, "she gets spells when she is emotionally run down".

The girl was doing poor work at school, but liked her position of prominence with the school band. She was earning $6 a month on NYA working in the principal's office. This pleased her because she felt that she was working for the school. The girl had acquired a boy friend with whom she really seemed to be serious.

In the first part of 1940 the Rs felt that they had helped the girl somewhat but that she was still self-centered and lacking in initiative. They admitted that the girl was beginning to get on their nerves.

A few months later the girl made a girl friend, who was a very masculine appearing person, and something of a rebel. The foster parents disapproved of this friendship
as did her boyfriend. Finally the boy friend stopped seeing her because of this friendship. The girl finally ran away from the R home with her girl friend.

She was placed temporarily at the R home pending further plans. She complained that there was quarreling and drinking at the Rs and that her friends were not welcome.

She was replaced at the R home against her will so that she might finish school. The girl disliked the situation so much that she was temporarily replaced with a Mrs. C in order to finish school.

Reasons For Replacement

1. The foster parents were discouraged by the girl's slow progress.

2. The foster father was in financial difficulties, and the resultant anxiety probably made the Rs more irritable and judgmental toward the girl than formerly.

3. When the girl ran away, the foster mother had made some rather harsh remarks about the girl to other people, and she probably found it difficult to accept the girl into her home again after this.

4. The girl had not wished to be returned to the R home after she ran away and probably made little effort to get along in the home.

The girl stayed with Mrs. C for about five months. While there she was moody and sulky if not given her own way. She did not seem to care about school, and was unhappy about los-
It was time to start thinking. The original plan was to make a decision as to whether we should continue or not. However, after some discussion and reflection, we realized that the situation was more complex than we initially thought.

The first step was to gather all the available information. We interviewed the local experts and consulted with other organizations that had experience in similar situations. We also reviewed the existing policies and regulations that applied to our case.

From this information, we learned that there were several factors that could impact the outcome. For example, the economic impact of closing the facility was significant, and the environmental impact was substantial as well.

After considering all the factors, we decided to proceed with caution. We would need to find alternative solutions that would minimize the negative impact on the community and the environment. We also needed to ensure that all necessary steps were taken to comply with the relevant regulations.

In conclusion, the decision-making process was complex, and there were many factors to consider. However, by gathering information and carefully considering all the options, we were able to make an informed decision that we believed was in the best interest of the community.
ing her boy friend.

She left high school without giving notice and was finally replaced by the L family again. The girl appeared to consider the L home to be her real home and went back there whenever she got into trouble.

The girl wanted to be a nurse, but the worker doubted if the girl would really stick out the course, in view of her immaturity and inability to take responsibility. It was therefore arranged for the girl to get a job as a waitress in a hospital and find out whether she would like it. The girl did not like it and was returned to the L home. She was so moody and depressed that it was decided that she should have psychiatric help. The psychiatrist found that much of the girl's moodiness came from her unhappiness over her broken love affair. The girl was given vocational tests and it was suggested that she take a course in comptometry, since she had manual dexterity.

She took such a course, and near the end of the course she became involved with an older man and had sexual intercourse with him. The fear of pregnancy and disease plunged her into a depressed state of mind from which she quickly rebounded when she learned that she had nothing to fear on either score. Her spirits rose still higher when she recently got a job as a comptometer operator. At present she likes her job and is making social contacts which please her.

She is planning to move to her married sister's home.
There is a possible danger in this plan since she is very fond of her brother-in-law, but the worker feels that if both the sister and brother-in-law are aware of the danger and act wisely that this will adjust itself. It is felt that she may find some of the stability and security that she needs so badly, in her sister's home, provided this danger is carefully handled.

The girl in this case is a slightly different problem from the other adolescents presented, although she too shows the typical adolescent pattern of behavior. The agency had to replace her in order to help her to assert herself as an individual and to develop some sense of personal responsibility. This goal was only moderately achieved, and although the girl does rebel and defy authority on occasion, one feels that of the four adolescents presented her need for security is the greatest of any of them. She has apparently found this security thus far most successfully in the home from which she was replaced because the agency felt that the foster parents were too lenient with her. She may satisfy this need still further if the planned replacement with her sister is carried through.

Case 5

This boy was 12 years old when he was referred by his mother for placement in the fall of 1936. The boy's parents had been divorced four years earlier, and upon his father's remarriage the boy had gone to live with him and his step-
mother. According to the mother the boy had never been a problem until after his stay with his father. During that time he indulged in pilfering, became the "town clown", and also had engaged in mutual masturbation with an army officer stationed near his father's home.

The mother, at the time of the referral was an attractive well-groomed woman of 34. She was the daughter of a rather wealthy manufacturer. As a child she had been rebellious and difficult to discipline, having to leave several schools because of infractions of the rules. When she was a young woman, she went to work as a salesgirl in a department store. Working there she met and married the boy's father, who was manager of her department. They had four children, but the marriage was not a happy one. The father was four years older than the mother and was inclined to be rather irresponsible, drifting from job to job. He was unfaithful to the boy's mother and deserted his family frequently. There were frequent quarrels about these matters, which finally culminated in a divorce.

At the time of the application, the boy's mother was living with her own mother, who was old and irritable and objected to the boy's presence in the home. The maternal grandmother was living on what little remained of the fortune of her husband, and the mother supported herself by sales-

work.

A month after the mother's application the boy was
placed in the B home. The investigation of this home was not carefully done by the agency, and it soon developed that the relationship between the boy and the foster mother was an unwholesome one with fondling and caressing between them. The boy was unruly, resented criticism, and supervision, insisting on having his own way in everything. There was however a noticeable improvement in his school work and he showed some aptitude for mixing with the other children.

On a visit to his mother at his grandmother's home, he stole some jewelry from the grandmother. At this time the worker referred the boy to the Judge Baker Guidance Clinic.

The Clinic's findings were that the boy's health was good, and the mental tests showed him to have fair average general ability. His personality was described as self-centered and he was affected and over courteous in manner. He was inclined to be selfish, especially with money, which he would not share with the other children. When criticized he either had a violent outburst of temper or wept.

His behavior difficulties were thought to be due to 1. his traumatic sex experience, 2. sexual fantasies, 3. separation from his mother, 4. rivalry with his older brother (also placed by C.A.A.). There were also some compulsive traits, such as the desire to repeat phrases.

The boy saw a psychiatrist regularly until the following summer, when he went away to the YMCA camp.

He did fairly well at camp, although he was lazy about
The government's decision to close down the factory and lay off the workers has caused a significant impact on the community. The plant, which has been in operation for over 50 years, provided employment to thousands of people. The closure has left many families scrambling to find new sources of income.

The local government has promised to provide support to the affected workers, including job training and placement services. However, many workers express concern about the future of their families. The economic downturn has already taken a toll on the community, and the loss of the factory is a major blow.

The closure is also affecting the local economy. The factory was a major contributor to the local tax base, and its closure will result in a significant loss of revenue for the municipality. The town is considering options to attract new businesses and investment to help offset the loss.

In the meantime, the affected workers are seeking support from their unions and other community organizations. They are also exploring legal options to challenge the closure.

The closure of the factory is a sobering reminder of the fragility of the economy and the importance of supporting local industries and workers.
doing his share of the work and tended to be irritable. After about six weeks at camp he ran away because the night before the boys in his tent had hazed him. Investigation showed that he had brought it on himself by annoying the others, mutilating their property, etc.

At this time, it was decided to replace the boy in another permanent home.

Reasons For Replacement

1. Poor original agency placement.

2. Unwholesome relationship between foster mother and the boy.

3. The foster parents did not understand the boy's emotional problems.

4. The boy had acquired a "bad name" in the community for his unruliness and it was thought that replacement in a different community would give him a fresh start.

5. The mother may have been a factor in the replacement. She showed a great deal of interest in the boy, but she was inclined to be immature in her judgment and was too indulgent with the boy. Her indulgent attitude may have made it difficult for the boy to submit to the discipline of the foster parents.

The boy was replaced in the N home, and the foster parents were told in detail about the boy's background and his early experiences. They were able to accept this information objectively and were not disturbed by the serious-
Reference for forthcoming

I. Footnotes and endnotes.

1. Employment relationship, which often serves as a buffer between

the immediate and the community. In a
different sense, this serves as a bridge to the community.

The problem arises when one places a problem in the

framework of history and social context, but then

enters into an equation between the past and the

present. This question of history and the present has

important implications for the application of the

theory.

For example, the problem of how to

theorize the relationship between

history and the present may not

appear to be as straightforward as

it seems.

Hence, it is necessary to be

aware of these implications and

to explore them further in future

research.
ness of the problem.

At first, the boy was impudent and flippant to the foster parents. He was extremely resentful of any direction on the part of the foster parents. They were able to deal with this and after about six months, he settled down and made a fairly good adjustment, although intermittently he would try to get away with something that was forbidden. The foster mother noted that he would rummage through her closets and drawers, but that he did not steal anything.

The boy's relationship with the foster mother steadily improved and he was doing average work in the 9th grade. There were other boys in the home, and it was noticed that the boy found it difficult to compete with them in accepted ways, such as school, sports, etc. In order to compensate, he was given to boasting, especially about the fact that his mother paid the agency for his care while the others received their care gratis.

In February of 1939, although the boy was greatly improved, it was decided that he should be replaced in the city so that he could get a job, since his mother was finding it difficult to meet payments to the C.A.A., without any contribution from the father. The agency decided to place the boy with the mother at the maternal grandmother's home, since the boy's improvement had been favorably commented on by the grandmother.
As I itch, the pain may begin and linger to the last.

Fret, fret, not in the manner I'm leaving or the instruction. I'm new in every situation. This may not be just

As I itch, and after some time, the matter is aching, I'm leaving the place. A lively, busy atmosphere, if present.

To make it fit to look and after care the same, the instruction.

Fret not, motion when there is worry, hesitation, and certain

And the changes, and care the highest, the first, the best.

The body, Jennings, after the last, our comfort.

Improvement, may be worse, some worse worse in the last, the first. There are more visits, but in the first, there is no notion that the first, then until or comfort with what is, as comforter, how to comfort, if comforter, to add to comforter. how to gain to comfort, an, to care, to comforter, and for gain to comfort, accommodation, since the care that the comforter, not in the friendly to the comforter, to take some, the comforter, the comforter's, the comforter's.
Reasons For Replacement

1. The boy wished to get work.
2. The mother wanted to have the boy with her.
3. The boy wanted to be with the mother and to assure himself of her affection for him.

The boy continued to make satisfactory progress in his grandmother's home. Seven months later the grandmother died and left the mother a small estate. During the confusion attendant upon settling the grandmother's estate, it was decided to replace the boy at the N home.

This time he was inclined to be critical of the home. He bragged about his mother's inheritance and tended to overrate himself and his position in the world.

A few months later he had obtained work in a theater as usher at $14 a week. At this time he organized the other boys in the home and instigated a group action against the foster parents, complaining of the food and treatment they received. It was decided to replace the boy after this action.

Reasons For Replacement

1. The boy regarded this as a temporary placement and feeling boastful about his mother's little fortune probably felt no need to try to fit into the home.
2. The fact that his mother had him replaced must have awakened his old doubts as to her affection for him, and he may have used his escapade as a means of getting himself sent
back to his mother.

3. The boy's influence and attitude were interfering with the foster parents relationship with the other boys.

The mother placed the boy independently of the agency and without any agency investigation, but she reported that he was getting along well and had procured a job in a department store which he liked. A few months later he returned to live with his mother. He attended high school for a while but was discontented. He finally got another job in a department store with which he was well satisfied, and the case was closed.

The boy in this case again shows this pattern of struggle against authority as represented by the foster parents. Underlying all of his attempts to assert himself, e.g. leading his foster brothers in a revolt against the foster parents in his last placement, is his need for security and his need to be sure that his mother cares for him. Since there is some doubt as to her affection for him, he related himself to her by boasting about her small inheritance and by bragging to the others that she pays for his board, in other words that she cares for him.

Case 6

This girl was 15 years old when the S.P.C.C. applied for placement in the early spring of 1939. The problem was to give guidance and supervision to a girl who had been running wild, having been neglected by her well-meaning but alcoholic
The girl's father was dead and the mother had remarried a man of good family and some wealth who had also since died. This man had left the girl and her younger sister (also placed by C.A.A.) a rather goodly sum of money, the income of which was for their use.

The mother was an attractive woman of 36 who spoke very nicely, but who impressed the worker as being unstable and showing poor judgment.

The girl was in good health, attractive and pleasant and displayed good manners. The worker noted that she could be very haughty and reserved, if displeased. She had certain behavior problems, being untruthful, and having temper tantrums to get her own way. The girl was sophisticated in her tastes, liking to go out with boys to dances and she smoked excessively. She did not have any interest in school and truanted frequently.

The girl was placed in a temporary home a few days after the application and impressed the foster mother as being charming. The girl's boy friend called at the home, and the girl seemed to fit into the home as if it were her own.

Shortly afterward, she was placed permanently in the B home. The foster parents were young and had two children younger than the girl. The man was capable and pleasant in manner, giving evidence of having a good sense of humor. The woman was intelligent and had had some training in social
work. They were both enthusiastic about taking the girl and felt that they could help her to handle her problems.

The girl fitted herself into the home quickly. She was friendly and pleasant for the most part, but was not particularly amenable to discipline, nor did she evidence any willingness to take responsibility about the house. She was untidy about her belongings, and smoked a good deal. The girl did poor work at school, but did well socially, although she did not care much for girls, preferring to go around with boys.

The girl's mother died a few months later. The girl was rather upset, but quickly made a good adjustment.

As time went on, she began to show her temper when crossed, and she resented any discipline. She was failing in school, and used to go out to meet boy friends, giving the foster mother false reasons for leaving the house.

In the summer, she was sent to camp for two months, where she was liked by the other girls, and was a favorite of the camp director. It was noticed that she was inclined to lie out of difficulties.

In the fall, she was replaced in the B home. The placement was terminated at the request of the foster parents, who found her too difficult to control. Her bad temper and lying were disrupting the family harmony.

**Reasons For Replacement**

1. The girl's temper and sauciness.
2. Her sneaking out to meet boy friends was too great a source of worry to the foster mother, who was unable to handle this problem.

3. The girl's adolescent struggle to assert herself and grow up, was too difficult a problem for the foster parents to deal with.

4. Possibly, the foster parents feared that she would set an example for their daughter to follow.

5. The agency felt that the girl did need guidance and discipline but thought that placement in a school where the discipline would be more impersonal than that of a foster home would be satisfactory solution.

At this time the girl was seen by the Judge Baker Guidance Clinic, where they found that the girl had low average general ability. It was noted that she was poised and mature in appearance. One of her problems was her strong revolt against any kind of authority. She was boy crazy and had had sex experience.

The girl was replaced at a very good school where she made a good first impression, however she became very rebellious against the discipline, broke rules, smoked, and finally took some socks belonging to another girl. For this act she was expelled and the agency decided to replace her in another foster home.

Reasons For Replacement

1. The girl stole.
A. Possibly, the teacher's own effort to explain
an emotion to self and listener to listener

This method often results in the teacher's
understanding of the feeling that he wishes to
communicate and enables him to make
his emotions more meaningful to others.

B. Sometimes it may be possible to
come more or less to an emotional
equilibrium. At this stage the
listener may return the
feeling. This is often
true for teachers who
are about to leave
their positions.

In unemotional situations of this kind of
emotional balance, the message can
then be clearer and
more effective.
2. The girl was unable to accept the necessary disciplinary measures and rules of the school.

3. There is a possibility that the small theft was a means which the girl employed in order to procure her release from a situation which she did not like. She was upset by being expelled, but one feels that it was the supposed disgrace of the act which made her unhappy rather than having to leave the school.

In the summer, the girl again went to camp, where she got along as well as in the preceding summer.

In the fall, she was placed in the A home. Mr. A had died shortly before, but Mrs. A had made a sound adjustment. It was felt that she might work well with the girl, as she had excellent relationships with her own grown children and seemed to have real insight into adolescent problems. The girl has only been in the home a short time, and it is too soon to discover whether she will adjust well, although thus far she has made a good impression on the foster mother.

This girl has led a free life unhindered by any parental control, and it would therefore be idle to expect that she would find it easy to submit to discipline by a foster parent. Her first placement with the B family and subsequent replacement at a school must be regarded in the light of teaching her a new way of living. She had lived without any kind of authority and only gradually will she discover that she must adjust herself to standards acceptable to our culture.
The city was ordered to evict the occupants.

Although measures were taken to enforce the order, a large number of residents refused to leave. The city tried to negotiate a peaceful resolution, but the residents were determined to stay. The situation escalated, and a battle of wits ensued. The city argued that the residents were in violation of the law, while the residents maintained their right to stay. The battle continued for several days, with neither side willing to back down.

In the end, the city was forced to evacuate the area, but the residents refused to leave. The city was left with no choice but to use force to remove them. The residents were arrested and brought to trial. The trial dragged on for months, with both sides presenting their arguments. Finally, the court ruled in favor of the city. The residents were ordered to leave, and the city was able to resume its operations. But the damage had been done, and the city was left with a memory of the struggle it had faced.
Case 7

This boy was 14 years old when he was referred for placement in the fall of 1937. The referring agency was the Boston Juvenile Court whither he had been brought as a runaway. The boy was found delinquent and placed on probation. The boy attended the Citizenship Training Course, and when tested was found to have an I.Q. of 111. He had finished the 8th grade a few months prior to the application.

The boy's mother had died in 1930 and no useful information could be obtained about her.

The boy's father was a truck driver. He had finished the 6th grade in school and then gone to work, changing jobs rather often. There were no strong ties or affective bonds in his family. He had a noticeable facial tic which he said he had had all of his life. The father was interested in the boy and was upset by his behavior, which had included running away, stealing, bunking out, etc., but he seemed to have no grasp of the boy's problems and no understanding of the possible causes.

The father had remarried after his first wife's death, and investigation of the stepmother showed her to be alcoholic. She was very much devoted to her own mother. There was some question of loose conduct and she appeared to be an unstable person and to use poor judgment. While she expressed great affection for the boy, this was felt to be questionable, because she requested that the boy not be permitted to visit
her "too often."

After a brief stay at a temporary home during which time the boy was given the routine physical examination, he was placed permanently with Mr. S. This home is used frequently by the C.A.A. for problem boys. Mr. S is unmarried, in his late thirties, and owns a market in a small town outside of Boston. He is quite intelligent, although he is not very well educated. He is rather shy and inclined to be nervous. He is very much interested in boys, having shown this interest before the C.A.A. made use of the home, and has an unusually good grasp of adolescent boys' problems.

The boy was in this home for a little over two years. There were several other boys of his age placed in the home with whom he managed to get along, for the most part. There was no fundamental cause of friction among them because Mr. S gave none of them preferential treatment.

At first there were small thefts and the boy could, on occasion, show a violent temper. He was also inclined to attempt to gain prestige by bragging about his former misdeeds. Also, his school work was inclined to be rather poor. The boy had a good relationship with his foster father and as he became more secure in the home, the stealing stopped and also he stopped boasting about his misdeeds. The boy made friends in the community and was generally well thought of.

The boy's father died in the spring of 1938, and follow-
"And so it came to pass.

After a brief interval of preparation, the council was convened in the main hall of the castle, where the previous session had been held. The mayor, Mr. Johnson, took the chair, and the council members were seated around the table.

Mr. Johnson addressed the council, saying:

"Ladies and gentlemen, our community is facing a serious problem. The recent floods have caused significant damage to our infrastructure, and we must act quickly to prevent further deterioration."

Mr. Smith, the head of the finance committee, then presented a report on the budget situation:

"Our current financial situation is precarious. We need to allocate funds for repairs and improvements, but we must also consider our long-term goals."

The council members discussed the report, and it was decided that a special levy would be imposed to cover the necessary expenditures.

Mr. Johnson concluded the meeting, thanking the council members for their dedication and expressing confidence in their ability to overcome the challenges ahead.

The council adjourned, with the understanding that a special meeting would be called to further discuss the levy and its implementation.

End of extract.
ing his death the boy visited his stepmother once. The visit was not a success as she was irritable and cross with him. The worker felt that in spite of the stepmother's reiterated expressions of fondness for the boy, that she really did not care for him.

In the fall of 1939, the boy had to be replaced because of rather dramatic events. One of the neighbors had a hired man who had permitted the boy to drive the neighbor's truck on several occasions. One night when there was no one at the neighbor's home the boy, apparently on an impulse, took the truck out and went for a ride. While he was gone the neighbor returned and finding the truck gone, reported its disappearance to the police. The boy had in the meantime left the truck at a garage and gone home to Mr. S. Several days later, when the neighbor had come to the conclusion that the boy was responsible for the truck's temporary disappearance, she came to accuse him, but the boy had disappeared, having run away and gone to his stepmother.

While the boy had improved greatly in this home and felt secure there, the agency felt that it would be unwise to return him since the neighbor had talked about the boy's escapade "all over town" and as a result the community temper was rather hostile toward the boy.

The stepmother was anxious to get rid of the boy and he was placed temporarily for a few days, to be finally replaced in the P home. The boy stayed in this home for a little over
a year. While this home was a good one, both the foster parents being kind and patient with the boy, they did not seem to be able to make a very deep relationship with the boy. He was moody and inclined to be melancholic. He was lazy about the home and about his school work, truanting frequently. He resented any attempt at supervision on the part of the Ps. He ran away several times to Mr. S and had to be returned. At this time the worker arranged for the boy to have psychiatric help. The psychiatrist characterized the boy's difficulties as being "the usual adolescent struggle against authority".

Shortly afterward the boy took a few dollars from the foster mother's purse and spent it having a good time. When the worker spoke to the boy about this, the boy said that he wanted to go back to Mr. S. The worker took a firm stand with the boy, explaining why this was impossible and said that the boy would have to change his attitude, that if there was any more stealing the boy would be committed to Shirley. The worker agreed that the boy should be replaced and told him that it was his last chance.

The boy was then replaced in the N home. This home was situated in a rural community, and the foster parents were young and outgoing in disposition. They had no children of their own and were anxious to take the boy, as they had both come from large families and liked children in the home. The foster mother felt that she could help the boy keep out
of trouble by seeing that he was kept busy. She also felt that she would be able to talk with him about his problems.

In the N home, the boy got along quite well, although he was inclined to be lazy. He made good grades in school, but after a little while, he left school, saying that he was not getting anything from it. During this placement, the boy took out his aggressions on the worker, having resented his firmness at the time of the replacement.

After 3 months in this home the boy stayed away overnight. The following month he ran away to Mr. S. He was returned to a temporary placement and shortly afterward was sent to Dr. Wollan's and Dr. Young's Camp Union. This is a summer camp specifically designed for delinquent and neurotic boys, where they may be observed and treated in a vacation setting. After a week, the boy ran away, complaining later to the worker that there was "not enough recreation", and said that he did not like having to work from nine to twelve every day. The visitor observed at this point that the boy seemed to want to do nothing but "bum around the Common without working".

The boy was then placed in a working home by another agency, but he ran away the same night after having his duties explained to him.

He was next heard of about a month later in the town where Mr. S lives, digging clams for a living. After a month at this work, he returned to his stepmother, who was impatient with him and wanted him to leave. Shortly afterward
To summarize the points that have been made, it is clear that the primary goal is to ensure that the tasks are completed efficiently and effectively. It is important to establish a strong foundation for these tasks, and to ensure that they are completed in a timely manner. The following points are especially important:

1. **Establish clear objectives**: It is crucial to have a clear understanding of what is expected of each task. This will help to ensure that everyone is on the same page and that the tasks are completed efficiently.

2. **Assign tasks appropriately**: Tasks should be assigned to individuals who are best suited to complete them. This will help to ensure that the tasks are completed effectively and that the individuals are able to do their best work.

3. **Monitor progress regularly**: It is important to monitor the progress of each task regularly. This will help to ensure that the tasks are on track and that any issues can be addressed promptly.

4. **Communicate effectively**: Communication is key to the success of any project. It is important to ensure that everyone is kept informed of the progress and any changes that may be required.

In summary, the key to success is to ensure that the tasks are completed efficiently and effectively. By following these points, it is possible to achieve this goal.
he misrepresented his age and joined the army.

**Reasons For Replacement**

1. The boy's replacement from the S home was immediately caused by his impulsive taking of the truck. However, the deeper reason was the agency's feeling that he would be unable to progress satisfactorily in a hostile community.

2. His other replacements all appear to follow the same dual pattern of running away from difficulty and responsibility, and of trying to go back to Mr. S. Apparently, he had a security in his relationship with Mr. S which he was unable to find with any of the other foster parents. This is shown rather significantly when he went back to Mr. S's town and lived there, although apparently he did not try to live at Mr. S's home.

In joining the army, the boy will probably satisfy his need for security, but one wonders if this satisfaction will overweight his typical pattern of rebellion against authority and of running away from difficulty.

This boy was making a good adjustment in the S home and his impulsive desire for a new experience resulted in his having to be replaced because the community resented his action, and it was thought that it would be difficult for him to adjust to this difficult situation. All of his subsequent replacements were the result of his attempts to get back to the first home where he had found security. Whether or not replacement from this home was wise or necessary is open to
doubt. Possibly he could have made his peace with the angry neighbor and with the community at large, and one wonders whether the evident satisfaction which he got from his relationship with the foster father was not of sufficient weight to overbalance his difficulties with the community.
**CONCLUSION**

In foster home care of children, the frequency of readjustment of the children may or may not be an indication of good foster home care. On one hand, readjustments mean flexibility in treatment. If placement in one home does not meet the child's emotional, physical or social needs, then the worker has recourse to other homes in which to place the child, which may serve his development more fully. Good foster home care demands that if a child fails to adjust in one home, he be moved to another in which he may adjust more satisfactorily. This may mean not one replacement, but three, or four or five or more, if necessary. In other words, the mere fact that the child stays in a home does not always mean that he is receiving good foster home care.

There is another sense in which readjustment means good foster home care, that is, something which we might term as progressive displacement. Readjustment in this sense means that the child is replaced from one home to another in a manner which coincides with his developing personality and changing needs. An example of this type of replacement is seen in Case 4, where the girl had greatly benefited from the care and affection given her in the home, but she was...

CONCLUSIONS

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3 Healy, W., Bronner, A.F., Baylor, E.M.H, and Murphy, J.F., Reconstructing Behavior In Youth, Knopf, New York, 1929, p.206
ECONOMIC GROWTH

In larger scale gained of agriculture, the productivity of

economy of the nation has been shown to have a major impact on
tourist income. The growth in the economy has been

related to the increased production of agricultural goods. It

appears that the increase in agricultural production has led to an

increase in revenue for the country. The government has

implemented policies to support this growth, such as

providing subsidies to farmers and investing in infrastructure.
The result has been a significant increase in agricultural output.

This growth in agricultural output has had positive effects on

the economy as a whole. It has led to an increase in exports,

improved living standards for farmers, and a reduction in

poverty levels. The government continues to focus on

agriculture as a key sector for economic development.
replaced in another home where the foster parents would be less lenient and where the child would be given an opportunity to develop some initiative and maturity.

Again, replacement may result from balancing the needs of one child against those of another child. For example, one particular foster mother employed by the C.A.A. is particularly good at caring for sick babies. As soon as a baby in her care is restored to health, the baby is moved to another home, and another sick baby is placed in her care.

In the matter of temporary care, the agency having an adequate supply of reliable temporary homes is able to meet the emergency replacement needs of its children. This flexibility is very valuable in giving the child adequate care. For example in Cases 2 and 3, the child needed convalescent care not available in the permanent foster home and the agency shifted her temporarily to a foster home in which she could receive the special care necessary for her whooping cough.

On the other hand, where the child has to be replaced because of his failure to adjust, or because of the foster family's failure to adjust to him, the situation may be different. Social workers who have done much work with children feel that replacements of this type are usually harmful to the child, since no matter what the reason for the replacement is (whether it is because of his behavior or not) he is apt to wonder if the foster parents did not
like him, and to feel that he is to blame. In other words the replacement increases his sense of insecurity and of not belonging. His sense of security and "belonging to a family" has already had a severe jolt when his own parents were unable to care for him, for various reasons, and he has already begun to have some doubts as to whether or not he is like others. He has additional problems to meet in adapting himself in the new foster home to different ethical and social standards, and has new school and community adjustments to make.

Replacements may be due in some cases to poor selection with regard to the foster home, or inadequate interpretation to the foster parents of the child's problems. Again, the foster home may change after the child has been placed in it for some time. For example, the foster mother in the K home in Case 4, changed from her first attitude of affectionate understanding toward the girl to alternately spoiling and teasing her, which necessitated replacement.

The child may use replacement for his own ends and put pressure on the worker to replace him so that he can escape from a particular home and thus avoid working out his problems in the home.

The worker may use replacements as a kind of shock therapy designed to bring out the child's aggressions in order to enable the worker to help the child to work through his problems, as suggested by Miss Constance Rathbun, C.A.A. worker, in a talk to the C.A.A. staff. The worker attempted
In conclusion, the task of planning for the future involves making informed decisions based on current data and historical trends. It requires a comprehensive understanding of the factors that influence public opinion and the ability to adapt to changing circumstances. The success of any planning effort depends on the involvement of stakeholders and the commitment to continuous improvement. Ultimately, the goal is to ensure that the community is prepared for the challenges and opportunities that lie ahead.
to use this technique in Case 7 when he replaced the boy from the P home to the N home. The worker was successful in bringing out the boy's aggressions, but was unable to help the boy work out his problems. Miss Rathbun suggested that there is a danger in this use of replacement, since the worker may unconsciously use the replacement to build up her own ego, and must be on guard against using the "power of replacement" to meet her own ego needs.

Turning now to a consideration of three years of replacements in a particular agency, the Boston Children's Aid Association, some of the findings are suggestive.

The large drop in the number of permanent replacements from 1938 and 1939 to 1940 reflects the decrease in the total number of children in foster home care. Another factor in this drop is the tendency in the agency toward short time care. This would seem to indicate a trend toward accepting fewer difficult children, since the difficult cases are apt to be long time cases. This trend may be due to a change in admitting policy or it may be that for some reason other agencies in the vicinity have altered their referring policy. This may mean that some new resources for problem children or delinquent children have been developed in the community. One wonders if the Citizenship Training Classes are draining off some of the children who might formerly have been referred to the Children's Aid Association.

The preponderance of replacements in the adolescent
to the site preparation in Great Yarmouth and proceeding to the site. The power to the field station, for the equipment and monitoring, was provided by the R.M.S. City of London. The work on site continued, with R.M.S. City of London being able to provide the power to the field station, and the work continued further.

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age group may mean that the C.A.A. is tending to specialize in the care of adolescents. However, it may mean simply that the younger children fit into foster home care more easily and therefore do not have to be replaced. Carl Rogers' view that the younger a child is placed in a foster home, the better is his chance to develop a strong affective relationship with the foster parents would seem to support the second possibility.

With regard to the general field of replacements, the writer feels that the results of this study are inconclusive. The study was not designed to do more than break the ground in working on the question of replacements, and little more than that has actually been accomplished. However, this study may serve to focus attention upon several problems of the replacement question for future research.

It seems to be clear that the question of replacements cannot be considered apart from the whole field of foster home care. The problem of replacements is simply one facet of the whole of foster home care.

For future considerations of replacements, it should be noted that a single replacement cannot be explained by giving a single reason for the replacement. As reference to the case histories will show, each replacement comes as a result of complex interactions between the child, the

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4 Rogers, Carl, The Clinical Treatment of the Behavior Problem, Houghton Mifflin, Boston, 1939
After having obtained a certain degree of knowledge and experience, the
worker should be encouraged to continue his studies and to acquire new
knowledge. This will enable him to develop his capacity for initiative
and to improve his work. It will also help him to overcome difficulties
and to find new solutions. The worker should be given the opportunity
to express his opinions and to take part in the decision-making process
within the enterprise. This will contribute to the development of
the enterprise and to the well-being of the workers. The enterprise
should also ensure that the workers are trained and developed in
order to improve their professional skills and to increase their
productivity. This will contribute to the economic development of
the enterprise and to the well-being of the workers.

The second benefit is the economic one of production. If

foster parents, and agency and the community. It is the type of situation described by Mary Frollet as "circular response". It would be difficult, probably impossible, for a student to ever be able to determine the exact interrelations between these various factors, but possibly a careful study of replacements using the case study method would make a useful approximation to the true situation. By such a method, a student could weigh and relate pertinent attitudes and influences and arrive at a meaningful picture of the situation.

An interesting study could be made, exploring the reasons for the heavy concentration of adolescents among the children replaced in foster home care.

An extremely interesting possibility for study lies in the field of related reasons. In other words, one might try to isolate recurrent complexes of reasons for replacements. For example, one might find a pattern such as the following: 1. Behavior of Child, 2. Child outgrowing the home, and 3. Failure of Foster Home to adjust to Child. If such patterns could be established, then one could set up a far more valid classification of replacements than the single reason type of classification.

5 Frollett, Mary, *Creative Experience*. Longman's, Green, 1924
An interesting and somewhat unexpected realization of the present situation is the extent of interest in the field of electronic communication. As one might expect, the light of recent developments in other modes of communication has cast new light on the possibilities of electronic communication. For instance, the recent findings of a particular type of communication that has been developed in recent years, which involves the transmission of information over a network, have shown a striking similarity to communication through electronic means. This realization of the potential of electronic communication has led to a new awareness of the importance of this field.
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