McGILL UNIVERSITY

THE REFUGEE YOUTH PROGRAM IN MONTREAL 1947-1952

A Descriptive and Analytical
Study of the Integration of
40 Jewish Refugee Youths into
the Montreal Community

A THESIS SUBMITTED TO

THE FACULTY OF ARTS AND SCIENCE

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FOR

THE MASTER'S DEGREE IN SOCIAL WORK

BY

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and

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PREFACE

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Master of Social Work
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ABSTRACT

The Refugee Youth Program in Montreal - 1947-1952

A descriptive and analytical study
of the integration of Jewish refugee
youth into the Montreal community

by

Greta Fischer
and
Pearl Switzer

This thesis is concerned with a descriptive study and an analysis of the integration of 40 refugee youths into the Montreal community during the years 1947 to 1952. It describes the purposes and the goals of the Jewish community in planning the settlement program for this group. It seeks to describe the kinds of services and resources made available to this group. It asks: "How did the refugee youths respond to and make use of these resources?" Agency records on the refugee youths were the main sources of data.

The study opens with a brief history of the Refugee Youth Project and the steps involved by the Jewish community in Canada in organizing the program. The background and the experiences of the refugee youths is described in Chapter II. Chapters III and IV deal with the services made available to the youths in the areas of foster home and job placement and their responses to these services. Statistical analysis is

made of the sample youth group in attempts to indicate the various degrees of stability which they reached in these two areas.

Chapter V is concerned with a brief description of the physical, emotional and social factors of the refugee youths' integration into the community.

The final chapter discusses the main findings of the thesis, namely, that on the whole these refugee youths integrated successfully into the Montreal community, and that during the early stages of the processes of integration, they exhibited strong trends towards independent activity in planning for themselves.

CHAPTER I

INTRODUCTION TO THE STUDY

This thesis is concerned with a descriptive study and an analysis of the integration of 40 refugee youths into the Montreal community during the years 1947 to 1952.

It describes the purpose and goals of the Jewish community in planning the program for this group. It seeks to determine the kind of services and resources made available to this group. It asks: how did the refugee youths[1] respond to and use these resources?

In the early development of our society, individuals and private groups assumed the responsibility of caring for the less fortunate members of their community. Out of this grew a benevolent despotism which, while it gave physical relief to many needy persons, did not provide a basis for self respect.

Henry Thurston, in his book "The Dependent Child"[2] tells of the developments in the history of child welfare in England. This experience directly influenced Canadian child welfare philosophy and practice. In the year 1601, legal recognition was made of the obligation to support the

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[1]Hereafter referred to as the youths.

[2]Henry W. Thurston, The Dependent Child (New York, 1931), pp. 255.257

destitute poor through public funds. Children in need were cared for through the practice of apprenticeship or the mixed workhouse. The dominant idea of the public authorities for the 200 years that followed was to reduce public expenses for ~~their~~ children's maintenance by obtaining more work from the children. This resulted in their exploitation. Though factory legislation was later enacted by the government to protect the children from this exploitation in industry, it resulted in increased masses of pauperized children in mixed almshouses. As the public became more aware of the plight of these children, segregation and indenture became a part of the care offered to them. The idea of investing in a child's care and education to develop him into an efficient worker resulted in the development of grouped homes, scattered homes and boarding out arrangements. Differential treatment and education slowly began to emerge. One of the results of this changing philosophy was a ~~n~~ British emigration program called The Barnardo Program for foster home placement of children in need.[1] It was originally intended as an emigration program to the New World for the rehabilitation of children needing protection. It resulted in the mass exploitation of children through indenture. Its disastrous results in terms of human misery affected the Canadian government's policy directly in that [no] uncontrolled immigration of children as a group was ~~further~~ no longer allowed.[2] Though steps to protect the dependent child were gradually being taken by the public, they often stopped short of a conscious purpose and procedure to

[1] Source Ref.?

[2] Source Ref.?

discover and utilize the potential capacity of each dependent child as an individual.

Late in the 19th century, with the changing concepts in the philosophy of child welfare, there grew an increasing consciousness of the needs of children as growing individuals, a philosophy which began to be concerned with more than food and shelter. The pioneers in social work were discovering new elements of needs in our society. Psychiatry was bringing out a new understanding of the inner person and his needs; sociologists were beginning to study and to understand the environmental and inter-group effects on the individual. With these new approaches towards people, the value of the individual began to emerge in the consciousness of society. With a growing democracy the rights of the individual began to emerge as a concept.

With the increasing awareness of the worth of the individual, his needs and his rights, social philosophers, scientists, social practioners, and society itself, gradually began to ask themselves what this involved. What are the needs of individuals? What are the rights of individuals? How can these needs be met in an organized constructive way?

The first ~~White House~~ of the International Union for Child Welfare Conference on the rights of children was held in Geneva in 1923. It was the first international conference held to discuss the needs and the rights of children throughout the world.

A declaration of the rights of the child under the

charter of the International Union for Child Welfare, was proclaimed at this conference, and read as follows:

1. The child must be protected beyond and above all consideration of race, nationality and creed.

2. The child must be cared for with due respect for the family as an entity.

3. The child that is hungry must be fed; the child that is sick must be nursed; the child that is physically or mentally handicapped must be helped; the maladjusted child must be reeducated; the orphan and the waif must be sheltered and succoured.

4. The child must be given the means requisite for its normal development, materially, morally and spiritually.

5. The child must be the first to receive relief in times of distress.

6. The child must enjoy the full benefits provided by social welfare and social security schemes; the child must receive a training which will enable it, at the right time, to earn a livelihood, and must be protected against every form of exploitation.

7. The child must be brought up in the consciousness that its talents must be devoted to the service of its fellow men.[1]

In the proceedings of the Midcentury White House Conference on children and youth, held in December 1950, in Washington, the needs of youth were more specifically elucidated, as follows:

> Young people during adolescence are expected to achieve a sense of "Who I am", of "What I am doing here", of "What the rules of the game are", and of "How I fit among people and into things"; in other words, to gain a sense of identity.

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[1]Charter of the International Union for Child Welfare, Declaration of the Rights of the Child, Declaration of Geneva, 1923 revised in 1948.

Certain qualities make a development of this sense possible:

1. A basic trust in human beings and human values.
2. A sense of being a person with some power to act.
3. A feeling of being able to start things which are appropriate to the situations, or to keep them going.
4. A feeling of accomplishment in terms of the expectations of oneself and others.
5. A sense of self-esteem which enables the young person to "take hold" of himself in roles appropriate to his age and sex.
6. A sense of belonging and of being accepted as "worthwhile" by others as well as by himself.[1]

At this conference the crucial social and cultural factors in the development of a healthy personality were held to be qualities of experiences in the home, the friendship groups, and the organized experiences in the school, church, club, and other social institutions.

> The important areas of adjustment ..... are related to achieving (1) maturity, (2) a satisfactory vocation or job placement, and (3) wholesome and desirable relationships with the opposite sex. It is only through mature leadership in the home, school and community that the young person can discover the strength he has within himself and learn to use his potentialities creatively.[2]

In our present time, communities have become more organized in their efforts to understand and to achieve the goals in answer to the needs of children. ~~The Canadian~~ Several provincial governments have in recent years looked to the technical knowledge of social scientists and practitioners in establishing standards for the adequate protection and care of individual children,

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[1] Proceedings Midcentury White House Conference on Children and Youth, (Raleigh, N. C., 1951), p. 162.

[2] Ibid.

dependent or not. This is evident in the Child Protection Acts and the Education Act, to mention a few of the legislature steps taken.

Since the scourge of World War 11, communities throughout the world have become aware of the mutual dependence of man if civilization is to continue unobstructed. Gordon Hamilton, Professor of Social Work at the New York School of Social Work, Columbia University, in the paper given at the symposium on Human Relations in Science and Practice states:

> To be a good neighbour wisely and effectively remains the most challenging of the fundamental problems of civilization. It is probable that the principles of living in peace and fellowship in family, civic, national, or international relations are the same, if they can but be discovered and applied. Everyone is aware that unless a great human principle is found, which can be made to work for the resolution of intergroup and interclass tensions in community, international and interracial problems, civilization itself is doomed.[1]

The rights and needs of children throughout the world has become a matter of concern to all nations.

In the family of nations and communities, the Jewish communities have been active participants in social and communal welfare, both as members of a broad, national group, and as members of ~~a unique~~ an ethnic minority group spread far and wide throughout the world.

Mr. David Weiss, Executive Director of the Baron de Hirsch Institute and Jewish Child Welfare Bureau, of Montreal, Quebec, in his paper "Social Work with Canadian Immigrants",

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[1]Gordon Hamilton, "Helping People - The Growth of a Profession," Journal of Social Casework, Vol. XXIX, No. 8 (October, 1948), pp. 291-299.

presented at the Canadian Conference of Social Work in Quebec City, June 1952, delineates the history of Jewish welfare in the following way:

> In meeting the needs and dealing with the problems of immigrants, social workers come face to face with the entire raison d'etre of their profession, and in truth, confront the deepest meaning of our Judaic-Christian value system of humanitarianism and democracy. Man's search for freedom, for opportunity to worship God freely, and to attain a decent way of life, has built and is building this continent, and has made Canada a haven for many postwar survivors of totalitarian hatred and destruction. For the Jewish people, particularly, two thousand years and more of historic migration have produced a continuity of communal concern and commitment for the well-being and adjustment of fellow Jews, who after every holocaust of ancient and recent vintage have been found seeking a new land in which to rebuild their lives. The history of our agency, like that of most Jewish Social agencies in North America, shows how it evolved in direct response to the challenges presented by these migrations .... In serving the newcomer, we serve both the individual and the nation to whose future welfare and improvement we and the newcomer want to contribute.[1]

The Canadian Jewish Congress was first organized in the year 1919. One of its major aims has been to facilitate Jewish immigration into Canada. By 1938 it was established as a semi-autonomous refugee organization known as the Canadian Jewish Congress Committee for Refugees which assisted in the settlement of Jewish refugees on farms. It had two functions: (1) the collection and distribution of funds, (2) relief and rescue. It assumed operational responsibility for all refugee movements by working directly with refugees through

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[1]David Weiss, "Social Work with Canadian Immigrants," Journal of Social Casework, Vol. XXXIII, No. 10 (December, 1952), pp. 435-439.

voluntary committees, and by delegating parts of the settlement job to community agencies. The Canadian Jewish Congress derives its national budget from contributions made by local federations or other welfare funds.

According to its constitution, the aim of the Canadian Jewish Congress is to organize Canadian Jewry on a Dominion-wide basis:

1. To safeguard the civil, political, economic and religious rights of the Jews.

2. To study problems relating to the cultural, economic and social life of the Jews, and to seek a solution to such problems.

3. To cooperate with world Jewry as may be deemed advisable.

Early in 1947, after the war, when numbers of unattached children were sheltered in children's centres, or wandered about Europe, the Canadian Jewish Congress approached the Federal Government with the request that a thousand youths be permitted to immigrate to Canada under its auspices. An order-in-council, P.C. 1647 was issued by the Canadian Government on April 29, 1947, which read as follows:

> The Committee of the Privy Council have had before them a report, dated 21st April, 1947, from the Minister of Mines and Resources, stating that on October 2nd, 1942, authority was given for the entry to Canada of 500 Jewish orphan children from France with the understanding that an additional 500 Jewish orphans might later be authorized upon it being ascertained that the second group could be properly placed and cared for:
>
> That the subsequent control of France by enemy agencies prevented the movement of the children; and
>
> That the Canadian Jewish Congress have requested on humanitarian grounds a renewal of the authority issued in 1942.

> The Minister, recognizing the fact that approval of such request will contribute in some measure to a solution of the problem of displaced persons and taking into consideration the humanitarian aspects of the matter, recommends that the provisions of Order in Council P.C. 695, dated the 2nd day of October 1942, as subsequently amended, be waived in regard to 1000 Jewish orphan children under the age of 18 years, who can otherwise comply with the provisions of the Immigration Act and Regulations, the term "orphan" to mean a child bereaved of both parents, such admission to be subject to guarantees regarding reception, placement and public charge liability satisfactory to the Minister of Mines and Resources.[1]

Negotiations were then carried out with the Departments of Health and Welfare of each province for the settlement of a certain number of youths, under the protection and supervision of a child welfare agency and the Canadian Jewish Congress which would assume the guardianship and the ultimate financial, legal and moral responsibility for the youths. The Canadian Welfare Council was also involved in this undertaking since it assisted in working out the terms of reference of the program.

Personnel was sent to Europe by the Canadian Jewish Congress to organize the immigration of unattached youths eligible under P.C. 1647 wishing to settle in Canada. A dossier was kept of each youth with information regarding his background, his experiences in Europe, and his motivations and plans in coming to Canada. His state of health was also cleared. Full cooperation and continued contact was obtained and maintained by the Canadian Jewish Congress with the

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[1]Order-in-Council, P.C. 1647, April 29, 1947.

Department of Immigration.

Under the auspices of the Canadian Jewish Congress, a local Coordinating Council was set up in each Jewish community across Canada. The Coordinating Council consisted of leaders in every field, representing major organized groups already active in the community. This council established policy regarding the program in all of its stages. Social agencies in each province were enlisted by the Canadian Jewish Congress for the actual technical and social service assistance necessary to implement its guarantee to the government "to fulfill, on behalf of the Jewish community its obligations to our brethren in helping them find a new life and opportunity for personal and social satisfaction".[1] Relationships between the agencies involved and the Canadian Jewish Congress were reciprocal.

The Jewish Family and Child Welfare Bureau of Montreal[2] was delegated the responsibility of the resettlement of 500 youths in Montreal.

The philosophies of the Canadian government, the Canadian Jewish Congress, and the agency, reflected a broad outlook in their welfare goals for this large and serious undertaking. The government was well aware of its moral responsibilities towards these orphans in that it utilized its

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[1]Manual for the Reception, Care and Resettlement of Refugee Youth, Canadian Jewish Congress - Refugee Youth Project, Montreal Division under the Auspices of the Family Welfare Department and Jewish Child Welfare Bureau, September 18, 1947.

[2]Hereafter referred to as the agency.

Immigration Act, as well as the specialized knowledge and techniques of existing child care agencies in Canada, in order to ensure maximum protection and care for these children. The Canadian Jewish Congress, in turn, sought advice from child care agencies in planning its program. The agency involved in Montreal organized itself for this program, basing its philosophy of child care on the principles of child care as it is known today in social work.

David Weiss, in his paper "Social Work with Canadian Immigrants", presents the following generic philosophy regarding the care of the refugee youths:

> The important thing is the individualization of the immigrant from the group. Casework services and techniques are of inestimable value in working with the particular person who happens to be an immigrant. Often, it is not until the immigrant comes to the caseworker that he is recognized as a real person, as someone of consequence, rather than a member of a vague group of strangers. The caseworker must be aware of the psychological meanings of the individual who needs help; of what it means to ask for help. He can be helped to use assistance constructively both in his self interest and in the interest of the community.[1]

An understanding of past experiences, present philosophy and principles of child welfare went into the planning of the Jewish Refugee Youth Program by all the agencies concerned. The mutual goal was expressed as the integration of each youth into the community in all the basic areas, such as homes, jobs, education and communal relationships. Integ-

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[1]David Weiss, "Social Work with Canadian Immigrants," Journal of Social Casework, Vol. XXXIII, No. 10 (December, 1952), pp. 435-439.

ration for the individual was defined by Mr. Weiss as "having found a place where he feels he belongs and from which he can gain further security to build further."[1]

The individual's basic rights were kept well in mind in the formulation of this program; his right to seek help in his own way; to make his own decisions; to use the resources proffered in his own way; to strive towards maturation and independence with supportive casework and therapy when this was requested and needed. All these concepts were a part of the formulation of the program. There was the added knowledge that these were youths transplanted into a different culture needing a protective setting and parent substitutes to guide them on their way towards maturity and social integration.

As a result of these philosophies, the following services and goals were established on behalf of the youths arriving in Montreal:

1. Placement in Jewish Canadian foster homes with a view to offering physical shelter, satisfactory home surroundings and a feeling of belonging.

2. Vocational counselling through the Jewish Vocational Service and placement in jobs or trades in accordance with the individual's abilities and within the limits of the local employment opportunities. It was hoped that the employment experiences would offer satisfaction, financial independence and integration into the community.

3. Educational opportunities for those children with special abilities, in accordance with their desires.

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[1]Ibid.

4. Opportunities for social relationships through planned contact with the community through group work agencies. These were meant to serve as recreational facilities for the individual, as part of his process of integration into the community.

5. Supervision and case work services in an effort to coordinate community services and to facilitate integration of the youths into the community as self-directing, self-supporting adults.

6. Medical, dental and psychiatric services.

7. Provision of basic concrete needs such as clothing and financial assistance when these were required.

The hypothesis of this thesis is that the integration of the youth group into the community met with the above stated goals of the community. Supporting hypotheses which evolve from the original hypothesis are as follows:

1. There are parallel trends in the integration of the youths in the areas of foster homes and vocation. That is, successful integration in one area is accompanied by successful integration in the other area.

2. Integration in the community is a process of maturation and therefore will indicate a trend on the part of the youths from dependence to independence.

3. Integration into the community in each basic area, such as homes, jobs and education is directly related to a trend of positive attitudes towards these areas.

According to Hilda Myerovitch in her paper "Case-work Services for Adolescent Newcomers",

> An adolescent, with his zest for life can be served best if he and the one who is responsible for him have a common goal. If the social worker or teacher is willing to recognize the fact that the greatest curative is youth itself. This has been observed in the work with these children. I believe that

> that the same method could be used with equal success with any group of adolescents whose lives have been traumatized.[1]

The above hypotheses assume that the individual personality, with appropriate incentive, tends towards social adjustment or integration as a natural process. Because of this natural process of maturation, the writers assume that responses towards adjustment will manifest themselves in the two basic areas of home adjustment and financial independence.

These hypotheses will be tested by studying a sample group of 40 cases from the files of the agency.

With the encouragement of the agency and the Canadian Jewish Congress the writers' aroused interest was further stimulated for the study of the integration of the youths into the community. The writers of this thesis have approached this study as caseworkers, keeping in mind the individual's as well as the group's integration into the community. In the study of attitudes, responses, and movement of the youths in their integration into the community, the writers will borrow from other disciplines and sciences such as psychiatry, psychology and sociology.

There is little literature written about displaced youths and their processes of adjustment in Canadian and American communities. The writers will use what information they can find on this subject in order to clarify further any understanding of the personalities, activities and adjust-

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[1]Hilda Myerovitch, "Casework Services for Adolescent Newcomers," Jewish Social Service Quarterly, Vol. XXIV, No. 1 (October, 1947), pp. 136-146.

ment experiences of the youths under study.

Scope and Limitations

The original plan for this thesis was conceived as a comparative study of the first group of youths which arrived in 1947, and a later group which arrived in 1950. Through this study the writers planned to analyze changing concepts of the agency in its helping role to each group and the differing processes in each group's integration into the community. This plan was discarded because very few youths had arrived in 1950 and a large enough sample for study was not available.

The next plan was the study of the dynamic inter-relationships between the community, the agency and the youths. This plan was to show the changing processes from 1947 to 1952 of the following:

1. The helping role of the agency in the refugee youth project.
2. The response of the youth group in areas of foster homes, vocation and education.
3. The integration on the part of the youths into the community.

This, in turn, was also discarded, as such a study involved more time than was available to the writers.

The present study is focused on the youths from the point of view of the processes of their integration into the community with regard to the areas of foster homes, jobs and education. Their attitudes and responses towards these, which reflected their attitudes towards integration in the

community have also been explored.

For the purpose of this thesis, when a youth is found to function in the community as an independent, self-directing individual, his integration into the community may be considered accomplished.

For the purpose of this thesis, attitudes are defined as follows:

1. Positive attitude: This occurs when a youth expresses feelings of satisfaction in his setting and cooperates fully in planning on his own behalf.

2. Negative attitude: This occurs when a youth expresses feelings of dissatisfaction in his setting and resists planning on his behalf.

3. Passive attitude: This occurs when a youth does not respond to his setting or to planning either positively or negatively.

Use of Data and Analysis

In the analysis of case records of the youth group studied, the following general questions were asked:

1. What were the individual's responses and activity upon his arrival and reception?

2. What were his responses, activity and experiences with foster homes?

3. What were his responses, activity and experiences with regard to budgeting, vocation, education and recreation?

4. Did he require any medical or psychiatric treatment?

The writers developed a documentary schedule which enquires about experiences around settlement for each youth in the sample group. This schedule was pretested on the first six records and found to have many duplications. It

was condensed to eighteen questions and, upon further testing proved satisfactory.[1]

With the help of the documentary schedule, the writers gathered specific information with regard to the above areas from the agency's records. This information was then taken from the case records and indexed on cards. This was transferred on to charts.[2] The information from the charts was then tabulated for analysis in order to ascertain whether the trends of integration agreed with the stated goals of the community.

The writers are aware of the important part played by the community and the agency in this program. Their part will be limited, however, to background and peripheral information in order to help the reader understand the program and to see the children within the agency and the community setting.

Another area not fully explored is the case work aspect. This will be only a peripheral part of the thesis with questions asked about what kind of casework principles and treatment were involved. There will be no attempt, however, of an analysis of the caseworker's treatment, since this is a subject for a thesis in itself. The writers have studied the youth group only for the period during which they were

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[1]Please refer to documentary schedule in the appendix.

[2]Please refer to the vocational chart in the appendix.

known to the agency. Since there was no contact with the group following contact with the agency, the writers could not attempt to evaluate the later stages of their integration into the community.

As social workers the writers did not attempt to focus their study from ~~the~~ any one point of view such as the administrative, psychological, sociological ~~and~~ or the psychiatric areas. They did, however, utilize such pertinent theory or information from these fields as appeared to be relevant for this study.

Social scientists and practitioners have learnt through years of experience in the scientific study of adolescence that it is a period of growth which is accompanied by deep, physiological change and psychological upheaval in our modern culture. Efforts have been made to understand the adolescent psychologically, and we have learned that "in adolescence, the boy or girl, with an almost new body and new feeling, must find himself all over again. His "grown-upness" brings out his rivalry with his parents. One side of him aspires to an idealized maturity. The other side, frightened by his inexperience, clings to childhood dependence. This latter side cannot admit his own timidity and loudly protests that it is the parents who will not trust him or let him grow up."[1]

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[1]Benjamin Spock, "What We Know about the Development of Healthy Personalities in Children," Proceedings of the Mid-century White House Conference (1951), pp. 60-69.

It is generally recognized by our social scientists that the adolescents' struggle is peculiar to our western culture which "denies them an adequate sense of acceptance into the grown world and of dignified participation in it."[1] Society offers them a contradiction of standards of behaviour and practice which leaves the adolescents confused and disillusioned. Consistent and organized leadership through the communities in which they live, meaningful opportunities for constructive identifications would help the adolescent to channel his energies in a satisfying manner.

Society has done less to solve the needs of this age group, even on the theoretical basis, than it has to solve the needs of other age groups in the study of growth processes in the individual. There are realistic obstacles for the social researcher in studying the adolescent; these are the same obstacles which apply to the objective study of human behaviour generally. Human behaviour is complex and replete with variables. Objective ~~segregation~~ and quantitative analysis is difficult in the study of such topics as ~~in measuring~~ personality and personal responses and attitudes. For example, emotional satisfaction can be measured only tentatively through the study of responses and attitudes, with the recognition of negative and positive responses as indications of satisfactions experienced.

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[1] Ibid.

The use of secondary materials, such as files and minutes which were used for the purpose of this thesis, poses further limitations on the objective study of personality and responses, often requiring interpretation by the researchers when such information is not specifically stated in the files. For example, in obtaining information regarding attitudes expressed or inferred by the youth group studied, the writers found such information absent in a few cases. These cases, were, after all, not recorded and organized with research studies in mind. The writers were therefore faced with the decision of interpreting the results from the qualifying information given in the record. For example, in a certain case neither the youth involved or the case worker may have made any direct comment regarding a foster home, which the youth found for himself. If the youth stated that all was well, and that he no longer required help, then the researchers assumed that the home placement was satisfactory to him. The case summary will be used in an attempt to highlight the personalities of the 40 youths studied. No attempt will be made to evaluate personality adjustment since this is a study in itself.

Of the 1500 youths brought to Canada, about 500 were designated for settlement in Montreal under the supervision of the agency from the years 1947 to 1952. Some of the children who were originally settled in other cities later came to Montreal.

Case records were kept by the agency on behalf of

each child. These records were the source from which a representative sample was obtained as follows:

The optimum number used for sampling fitted the following criteria in order to retain as uniform a group as possible.

1. Age group limits were 14 to 18 years. Those below 14 were not considered to have faced the experiences of the 14 to 18 year age group.

2. Only those children who came directly to Montreal from Europe and who were placed under care in this city were to be selected.

Children who had moved from one city in Canada to another before coming to Montreal were not representative of "first arrivals" who were the object of this study. All cases that fell into the two above categories were accepted. A total of 440 cases were therefore accepted from the 525 refugee youth cases in the agency files. The next step in reducing the sample group to a representative size was to select 40 cases from the universe of 440 cases. This number was chosen as it was felt to offer a representative sample of the total caseload. Since 40 out of 440 cases is about 9 per cent, a ratio of 1 out of 11 cases was the proportion used. The sample universe was in alphabetical order as it was found in the files. The researchers decided that an adjustment to make up 40 cases should be brought about by adding one extra case to the 1948 group, as this group had the largest number of cases. This study will be carried out by an analysis of a sample group of 40 youths.

Year	Number of Cases Accepted for Universe	Number of Samples	Method[a]
1947	82	7	
1948	280	26	
1949	55	5	
1950-53	23	2	
Total	440	40	

a) The method of sampling involved the choosing of every eleventh case in the universe for each year. The original plan had been to study changing trends of integration from year to year. Therefore every eleventh case was chosen from the 1947 universe of 82; every eleventh case was chosen from the 1948 universe of 280, and so on, year by year as separate entities.

b) In 1950-53 the refugee youth program was in its final stages. Children arrived as few as one at a time. Therefore, those children who arrived during the years 1950-53 inclusive, were combined to make up a large enough group of cases for sampling.

The writers of this thesis studied the sample group as adolescents with a unique background of traumatic experiences. The group was therefore studied from the point of view presented by Dr. Irene M. Josselyn.

> In many respects the behaviour of youths is much the same as the behaviour of other people. Adolescents have their special problems, but first of all, they are people with personal cares, worries and responsibilities. They are motivated by universal needs or urges, and much of their behaviour is, as with adults and children, an attempt at adjustment so that their needs may be met.[1]

The writers agree with the above quoted statement of

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[1] Irene M. Josselyn, The Adolescent and his World (New York, 1953), p. 46.

Dr. Josselyn regarding the adolescents. They feel that the youths under study belong to this group, but they also recognize the added complication of traumatic experiences in their pre-adolescent and adolescent periods. The results of these experiences upon their ability to live constructively in society was unknown at the inception of the Refugee Youth Program. It was known that because of their traumatic experiences these youths were maladjusted, but it became necessary to know them and to analyze their responses, activities and achievements in the resettlement program in order to understand the extent of their previous maladjustments.

As mentioned earlier in this chapter, the measurement of human attitudes and responses is only tentative. It cannot be a purely objective measurement since it depends on the verbal or physical expression of the person studied at a particular time in a particular setting. These responses are subject to great variability because of the complex nature of the human personality and his environment. The analysis of the youth group's adjustment in foster home placements is developed in terms of the kind of relationships that grew between the youths and the foster parents with whom they came to live. Several levels of adjustment have been recognized from the study of the materials in the agency files.

The following criteria were based on expressed attitudes of the youth group studied, as well as their foster parents, and is followed by illustrations of the type of experiences and responses which occurred for each category.

Group A:

1. The youth's responses and participation in home placement is positive and satisfaction is mutually expressed.

2. The youth remains in foster home during duration of agency contact.

Illustration:

Johan wanted an education; he participated actively in finding a free home. Worker learned through Johan, the foster parents, and the community, that they were mutually happy. A year later, when Johan attended the Dawson College he stayed in his foster home during weekends and whenever he was not working in the country during the holidays. He remained in this home throughout the agency contact, which was four years.

Group B:

1. Relationship difficulties individually or mutually expressed, faced and resolved, with resulting satisfaction expressed.

2. Youth remains in foster home throughout agency contact. If a move made it is not based on relationship factors.

Illustration:

Michael and his family advised the social worker of their mutual happiness. One day, Michael advised his social worker that he had told his foster parents a lie and feared that if he corrected it they would no longer trust him. They in turn contacted the social worker concerning Michael's unconventional behaviour. Michael and his foster parents were helped to face the problems together and realized that the positive elements overwhelmed the negatives in their mutual relationships. Michael, in particular, wanted to change his habits to remain as part of the family. He stayed in this home throughout the agency's contact.

Group C:

1. Relationship difficulties expressed by either or both sides, and request to move made by one or both parties. (breakdown)

2. Two to three placements during agency contact.

Illustration:

> Clara was initially happy in her first home and her foster family expressed satisfaction. Shortly after, Clara began to complain of lack of privacy in the home and felt that her foster parents could not afford to keep her in a free home. She moved suddenly to another home of high standards, which became a paid home. A few months later, after mutual satisfaction was expressed, she took a job. At this point, the foster mother began to complain about her behaviour and wanted a move. Clara then told her social worker that she had been exploited as a maid and had been unhappy in the home. The next move to a boarding home ended in satisfaction expressed by Clara and she remained throughout the agency's contact.

Group D:

1. Relationship difficulties expressed by either or both sides with resulting breakdown and separation.

2. Over three placements which follow the above patterns.

Illustration:

> Erika remained in her first paid foster home for four and a half months. She and her foster mother seemed satisfied though the relationship did not seem close. Then Erika complained that she was not cared for as her foster mother went to the country in the summer. She moved independently to a co-worker's home and moved out in two days, finding conditions worse. The third home, found by the agency was mutually satisfactory at first, but deteriorated with quarreling about behaviour and the use of the telephone. The fourth placement with an experienced foster home was mutually positive, working through some difficulties and Erika remained there until her marriage.

An analysis of the youth group's adjustment with regard to vocational placements is also developed in terms of the kind of relationship that grew between the youths and their employers. Several levels of adjustment have been recognized from the analysis of the materials in the records

studied. It was felt by the writers of this thesis that these levels of adjustment would help to throw more light on the processes of integration in these areas.

Administrative heads of the Canadian Jewish Congress and the agency were interviewed for background material which added to the information regarding the setting and planning in the Refugee Youth Program. Books read were of great assistance in developing and shaping thinking. (Please see attached bibliography of books read.)

Plan of Presentation

The writers composed the introduction and the conclusions of this thesis together. Each of the writers took responsibility for alternate chapters in the body of the thesis. The history and planning of the project, the agency setting and its policy is also included in this chapter.

Chapter II will deal with:

The background of the youths in Europe.

Their family constellation and circumstances of separation.

Their motivation in coming to Canada.

Their arrival and reception in Montreal.

Their responses and activity in the receiving home.

The case work process as a helping factor.

Chapter III will deal with:

Homefinding.

The homefinding policy of the agency.

The kinds of homes used.

Attitudes, responses, and activities on the part of the youths in foster home finding.

Their mutual adjustment in homes.

Relationship problems in homes.

Duration of placements, breakdowns and reasons for these.

Casework as a helping process.

Criteria of integration of the youths in homes.

Chapter IV will present:

The agency's vocational and educational policies.

The role of the Jewish Vocational Service in vocational planning.

The youths' educational background and vocational training.

The integration of the youths in the field of education.

Their desires, plans and attitudes towards employment.

The drive on the part of the youth group to achieve their goals.

The youths' initial occupation and earnings, the number of jobs held, adjustment on jobs, breakdowns and reasons for these.

Attitudes and planning around budgets.

Casework as a helping process.

Criteria of integration in the employment field.

The analysis of the vocational integration of the youth group as it compared to their integration in home placements.

Chapter V will deal with:

The agency's policy regarding medical, dental and recreational care.

Physical and emotional factors in the integration of the youths into the community.

The state of health of the youths upon arrival.

Their subsequent complaints and treatment.

Their changing attitudes and responses towards medical and dental treatment.

The casework process as a helping tool.

The description of the activities of the youths around recreation with emphasis on their group affiliations, leadership and friends.

Chapter VI will present the findings and conclusions of this thesis.

The writers hope that the findings in this study will faithfully test the hypothesis presented.

CHAPTER II

CHILDHOOD EXPERIENCES AND ARRIVAL IN CANADA

In this chapter the writers will attempt to give a picture of the family background of the 40 refugee youths under study.[1] It will deal with factors which motivated these youths to come to Canada. Their arrival and experiences in the receiving home will also be described.

Before the youths' childhood experiences are analyzed it is relevant to consider which meanings the experts in child welfare attach to children's experiences in their early years.

A recent report by John Bowlby, Director of child guidance at the Tavistock Clinic in London, England and consultant in mental health at the world health organization, notes that among psychiatrists during the last quarter century there has been increasing recognition of the importance of family life. The evidence amassed shows that the quality of the care given a child during his earliest years is of vital importance for his mental health in later life.

In her findings from the study of children made homeless by the war, Anna Freud, child psychiatrist at the

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[1]The Canadian Jewish Congress in formulating this project defined a refugee youth as a minor orphan of Jewish faith brought to Canada under its auspices.

Tavistock Clinic in London, England, gives strong support to Bowlby's view. She stresses that children need love and affection for normal development. She says that "our educational success will depend on whether we can create or conserve the child's proper emotional relationships with the outside world."[1]

The research study by Spitz, Goldfarb and Ribble, together with the studies of various people of different countries and of different educational backgrounds support the above finding. That "the child's development may be affected physically, intellectually, emotionally and socially if he is completely deprived of maternal care."[2] In addition, the extensive studies of these authorities maintain that on the whole, children who had effective relationships in their early lives are able to continue these in their later living experiences.

Having set forth briefly some theoretical knowledge of the importance of family living, the writers will now examine the early lives of the group of 40 refugee youths under study who came to Canada as orphans.

How did these children become orphans? The chaos

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[1]Anna Freud and Dorothy Burlingham, War and Children, (New York, 1948), p. 191.

[2]John Bowlby, Maternal Care and Mental Health, A report prepared by John Bowlby on behalf of the World Health Organization as a contribution to the United Nations program for the welfare of homeless children, Geneva: World Health Organization, 1952, Chapter II, p. 16.

in Europe caused by Hitler's antisemitic activities tore apart thousands of Jewish families. Those families which did not experience the trauma of separation due to deportation to concentration camps experienced other deprivations as a result of the second world war. Parents were killed as a result of air raids and other war action. There was also inadequate food and clothing.

Early Childhood and Family Life

There was insufficient information in the agency files regarding the background of this group for analysis. The writers felt, however, that whatever information there was available should be utilized to offer a better understanding of the youths' later integration in the community.

From the agency records it appears that the majority of the youths originally came from seemingly stable, secure environments, where the father as the head of the household was the bread winner, and the mother looked after the home and the children. Only in two cases did the mothers help to support the home by working away from home as seamstresses.

Prior to the arrival of the youths in Montreal, the agency received dossiers on each youth. These dossiers contained personal data which had been volunteered by the youths while in children's centers in Europe; this will be discussed later. This information was collected and sent to the country of reception.

From the individual files which preceded the group

and later from the recordings in the agency files, the writers learned that all but four youths spent their early childhood with their families. Two youths came from broken homes; one of these was an illegitimate child, the other youth's mother died when he was only two years old. The third youth spent his early years in a boarding school away from home. There is no information regarding the fourth youth.

The information about the siblings is incomplete; however, we know that more than half of the youths under study came from homes where there was more than 1 child in the family. There were 5 youths who had 2 siblings; 5 youths came from large families that had 3 to 12 siblings. Two other youths had older brothers who survived and came to this country. There is no information regarding siblings of the balance of the group.

The occupations of the fathers were varied. They represented 15 different types of jobs. Many were farmers and merchants, but there were also 2 tailors, 1 carpenter, 1 shoemaker, 1 watchmaker, 1 tombstone setter, 1 weaver, 1 baker, 1 innkeeper, 1 machinist, 1 furrier, 1 teacher and 1 doctor. There was no information about the occupation of 4 fathers. This information gives some indication of the losses suffered by the youths, not only materially, but also in status.

In Europe the merchant and the farmer were important to the economy of the country. The tailor, the furrier, the shoemaker, the watchmaker, etc., was considered a highly-

skilled craftsman with a fairly high status in the community.

The writers believe, therefore, that in economic terms, the early lives of these youths had been relatively secure. The majority of them had been brought up in a family setting where they had experienced the closeness and protection that exists in such a group. Here the writers believe that possibly the youths received from their parents their first concepts of responsibility, their first sense of obligation and possibly a feeling of emotional security.

Circumstances of Separation

The impact of anti-semitism with its deprivation and humiliation came suddenly and often without warning, especially in countries like Germany, Poland and Czechoslovakia.

The ages of the youths at the time of separation from their parents ranged from five years to twelve years. In the case where one parent died when the youth was only two years old and in the case of the illegitimate youth, their ages were given at the final break up of the family unit.

From the group of 40 youths under study 1 child was five, 1 six and 1 eight years old. Twelve children were nine years old, 14 were ten years old. The final break up came quickly and horribly. In nearly all of the situations the youths who later came to Canada were the only surviving members of their families.

These are typical comments taken from the records: "father

shot - family sent to gas chamber", "separated from parents at the gates of the concentration camp", etc. Occasionally the writers obtained a fuller story, but there was little variation in the fate of parents and siblings.

The same theme of grief and suffering runs through all of the accounts. For these youths the change from childhood to adulthood occurred overnight. "Adulthood meant taking over complete responsibility for oneself, complete control of feelings, even when faced with unbearable physical and emotional demands and the most severe deprivation."[1]

An example of the traumatic separations that occurred is well illustrated by Janek's story:

> Janek's parents worked hard and had high ambitions for the future and for their children. They were young and proud of their growing family. Janek, as the eldest son was being groomed to take over the parents' farm. He was only 13 years old when the Nazis marched into their country and put an end to all their plans.
>
> He witnessed the slaying of his mother and his two younger sisters. His father, his brothers and Janek himself were put on a transport to the concentration camp at Auschwitz. The transport broke down and the people had to walk. Janek saw the old people and young children shot or beaten to death when they fell out of line or when their strength failed them. He alone of his family reached the camp. [The parents of the group of the 40 youths met their death either in the gas chambers, were shot en route to camps, or died from exhaustion in forced labour camps.]

Tr. to p. 35, to follow line 2.

All except five youths from the group of 40 spent from many months to more than three years in concentration camps. During this time they were fully subjected to Nazi brutality. The five exceptions had a variety of different experiences. Three managed to hide their Jewish identity and shifted from

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[1]Hilda Meyerowitz, "Casework Services for Adolescent Newcomers," Jewish Social Service Quarterly, Vol. XXIV, No. 1 (October, 1947), pp. 136-139.

one Christian family to another. The other two, after having escaped to the woods, joined a partisan group.

Experiences after Liberation

When the United Nation Relief and Rehabilitation Association[1] was established on November 9th, 1943, it was the first time in history that the nations of the earth agreed on the principle of working together to rescue and aid all victims of aggression. On that date Franklin D. Roosevelt signed the agreement and spoke to the 44 nations saying "The sufferings of the little men and women who had been ground under the Axis heel can be relieved only if we utilize the production of all the world to balance the want of all the world".[2]

One part of the responsibilities which U.N.R.R.A. undertook was to take care of the unattached children in Germany. For this purpose children's centers were established to deal with their immediate needs. Later these centers became immigration and repatriation centers. Most of the youths studied here had spent some time in one or another of these centers before coming to this country. The following information is taken from excerpts from a report written by a member of the U.N.R.R.A. Team 182 who operated the International Children's Center in the American zone.

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[1]Hereafter referred to as U.N.R.R.A.

[2]A. Ira Hirschman, The Embers Still Burn (New York, 1949), Preface.

> Except for very few who had no hope, the very first comment a child made was in relation to his wish to seek his relatives. The children wanted to visit camps where they might find countrymen who may have had news of their parents. The children went off on their own search to Poland, to Czechoslovakia, to Roumania, to Hungary. They had no concern about travelling without proper documents, crossing borders by night, travelling in cattle cars, or going without food for days. Eventually almost all of them returned to the Children's Center. They had found their homes destroyed and the majority of them learned little or nothing of the fate of their parents. Occasionally some rumours were heard about relatives somewhere. These rumours sometimes resulted in the actual location of a near relative in some other parts of Germany.[1]

The two brothers, the only surviving siblings for this group of the 40 children under study had been found this way.

Canada, like many other members of U.N.R.R.A. expressed a desire to be helpful to the victims of Nazi aggression. In collaboration with the Canadian Jewish Congress a scheme was devised to resettle 1000 Jewish orphans. The selection of these young people was influenced by a combination of conditions which were stipulated by the Canadian Government. A representative of the Canadian Government went from center to center to select youngsters under 18 years of age. These youngsters had to be orphaned children living in the part of Germany which was occupied by the American army. These youths were then given a medical examination to eliminate those children suffering from a communicable disease. The youths were given a final checking to verify once more

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[1]United Nations Relief and Rehabilitation Team, No. 182, Report of the Displaced Children's Center, Closter Indersdrof. Unpublished report.

their status as genuine refugees and orphans. The final check was made by the military government in command of the area. These youths were then permitted to immigrate to Canada.

Many children were motivated to immigrate to Canada by a burning wish to leave Germany. They wished to leave the surroundings where they were forced to live in the midst of the same community that had been responsible for their sufferings. Furthermore, Canada was one of the first countries to offer this opportunity to emigrate. The wish to live as a member of a family unit and the desire to go to school were the most frequent reasons given by the youths studied for wanting to come to Canada. Only a few could verbalize their reasons for wanting to live as a part of a family group and the writers wondered if the youths really knew at the time what was involved in sharing the emotional experiences and the material needs in a family setting. Since it was so long since they had experienced family life, it is difficult to know how much of what they wanted and expected was real and how much of this thinking was fantasy. However, the majority of the youths had some expectations. Many of them hoped that they could forget their past; they hoped that they would be able to fit into the new world and enjoy what this new life would have to offer.

The youths were grouped and were transported by boat. Their journey was supervised by an escort provided by the Canadian Jewish Congress whose responsibility it was to give

them some orientation to life in Canada.

Arrival and Reception in Canada

Through an organized campaign by the Canadian Jewish Congress the entire Jewish community in Montreal was activated into preparing for the youths' arrival. Many volunteers from organizations were mobilized to act as big brothers and sisters and to take the youths into their homes. Donations of clothing and money were made to the agency on the youths' behalf.

For a great many of the Canadian Jewish people these youths had a special emotional significance because of their own personal ties with European countries. The people who originated from Europe themselves and who had lost their own people during the war, saw the youths as the last survivors of their own blood relatives. Ambivalent feelings also became evident. There was an attitude of wanting to make up to the youths for all the suffering they had endured and to save them from further hardship. There were also feelings of guilt caused by the fact that they had not had the power to prevent such happenings, and feelings of anxiety about meeting people who had experienced such suffering.

These members of the community, along with the agency representative were at the station to meet the youths. The Canadian Jewish Congress had interpreted to the community that the children would not be young since only those who had been old enough to work had survived the concentration camps. However, the community expressed disappointment because the

youths were more mature in appearance than they had expected. It then became evident that the community would not accept older children in the same way that it would have younger ones, and that the main responsibility for planning for the youths would fall on the agency and on the youths themselves.

The community members nevertheless exhibited an enthusiastic welcome to the youths who arrived at the station. As a result of this enthusiasm there was often a tumultuous atmosphere which made the children bewildered and confused. At this point the role of the social worker became an important one - to help the youths cope with the situation.

A receiving center was set up to provide for immediate living facilities for each group. It was also seen as the first step in each newcomer's resettlement in the country.

The receiving center housed approximately 50 persons and was set up under the supervision of the agency. Each group remained from two to four weeks, during which time placement in a home was arranged. This will be discussed in the next chapter.

The center also provided an opportunity for each youth to obtain a brief orientation to what this new experience would be like. It permitted the agency's case worker to begin the study of the youths' needs, interests, problems and hopes so that constructive plans could be developed. A trained social worker was employed by the agency to reside on the premises. This resident worker was responsible for supervision of the youths' activities and for the liaison between

the center and the agency. The resident worker and the agency case worker shared responsibility for planning with and for the individual youths.

It was planned initially that the contact with the social worker would be on an individual basis. This was not always possible because of pressure of work, especially during the years 1947 and 1948 when the youths arrived in great numbers.

The place of initial contact of each youth with his social worker varied. The social worker met the youth either at the station, the reception center or at the office.

Of the group under study, 32 were boys and 8 were girls. They ranged in age from 16 to 18 years. All of them came from central Europe. The following table will illustrate this information.

Table I

Country of Origin, Sex and Age upon Arrival in Canada of 40 Refugee Youths

Country of Origin	Total	Age in Years			Sex	
		16	17	18	Male	Female
Total	40	1	14	25	32	8
Poland	12	-	4	8	9	3
Czechoslovakia	9	-	2	7	8	1
Hungary	8	-	3	5	7	1
Roumania	7	1	4	2	5	2
Russia	2	-	-	2	2	-
Germany	1	-	-	1	-	1
Austria	1	-	1	-	1	1

At the time of arrival in Montreal the age distribution of the group of 40 youths under study was as follows: one 16 year old, fourteen 17 year olds and twenty-five 18 year olds.

Some characteristics of the group upon their arrival were as follows: the youths were mostly short and undersized; they looked younger than their actual age; the majority had alert expressions; their manners were polite, but they seemed to be on guard, and there was an unusual degree of restraint in meeting the new situation and people.

From their past experiences in concentration camps the youths' confidence in adults, especially those in authority, had been badly shaken. The youths, while spending time in the children's centers in Europe, however, built up some confidence in the U.N.R.R.A. welfare officers and their escorts to this country.

In the receiving home they showed a great need to please the staff. At the same time they exhibited attitudes of suspicion and mistrust. They tested out authority by breaking the routine and the simple rules which were set up in order that the home could function properly.

As time passed and the group came to feel the social worker's acceptance and continuing interest in their welfare, they began to relax and they were then able to reveal some of their negative feelings and anxiety. From the recordings the writers get a feeling of the youths' self-reliance on the one hand, and of their child-like emotional dependence on the other.

Table II illustrates the time spent by the youths in the receiving home care, their attitudes to the receiving home and their attitudes towards peers.

Table II

Time Spent, Attitude and Behaviour of 40 Refugee Youths in the Receiving Home[a)]

Time Spent in Receiving Home (Weeks)	Number of Children	Attitude Towards Receiving Home			Behaviour of Youths Towards Peers		
		Pos.	Neg.	Passive	Pos.	Neg.	Passive
Totals	35	22	10	3	27	5	3
Less than 2	15	10	4	1	11	3	1
2, less than 3	7	3	3	1	5	2	-
3, less than 4	1	1	-	-	1	-	-
4, less than 5	9	5	3	1	7	-	2
5, less than 6	1	1	-	-	1	-	-
6, less than 12	2	2	-	-	2	-	-

a) Five of the sample group of 40 children had not stayed at the receiving home.

The time the youths spent in the receiving home varied from two to twelve weeks. More than half of the group spent only three weeks there. This was a short time, but long enough to observe that most of these young people were starved for individual attention, and that they responded well to personal interest by the receiving home staff, by the social worker and by the community.

As one can see, about 35 youths out of the group of 40 passed through the receiving home. Two youths were sent directly to live with relatives and 3 of the group arrived

after the year 1950 by which time the receiving home had been closed. These last 3 youths were placed in foster homes as soon as they arrived in Montreal.

The following case summary will serve to give a typical example of the initial distrust expressed by the majority of the youths, and it will also show the case worker's effort to help these children resolve their resistance.

> Imre was seventeen when he came to Canada from a children's center in Germany. He was born in Bucharest, the eldest of three children in a happy family. His father was a skilled craftsman who was proud of his trade and made a moderate living. Imre's mother looked after the home and the children. In 1940 the whole family was sent to live in the Ghetto. One day while Imre was playing at a neighbour's home, his whole family was taken away and he did not hear from or of them again. He fled into the woods but later he was picked up by the German army and sent to Bergen Belsen concentration camp. From there he was sent to four different camps for hard labour. Following liberation he was sent to a children's center, and finally he came to Canada.
>
> While he was in the receiving home, Imre was pleasant and co-operative at times, but there were other times when be became extremely hostile and uncooperative. He was offered a home but he rejected it on the basis that he did not think that the people really wanted him. He was, however, unable to take responsibility for his own decision.

In interpreting Imre's feelings the writers find that Imre's hopes were realized when he first arrived in Canada where he was met by warm and accepting people of the community of Montreal. He could scarcely believe that anybody could take a personal interest in him again. Soon, however, he felt strange - he did not understand the language and he feared that he might not fit into this new society. Nobody seemed to understand him. Why did the agency not solve his problem

when they promised that they would help him? Because of his uncertainty about himself, he assumed an air of self-assurance and a "don't care" attitude and he mistrusted the motives of people who wanted to help him. He reverted to the behaviour that he had been forced to develop in his struggle for survival. When he was offered a home by warm, accepting people who wanted to make up to him for what he had missed, he could not come to a decision. He wanted to accept but he did not know how. His own feelings disturbed him. How could he give to strangers what had belonged to his own people who had died? Why did he remain alive, he asked himself, and was the struggle worthwhile, since even in a new country the struggle still seemed to go on.

Imre needed help towards an understanding of his own feelings and attitudes. By providing a case worker with whom he was able to establish a consistently warm accepting human relationship, the agency helped Imre to regain gradually his trust and his faith in people. This was Imre's beginning to his new life situation. There were many other youths who had similar difficulties, and some of them made the transition towards renewed trust in people with less struggle than was observed in Imre's case.

The same pattern is observed by Jeanette Margolis, staff member of the New York Association for new Americans, in her study of multiple services for young immigrants, which summarizes the youths' beginning struggle in the new life situation and the social worker's role in helping them to

overcome this initial insecurity. In this study the author states:

> The youth presents himself a young person uprooted from his past, robbed of his childhood and family, faced with the tremendous task of beginning a new life in a strange country. The case worker is frequently the only tie he has in the new country, and she becomes for a time the person of greatest importance to him. It is through his continued contacts with her that he recaptures some of his earlier ability to trust, to give and to receive warmth - an ability he has lost in the course of the devastation of the war years and the displaced persons dislocation. It follows that the relationship is of paramount importance in work with young unattached immigrants. It is both an end in itself and a means; it fills a void in his life for a time until he can develop other ties, and is the medium through which he can begin to take hold of his manifold reality problems.[1]

In the receiving home the youths were observed and interviewed with a view towards helping them to make their first step towards their resettlement in the community. Clothing, which will be discussed in a later chapter, seemed to have a special significance because the youths wanted to look "Canadian" as quickly as possible. The same alertness the youths had shown in looking for relatives was demonstrated here. They located friends and despite their limited English they showed great ingenuity in finding their way around the city. These positive factors were utilized by the case worker in job planning which will be discussed in the next chapter.

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[1]Jeanette A. Margolis, "A Study of Multiple Services for Young Immigrants," Jewish Social Service Quarterly, Vol. XXVI, No. 4 (June, 1950), pp. 490-502.

CHAPTER III

HOME FINDING, PLANNING AND EXPERIENCES IN HOME PLACEMENTS

Agency Policy Regarding Homefinding

In Chapter II the writers have discussed the backgrounds of 40 youths and their experiences upon arrival and reception in Montreal. In this chapter the writers will describe the agency's foster home policy and planning for the refugee youths. The writers will discuss the kinds of homes available in the community and the circumstances of home studies and placement which were important aspects in this foster home program. The attitudes of the youth group towards home placement, the part they took in the planning for homes, their reactions and emotional experiences in home care will be another topic in this chapter. Mutual relationship difficulties and breakdowns in these home placements will also be described. The writers will attempt to delineate any significant trends found in the 40 cases studied regarding the activities and experiences of the youth group. The kind of case work help which they obtained from the agency, and the manner in which they used this help is a significant factor in their integration[1], and these particular aspects of the

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[1]Integration, for the purpose of this thesis, refers to a successful home and job or educational placement by the youth involved, with satisfaction expressed by himself, the foster parents, the employers, or teachers and other community members who know him. Please refer to a definition of integration in Chapter 1, p. 13.

process will also be dealt with.

These were youths known by the agency to be adolescents who had been deprived of the security of a family at an early age, and who had undergone extreme deprivations during World War II. The effects of their deprivations upon their ability to adjust or become integrated into the community were unknown factors for which the agency was unable to be fully prepared. In due time, however, it did learn about them from actual experience with the youths as they came into care.

As already mentioned in Chapter I, the agency took responsibility for the physical and emotional care and for the resettlement of 500 youths in Montreal. The first responsibility involved the provision of homes which would offer physical care and shelter as well as a healthy familial atmosphere.

At the beginning of the refugee youth project, the agency planned its foster home program for the youths on the same basis as that which was used for other children under its care. There was an awareness on the part of the agency, in agreement with Ella Zwerdling and Grace Polansky, that:

> Because disturbed family situations seem inherent in refugee children, a close observation of the child's activities in foster home can help evaluate his ability to free himself from neurotic ties to the past. The foster home provides a proving ground where he can work out his problems in order to achieve the adjustments necessary to mature living. A carefully selected, good foster home can have a therapeutic

effect on the refugee child's struggle to achieve his goal.[1]

A homefinder was engaged for the study of prospective foster homes in Montreal, and the following policies were set up for this program:

1. The request to become foster parents was received either by telephone or in the office.

2. An interview was arranged for the applicants in the office of the agency. This office interview was held in order to discover the potentialities of the applicants for foster parent responsibilities. The applicants' understanding of their role as foster parents was clarified. Interpretation was also made to the applicants of the agency's policies, procedures and board rates. Their ability to accept agency standards and supervision was established. Their motivation for wishing to become foster parents and their understanding of the needs of children were explored.

If the intake worker considered the applicants acceptable in terms of the above conditions, she helped them to fill out an application form and arrangements were then made for a home visit by the homefinder. During this home visit the standards of the home and family were explored carefully. The home was required to be pleasant, with enough space to allow privacy for a foster child. The inter-relationships of members of the family had to be warm and understanding. The prospective foster parents' home and social life, their background, and their economic situation was brought out in discussion in an effort to establish their underlying motivation in wanting

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[1]Ella Zwerdling and Grace Polansky, "Foster Home Placement for Refugee Children," Journal of Social Casework, Vol. XXX, No. 7 (July, 1949), pp. 277-282.

a foster child. Their understanding of children, their personalities and their needs were studied in order that the social worker could be assured that a flexible, understanding, yet guiding approach predominated in the rearing of their children.

Clarification or interpretation of the agency's role and of its responsibilities towards the child was also an important objective of this visit. The family's physician and the people whose names were given as references were then visited. If the outcome of the completed home study resulted in an acceptance of the applicants as prospective foster parents, then a continued contact was maintained by the homefinder until a foster child could be placed in the home. The foster family was then transferred to the case worker who supervised the child.

It must be pointed out here that upon meeting and learning about some of the first arrivals of youths, the agency workers quickly realized that the youths were more mature and much more sophisticated than the agency had anticipated. It was soon noted by the agency that the youths resented the close supervision and the complex network of relationships between the agency, foster home and youths; they did not want this careful protection and they revolted by leaving the foster homes and making independent plans.

Meanwhile large numbers of youths arrived in Montreal for settlement, and the agency was overwhelmed by the realities of finding physical shelter for the new arrivals. For some time the carefully devised foster home program was not fully

carried out. Those youths who appeared mature and who expressed a wish for a boarding home placement were not discouraged from making an independent plan.

The Types of Home Placements Used

There were four types of home placements available to the youths. These were free homes, paid foster homes, boarding homes and rented rooms. Each of these types will be described briefly.

Free Homes. - The emotions of the community rose to a high pitch among some families of very high financial and social standards who expressed an urgent interest in offering free care to youths. They often chose their own youth directly from the receiving home on an unplanned basis. They resisted a thorough home study on the basis that they were well known members in the Jewish community, that they offered a free home and that they wished to take full responsibility for the youths without agency "interference".

Some of the free homes, which accepted a visit from the social worker, were not approved by the agency because the applicants showed a lack of understanding regarding the realities of foster child care. Nevertheless, the agency found itself in the position of working with such homes, either because the youths had already accepted placement there without consulting agency workers, or because community pressure forced the agency to accept their offers of a free home. As the settlement program progressed, however, the number of

free homes offered dwindled rapidly.

Paid Foster Homes. - The applicants from paid foster homes were mainly middle-class families who accepted the home study and who welcomed the protection, supervision and guidance of the agency. Some of these homes had a purely financial motive in taking youths into their care. Many of them were accepted because of the urgent need for many homes. Some were accepted because of community pressure.

A few made an independent plan with a youth and agreed to a visit by an agency worker only after the placement was arranged. A few of the paid foster homes had previously been used as foster homes for local children, and the foster parents in question were experienced in caring for children.

Boarding Homes. - In most cases the use of a boarding home was planned by the youth himself and by the family concerned. A home study by a case worker was resisted in most cases by both the youth and the family. Contacts between the agency and the family were slight. The youth usually called the mother person his landlady, and he paid her directly for his board. These homes were used as a first placement only when a youth "placed" himself with a family who had known his family in Europe. In other instances a placement in a boarding home had been arranged by a refugee friend who was already settled when the newcomer arrived.

Rooms. - When rented rooms were used they were usually found by youths who had had one home placement in Canada, and who did not want any close interpersonal relationships or any

personal contact with a family. These youths usually ate in restaurants because they did not like the food that had been served them in previous placements.

The 4 types of home placements discussed above were available to the youth group under study. As mentioned earlier, not all of these homes were visited by an agency case worker. According to the information in the agency files, 16 free homes were known to the agency. All of these homes stated as their motivation the wish to help a youth. Six families were particularly interested in assisting in an educational plan. All of these families are described in the agency records as being warm people with the mother tending to be somewhat emotional. The ages of this group ranged between 30 to 50 years, except one family whose parents were in their sixties. All of these homes were in comfortable financial circumstances. One of the families accepted was a widow who expressed a sincere interest in helping an orthodox[1] girl at a time when orthodox homes were extremely difficult to find. Eight of these 16 homes were found independently by the youths. After a youth moved into a home, it was visited and cursorily studied by a case worker. This innovation in homefinding will be discussed more thoroughly in a later paragraph.

Those applicants who offered paid homes usually accepted the agency's policy for foster home studies. Meanwhile, a few families of this type made private arrangements

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[1]For the purpose of this thesis an orthodox individual or family is one which exercises the rigorous observance of sabbatical rites and kashruth of foods eaten in accordance with the Jewish religion.

with youths whom they had met at the receiving home. In such cases the home was usually studied for approval after the arrangement had been made. If the home was not approved by the agency, a working relationship nevertheless did develop because the youths had already been settled in the home. All of the 41 paid foster homes used by the youths included in this study were visited and studied by an agency case worker, either before or after placement had occurred. All but 1 of these homes were in the middle financial bracket. One home, whose owners were in a very high financial bracket turned its board payments over to the youth who was placed there. Four paid foster homes were deeply religious (orthodox); 2 were aunts or uncles with whom the youths came to live by prior arrangement; 3 homes were accepted because of pressures from community members and from the youths involved. Five homes were studied after private placement occurred. All of these homes met with agency standards regarding physical care although some doubt was felt regarding the ability of some families to cope with the emotional needs of these youths.

The families who were foster parents for the present sample group are described in the agency files as warm accepting people, except for 3 families, about whom the case worker expressed doubts. These 3 homes were accepted because of pressures from the youths themselves and from the community.

There is less information about the boarding homes and the ten rented rooms used by the youths studied here. All were independent arrangements and the information that was

reported in these cases was gained through superficial agency contact with the family. These contacts centred around specific difficulties with regard to payment of board or exaggerated behaviour on the part of the youths in the placement. The youths often discussed the home with the case worker, especially if they felt dissatisfied and planned to move. The present writers' observations regarding these homes are therefore based on the youths' statements where these are recorded, rather than on any home studies made by agency workers.

In some boarding homes where the landlords were relatives or immigrant friends, the conditions in the homes were somewhat crowded. In most of these homes the motive for taking a boarder or a roomer was financial, and board payments were an essential part of the family's budget. In one case a youth chose several successive homes which he eventually found depressing, but he refused agency assistance in making changes. In another case the youth found the strong interest of his foster families oppressing and he wanted an impersonal atmosphere. Another youth, who composed songs, wanted a room with a piano and no interruptions. He did not wish to live with a family in which there were close inter-personal relationships. He found an impersonal setting independently. Many orthodox homes were in this group of boarding homes or rented rooms.

The above descriptions of the homes used and the characteristics of the families involved serve to portray what was available to the youths in the community, at the time of

their arrival. It should be noted that, in the great majority of cases however, the initial planning for first home placements was carried out by the agency prior to the arrival of the youths.

The youths themselves, after their arrival, also took an active part in the planning for home care. Their activities towards integration in this part of the settlement process can best be portrayed by examining some of their responses from the following points of view:

1. Their activities around finding home care.
2. Their resulting experiences in home care.
3. Their attitudes towards home care.

First, however, we must find out how many homes were used by the youth group under study, and the types of homes that were used in each consecutive placement. How many free homes were used for the early placements in the home program as compared to the number of paid foster homes, boarding homes and rented rooms? Did the relationship of the types of homes used change with the rank order of home placement? For the purpose of this thesis, the term rank order refers to each consecutive home placement for a given youth from a first placement to as high as a sixth and last reported placement.

Table III is used as a basis for analysis of the types of homes used, and of their rank order.

The reader may note from Table III how the use of free homes and paid foster homes predominated in the first and second placements. By the third home placement, however, no free homes were used, and only four paid foster homes were used. The

number of boarding homes and rooms used grew larger as the number of placements and the experience of each youth in the community increased.

Table III

Types of Homes Used in the Rank Order of Home Placement

Rank Order of Home Placements	Types of Homes Used for Given Order of Placement				
	Total	Free Homes	Paid Homes	Room and Board	Rooms
Total	94	16	41	27	10
1	40	12	21	7	0
2	26	4	12	8	2
3	14	-	4	7	3
4	10	-	3	4	3
5	3	-	1	1	1
6	1	-	-	-	1

Table IV

Youths' Mobility and Stability in the Rank Order of Home Placement

Rank Order of Home Placements	Youths' Permanence of Stay in Relation to Rank Order of Placement	
	Number of Youths Remaining in Given Placement	Number of Home Breakdowns
Total	40	54
1	14	26
2	12	14
3	4	10
4	7	3
5	2	1
6	1	0

The Responses and Activities of the Youth Group in the Home Program

One may then ask how great was the mobility of this youth group in their home placements? How many of the youth group remained in their first and second home placement? How many required four or more placements? Table IV attempts to answer these questions by offering figures on the number of youths remaining in a given home placement, and the number of home breakdowns. The term home breakdowns refers to the separation of a youth from his home placement, with a subsequent move to another home. The reader can see from Table IV that 14 youths of the group of 40 remained in their first home placement. It is also clear that a total of 26 youths were settled in a home after either a first or second placement. One may note that after the third placement there were only 10 youths who had not yet settled in a home. After a fourth placement there is another sharp drop in youths requiring home placement. It is interesting to note that so many youths of the total group remained in their first and second homes. This stability of more than half of the sample group is surprising when one considers the traumatic experiences these children had in their formative years, and the long span of time during which they did not experience family life. Meanwhile the total number of homes that were used for this sample youth group made it appear that there was general instability in their home adjustment. The present analysis shows, however, that only a small number of this group had more than 3 home placements.

These facts reflect the points made earlier in this chapter about the agency's activities around home placement of the youths. The pressures on the agency increased with each group of new arrivals who required an initial home placement. Therefore, those youths who wished to make a second home placement and who appeared to be mature individuals were encouraged by the agency to find their homes independently. Another factor which is shown by these figures is that the emotional basis on which free homes were offered subsided after the youths became known as rather sophisticated and "mature"individuals who did not wish to be absorbed in a family group, or who were not able to relate to family members on a close, inter-personal basis. In time, the number of free homes offered dwindled to nothing as the program continued.

At the outset, the majority of the youths who came to the strange new setting felt dependent and confused, and they readily allowed the agency and the community to take over planning on their behalf. As their experience in the community developed, however, many youths rejected these plans and they exhibited a growing trend towards independent activity in their home planning.

In many cases this change from initial dependence to marked independence on the part of many of the youth group indicates that they developed confidence in themselves and a greater awareness of what they wanted. There may also be an indication of restless and "testing" activities on the part of those youths who experienced more than three home breakdowns.

In order to understand more about the activities of the youths in finding home placements one may study further the rank order of home placements. That is, how many homes were found independently by the youths in each consecutive placement? How did this compare with the number of homes planned and arranged by the agency in cooperation with the youths? How many of the agency placements succeeded in comparison to the youth-planned placements?

Table V has been planned in order to enquire further about the activities of these youths. Its content serves to point out the number of moves made in each placement, the way these homes had been obtained (whether through the agency or independently), and the number of successful placements or breakdowns in each rank order of home placements.

Table V

Method of Planning in Successful Placements and in Breakdowns Classified in the Rank Order Of Home Placements

Rank Order of Home Placements	Successful Placements			Breakdowns		
	Total	Placement By Agency	Planned Indep.	Total	Placement By Agency	Planned Indep.
Total	40	13	27	54	19	35
1	14	8	6	26	13	13
2	12	3	9	14	3	11
3	4	1	3	10	1	9
4	7	1	6	3	1	2
5	2	-	2	1	1	-
6	1	-	1	-	-	-

From the top row of Table V the reader can see that there were 40 successful placements in all. Thirteen of these home placements were made by the agency and 27 were planned independently by the youths involved. There were 14 successful home placements made in the first placement. Eight of these were agency planned and 6 were made by the youths themselves. There were 54 "home moves" or breakdowns in all. Nineteen of these were agency-planned and 35 were independent plans made by the youths involved.

Turning now to the first placement, one finds that there were 26 home breakdowns. Thirteen of these were agency-planned and 13 were independent plans. Table V also indicates that the number of agency-planned home placements dropped sharply after the second home placement, while the number of independent home placements exceeded the agency-planned homes with each consecutive move. There were a few more agency-planned homes used in the initial placements than there were homes planned by the youths concerned. The greatest number of successful placements and breakdowns in agency-planned homes is, therefore, ~~higher in the initial~~ concentrated mainly in the first and second placements. After the second home placement there is a sharp drop in agency-planned placements. The number of homes in the first placement found by the youths themselves, that is, the independent plans, were almost as ~~high in number~~ numerous as the agency-planned placements. The number of breakdowns were relatively higher in this initial placement, however. With each consecutive placement, up to and including the third placement, the number of breakdowns in independent

Sentence is not clear.

plans were greater than the number of successful home placements. After the third placement, however, the number of successful placements of the independent plans exceeded the number of breakdowns.

The general trend in the table is an upward one towards independent activity and stability on the part of the youth group. In this connection one must remember that the community initially encouraged independent arrangements by its own enthusiasm in offering homes to these youths without the agency's close supervision. Many of these initial independent placements broke down because of the false expectations on the part of both the youths and the foster parents. Mutual disillusionment followed, as mentioned earlier in this chapter. If more interpretation and case work services by the agency had been permitted in these cases, perhaps fewer of these homes would have failed. There is no doubt that the agency supervised homes had a better opportunity to succeed since crises were met and dealt with on a case work basis.

Table V also shows clearly the trend from dependent to independent activity by the youths in the majority of the cases under study. This trend increases greatly after the first move and continues during later moves. It also reflects the fact that the agency was overwhelved by the needs of new arrivals. Those youths who wished to make a second move were left to do their own planning with guidance only, except where the very young or disturbed youths were concerned.

The above trend also reflects a changing attitude on

on the part of the agency. When the program first started, the Jewish community and the agency case workers felt anxious and tense. There was a tendency to overprotect the youths and to give without limit. It soon became evident to the case workers that these youths required a focused service with reality limits and planning. A new philosophy was gradually developed by the agency and it meant that these youths were to be considered young adults who were eager to act for themselves and to become independent as quickly as possible. The agency assumed the role of the guiding hand that supported and interpreted on an individualized basis and offered therapeutic help whenever this was needed for special problems. It indicates, as mentioned above, that often, in the initial phases of the Jewish Refugee Project, the activity of the community on behalf of these youths was independent of the agency and outside of its supervision. This aspect of community activity changed greatly as the program proceeded. The community began to recognize the meaning and value of the agency as well as its special knowledge and techniques in helping these youths.

There is no indication that agency-planned foster homes were, on the whole, more successful than the placements made by the youths themselves. In fact, with each consecutive placement, success in independent planning predominated over successes on a preplanned basis. It must be pointed out, however, that there were almost twice as many independently chosen placements as there were agency-planned placements in the total

of 94 homes studied here.

We now know from Table V the number of moves made by the youths in each type of placement, the way these homes had been obtained, and the number of successful placements or breakdowns. It would be interesting to see what types of homes were used and how they relate to the above placement successes and breakdowns. Table VI shows this relationship through a breakdown of Table V in relation to the kinds of homes used in the rank order of home placements, how these were found, and whether they were successful or whether they broke down.

From Table VI the reader can see that there were 12 free homes used in a first placement; of these 4 became permanent homes and 8 broke down. All 4 permanent placements involved preplanning with the agency. Of the 8 breakdowns, 2 were agency-planned and 6 were independent plans.

Out of the 21 initial paid foster home placements there were 5 succesful placements. Four of these were agency-planned and 1 was chosen by the youth in question, but the agency was later involved in a home study of this particular placement and it approved the home. Among the 16 placements which became "breakdowns" there were 11 planned by the agency and 5 were chosen by the youths themselves. Here again the agency made a home study after placement had occurred. If we turn now to the second placement in Table VI we find that 12 paid foster homes were used. The 3 homes that were successes were all agency planned while 7 were independent choices by the

Table VI

Method of Planning for the Types of Homes Used in Successful Placements and Breakdowns Classified in the Rank Order of Home Placements

Rank Order of Home Placements	Types of Homes	Number of Homes	Successful Placements			Breakdowns		
			Number	Pre-Planned	Independent	Number	Pre-Planned	Independent
Totals		94	40	13	27	54	19	35
1	Total	40	14	8	6	26	13	13
	Free	12	4	4	--	8	2	6
	Paid	21	5	4	1	16	11	5
	* R. and B.	7	5	--	5	2	--	2
	Room	--	--					
2	Total	26	12	3	9	14	3	11
	Free	4	2	--	2	2	1	1
	Paid	12	3	3	--	9	2	7
	* R.and B.	8	6	--	6	2	--	2
	Room	2	1	--	1	1	--	1
3	Total	14	4	1	3	10	1	9
	Free	--	--					
	Paid	4	1	1	--	3	1	2
	* R.and B.	7	2	--	2	5	--	5
	Room	3	1	--	1	2	--	2
4	Total	10	7	1	6	3	1	2
	Free	--						
	Paid	3	1	1	--	2	1	1
	* R.and B.	4	3	--	3	1	--	1
	Room	3	3	--	3	--	--	--
5	Total	3	2	0	2	1	1	0
	Free							
	Paid	1	--	--	--	1	1	--
	* R.and B.	1	1	--	1	--	--	--
	Room	1	1	--	1	--	--	--
6	Total	1	1	0	1	0	0	0
	Free	--	--	--	--	--	--	--
	Paid		--	--	--	--	--	--
	* R.and B.		--	--	--	--	--	--
	Room	1	1	--	--	--	--	--

* Room and Board

youths concerned. The agency made a home study of all of these following placement.

One can see from Table VI that a high number of paid foster homes broke down. It must be remembered, however, that this type of home was used predominantly at the beginning of the foster home program when high mobility on the part of the youths could be expected. They continued to be used in the fifth placement, however. This trend reflects the agency's recognition of its continuing responsibility in finding approved homes for those youths with special problems in adjustment. The developing independence of the youths involved is again reflected in Table VI. The figures show that as the youths began to settle down they showed a marked preference for boarding homes and for rented rooms.

The number of breakdowns requires further analysis in order to gain more understanding of any trend of stability in home placements. Table VII will attempt to clarify this question by relating the average duration in placement to the rank order of home placements.

Table VII indicates that in the first 40 placements there were 26 breakdowns; the average period of home placements was 6 months. Of the 26 homes used in the second placement there were 14 breakdowns with an average placement period of 3 months. Table VII indicates that of the breakdowns in the first placement the duration of placement was 6 months; of the breakdowns in the second placement, the average duration in placement was 3 months.

Table VII

Average Duration of Given Breakdown Placement, Classified in the Rank Order of Home Placement

Rank Order of Home Placements	Breakdowns	
	Total	Average Time Youths Remained in Given Placement
Total	54	
1	26	6 months
2	14	3 months
3	10	5 months
4	3	7 months
5	1	9 months
6	-	-

There is a sharp drop in the period spent in the homes after a home breakdown in the second placement. This may reflect special problems in adjustment in home care by the youths requiring more than 2 home placements. These youths comprised about one third of the total group of 40 youths studied, since almost two thirds of the group had remained in their second placement.

From the second placement on there is a steady trend of longer periods in placement for those youths experiencing further home breakdowns. This may be an indication that the problems were resolving themselves, and that the youths involved were beginning a trend towards stabilization in home placement.

From the above discussion one may ask what problems were exhibited by those youths who experienced frequent breakdowns in home placements. There were many emotional factors involved in these breakdowns; there was a testing out of different types of homes until the suitable arrangement was found. There is considerable evidence from the files which suggests that many of these youths were unable to settle down because of their personality patterns, because of their inability to live in a close give and take arrangement with a family, and because of their abhorrence of authority and of mutual obligations.

In this group it seems likely that the impact on them of their cruel, authoritarian experiences, which lacked the principles of law and order and also any training in common human decencies, interfered with the settling down in Canadian homes.

The case of Nella May help to illustrate these findings.

> Nella was 16 years of age when she arrived in Montreal. She went to live with her relatives who accepted the agency's supervision after they experienced difficulties in her behaviour. She did not respond to their needs for warmth. When she felt that their interest or supervision was too demanding she burst out into hysterical weeping and withdrew from the family group. The relatives requested that she be moved. The agency then placed Nella in an experienced foster home with warm, accepting people who allowed her privacy and freedom. Again, Nella expressed unhappiness in the home and she frequently became hysterical. She was offered psychiatric help and was placed in the agency's receiving home. In this impersonal atmosphere Nella thrived and was happy. After three months Nella had to move to make space for an incoming group and also because it was felt by the psychiatrist that she might be ready for another home placement. She became hysterical when she was moved from the receiving home,

> and her behaviour showed the same pattern of unhappiness and hysteria in the next two experienced foster homes. She later found a rooming arrangement independently, and she expressed satisfaction in her independence and in the new impersonal setting.

Nella was a very disturbed girl whose early experiences in Europe had left a permanent mark on her emotional health. While she is an extreme example, many of the youths also showed, although to a lesser degree, this trend of unhappiness in foster home care. They settled down after their third or later home placement, usually in an impersonal setting such as a boarding home or room.

Of the group under study for the purpose of this thesis, 7 youths finally settled in their fourth placement. The 3 remaining youths who required a fifth move, and Nella, who required a sixth move, showed somewhat serious personality maladjustments.

As indicated in the previous chapter, the majority of the youths in the receiving home were anxious to move into a home and out into the economic or educational world as soon as possible. The majority actively wanted a home and a few made their own arrangements when they found the agency not sufficiently prompt in making such arrangements. The agency was faced with a larger demand for homes than it could supply at the time. Staff shortages served to slow up the processes of home studies and of careful preparation and planning with the youths. The result was a tendency on the part of certain members of the community to by-pass the agency and make their own direct arrangements with the youths. The youths who took

part in planning the selection of foster homes with the agency were told about the family, and the social worker took them with her to the family's home for a visit and further planning. The placement in the home followed this visit if both parties were pleased with the prospects offered.

In many cases what the youths initially wanted in a home and what was usually available did not coincide. As mentioned in Chapter II, the youths were not in a trusting frame of mind and they reacted with frustration and negative feelings in regard to the limits of the agency and of the community. Analysis of available material in this study indicated that at first 16 youths expressed a desire for free homes, but the agency had only 8 such homes available. The others either found a free home independently or else they accepted a paid foster home. They waited for the opportunity for an independent arrangement with a free home. There was some disparity between the working youths in free homes and those in paid homes in that the latter were required to contribute towards their maintenance. This was a problem outside the agency's control and it was one in which it was difficult to obtain community cooperation.

After the youths moved into a home it soon became evident that the emotional tenor in many of the free and the paid homes was not always based on an understanding of their needs. Instead there was an urgent need on the part of the families to make up to the youths what they had lost through the war years. This need often took the form of material gifts.

Immediate satisfaction and appreciation was expected by many families, and they were disappointed if the youths did not respond, or if instead of showing gratitude, they expressed difficulties in fitting into the family group. The youths in turn, because of their past deprivations, had not as yet established any limits for their wants, and they rejected many of the emotional or social demands made upon them. In such situations disappointment of the family and rejection of the youth often occurred. The pattern in these cases usually developed as follows. First there was an early period of mutual happiness, then a settling-down period when the youth relaxed sufficiently to express relationship problems and to criticize the Canadian way of life, and then followed mutual disharmony, disillusionment and separation.

In many of the cases the motivation of the families offering board or rooms was often strongly financial. It was not long before many of the youths were expressing complaints about the food, about the lack of privacy they felt, and about what they thought was a depressing, materialistic atmosphere in this country.

The agency followed the activities of the youths and maintained some contact with them, even though the majority of the youths made independent plans as the program progressed. In 45 placement situations the foster parents or the community or both, were involved in activity with the agency. In 49 placement situations the youths reported either their mutual satisfaction or complaints to the agency. The community's

role was usually that of reporting an unsuitable or an ideal home arrangement. In many cases where the foster parents were actively involved on a case work basis, some specific problem was usually the main focus of contact with the agency, and the latter provided supportive case work.

Where there were problems evident between the youths and the families with whom they lived the complaints expressed by the youth group studied involved the following topics:

1. Standards of the home were not acceptable to the youths, that is, the atmosphere was depressing, and there was no privacy in the home.

2. Unhappiness was expressed by the youths because they felt that they did not belong with the family with whom they lived.

3. Personality conflicts arose between the youths concerned and the family with whom they lived.

4. Quarreling occurred between the youths concerned and the members of the family in the home.

5. Inadequate food or unfamiliar food served in the homes in which the youths lived added to their dissatisfactions.

6. Illness in the home which affected the youths' feeling of comfort and belonging in the home, was a further complaint.

7. The foster family's attentions and interest was often felt by certain youths to be so restricting and demanding of them that they felt they could not express themselves spontaneously or independently.

8. Exploitation by the family of the youths involved was expressed as a complaint. For example, one girl was expected to do the work of a maidservant.

Complaints expressed by the foster families were as follows:

1. Selfish behaviour on the part of the youths involved served to strain relationships in the home.

2. The youths came late for meals and came home late

at night with no regard for the family's concern for or responsibility to them.

3. Personality conflicts occurred between the youths and the families with whom they lived.

4. Quarreling occurred between the youths and the families with whom they lived.

5. Fussiness about food and complaints about Canadian food by the youths caused disharmony in the home.

6. Illness in the home often led to complaints of lack of consideration or cooperation of the youths in the home. In one case the youth's illness created a negative attitude on the part of the family. The complaint was that his illness disrupted their family life.

7. Untidiness by the youths involved led to quarreling and strained relationships in the home.

The reasons for moves followed patterns which are similar to those given here as complaints.

In 20 of the 54 breakdowns as noted in Table IV, moves were made by the youths before the case worker was advised. In 30 situations case work efforts to sustain the relationship failed. In 2 cases the youth was encouraged to move by the case worker; in 1 case the girl, who suffered from a heart condition, was being used as a maidservant in the home; in the other case, when the boy contracted exzema, the family with whom he lived expressed such revulsion towards his condition, that the caseworker felt an immediate move was wise because of the negative impact of their attitudes towards him and his condition. Efforts by the case worker to sustain the relationships through supportive and interpretive help succeeded in 4 cases.

Case Work Content, Concepts and Philosophies Applied in Offering Case Work Help to the Youths in the Area of Foster Home Care

Within a loving family the adolescent requires the emotional stability and acceptance of adult members, which will serve as an anchor when he wishes to test his independence. At the same time he needs to feel that he is a wanted, dependent child. He needs parents to criticize, who can receive his criticism, and who can accept it and still accept the youth as he is. He needs to relive the conflicts of his early childhood and to free himself from his dependency in order to move into the world of independent, stable adulthood.

The youth group studied for the purpose of this thesis expressed the above stated adolescent needs and demands through their behaviour with the families with whom they lived. Many of this group expressed their feelings in an exaggerated way, which indicated the effects of the trauma they had experienced in the years between separation from their home ties and coming to Canada. A few youths were so affected that they could not take part in a close, emotional relationship with a family. Such exaggerated behaviour, which has also been found in social work experience with other maladjusted Canadian adolescents, is a severe test of the stability of foster homes.

Ella Zwerdling and Grace Polansky, who are both social workers with the Jewish Social Service Bureau, in Detroit, Michigan, have done extensive work with Jewish refugee youths. In discussing their foster home program and the special needs

of these children, they make observations which are similar to those expressed for refugee youths in Montreal.

> Once set free in our environment the (immigrant) children have their first opportunity to complain about frustration. These complaints are as much related to past frustrations as to present ones. This, together with the habit of testing parental authority and at the same time asking for love on a childish level evokes exasperation on the part of the foster parent. An intensive search must be made for foster homes where such behaviour is tolerated and accepted.[1]

Editha Sterba, in her article "Emotional Problems of Displaced Children", goes further in stressing understanding the psychological problems of refugee youths in foster home care. She suggests her views in the following terms:

> The difficult behaviour, which to a certain degree all displaced children present when they are placed in foster homes or with relatives after their arrival, is a reaction to their terrible experiences, particularly to the loss of their parents, home and country. This reaction, which heretofore had to be repressed completely, due to the conditions under which the displaced children lived, must become manifest if these children are ever to be enabled to work through the psychological depression brought on by the losses they have suffered.....
>
> In puberty, which is a serious developmental crisis for every child, a revival of the oedipal attachment to the parents occurs before the child finally achieves independence from the parental influence.....
>
> .....All displaced children will have to work through their puberty problems in the cause of their parents, and because of all the feelings connected with that loss, will be particularly difficult.
>
> .....The ideal therapeutic situation would be an environment which would provide enough objective understanding to guarantee the necessary acting out

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[1]Ella Zwerdling and Grace Polansky, "Foster Home Placement of Refugee Children," Journal of Social Casework, Vol. XXX, No. 7 (July, 1949), pp. 277-282.

> of all problems of the displaced children and enable the case worker gradually to handle and direct this "acting out" toward the necessary adjustment.[1]

That the displaced children who came to Montreal were adolescents in difficulty was a known fact to the agency staff. What was an unknown and somewhat anxiety-provoking aspect at the time of their arrival was the unique quality of their traumatic experiences in Europe and what distortions these may have caused in their personalities.

In the early stages of the youths' settlement process in Montreal, the emotional pressures from the community and the urgency of the youths' needs were overwhelming factors to the agency and its small case work staff. Some case workers made early efforts to relate quickly and deeply with the youths in their role in loco parentis, to help them to reveal their inner feelings. But the response of the youths was often an aloofness and a preoccupation with the present realities, that is, with their new homes, jobs, education and even with their clothing. The agency workers quickly learned, however, to explore the environment with them and support them in finding these satisfactions.

To put it briefly, the case worker offered supportive, interpretative help, and environmental manipulation on an individualized basis. She attended to the youths' material needs in a helping role. She acted as a buffer to their intense frustrations and hostilities towards their environment

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[1]Editha Sterba, "Emotional Problems of Displaced Children," Journal of Social Casework, Vol. XXX, No. 5 (May, 1949), pp. 175-181.

and towards the limits of the refugee youth program, as well as to their increasing demands for their material needs. She interpreted and supported whenever necessary. If they talked about their past, she listened attentively, and at an opportune moment she related their discussions of the past to their present desires and activities and to the reality situation.

In the area of foster home care the case worker acted as the intermediary whenever this was necessary, by preparing the prospective home carefully for each youth, and the youth, in turn, for the home. She was active in the move, wherever possible, and continued a relationship with both the family and the youth. In the cases of closely supervised homes she visited on a regular basis; she kept the foster parents in mind with regard to the activities of the youth; she explored their attitudes and feelings towards the youth; and she offered supportive and interpretive help. This was an important aspect in maintaining foster homes.

She usually saw the youth in the agency's office in order to evaluate his attitudes towards his home, as well as any other matter he would wish to bring up. In cases where visiting in the home was discouraged by the home or by the youth, or both, she saw the youth in the office and attempted to explore his attitudes towards his home. Although the case work relationship between the agency worker and the youth was seldom on a deep, therapeutic basis, the youth did maintain a contact with his case worker with regard to his concrete needs. He always involved his case worker when a crisis arose in his

home and he considered the agency to be his protector when he was in difficulty.

As has been mentioned in detail in Chapter I, the present writers established criteria for the integration into home care. Their attempt has been to distinguish among four types of youths. There were some youths who quickly achieved stability in this area, and others who had some or great difficulty in doing so. In the first place, it was assumed by the writers that those youths who were settled in their first home and expressed their satisfaction with it had little difficulty in adjusting in these areas. Secondly there were those youths who expressed some relationship difficulties in their homes, who, with case work help were able to face and resolve the problem, and who remained in the same home. They had minor difficulties in adjusting in their homes, but their adjustment was basically successful. Thirdly, there were those youths whose placement problems were expressed and could not be resolved, and whose relationship with the home resulted in a "breakdown" and eventual separation. If this sequence of events occurred in from one to three placements, this group was considered to have experienced initial difficulties in adjusting to home care. Fourthly, there were those youths in placement situations where mutual difficulties were expressed by both the youths and the family with whom they lived. If separation by the youths from such homes was followed by more than three home placements, then this group was considered to have experienced serious problems of adjustment in foster home care.

In attempting to distinguish among the 4 types of youths studied for the purpose of this thesis, the writers used the above criteria as a means of grouping them. They found that 10 of the group of 40 youths belonged to the first group; 4 belonged to the second group; 16 belonged to the third group; and 10 belonged to the fourth group.

It is interesting to note that one-quarter of the total group under study experienced no adjustment problems in home care; one-tenth of the group experienced some problems which were resolved; two-fifths of the group had initial difficulties in making an adjustment in home care; and one-quarter of the group experienced great difficulty in adjusting and settling in home care. These figures offer a very optimistic picture of adjustment strengths in home care for more than one-third of the sample group. The third group contains the highest proportion of youths who settled in their third move. Since these youths made an adjustment in their third homes and did not express further difficulties, this group could be considered as having an average potentiality for adjustment in homes. This leaves a core of one-quarter of the group who experienced restless movement in home care and who might expect some difficulties in adjustment later on in their own homes. Of this group three cases, or one-fourteenth of the total group had severe personality problems in their adjustment in the home area.

In this chapter the writers have analyzed the attitudes, responses, and experiences of the 40 youths under

study in relation to their integration in home care. It portrays their movement from their initial home to final integration in foster home care. It also attempts to indicate the various types of relationship problems reported for the group which experienced repeated separation from the homes to which they came to live. Meanwhile it must be remembered that the home experiences are but a number of threads in the total fabric of their integration process. This whole process involves also their vocational, educational, medical and social processes of integration in the community.

On the basis of their analysis, the writers of this thesis feel that for some youths in the sample group the processes of adjustment in homes were positive and they were achieved with a minimum of difficulty; for many of the youths the processes of adjustment in homes were more gradual; and for a few they were fraught with many and complex difficulties. The writers believe that most of the youths who settled in homes with relative ease came from secure homes as indicated in the chapter which dealt with their family backgrounds. The writers therefore feel that the majority of this group manifest the expectations stated by Dr. Paul Friedman in his address at the 1948 National Conference of Social Workers, when he stated that "those among the displaced who have had affective relationships, can have them again, that the process of desocialization is reversible."[1]

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[1]Paul Friedman, "Can Freedom be Taught", Journal of Social Casework, Vol. XXIX, No. 7 (July, 1948), pp. 247-255.

One must remember that these youths spent their infancy and early childhood as members of the Jewish ethnic group which has long been known by society to teach and practice the principles of familial solidarity. This factor, plus the indications that these youths enjoyed secure family relationships in their early lives, may have given them a solid basis on which to use agency help and to build towards their re-integration into homes in Canada.

It would be interesting to see whether "stability or restlessness in home adjustment" for the youth group studied is related to "stability or restlessness" in the other area of vocation. Further analysis of this group will be made of their processes of adjustment in jobs and in education in the next chapter.

CHAPTER IV

EDUCATIONAL AND VOCATIONAL PLANNING AND EXPERIENCES IN SCHOOL AND JOB PLACEMENT

The previous chapter dealt with the foster home program of the 40 youths who came to Montreal for the purpose of resettlement. In this chapter the writers will discuss the educational and vocational opportunities which were available to these youths and which were important factors in their integration into the community. The chapter will be divided into two parts and the two topics will be dealt with separately. These are education and vocational planning and job placement.

Education

This section will describe the agency's policy regarding education. It will deal with the circumstances of school placement together with the attitudes and the part taken by the youths in planning for their education.

Agency Policy for Education. - The Jewish Vocational Service[1] is a member of the federation of Jewish agencies. Its function is to offer job counselling and placement as a service to members in the community. The J.V.S. worked closely with the agency in placement of the youths.

In the planning for the refugee youth program the J.V.S. was delegated the responsibility for psychological evaluation, job counselling and placement. This process was to be

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[1]Hereafter referred to as J.V.S.

carried on in close cooperation with the agency. As the program developed, it soon became evident that there was a substantial group of youths who were determined to persue an academic education and who showed ability in this area. These youths pressured the community to such an extent that the Canadian Jewish Congress, in cooperation with the agency and J.V.S. created a scholarship committee. This committee was made up of representatives from "donor clubs" in the community who were interested in sponsoring students for university education. This committee met on a monthly basis in order to review applications for scholarships which were recommended both by the agency and by J.V.S. In planning for the education of the refugee youths, the agency formulated the following general principles.

Capacities for learning to speak, read and write English were considered to be indices of the youths' possibilities to adjust in the community. Children under 16 years of age were sent to public school. Children over 16 years of age who wished to complete their education were referred to the J.V.S. for evaluation and counselling. Upon their recommendation, arrangements were made for the youths to enter a school. Careful screening of those youngsters on the part of J.V.S. and the agency was based on long range planning and an investment in time and money.

Those youths over 16 years of age who exhibited no special interest or aptitude, or whose educational background

was considered by the J.V.S. to be too meager to enable them to benefit from academic training, were referred to volunteer services for tutoring in basic English. The volunteer group was comprised of a group of community members who offered private tutorship in cooperation with the agency. Each youth was referred to the J.V.S. for evaluation and counselling in order that a constructive plan could be made on his behalf. Youths with the necessary academic backgrounds and aptitudes were evaluated by the social workers, the school and the J.V.S. for consideration of scholarships to enable them to continue their studies at university. These procedures began at the request of the youths to the social worker, who sent a report to the J.V.S. with a list of the students' marks and an estimate of financial budget needs. After evaluation the J.V.S. referred the matter to the Jewish vocational scholarship committee. The students were also encouraged to apply for a bursary through the university.

The separation from their parents was the most disturbing experiences to the youths; the interruption of their education was almost as devastating. As mentioned in Chapter II, the drive for education was often a determining factor in the youths' decision to come to this country. In some instances the youths were more concerned with their education than with getting settled into homes. Meanwhile many of the youths had given little thought to what they wanted to do in this country. To some of them education meant little more than being in a

sheltered and a protected environment - to them education meant a longer period of dependency and a postponment of having to face the realities of earning a livelihood. Other youths had been raised in a social milieu where education and social position went hand in hand, and the strong desire for an education may have become an inherent part of their psychological outlook. In this connection Melville Jacobs, associate professor of anthropology at the University of Washington says:

> The actual process of education always includes informal learning which begins in the first years of life. For many years youngsters learn techniques, customs, folk-lore and the many features of their educational heritage without formal instruction by assigned pedagogues.[1]

The writers go along with this thinking and assume that for a few of the youths under study the roots for educational ambition may also have been started in the very early period of their lives. They also believe that the youths may have experienced, at the same time, the guidance and encouragement of their parents and that they may have learned what they wanted to achieve by listening to and watching the older people around them. In most cases it was found that the youths had exaggerated the number of years of schooling they had had in Europe. This was probably done in order to gain status in the eyes of others. However, the attendance at night classes helped the youths to face the fact that in many instances they were not mentally or emotionally equipped to

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[1]Melville Jacobs, Outline of Anthropology (New York, 1947), p. 104.

undertake higher education. This was not just a simple recognition by the youths themselves - the awareness came only after they had been helped by the case worker to accept their limitations.

In the analysis of the sample youth group the writers found that 33 youths out of the group of 40 under study began thinking of jobs and of becoming self-maintaining as quickly as possible. The remaining 7 youths, however, refused to consider anything other than attendance at a regular day school with plans for higher education. It is interesting to note that these 7 youths had already achieved a higher educational level previous to arrival in Canada. They had completed at least one to two years of high school. It should be explained here that European educational systems permit youths to attend high school after five years of elementary schooling, providing they achieve the necessary academic standards.

Responses and Activities of the Youth Group in the Educational Program. - In accordance with the above mentioned policy of the agency, the seven youths requesting formal education were referred to the J.V.S. In each case special mention was made of the youth's strong motivation towards education. This was based on the case worker's knowledge of the youth and on her evaluation of his personality, his potentiality and stability. In attempting to make a fair appraisal the case worker was often caught in the struggle between the youth's fantasy and his practical possibilities. The youth also had to be helped to understand and accept the various vocational tests. Indeed,

the two agencies had to work in very close cooperation in order to help the youth accept not only his own limitations, but also the external factor of the limitations of finance, language handicap and other realities. Those who wanted regular schooling became very impatient with the delay in agency decision and often a typical reply to suggestions that they be patient was: "enough time has been wasted already".

As described in Chapter III, many people in the community came forward with offers of free homes, and insofar as it was possible the youths who had been recommended for further education were placed in these homes. There was also a great deal of independent activity in this area on the part of the youths themselves.

All of the seven youths for whom more education was the only reality they could accept were helped to realize their ambitions. To most of this group this was a financial struggle, but they also came to realize that they could only go so far as they were willing to invest themselves.

There were two other youths who made an educational plan without the approval of the J.V.S. and who later changed their plans to accept employment. The writers give a brief summary of each case to show how each youth was able to achieve his own educational goal.

> Abraham, who at arrival was 17 years old, desired an education, but he realized that he was not yet sufficiently conversant with the English language to pursue regular studies in Canada. He was able to accept a job placement and at night he concentrated on the study of the English language. A free home was

found for him. He saved his earnings in order to contribute towards the cost of his tuition when he would be ready for this. Within six months of his arrival he was attending tenth grade at Baron Byng High School. At the end of the year he matriculated and the principal of the school recommended him for university. An educational recommendation in his favour was placed before the scholarship committee and the committee granted him one year's tuition fee. Since the boy wished to become an engineer a further problem arose when it became necessary for the boy to live out of town in order to attend Dawson College . He found a job as a waiter during the summer months and was able to pay a part of his board rate at Dawson College. His foster parents loaned him money as well. He completed his first year successfully and won a four year scholarship. This, coupled with the fact that he was now able to continue his course at McGill University and would be able to return to his free home, made Abraham independent of agency assistance while he realized his ambitions.

The above case portrays Abraham as a resourceful boy who was able to accept help and use it constructively to achieve his goal. The next case is different. Bernard had difficulty in asking for help. He did, however, by making a great effort, succeed by himself.

Bernard was a young man who knew what he wanted. On arrival he was helped to attend a regular high school and he matriculated. He did not have a free home and the question of maintenance plus tuition presented a problem. Bernard did not wish to become involved with the agency and the J.V.S. to any extent. He found a job in an accountant's office and earned sufficient to maintain himself and to pay for night courses leading to a degree in accountancy. This boy manifested a great deal of mistrust of everybody and seemed convinced that he had to do everything for himself. He took jobs in hotels during the summer to earn more money so that it would not become necessary for him to request financial assistance.

The next case shows how Charles, despite his physical handicap was rehabilitated to lead a useful life.

Charles, shortly after his arrival had to be admitted to a tuberculosis sanatorium. This was a shock to

> Charles, but his main concern was that he would not be able to continue his education. He was visited at the sanitorium by the case worker and the J.V.S. worker, and with the doctor's approval arrangements were made to prepare him for matriculation. After his return to the city he was permitted to continue full time schooling for six months, after which time he was placed by the J.V.S. in an accountancy office and granted a scholarship for further schooling at night. This boy manifested strong dependency trends at first probably due to the trauma of his long hospitalization. He was helped towards a future which held good possibilities for employment within the limitation that his health condition imposed upon him.

It seems that in the next case the youth achieved his goal after a struggle with his own as well as with reality limitations.

> David was an intelligent boy with good potentialities. He had come to this country with a preconceived idea of what he wanted to do. His first choice was to attend regular day school and study towards an engineering degree. When this plan did not seem feasible after he was evaluated by the J.V.S. he made an alternate plan whereby he would hold a glamorous position in an air-craft factory where his genius would be recognized and he would be helped to further education. He could not accept the unrealistic nature of this plan before he had tried it out for himself and found that it was not satisfactory. He then solicited the help of his foster parents who made it possible for him to finish high school by offering a free home during this time. The foster father was a business man who entertained the idea that David would join him in his business. David disappointed his foster father when, after completion of high school, he was firmly resolved to study for accountancy. He again applied for a scholarship which was granted to him for his first year by the scholarship committee. He did extremely well and his second year was financed by a private sponsorship based on the agency's recommendation. He lost his free home placement because of his vocational plans and was also unable to receive further financial backing for full time schooling in the third year. He was able, by this time, to accept a job placement and take his training at night school as his experiences had helped him to mature.

Contrary to David, Edward seems to have had an easy time in achieving his education.

> Edward, through a friendship that he had made with a military official overseas, became acquainted with a local family. This family sponsored Edward completely for the first two years at which time he won a provincial scholarship which would carry him through to an engineering degree.

Frank achieved his goal through a great deal of pressure, but he was so convinced of his success that he managed to get help from many different sources.

> Frank was determined to become a doctor because his father and grandfather had been famous surgeons in Hungary and Frank felt that it was up to him to carry on the family tradition. Frank, however, had both health and personality problems. He was a post tubercular and it was felt by the J.V.S. counsellor that he would be somewhat limited in the choice of employment. He was extremely religious and this, together with his aggressive personality made it impossible for him to be accepted into a free home. It was, however, this aggressiveness and drive for education that brought about the success of his educational plan. He approached people in the community for help and found his own sponsor. He made his own plans from which he would not deviate, and on the basis of his internal involvement created community pressure. The agency eventually went along with his plans. At the time of closing Frank had completed his fourth year at McGill successfully and had been accepted in medical school at the University of British Columbia.

The next youth, like Frank, showed great determination and managed to achieve his goal independently of help from the J.V.S.

> George was a young man with a flair for mathematics, but in his evaluation tests with the J.V.S. showed only average ability in all other areas. Formal day school was therefore refused him and the alternative of evening courses was offered. George invested a great deal of himself in a struggle to achieve the formal education he desired. Through his own efforts he obtained a free home placement. His foster parents paid for several months of private tutorship, and in

> the light of the results of their investment had him later admitted to the eleventh grade at Strathcona High School. George, like David, was faced with the problem of his foster father wanting him to go into his business. George again requested help from the agency, this time asking for full time enrollment at the university. The problem was solved when George came fourth in the provincial examination and was awarded a four year scholarship to McGill University. The foster parents in this case did not reject George, but supported him as a member of the family unit.

The above case histories show the seven youths' extreme eagerness to attend school and their thirst for learning. The strong motivation and the dogged determination of the youths was no doubt a most important factor in the learning processes and in their final achievement.

In this area of integration the structure of the agency and its services were of great importance to the youths. The relationship with the case worker was another dynamic factor. It may be interesting to note that these seven youths maintained contact with their social workers long after they had ceased to receive financial help. Their continued contact with the agency was based on a need to share their ideals, hopes and fears with their case worker who in turn offered encouragement and supportive help.

Indeed the evidence from the case records suggests that for the time being the case workers had taken a parent's role in guiding these youths towards their goals at school and at work.

Vocational Planning and Experiences in Job Placement

This section will describe the agency's policy regarding employment and vocational planning. It will deal with the circumstances of job placement and the youths' participation in vocational planning.

The writers will attempt to show both the stability and the mobility of the youths on their jobs as well as significant trends regarding their activities towards independence. How the youths made use of the facilities available to them will also be dealt with. It will also describe the agency's changing policy regarding budget.

Before discussing the vocational opportunities of the group of 40 youths the writers felt that it was necessary to give a general picture, not only of the local scene but also of the philosophical thinking on employment of adolescents in the post war years.

In his article on changing concepts in work with adolescents, Bernard Kogon[1] says:

> Prior to the war, children grew up in a cultural pattern which led to a social maturity at a date at least five years beyond the time of physiological maturity. Compulsory education kept them in school until the late teens. Child labour laws kept them from the labour market. It was as if society, undoubtedly motivated at least in part, by proper consideration of the welfare of our children, had to protect them by "keeping them away" from experiences, by deferring as long as possible exposure to the complexity of living. By virtue of these attitudes, which became crystallized into law, almost a third of a lifetime was already consumed before a young

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[1]Mr. Kogon is director of the Edenwald School for Boys.

> person could earn a living, marry and settle down. These attitudes were generally accepted by people, in fact we were proud of this prolongation of youth because we regarded it as evidence of progress. Less understood was the fact that there were significant and serious results to lengthening the time of dependency on parents. Efforts by youth to emancipate earlier and to venture forth into "adult territory" were frowned upon.....With the advent of the war and with the ensuing violent change from our peacetime manner of living, and called upon to assert our total energies toward victory, we changed our attitude towards adolescence. Actually our attitudes and values with respect to almost everything changed, due to the exigencies of the war situation. We found it necessary to utilize everything and everybody that could in any way help in winning the war..... Adolescents, particularly boys, provide us with a rich source of man power, and they were exploited to the full. In the case of those boys who became eighteen we arbitrarily declared their adolescence at an end. We know that hopes were often unrealistically high - related to the shortage of labour rather than to their intrinsic worth as workers, in many situations. The consequences of high earnings were varied. They were a factor in earlier emancipation from parents. They constituted a disruptive and destructive force. In many cases they undoubtedly brought living standards up to a point never previously enjoyed.....The war is over and we have on our hands a large group of adolescents who are beginning to feel a sense of frustration and betrayal.
>
> Unemployment is approaching and jobs are not so easy to obtain. There is competition by veterans and other adults. Wages paid adolescents are much lower than formerly. Many of them are too old to return to school, which would mean to return to a state of dependency eagerly abandoned. Many are now regarded as still too young for employment. They are no longer looked upon as valuable sources of labour supply.....[1]

who is meant?

The employment situation in Montreal and the attitude of the people resembled the one described by Mr. Kogon. It is in this atmosphere of scarcity of jobs and competition that the youths arrived in Montreal.

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[1]Bernard Kogon, "Changing Concepts in Work with Adolescents," Jewish Social Service Quarterly, Vol. XXIII, No. 4 (June, 1947), pp. 379-385.

Agency Policy Regarding Vocational Planning. - The J.V.S. and the agency, realizing that to the youths, employment would be a vital factor in their development and integration process into the community, were prepared to give as much help as possible. The J.V.S. extended its existing counselling and placement service which had been developed for local people. Special efforts were also made to solicit the cooperation of the Montreal community to find suitable employment for the youths. Meanwhile, the agency provided case work services. These services were geared to help the youths adjust to the work situation and to help them towards a growing awareness for self reorganization as well as an understanding of the new world they had come to.

The agency and the J.V.S. therefore established the following procedure to help the youths to achieve integration in their job placements.

During the reception and placement of each youth, an exploration was begun with him regarding his plans for work and resettlement. He was referred to the J.V.S. for vocational counselling and planning. It was made clear to each youth that these services were temporary, and to be used until he became self-supporting and was absorbed into the community. A warm supportive relationship of the case worker, with close participation in planning was important in this phase of the resettlement process.

Each new arrival was given full maintenance and spending money in accordance with a budget set up for a planning

period of one month; during this time the youth was expected to become involved in vocational planning with the J.V.S. If he cooperated fully with the J.V.S., financial assistance was continued until the J.V.S. placed him in a job. If he refused to cooperate exploration was made to find the root of his resistance through counselling, medical clearance and psychiatric consultation or evaluation. If the doctor and the psychiatrist found the youth to be physically able to work, financial help was discontinued, but only after careful discussion of this outcome with the youth. This "crisis" was used as a dynamic tool in order to help the youth to recognize himself in relation to the demands of reality and of the Canadian community. Of course, if psychiatric or medical treatment was required, assistance was continued and frequent conferences were held with the agency psychiatrist or with the medical social service departments of the local hospitals.[1]

After a youth had been placed in a job, counselling continued around his job adjustment, and supplementation was continued if his salary was less than the weekly budget[2] allowed by the agency, which was $22.00. There were many areas of difficulty which the youth brought to his social worker, and the extent and depth of counselling was based on each individual and what he experienced.

All of the youths were seen by a vocational counsellor for the purpose of job counselling and of explaining employ-

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[1]Please refer to Chapter V for details of the medical services.

[2]Please refer to budget list in Appendix.

ment possibilities. For the first time, the youths were often faced here not only with the existing limits regarding jobs, but also with their own limitations as potential workers. A number of the youths reacted to this with disappointment and a strong persistence to do what they thought was best for themselves. Some of these disappointed youths refused the jobs offered to them and tried to find jobs by their own efforts.

For the youths under study the step to a work situation was another step into the unknown. They knew little about the labour market; they had some vague idea about the kinds of jobs they wanted and often an unrealistic attitude in regard to what they were suited for. Except for the few who spoke some English, they had the added difficulty of not knowing the language and of being transplanted into a new culture where values were different.

As the writers mentioned in the first part of this chapter, all the youths had had their schooling interrupted at an early age and they requested schooling in an attempt to regain some status and security. Most of them had a work history of a few years of "hard labour" in concentration camps. A few had attended courses in auto mechanics and in electricity while in camp awaiting their departure to Canada.

The Responses and Activities of the Youth Group in the Vocational Program. - Table VIII will illustrate the youths' mobility and stability in the job situation by rank order of job placements. From now on the writers will refer to 33 youths, that is the

majority group of the original sample of 40. The 7 which have already been mentioned, attended school or university and they worked on a part-time basis only.

Table VIII

Youths' Mobility and Stability in the Rank Order of Job Placements

Rank Order of Job Placements	Total	Youths' Permanence of Stay in Relation to Rank Order of Placement	
		Number of youths Remaining in Given Placement	Number of Job Breakdowns
Total	100	33 a)	67
1	33	10	23
2	23	6	17
3	17	5	12
4	12	7	5
5	5	2	3
6	3	1	2
7	2	1	1
8	1	-	1
9	1	-	1
10	1	-	1
11	1	-	1
12	1	1	-

a) Only 33 youths out of the group of 40 were placed in jobs as 7 youths had education plans.

Table VIII indicates that a total of 100 job placements were used on behalf of the 33 youths, and two-thirds of these were replacements on jobs. In their first placement 10 youths remained on one job while 23 youths experienced a breakdown on their jobs. This indicates that 23 youths needed a second placement. It is interesting to note that by the time the third job placement was reached about two-thirds of

the group were settled. Among the remaining 12 youths who had not settled in a job placement there were cases for whom as many as 11 job changes were recorded. These figures give an impression of job instability, even though the majority of the group had become settled by their third job placement. It can be further shown that by the fourth job placement 28 of the 33 youths were settled. The reader may note that there were up to 11 replacements and that the number of breakdowns exceeded the number of stable jobs. There were many reasons why the youths left a job. Many of these reasons were expressed by the youths in such terms as "too low wages", "no future", "too strenuous", etc. A youth also could lose his job because of the economic situation when he was in seasonal employment such as that found in the textile trade. But there were other reasons which were related to the youths themselves and the difficulties they had in adjusting to the new situation. The youths' restlessness, their need for change, their dissatisfaction over the slow progress became evident in this particular area. Meanwhile both the J.V.S. worker and the social worker gave support to the youths. They needed a great deal of help to understand that it was necessary to begin with simple, and often poorly paid positions, that they needed to acquire skills, and that they were being trained to start on the job. Their disappointments in not being able to continue their schooling or to obtain the kind of work they really wanted to do may also have been factors in job mobility.

The writers indicated previously that these youths

had missed their period of adolescence and therefore they had also missed the opportunity of integrating various experiences. It was obvious that the youth who lost his first job would blame his difficulties on someone else and refuse to take responsibility for what happened. Several of these experiences helped the youth to break his defenses down, and in time he learned to see things differently. Viewed in these terms, the mobility on jobs then became a more positive aspect. The social worker was able to explore with the youth the meaning of the changes if they occurred very frequently.

The writers' next question was - what were the youths' activity in the job placement? How did they use the J.V.S. facilities made available to them, and to what extent did the youths act independently in finding jobs? Table IX is designed to answer these questions by offering figures on the number of successful placements arranged by the J.V.S. and on those planned independently by the youths. The same questions can also be asked where the youths experienced a breakdown on the job.

Several trends become apparent from our analysis of Table IX. Independent activity on the part of the youths is one striking trend. In both the successful placements and in the breakdowns the independent activity by the youths exceeds the number of placements carried out together with the J.V.S. Furthermore, the great majority of successful placements were those which the youths had found independently.

Table IX

Method of Planning in Successful Placements and in Breakdowns, Classified in the Rank Order of Job Placements

Rank Order of Job Placements	Successful Placements			Breakdowns		
	TOTAL	Placement by agency	Planned Indep-endently	TOTAL	Placement by agency	Planned Indep-endently
Total	33	7	26	67	23	44
1	10	5	5	23	14	9
2	6	-	6	17	4	13
3	5	-	5	12	3	9
4	7	1	6	5	-	5
5	2	-	2	3	1	2
6	1	-	1	2	1	1
7	1	1	-	1	-	1
8	-	-	-	1	-	1
9	-	-	-	1	-	1
10	-	-	-	1	-	1
11	-	-	-	1	-	1
12	1	-	1	-	-	-

The same trend in independent planning can be observed in cases where the job resulted in a breakdown. The reason for the youths' independent activities may have been related to their basic distrust of people and in the attitude to adults which they had brought with them. The youths had difficulty in believing that any help given to them to become experienced cutters in the fur business for example was really in their own interest.

Another reason for the independent activity of the youths was the fact that by the time they were ready to take

a job they had already taken initial steps towards independence in the area of home placement[1]. The contact the youths had established with foster parents and other people in the community undoubtedly gave them security to act more independently. And still other reasons were the youths' wishes to become independent financially which had its expression in their independent activities.

The youths who exhibited independent activities usually found a job that satisfied them without too much difficulty. However, there were others who gave the impression that, because of their past suffering, they needed to be taken care of. These youths could not accept limits of any kind, but wanted to follow their own impulses. After exploring the agency limitations, these youths reacted towards them by wanting to change the services of the agency to suit their wishes and expectations.

At the start of the project the agency, along with the rest of the community, was caught in the emotional aspect of the situation. Its personnel, like the lay people in the community, felt that these youths had to be recompensed for all that they had lost during the war years in Europe.

At first the agency case workers adopted a rather over-protective attitude which manifested itself in budgets based well above the standards available to local adolescents in care. Time limits in finding jobs were loosely structured

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[1]This was discussed in Chapter III.

and some youths were allowed to move into employment at their own individual pace. This created some anxiety for a few of the youths; for others it was an excuse to remain inactive and be taken care of; still others responded by rejecting all jobs available. For example, Anna was adamant in her wish to become a dental mechanic although she had neither the educational training nor an aptitude in that direction. Furthermore the law in Quebec requires Canadian citizenship for a practicing dental technician. This girl, despite these limitations, was at first unable to become mobilized in an alternate plan.

When the pressures of incoming youths lessened, the agency was able to re-evaluate the handling of its services to the youths, and to plan with them on a more realistic basis. The case worker interpreted the agency service to each youth and helped him to realize that he must prepare himself for independence. The agency no longer permitted the youths unlimited time in which to accept employment, and it structured its services by establishing definite time limits. Flexibility around these limitations still existed; however their establishment served in a very positive way to help the youths to mobilize themselves and to utilize their own strengths rather than to foster dependency on the agency.

An example of how this focussed approach functioned is seen in the case of Anna. Although Anna, who had wanted to be a dental mechanic, had initial difficulty in becoming mobilized, she was now helped to face the reality of having

to support herself in another way, although it meant a compromise in her plans. She was disappointed, yet she realized that she had to live constructively in a reality situation.

Some youths were helped to accept low-paid jobs in industries where they could learn a trade. A minimum budget[1] was compiled and supplementation was given to those youths whose earnings were below these standards. Although the youths often resisted the case worker's efforts, each of them was encouraged to take increasing responsibility for himself. The case worker was sometimes able to handle resistance by discussing a youth's attitude with him in the face of the reality situation. She was able to discuss the meaning of his dependency and to show him how, under these circumstances, he would to able to meet the standard he had set for himself. This usually resulted in a choice by the youth and once he was able to make a choice he also learned to take responsibility for his decision.

The average time the youths spent on the job ranged from two to eighteen months. This time factor would influence the youths' earning capacity. Youths who moved around a great deal generally made lower wages than those who remained on their jobs. Table X will illustrate the average earnings of the sample youth group at the time when they first began earning to the time of their separation from the agency.

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[1]Please refer to budget list in appendix.

Table X

Average Earnings at the Opening and Closing of Successful Placements in the Rank Order of Job Placements

Rank Order of Job Placements	Total Youths	Successful Placements	
		Average Weekly Earnings for Given Rank Order in Dollars	
		At Opening of Given Placement	At the Time the Youth Separated from the Agency
Total	33		
1	10	16.90	25.55
2	6	20.50	26.85
3	5	16.70	20.75
4	7	13.65	23.15
5	2	18.00	18.00
6	1	20.00	25.00
7	1	25.00	35.00
12	1	17.00	18.00

The above table indicates that all but 1 youth started with wages below the minimum budget requirements set by the agency, which were $22.00 weekly. At the time of closing the earning capacity had increased but the wages were still low, and in most cases the earnings were just above this minimum. The 3 youths who did not attain this standard were orthodox youths who refused to work on Saturday which is the Jewish sabbath.

The general reason for low wages may have been the community's attitudes towards employing adolescents in general; the youths lack of training plus their language difficulty may also have been contributing factors. At the

time of closing the resulting occupations were as follows: 2 apprentice cutters, 1 baker, 1 butcher, 4 fur cutters, 2 shippers, 1 apprentice operator, 1 saleslady, 1 tailoress, 1 poultry dealer, 2 cutters, 1 junior executive, 2 electricians, 1 shoemaker, 1 watchmaker, 1 plumber, 1 furrier (owns his own shop), 3 jewellers, 1 peddler, 1 upholsterer, 1 office worker, 1 restaurant owner, 1 milliner and 1 chauffeur.

At the opening of the contact 20 youths expressed definite desires regarding jobs, while 13 had none. Ten youths followed their desired vocation and 23 youths changed their plans and ended up in other jobs. In many cases the youths sought approval and encouragement by using the caseworker and the J.V.S. worker to discuss either success or failures on jobs.

Several levels of adjustment have been recognized from the study of the material in the agency files. We now turn to an appraisal of the adjustments of these youths.

The analysis of the youth group's adjustment in vocational placements is developed in terms of the kinds of relationships that grew between the youths and their employers.

The following criteria were based on expressed attitudes of the youth group studied as well as those expressed by their employers, and they are followed by illustrations of the type of experience and response which occurred for each category. These criteria parallel the criteria used in the previous chapter regarding the youths' processes of integ-

ration in Canadian homes.

Group A:

1. Youth's responses and participation in his job placement is positive and satisfaction is expressed by himself and his employer.

2. Youth remains in job during the duration of the agency contact.

Illustration:

Robert was initially interested in working as a mechanic. He was interviewed at the J.V.S., and through the vocational counselling process he became interested in becoming an apprentice in the clothing trade. He took a job through the J.V.S., starting at $15.00 a week with the prospect of earning $35.00 a week in a year. Robert and his employer expressed satisfaction and he remained in this job throughout his contact with the agency.

Group B:

1. Separation from the job was not based on relationship difficulties, but on the slack seasons.

2. Youth returned to same job after the slack season.

Illustration:

Sam wanted to be a cutter. The J.V.S. placed him in a job as an apprentice cutter. Sam had some difficulties in this learning situation, but his excellent sense of humour and philosophic patience helped him to feel that eventually he would get what he wanted. His employer expressed satisfaction with him and he advanced steadily on his job. He was laid off from this job because of the slack season but later he returned to work on the same job, where he remained throughout the agency's contact.

Group C:

1. Relationship difficulties expressed by either the youth or the employer or both. Request to move made by one or both parties. (breakdown)

2. Two or three job placements during agency contact.

Illustration:

George had taken a short electrical course while in the displaced persons camp. Since this course was

not complete, and since his potentialities in this trade were not considered good, the J.V.S. suggested another trade. George was understandably disappointed, and accepted interpretation with some difficulty. He managed to find a sponsor in the community who helped him to establish a small electrical shop. He was disappointed in its results and closed the shop. He then found a job as an apprentice tailor but was laid off because of unsatisfactory work. He then found a job as an apprentice shoemaker. He became very interested in this trade and worked after hours to learn it quickly. He remained in this job throughout his contact with the agency.

Group D:

1. Relationship difficulties expressed either by youth or employer or both, with resulting breakdown and separation.

2. Over three job placements which follow the above patterns.

Illustration:

Walter had no trade nor special training for a vocation. He was handicapped because his toes had been amputated in Germany and the scars were not sufficiently healed. The medical clinic had recommended that Walter should have a semi-sedentary job. He persisted, however, in finding jobs independently, which usually involved a great deal of standing. He complained bitterly about these jobs, but refused the agency's help in finding him other types of work.

He first found a job as a shipper in a dress factory. He complained about his working conditions and his relationships while he was on this job. Three months later Walter left this job to work in a restaurant. He repeated his pattern of complaints and left this job nine months later to become a chauffeur. This was not satisfactory to him and he returned to work in a restaurant. He later took a job as taxi driver and appeared to be happy on this job.

In attempting to distinguish among the four types of youths studied for the purpose of this thesis, the writers used the above criteria as a means of grouping them. The 40 youths fell into these groups in the following numbers:

1. Group A: 7 youths belonged in this group.
2. Group B: 3 youths belonged in this group.
3. Group C: 11 youths belonged in this group.
4. Group D: 12 youths belonged in this group.

It is interesting to note from the above figures that 10 out of 33 youths remained in one job and experienced no great difficulties in their vocational integration. Eleven other youths had initial difficulties in making a vocational adjustment and 12 youths experienced great difficulty in adjusting and settling in jobs.

This chapter portrays the movement of the group of 33 youths in their job placements. The writers have compared the successful placements against breakdowns in job placements and have found that, on the basis of analysis, the process of integration was favourable. The youths' will to succeed may have accounted for their move towards independence. Many community resources as well as the agency's case work services helped the youths to establish occupational security and to cope with reality.

It would be interesting to find out whether the move to occupational security shows a similar trend to the independent activity exhibited in home placements, which was discussed in Chapter III. Table XI will attempt to show any parallel trends between home placements and job placements.

Six of the ~~33~~ 16 youths who had 1 job placement also had 1 home placement. Six of the ~~33~~ 16 youths who had 2 or less job placements also had 2 or less home placements. Five of the ~~33~~ 21 youths who had 3 or less job placements also had 3 or less

home placements. Six of the ~~33~~ 12 youths who had 4 or more job placements also had 4 or more home placements. The data for home and job placements could not be compared for 10 youths.

Table XI

Number of Youths Remaining in Given Home and Job Placements, Classified in Rank Order[a)]

Rank Order of Job and Home Placements	Number of Youths Remaining in Given Job Placement	Number of Youths Remaining in Given Home Placement	Number of Youths Remaining in Given Job and Home Placement
1	10	11	6
2	6	10	6
3	5	3	5
4[b)]	11	9	6

a) For this correlation of home and job placements, the 33 youths of the group of 40 studied for job placements were also included for home placements.

b) Order 4 includes all those youths who had 4 or more job and home placements.

It is interesting to note from Table XI that there are parallels ~~in the~~ between the tendencies to youths remaining in given job placements and ~~in that of~~ the tendencies to remain in given home placements. This is particularly striking for those youths experiencing less than 3 job and home placements.

From this analysis it can be inferred that 23 of the 33 youths had similar ~~movement~~ frequencies of moves in the areas of job placement and home placement. It can therefore be concluded that there are parallel trends of stability and mobility in the areas of

job placement and home placement.

It would now be interesting to know the physical, emotional and social factors of integration experienced by these youths. This will be discussed in Chapter V.

CHAPTER V

PHYSICAL, EMOTIONAL AND SOCIAL FACTORS IN THE INTEGRATION OF THE YOUTHS INTO THE COMMUNITY

In the previous chapter, the writers of this thesis have presented an analysis of the youths' job and educational processes of adjustment in the vocational program made available to them by the J.V.S. and the agency.

In this chapter the writers will describe the responses and experiences of the youth group in the medical, dental and recreational areas of the community program. This program was planned and made available to the youth group through the cooperation of private medical and dental groups, clinics and recreational resources with the agency.

Concrete needs such as clothing were an important aspect of the agency's helping role. It elicited varied responses and activities by the youths, which offered an enlightening view of their personalities and attitudes. This aspect of the program will also be discussed descriptively in this chapter.

It must be pointed out here that this chapter only deals with these subjects in a descriptive manner. It is a peripheral subject and the writers had not planned to deal with the above stated areas, as they could be a basis for a thesis study in themselves. They are important, however,

in furthering the understanding of the total refugee youth program, as well as the individual and group responses involved which were a part of the youths' integration into the community.

The Agency Policy Regarding Medical, Psychiatric and Dental Services

The agency anticipated that with the arrival of large groups of children, expanded medical and dental services for the examination and protection of their health would be necessary. A medical, dental and psychiatric service was prepared for the routine screening of each youth in those three areas. These services were carried out under the supervision of a medical consultant who worked in cooperation with the agency's executive director.

The day after their arrival in the reception centre, the youth group underwent a routine medical and dental examination, including X-rays and a Wasserman test. The findings were discussed in a conference between the medical panel and the agency director and supervisors.

Individual treatment plans and services were conducted thereafter, in the offices of various doctors and dentists who were on the approved medical panel. Established fees were set through the medical consultant. There was a continued working relationship between the agency social workers and the members of the medical panel involved. As the program continued, the number of children arriving and needing medical care increased.

A working relationship was then established with the outpatient clinic of the Jewish General Hospital, with information being exchanged between the agency personnel and the hospital's social service department. The hospital added one worker to its staff to meet the increasing needs for service. This case worker was paid by the Canadian Jewish Congress.

In regard to psychiatric service, after the initial survey of the youths by the agency case worker, regular consultations were held between the panel psychiatrist, the case worker, and the supervisor, for the purpose of evaluating the needs and preliminary plans for the youths. Diagnostic interviews between the psychiatrist and the youths were mutually determined upon and were arranged for through the case worker. The findings and the decisions of the routine examination and diagnostic interview were fully recorded by the psychiatrist and the case worker. Progress consultations were planned for through the medical panel advisor and the agency supervisor, on a conference basis. In cases of treatment for disturbed behaviour on a psychiatric level, regular community clinic services were considered for such purposes, as well as private treatment by the panel psychiatrist. Again, as the program proceeded and its pressure increased, local community psychiatric clinics were sought for diagnostic and treatment services.

Physical and Emotional Factors of Integration

Physical and emotional factors are important in the study of the processes of adjustment of the individual to his

environment. It is an accepted fact in medicine, psychiatry, and in the social study of the individual that his emotional security is affected by physical stress. It has also been established through the study of psychosomatic medicine and psychiatry that this process is reversible; that is, emotional tensions, which are basically biological tensions can affect the physiology normally and abnormally.

> When the biological needs, urges, and responses cannot be satisfied in the external world and in accordance with the inner ideals and conscience, then physiological tensions, which we perceive as emotions, increase. Intensified and unrelieved states of tension disturb normal physiological functioning, thus causing disease symptoms.[1]

It is well known that the youths who came to Canada to settle had undergone a prolonged period of tension caused by brutality and fear of death. Prior to their arrival in Canada the majority of youths had also spent some time in various children's centres where sustained efforts had been made to rebuild them both physically and emotionally. It must also be remembered, from the discussion in Chapter II, that the youths who were allowed to immigrate to Canada underwent careful physical screening and only those youths with reasonably good health were allowed to emigrate.

The writers wish to remind the reader that the new arrivals, as mentioned in Chapter II of this thesis, were nervous upon their arrival, and not very trustful of any strangers in authority, and their basic fear of bodily harm served

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[1]Leon J. Saul, "The Place of Psychosomatic Knowledge in Casework," Journal of Social Casework, Vol. 22, No. 7 (November, 1941), pp. 219-227.

to enhance the tension of their initial medical examination in Canada. Their responses towards a medical examination varied from expressed fears and weeping, to expressions of bravado. A great deal of supportive and interpretative help was required by the case workers at that time, as general tension was high at the routine medical examination. In the youth group studied, 34 of the 40 youths were found to be in good physical condition with little malnutrition evident. Four youths had suffered a pulmonary condition in Europe, and required careful medical follow-up; 1 youth had amputated toes which were not sufficiently healed and which were incapacitating; 1 girl was found to have a heart condition. Of the group of 40 youths all but 2 were considered physically fit for work. These 2 youths were recommended for light work. Of the 40 youths, 17 expressed no subsequent physical complaints. Two youths suffered accidents, one on the job where he tore a ligament and the other youth was hit by a bus and spent two weeks in hospital.

Physical complaints varied from 1 to 4 for each of the 23 youths who had subsequent physical difficulties. The complaints included piles, nasal discomfort, varicose veins, skin discomforts, high blood pressure, anaemia, malnutrition, eyestrain, foot discomforts, stomach upsets, pneumonia, headaches, general physical malaise, infected tonsils, ear aches, nervousness, anxiety and depression. There were 7 complaints of depression, 1 of nervousness, and 1 of extreme anxiety. Of the 23 youths who expressed physical complaints, all were

given follow-up medical examinations, with the following diagnoses: In 4 cases, the medical findings were negative, in 19 cases treatment was given, including fitting of special shoes for flat feet, footplates for amputated toes, treatment for piles, treatment for pneumonia, skin treatment, treatment for anemia, undernourishment, fitting for glasses, and psychiatric treatment. Hospitalization occured in only 2 cases. There were 5 cases diagnosed as personality or psychiatric problems; 1 was a schizoid personality requiring continued psychiatric support; 1 was found to be an insecure personality with aggressive impulses which reinforced his sense of insecurity; 1 was a tense, nervous dependent person; 1 suffered from acute anxiety and hysteria; and finally, 1 suffered severe depression after a preliminary breakdown and subsequent hospitalization in a sanitorium.

The writers will deal with each of these 5 cases on an individual case history basis, in order to highlight their total social and emotional reactions.

> Alton, aged 17 years, was placed in a free home where the foster mother exhibited dominant and overprotective behaviour towards him. Alton stated that he was satisfied in this home, but expressed deep feelings of depression and anxiety. He complained of an upset stomach and bleeding of the rectum, but refused to see a doctor as he felt that doctors made him sick. Efforts by agency case workers to help this boy were discouraged by the foster mother who wished to handle the total problem independently. She referred Alton to a psychiatrist, who in turn referred him to the hospital clinic. He was diagnosed as a schizoid personality and treatment was recommended. Alton refused to cooperate, stating that he was happier when moody and did not want to be cured. The foster father placed him on a job in his factory and the family continued its protection of him. Both the foster parents and Alton requested that contact with the agency be discontinued.

The second youth, Walter, aged 18 years, was considered in good health upon his arrival in Montreal.

> Walter exhibited difficulties in adjusting in home care and moved three times because of his dissatisfactions with the care given him, and because of quarelling with his foster parents or his landladies. He later settled in a rented room. Walter exhibited a pattern of dissatisfaction in his two jobs and complained about the conditions and poor future of each job. At the same time, Walter expressed many physical complaints. After an examination at the clinic, he was found to have a minor, nasal obstruction. He was, however, considered fit for all activities and for work. Walter began to express suicidal tendencies and expressed the feeling that "if you cannot live properly you have no right to live at all". After a second referral to the clinic, he was seen by a psychiatrist. He was found to be an insecure, dependent person with aggressive tendencies, which added to his insecurity. It was recommended that he be encouraged to work. Walter did not carry through the plan for psychiatric treatment. However, with supportive case work help, he was able to find a job through which he became financially independent. His attitudes improved somewhat, and he was able to function independently.

The third youth, Eric, aged 18 years, also had some difficulties in settling in home care.

> Eric developed a pulmonary condition shortly after he arrived in Montreal and required care in a sanitorium. He reacted with natural depression and anxiety. He recovered for short periods of time, but had difficulty in accepting the limitations, particularly in the vocational area, that his poor health imposed upon him. His foster families reported that he was a peculiar, anxious person who did not relate to them in any way. In one home he developed eczema. Although this family could accept his healed pulmonary condition, they were repelled by his skin condition, and an immediate move was required. Eric was given psychiatric treatment to help him cope with his overwhelming anxieties and depression. He also had a close relationship with his case worker. After his third period of time in a sanitorium, Eric proceeded to take a correspondence course. He became intense in his plans for an education, and was encouraged to do so by the agency. After his discharge from the sanitorium, Eric was

placed as an apprentice accountant, and took night school courses. His anxieties and depression eased greatly and he later became an accountant. His attitudes improved as he reached independence.

The fourth youth, Otto, aged 17 years, exhibited instability in his job placement although he remained in his second home placement.

Otto refused adamantly to accept help from the agency. He used his case worker to pour out his complaints in these areas, but refused any help. He did not allow the case worker to visit his homes. He found his jobs independently. Otto had come to Montreal with amputated toes, which were not properly healed. At his first medical examination, Otto was fitted with foot plates and treatment was recommended. It was also recommended that Otto should not work on a job where long periods of standing were required. Otto refused to cooperate in this treatment plan, and broke his medical appointments for vague reasons. He took jobs that required long periods of standing and although he complained of the pain in his feet, he refused to leave these jobs for more sedentary types of work. He was referred for psychiatric diagnosis and was found to be a tense, nervous boy who was unable to feel at ease in his social situation, a dependent boy who had built up a facade of self sufficiency. Otto was seen frequently by the psychiatrist but did not respond to treatment. As time went on he did modify some of his attitudes, but he continued to live in an independent, self-punishing manner.

The fifth youth, Nella, is familiar to the reader, because of her difficulties in adjusting in foster home care, as was discussed in Chapter III.

Nella attended school after her arrival in Montreal, and complained that she was unable to concentrate. She exhibited anxiety and hysterical behaviour in her homes and in the school. She had difficulty in getting along with her peer group. Nella also expressed anxiety about her health, particularly her eyes. Subsequent physical examination indicated that she was physically well. She was recommended for psychiatric diagnosis. Nella was found to suffer from hysteria. She was given regular psychiatric consultations. Her case worker carried on a close supportive

> relationship with her. Slowly, Nella began to relax sufficiently and to modify her attitudes and to mobilize her energies towards planning for a job. She remained in the first job in which she was placed, and expressed satisfaction in the privacy and independence she found in a rented room.

This is the group for whom the traumatic experiences in Europe proved overwhelming and damaging to their personalities. Their ability to relate to people in their home and job experiences was seriously affected. Their unhappiness also expressed itself in physical and emotional complaints. The writers could ascertain, from the agency files, that one of this group who had to face the reality of a serious breakdown in health and of hospitalization, was later able to adapt himself with success and satisfaction into the community. The remaining three youths in this group, after a considerable struggle, seemed to be able to function independently in the community, but it is not known whether their emotional difficulties have been resolved. It is interesting to note that 17 out of the group of 40 youths expressed no physical complaints whatsoever throughout their contact with the agency. Ten of the youth group required brief medical treatment which was not followed by further physical complaints. Eight of the youth group required continued treatment for chronic or recurrent physical conditions or complaints. Five of the youth group required psychiatric treatment.

One may note from these figures that the majority of the youth group, that is, 27 of the youth group studied were in reasonably good health. The remaining 13 of the youth group had recurrent or continuing physical complaints ranging

from general malaise to mild nervousness or situational anxiety, to deep personality disturbances. It would appear, from these findings, that the majority of the youth group studied were in reasonably good physical and emotional health, which would have some influence on their personalities, their adaptability in a social situation, and on their ability to become integrated into the community. Here again, one may note that the smaller group, which required intense and continued medical or psychiatric treatment, gave the impression that the total group required a great deal of medical attention and care. Another factor is that those youths who were in reasonably good emotional health, may have experienced secure family relationships before their separation and their traumatic experiences in concentration camps.

Dental Care

The writers will now turn to the dental needs of the youth group studied and describe how the youths concerned responded to and used these services.

All of the youths, upon their arrival, were given a routine dental examination in order to ascertain the condition of their teeth and their need for subsequent dental treatment. Resistance by the youths towards dental examination was intense, and a great deal of interpretation had to be given by the agency case workers.

Among the 40 youths studied, 14 youths did not require dental treatment. Twenty-six youths required treatment. In

the dental treatment that followed only 1 youth was uncooperative and refused treatment, and another youth exhibited such nervousness that he needed supportive case work help for each visit to the dental office. This striking cooperation by the majority of the youth group can be understood, because they became preoccupied with improving their physical appearance as part of their drive to be accepted and liked by the many new people they met in the community.

Clothing Service

This intense drive to look like Canadians and to speak the Canadian language as soon as possible was strongly exhibited in their responses to the purchases of clothing.

Shortly after their arrival, the youths were taken shopping by a group of volunteer women in the community and each one of them was completely outfitted with a basic wardrobe. The agency had drawn up a budget sheet for this purpose in an attempt to standardize the quality of clothing obtained by each youth. Arrangements were made with wholesales and clothing stores in Montreal to give these groups of shoppers special service and consideration. This plan of shopping was seriously threatened when individuals in the community bought expensive clothing for certain youths to whom they were attracted, creating a marked difference in the quality of clothing amongst the youths. The youths who were not so fortunate as to find individual benefactors became resentful and demanding of the agency for their clothing needs.

As the program progressed, individual members of the

community ceased these donor activities. With the lessening of the pressures in the program, the case workers were left free to accompany the youths on these shopping tours. This resulted in wiser shopping and more satisfaction was expressed by the youths concerned. The case workers were able to utilize the shopping tours to develop relationships, to offer interpretation, and to use reality limits in a constructive way.

The problem regarding unequal standards of clothing amongst the youths persisted, however. Those youths living in free homes continued to be better dressed than the youths who were equipped by the agency.

The reaction of the youths towards the purchase of clothing helped the case worker greatly in understanding their personalities and their needs. There were the youths who were entirely undemanding around their needs for clothing and required urging to purchase needed items. There were many more youths in the group who initially assumed an undemanding attitude, but as the shopping tour continued, they became excited and overdemanding. They expressed a strong need for every item of clothing they saw, wanting only the best quality and the most expensive items. Other youths chose a quality item in the place of other clothing which they did not urgently require.

The majority of the youths had high standards in their choice of clothing and had difficulty in accepting reality limitations around the budget for clothing. They were pre-

occupied with their clothing needs and expressed an intense desire to be as well dressed as "the best dressed Canadian". As mentioned above, this intense preoccupation with clothing reflected their need to become a part of the culture as swiftly as possible, even superficially, through a "Canadian" appearance. This need became exaggerated in a few youths who chose loud colours and extreme styles that were fads. As these youths settled in jobs, the majority began to assume a more realistic attitude towards clothing, attempting to buy the items they needed within the limits of their respective budgets. A few youths continued to demand extra clothing from the agency or to demand that the agency help them to buy more expensive clothing than their budgets would allow. In the beginning of their settlement process, the youths expressed a deep need and drive for material things. It seemed to them that after all their past physical and emotional deprivations, they would find the answer to the emptiness left within them through unbounded material satisfactions.

One needs to study the basic psychology of these youths upon their arrival in Canada in order to understand these responses. According to Deborah Portnoy:

> In this age group, the usual conflicts of adolescence seem to be exaggerated. Since their problems could not be worked out in a normal setting of a family unit, the degree of maturity which one anticipates in this age has not yet occurred. We find the struggle between dependence and independence going on at full force. As one would expect, they seek love and acceptance but are ambivalent about taking it. They carry into their relationships the pattern of competition and drive for survival which has characterized so

> important a part of their formative years. Their tendency is to enter into a struggle of wills in order to force their environment to conform with their needs ..... They have the fear of the unknown which is common to the immigrant ..... These adolescents express their needs in terms of material things ..... The case worker is caught in the dilemma of wanting to make up to the young person for his deprivation and of letting him experience reality which requires functioning at his chronological age level.[1]

One may easily see that case work services had to be of a quality which offered acceptance, supportive help and subtle guidance, using the limits of the agency and of the community to facilitate the growing experience of the individual.

As their settlement process continued, the majority of the youths were helped to see, through these case work services as well as through their own reality experiences in the community, that the realization of achievement and satisfactions lay within themselves and not in material gifts.

A few of the dependent youths, who were unable to find satisfaction in themselves, in their homes, or in their vocations, continued to express their disturbances by making extreme demands of the agency for clothing and special material goods. It required skilled case work services to allow this group to express their hostility and to struggle with the reality limits.

Supportive and interpretative case work helped many of this group to modify attitudes and to mobilize themselves

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[1]Deborah S. Portnoy, "The Adolescent Immigrant," The Jewish Social Service Quarterly, Vol. XXV, No. 2 (December, 1948), pp. 268-273.

towards achievement and independence.

Social Factors of Integration - The Youths' Responses and Activities in the Area of Recreation

Recreational facilities for the youths coming to Montreal were organized through cooperative planning between the Canadian Jewish Congress, the agency and group work agencies in the Jewish community such as the Young Mens and Womens Hebrew Association[1] and the Neighborhood House.

A New Canadian Club was planned for the youths by means of which they could participate in the group activities of the Y.M.H.A. with their friends and gradually, as their confidence grew, become a part of the group work program as individuals. The basic principles in planning this program were concerned with the facilitation of the integration of these youths into the social life of the Jewish community. This involved teaching the practice of good Canadian citizenship in a democracy through the democratic group work process.

While the youths were in the reception centre they were taken for a visit to the Y.M.H.A., to the Neighborhood House and to the Jewish Library. They were told about their uses as sources for recreational and social facilities.

When they first came to Montreal, the majority of the youths clung to their own groups and seemed hesitant to include Canadian children as their friends. This reticence was expressed by a few youths.

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[1]Hereafter referred to as Y.M.H.A.

> Their common experiences under the Nazi regime and throughout camp life with its depressing and demoralizing effects and after-effects, has produced a feeling of isolation and loneliness, which is psychologically counteracted by a strong feeling of belonging together, and a wish and determination of sticking together and keeping contact with one another. This attitude has been conducive to melting these most recent newcomers into a group much less heterogeneous than the divergencies of language, territorial origin, religious and cultural backgrounds would indicate.[1]

As the program progressed, more of the youths began to gain confidence in themselves in the area of social living. Many of them developed friendships with the children of the families with whom they lived. From these associations, they developed other friends of Canadian birth. A few youths married other Canadian youths. An analysis of the agency's case records with regard to the 40 youths indicates that 26 youths eventually made friends with Canadian children although all but 1 youth retained their intimate circle of newcomers as friends. The social activities of 7 youths are not reported in the agency files.

Of the 40 youths studied, 26 belonged to the Y.M.H.A. Four of the youths became president of a New Canadian Club and exhibited leadership qualities. The reasons expressed by these 26 youths for belonging to the Y.M.H.A. were an interest in the following activities: social activities, dancing, boxing, sports, music, football and reading. Three youths belonged to more than one club group. Seven youths did not belong to any organized group. One youth could not belong

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[1]Eugene Kaufman, "A Social, Educational and Recreational Program in the Adjustment of Adult Newcomers," The Jewish Social Service Quarterly, Vol. XXVI, No. 3 (March, 1950), pp. 404-409.

because of a pulmonary condition; 1 youth was preoccupied with his studies and had no time for other activities; 3 youths were deeply religious and mingled only in religious circles; 1 boy led an active social life but was disinterested in clubs; and 1 girl was lonely and refused to move beyond her intimate circle of refugee friends.

From the above-mentioned social activities and attitudes of the youths studied, one gains the impression of a group which was initially insecure and inhibited in the social life of a new and strange community. As the youths'experience in the community grew, their confidence seemed to grow, allowing them to test out their abilities and to experience satisfactions in meeting new and different individuals. All but 1 youth retained a loyalty and continued association with their original friends with whom they had shared experiences that were unique to their group and which could not be shared fully with their new friends. There are a few youths, however, who were unable to grow socially to the point where they could move into the wider social life of the community.

In the study of the sample group of 40 youths it became more and more evident that social interests varied from an interest in social events, to sports, to music, again pointing out the individuality of each member of the group.

As the recreation program progressed, it became evident to those in charge of the planning, that a formal club group of newcomers did not encourage socialization with Canadian children at the group work agency. It was agreed

that the time had come when the youths should be encouraged to join Canadian groups at the agencies offering group work programs. By this time, the youths concerned were sufficiently secure to participate in the total group work program.

Throughout this recreational and social program, the agency case workers responsible for each youth carried on a continued contact with the group workers in the program. Reports were exchanged and conferences were held frequently.

All of the youths were given a year's free membership to the recreation agencies. Each youth's caseworker encouraged him to participate in group activities; she helped him to overcome his initial insecurity and listened to his complaints regarding his experiences at the club.

A good deal of understanding of the youths' personalities and social behaviour was gained by the case workers through the careful observation of their group activities and responses.

Interpretation and supportive help was offered in assisting these youths to understand the democratic way of life as well as the mutual responsibilities of individuals and groups.

From the information obtained from the agency files which was discussed in this chapter, the writers gained the impression that the majority of the youths studied gained confidence in themselves and in others as the refugee youth program progressed. They gained a perspective of what they wanted and they learned to use the resources available to them constructively within reality limits.

The majority of the youths enjoyed good physical health which is related to good emotional health. They adapted themselves reasonably well to such reality factors as limits in their clothing budgets, although not without a struggle. They gradually began to participate in social group activities in the wider Jewish community. There were a few youths who were unable to take these positive steps towards integration in the community. We must recognize the fact that this youth group consists of individuals with different personalities, drives and abilities. The integration into the community of each individual concerned will therefore vary with his particular personality, his goals and his drives.

CHAPTER VI

FINDINGS AND CONCLUSIONS

In formulating the conclusions of this thesis the writers would first like to comment on the activities of the Canadian Jewish Congress in conceiving and implementing a program to meet the needs of the refugee youths from Europe. The writers feel that the program of the Canadian Jewish Congress, in cooperation with the Canadian Government, exemplified the conscious awareness of Canada in taking an interest and responsibility for individuals in need in all parts of the world. On the basis of this study the writers believe that the program set up by the Canadian Jewish Congress and carried out in cooperation with the local Jewish agencies, has contributed greatly to the integration, assimilation and rehabilitation of the youths who came to Canada to start a new life after the second world war.

As stated in the first chapter, the writers have attempted to test whether the integration of the youth group into the community met with certain specified goals of the community. These goals were based on the principle of facilitating the youths' integration in the areas of home and job placement.

The writers first dealt with the background information of the 40 youths, as well as the philosophy underlying

our present-day thinking of the importance of family living. An analysis of the personal and family history materials led the writers to believe that the majority of the youths had positive family experiences early in life, and that these experiences probably helped them to maintain their stability through the trauma of separation, the humiliation, and the degradation they suffered in various concentration camps in Germany.

The findings of the next chapter indicate that the majority of these youths settled relatively quickly in Canadian foster homes. For those youths who did not settle in their initial home placement there were frequent moves from home to home, accompanied by increased activity on the part of the youths in finding homes without resort to agency help. This was followed by a trend towards home establishment in impersonal settings such as boarding homes and rooms.

The integration of the youths was analyzed in terms of four categories. There were those who achieved stability quickly and had little difficulty in adjusting. Others had difficulty in relationships in their foster homes, but with the help of case workers they were able to resolve their problem. In still other instances the problems of relationships could not be resolved, and consequently a breakdown of the home placement resulted. The last category was one in which both the family and the youths expressed difficulties and where there was a subsequent breakdown of the placement. Where there were more than three home placements the youth was considered to have more serious problems of adjustment

in foster homes. On analyzing the home placement situation the writers felt that, in the majority of cases, the adjustment of the youth group studied here was positive. These findings support the theory held by Dr. Paul Friedman and others, that if an individual has had stable relationships in the past, he is able to have them again.

The writers then dealt with the strong drive for education which some of the youths exhibited. Of the 40 youths studied, seven were able to obtain university educations. This achievement was due, in part, to the community's interest and support, but also to the youths' will and efforts to succeed.

This chapter also traced the mobility and stability in job placements of the youths who did not have an educational plan. It is interesting to note that, upon their third placement, job stability was achieved by the majority of the sample group. As in the case of home placements, the trend here is that of increasing independent activities on the part of the sample youth group. The analysis of the type of activities of this group also shows that in the majority of the cases an initial resistance to the opportunities offered changed to positive and independent activities. This was accompanied by satisfaction expressed by the youths as they achieved independence. Of the thirty-three youths seeking employment a few experienced no difficulty in their job adjustment. The largest number had some difficulty in this area, and there was a minority group which showed serious problems

in vocational integration.

This study has proven the supporting hypothesis which was developed from the original hypothesis. Comparison of the findings from home and job placements showed that there were parallel trends. The writers found that those youths who had become successfully integrated in homes were able to carry out a vocational plan with a similar degree of stability. This integration coincided with the goals of the community.

In the next chapter the writers dealt descriptively with the physical, emotional and social factors of the sample group's integration into the community. The findings indicate that the majority of the group enjoyed good physical and emotional health upon their arrival in Canada. Later on a small number required psychiatric care. These were found to be the same youths who had adjustment difficulties in one or both of the areas of home and job placement because of their severe personality disturbances. A few youths required prolonged medical care. The analysis showed, however, that the majority of the youths continued to enjoy good health.

In accordance with medical theory, physical and emotional health is an important factor in social and personality adjustment for the individual. With this theory in mind, the writers believe that the good physical health of the majority of the youth group facilitated their integration into the community.

Another aspect of this chapter was the youths' exces-

sive drive for material things which lessened as they began to settle in the community. This changing attitude was also reflected in the youths' social participation which changed from reticence to active participation in most cases.

In reviewing the findings of this thesis the following points became evident:

1. Integration of the youth group into the community was accomplished in accordance with the goals of the community. However, insofar as the adjustment processes of this youth group was incomplete and partial, the writers cannot say how well or permanent this adjustment will be.

2. There was a trend shown by a majority of the sample group from initial dependence to independence in the basic areas of home and job adjustment. It must be noted here that there are various levels of adjustment for the youths concerned in all of the areas; they range from a minimum of difficulty to greater difficulty for different individuals.

3. There was movement from passive to positive activity on the part of the majority of the youth group in all of the areas studied. The writers conclude that for these youths each challenge, which was successfully met, served as a process of maturation and as an incentive to meet and overcome new challenges in the direction of full independence in the community.

In all of the areas studied here the writers observed that the relationship with the case worker was a dynamic factor in these integration processes. Through this relationship, which was one of understanding, acceptance and supportive help on an individual basis, these youths were able to regain their confidence and their trust in people. This professional relationship, as well as the agency structure was used purposefully and skillfully by the case workers in

providing these youths with a new experience which was important for their integration.

The agency, through its working experiences with the youths, grew in its understanding of the type of services they required. Throughout this experience the agency exhibited a flexibility and modified its program to the changing needs of the youths. Changes were also evident in the community's activities in this program. As the program continued the community developed a better understanding of the needs of these youths and a greater trust in the agency's special skills in caring for them. Its participation, therefore, became more cooperative with the agency in working towards a common goal.

The writers of this thesis dealt with several facets of the vital question of adjustment or integration into the community for the youths concerned.

There are many questions in this study, however, that were only partially answered or that led to further questions about the youths' adjustment. For example, the kind of emotional or personality adjustment these youths made could serve as a basis for further research study.

The sample of 40 youths studied could not tell whether the integration of the total group of over 500 youths was positive and sustained. The findings of this research study of 40 youths show the different levels of adjustment or integration in all of the areas studied. However, the fact that there were no failures recorded in this sample group does not

necessarily mean that there were no failures in the total group. These failures may have been very small in number, but nevertheless they should be considered in planning if a similar program of resettlement should be attempted.

Another basis for further study could be an analysis of the case work process in the helping role and its contribution to the youths' adjustment. Other studies which could be of interest are those concerned with community planning, administration, education or psychological counselling. A follow-up study through interviews with these youths could indicate the sorts of adjustment which they have made in the community after a few years of separation from the agency.

This thesis and its suggestions for further studies deal with the corrective aspects of the refugee youth problems. There is, however, a broader basis of prevention which cannot be ignored. The protection of displaced children through greater international understanding, and by the use of peaceful measures is of primary importance for the welfare of all children. Here, however, social work as a profession has its part to play in alignment with those social forces which move in the direction of ~~strive for~~ a better future.

APPENDIX A

APPENDIX A

Methodological Note

The writers of this thesis selected their tabulation chart of job placements to serve as an illustration of how they handled the material for tabulation and analysis in their study.

The tabulation, included in the appendix, answers only one facet of the many questions asked by the writers, and therefore serves only as an illustration of the methodology used in this study.

A tabulation chart was made for each question asked in the documentary schedule which is also included in the appendix. Space does not permit the inclusion of the total youth group studied in the tabulation used as an example in this thesis.

APPENDIX B

APPENDIX B

Documentary Schedule

1. How did the agency plan for the refugee youth group?
    a) With regard to arrival.
    b) With regard to temporary shelter.
    c) With regard to foster homes and foster home placement.
    d) With regard to clothing.
    e) With regard to medical and dental care.
    f) With regard to vocational and educational planning.
    g) With regard to recreation.
    h) Case coverage.
2. How was contact established with the youths? (Introducing and interpreting policy).
3. What was the frequency of the contact with the case worker and on what basis?
4. How did the agency prepare the home for the individual child and the child for the home? How was placement carried out?
5. What budget plans, if any, were made?
6. How did the case worker learn about mutual adjustment?
7. How did the agency handle the breakdowns, if any?
8. Did any problems arise that necessitated discussion on an administrative level?
9. What steps were taken?

<u>Community</u>

1. How did the community participate in the planning, and in the actual program in cooperation with the agency?
2. What kind of people became foster parents and why were they accepted?

3. Did community activity change in any way with regard to the foster home program? If so, why?

Refugee Youth

1. How were the children motivated and how were they prepared with regard to resettlement prior to coming to Canada?

2. What was the background of the children?

3. What was the child's response and activity with regard to:

    a) Arrival and temporary shelter.

    b) Foster homes and foster home placement.

    c) Clothing, medical and dental care.

    d) Vocational and educational planning.

    e) Recreation.

4. Did relationship problems arise and how were they dealt with?

5. Was replacement necessary? Why and how many?

APPENDIX C

APPENDIX C

Youths' Response and Activity with Regard to Vocational Planning and Job Placement[a]

	Case 1	Case 2	Case 3	Case 4
A. Educational Background	Primary School	Primary School	1 Year	Grade IX
B. Plans	Education	Mechanics	Any work	Watchmaker
C. J.V.S. Recommendation	Business Course	Limited opportunities in field	Average I.Q.	No opportunities as no Quebec Licence
D. Youths' Activity - Agency Plan	**	*	**	
- Independent	**		**	*
- Extra Course	Business Course			
E. Occupations	Dress Finisher	Apprentice in Clothing trade	Baker, Cutter, Butcher	Watchmaker
F. No. of Jobs Held	4	1	4	1
G. Average Time on Jobs	6 months	2 years plus	6 months	1 year plus
H. Reasons for Leaving	Health, Dissatisfied	Nil	Work too difficult	Nil
I. Initial Earnings	$14.00 weekly	$15.00 weekly	$15.00 weekly	$15.00 weekly
J. Final Occupation	Dress Finisher	Clothing Trade	Cutter in Clothing Trade	Watchmaker
K. Final Earnings	$18.00 weekly	$35.00 weekly	$27.00 weekly	$25.00 weekly
L. Initial Attitude	Negative	Positive	Negative	Negative
M. Final Attitude	Positive	Positive	Positive	Positive
N. Comments	Dropped plans for business course. Found own jobs later on. Adjusted.	Became interested in clothing trade. No problems.	Took a little time to find himself vocationally	Adamant re trade. Produced certificate from Czechoslovakia.

a) Space does not permit the inclusion of the total youth group studied in this tabulation.

APPENDIX C
(continued)

	Case 5	Case 6	Case 7	Case 8
A. Educational Background	4 years	--	--	6 years
B. Plans	Any trade	Composer	Cutter	Upholstery trade
C. J.V.S. Recommendation	High I.Q.	Unrealistic - Hard to place	Cooperative	--
D. Youths' Activity -Agency Plan	*	*	*	
-Independent	*		*	*
-Extra Course				
E. Occupations	Electrician Fur Dyer	Various trades Office boy	Cutter	Upholsterer
F. No. of Jobs Held	2	4	2	1
G. Average Time on Jobs	8 months	4 years on last job	1½ years	1 year plus
H. Reasons for Leaving	Work too difficult	Unable to learn a trade	No advancement	Nil
I. Initial Earnings	$25.00 weekly	$14.00 weekly	$22.00 weekly	$17.00 weekly
J. Final Occupation	Fur Dyer	Office boy	Cutter	Upholsterer
K. Final Earnings	$25.00 weekly	$25.00 weekly	$40.00 weekly	$25.00 weekly
L. Initial Attitude	Positive	Negative	Negative	Negative
M. Final Attitude	Positive	Positive	Positive	Positive
N. Comments	Boy satisfied with second trade	Worked by day - composed at night	Left job to do custom peddling. Business failed. Returned to old job	Planned independently

APPENDIX D

APPENDIX D

JEWISH FAMILY AND CHILD WELFARE BUREAUX

MONTREAL

Personal Allowances Chart — Agency Budget List

ITEMS Ages 0-6	6-12	12-16	High School	Local Youth Working	RYP Youth Working
Carfare			as needed	$1.00	$1.00
Cigarettes				$1.52	$1.52
Personal Toiletries				60¢	60¢
Dry Cleaning and Laundry				50¢	$1.00
Recreation, Lunches, Newspapers	50¢	75¢	$1.00	$1.50 plus 3¢	$2.00 plus 3¢
Correspondence					35¢
TOTAL	50¢	75¢	$1.00 plus	$5.15	$6.50

EXCEPTIONS:

1. Youth in Mt. Sinai are to receive $3.50 weekly in accordance with the medical recommendation.

2. Youth attending college are to be budgetted in accordance with need. Allowance should not exceed $3.50 to $4.50 weekly. Summer savings must be taken into consideration in planning such budgets.

3. Unemployed youth - $2.00 weekly for two weeks.

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