

A CASE STUDY
OF
CHILDREN WITH DEVIANT BEHAVIOUR
IN A
SOCIAL SYSTEM

by

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CHAPTER ONE

An introductory orientation

1.1 Introduction

Human need for the upbringing of children has existed through all time, and it is only in modern times that more and special attention is being directed to their proper care, teaching and education, and this process begins at home in the family life aiming at the ultimate ends for 'good citizenship'.

This being the sunny side of the picture, the reverse side deals with deviations from the healthy normal family life of which behavior problems are manifestations of 'children in emotional conflict....(who) come from homes filled with tension, hostility, misunderstanding, and confusion; from parents filled with guilt and selfblame for having failed in spite of great efforts to be good parents'.¹⁾

From this quotation we derive the basic fact that deviant behavior problems centre around family life in homes, and are extremely varied and complicated, and if these could be solved or at least understood and cared for, it would mean 'good citizenship' to the benefit of society at large.

And, on the other hand the simple-looking words 'good citizenship' raise some of the knottiest problems of politics, philosophy and religion.

'Good' by what standards and for what ends? Citizens of what kind of state? Citizenship surely means life in some of the most influential institutions which are not political (i. e. governmental) at all, but voluntary, local and private. The parish or vestry meeting, the womens' institute, the friendly society, the miners' institute, the chamber of commerce, the trade union or professional association, the choral or dramatic society, above all the church and chapel; these are all places where opinion is created and where men and women learn to live and work together for good ends that are bigger and better than their individual selves.

1. Lippman, H. S. Treatment of the Child in Emotional Conflict. p. vi.

This is how the way is paved for the rehabilitation of children with deviant behavior - the process of psycho-social therapeutic treatment by means of school education within a boarding school situation - with the aim to re-enter family and community life.

1.2 Sociological nature of this study

The nature of this study deals mainly with classifying children with deviant behavior problems into groups within which the underlying symptoms are more or less in a way general manifestations of group behavior.

These problems are therefore viewed and dealt with as problems which originate in groups such as the family, the school, the play group, the peer group, the community, etc. Furthermore, these groups develop and grow and are nourished upon by what they are fed i.e. the care and upbringing of children in family life - in the process of socialization where children learn within the teaching and educational situation from the viewpoint of sociology how the functional problems of social systems viz. pattern maintenance and tension management, adaptation, goal attainment and integration¹⁾ contribute to this study.

Within this frame it must be underlined that the auxiliary sciences, psychology and social psychology amongst others, provide relevant data for this research.

1.3 The range and scope of this study

The range of deviant behavior as a problem is not only restricted to the Clinic School Loopspruit or to the province of Transvaal, the other provinces of the Republic of South Africa, but also to the whole world. Deviant behavior problems with children are experienced for instance in the Netherlands, Great Britain, the United States of America, France, Italy, Japan etc.

Annually these countries provide large sums of money to cope with, and for the treatment of these problems in a variety of institutions.

1. Johnson. Sociology. A Systematic Introduction. p. 53-56.

The problem of deviation is general with adults and children in all societies of all times. As is the case with all social pathological phenomena, they all comprise of complicated and intertwined causes with innumerable symptoms. All these problems affect not only the personalities but also the fundamental groups of mankind. Basically the family as a group is effected mostly, which is a problem of concern for society at large because all group life sociologically originates in the family.¹⁾

The importance and scope of family life in the child's home is expressed in the following words: 'The home is the first training for character, both individual and social. It sets the first examples. It gives the first teaching. It is the first little community. Here justice - and injustice - are experienced for the first time. Here is authority and the rule of law. The family, like society at large, shapes its members and is shaped by them. It shelters their period of growth.'²⁾

1.4 The content and aim of the study

The content of this research is specifically limited to deviant behavior with school going pupils between the ages of 13 and up to 18 years in the Clinic School Loopspruit. The school is organized in standards 6, 7 and 8 with 12 to 15 pupils per class i.e. per standard. These pupils are in the pre-, the puberty- and the adolescence period of their growth and developmental stages as personalities. Both boys and girls attend school and are boarding school members which is compulsory to them all.

Furthermore the school consists of three main parts viz. 1) the school for the scholastic teaching and re-education of pupils who learn to improve their scholastic standard; 2) the psychological clinic for diagnosis of and prognosis for problems by means of psychological therapeutic treatment firstly to eliminate obstructions and at the same time to motivate for new substitutes and 3) the boarding school which also has rehabilitative and re-educative qualities in the full process of rehabilitation.

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1. Waterink, J. Theorie der Opvoeding. p. 99; Fairchild, H.P. General Sociology, p. 17.
 2. Citizens growing up at Home, in School and After. p. 7.

Within this frame the aim of this study is the following:-

Firstly, to outline some links between a normal school and the Clinic School Loopspruit as social systems with regard to some reasons why structure and function are basic characteristics of a social system; a brief account for the founding of the Clinic School; a brief comparison between a normal school and the Clinic School regarding their structure and functions and their functional problems. Secondly, by means of a sociological analysis of the family background of children, the aim is to detect the causes of deviant behavior and symptoms thereof.

Thirdly, to give an account of the care and therapeutic treatment for children with deviant behavior problems in an institution. Fourthly, a description of the Clinic School, as a social system regarding the four functional problems and lastly, a summary and conclusion follow in which a retrospective view, the current situation with some advantages, disadvantages and positive recommendations for the better functioning of a clinic school in future from the point of view of a social system with functional problems are given.

1.5 Outline of the material

An outline for the arrangement of the material in chapters is as follows:

Chapter One: An introductory orientation.

Chapter Two: Headlines of some links between a normal school and the Clinic School Loopspruit as social systems.

Chapter Three: A sociological analysis of the family background of children for the causes of deviant behavior.

Chapter Four: Therapeutic care for children with deviant behavior problems in an institution.

Chapter Five: The Clinic School as a social system with regard to the four functional problems.

Chapter Six: Summary and conclusion.

1.6 Methodology

In this study extensive use was made of the study, interpretation and compilation of data from books, periodicals, journals and other documents.

The aim herewith was to arrive at knowledge and insight from the available sources and to join this knowledge scientifically into a logical unity.

In describing the founding and evolution of the Clinic School Loopspruit the historical and the descriptive methods were used.

The empirical study is based on the theory of the relevant data which satisfies the requirements for scientific research.

1.7 Difficulties encountered in this study

The available researches on the subject of the Clinic School Loopspruit or aspects thereof, are only few in numbers - at the utmost 6 studies, which were done in the medium of Afrikaans.

It so happens that the research worker was a student from the United States of America who, by his personal convictions of a strong religious character, contacted a number of the South African lecturers of the P.U. for C.H.E. at the Illinois Christian College, and thus became interested and motivated in the spirit and direction of studies and research offered at the P.U. for C.H.E.

Being an English speaking American, many difficulties arose with the reading and understanding of available research works in Afrikaans on the Clinic School. These difficulties were later on bridged regarding the understanding of the contents.

1.8 Description of concepts

Certain concepts figure generally in this thesis, therefore it was necessary to describe these concepts at the beginning of this study in order to avoid unnecessary repetition. The following concepts such as behavior, deviation, reeducation and rehabilitation were described within the frame of this thesis.

Behavior as a concept is used in different connotations regarding the contents and meanings thereof e.g. the following: Acquired behavior, collective behavior, covert behavior, criminal behavior, customary behavior, familial behavior, family behavior, group behavior, human behavior, individual behavior, native behavior, organismic behavior, overt behavior, pluralistic behavior, reciprocal behavior, sympathetic behavior, clinic behavior, behavior pattern, behavior patterning, behavior problem, behavior process, etc.

Within the scope of this study attention was paid to the following concepts within the variety of uses for the concept of behavior:

In general behavior¹⁾ means "the manner of acting in a given situation" and while group behavior is of great importance for being the impact of group behavior, Fairchild¹⁾ gives the following description: "The behavior of a group is when it is of such a nature as to give the appearance of arising from unity of attitude, feeling, and motivation. The type of behavior consistent with the analogical concept of the group as an organism". Seeing that individuals are interacting members of different groups, individual behavior is the manner of acting of a specific individual in a given situation. Therefore the actions and reactions of individuals in groups mean conformity to the generally accepted social norms which prescribe certain manners for conduct or behavior or action in specific social or group situations and also disallowing those actions or behaviors that are not in conformity to the execution of group purposes or aims. The last prescription being nonconformity, means deviation from the normally accepted situation in a variety of degrees. Applied to the Clinic School this means deviant behavior patterns i.e. a recurring of behavior in social situations.

Deviant behavior

A child with deviant behavior is a child with individual problems and one who causes social problems. Such a child is therefore one who, on account of his constitutional disposition; received wrong guidance, teaching, education, conceptions and ideals; the shaping or moulding of wrong or unacceptable habits, deviations in conduct that are contradictory to the generally accepted

1. Fairchild, H. P. Dictionary of Sociology.

norms for society and culture.¹⁾ These deviations obstruct scholastic progress and adaptation and, without suitable care and treatment these problems can easily intensify and lead to maladjustment, including delinquency, crime and other offences in society. As will be seen later on in this paper or study, deviant behavior has many symptoms - one, or more, or combinations of the following eg. truancy, uncontrollableness, theft or robbery, aggressiveness, desertion, sexual problems, lying, loafing, swearing and filthy language, destructiveness, bullying, rage venting, bed wetting²⁾ etc.

Reeducation and rehabilitation

Rehabilitation is the process or technique of reeducating and redirecting the attitudes and motivations of the delinquent or criminal so as to bring his behavior into full harmony with the law and his own willing acceptance of social regulations and legal restrictions.³⁾ Restoring a lost ability or abilities to a satisfactory condition after these abilities have been impaired.⁴⁾ The concept of rehabilitation also means to restore, as a delinquent, to a former right, rank, or privilege lost or forfeited; to qualify again, to reinstate, to restore to a former capacity act.⁵⁾

From analysis of the previous, and also other definitions and descriptions of the concepts of reeducation and rehabilitation, it is evident that these concepts deal with the totality of the correction of all that is wrong regarding the development of attitudes, behaviors and interpersonal relationships to motivate the particular child involved to choose for himself out of his own free will, that road which leads to adulthood in striving for the realisation of what is correct and good in life, and to avoid the wrongs of nonconformation to social norms for practical daily living as a well-balanced personality and individual who lives with others in groups.

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1. Van der Walt, J.P. Die Doel en Taak van die Kliniekskool Loopspruit. p.16.
 2. Ibid. p. 125.
 3. Fairchild. Dictionary of Sociology. p. 254.
 4. Drever, J. A Dictionary of Psychology. p. 245.
 5. Webster's new International Dictionary of the English Language. p. 2100.

CHAPTER TWO

Headlines of some links between a normal school and the Clinic School Loopspruit as social systems

2.1 Introduction

The aim of this chapter is to indicate that in order to ascertain some links or connections between a normal school institution and the Clinic School Loopspruit - both being social systems - by implication requires that an exposition must be given of the following: Firstly, some reasons why the concepts of structure and function are basic characteristics of a social system; secondly, a brief account of the history and causes for the founding of the Clinic School Loopspruit within the frame of a normal school as the fruit of cultural development; thirdly, a brief comparison between the structures and functions of both institutions is necessary; and fourthly, the functional problems of both schools as social systems combined to indicate the similarities, and that the Clinic School not only cares for a group of children with deviant behavior problems, but, by its structure and function it is a prerequisite for readmission of these pupils to a normal school after a process of rehabilitation was to a larger extent successful.

2.2 Some links between a normal school and the Clinic School Loopspruit as social systems

2.2.1 Some reasons for the structure function of a social system

The structure of a social system may consist of the following elements:¹⁾ different sorts of subgroups each with its own set of norms; different types of regulations within the larger social system and also within the subgroups and regulated norms and cultural values. Any of these elements may also be described as substructures; nevertheless, according to these elements a school institution is a social system which means that it has a structure and a function which are parts of dynamic components within this social system.²⁾

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1. Johnson, H.M. Sociology. A Systematic Introduction. p. 51.
 2. Wilson, L. & Kolb, W.L. Sociological Analysis. p. 846.

As is the case with all social systems, the school therefore also has the following functional problems that must be solved, namely: pattern maintenance and tension management, adaptation, goal attainment and integration.¹⁾

With regard to the structure of a group, it refers in general to a relatively stable inter-relationship among its parts²⁾ and therefore the core of relationships among its parts focuses attention on the fact of how these parts cohere within the whole of any group. Applied to the school institution, the concept of structure refers to the fact of how the complementary parts, such as the world and life view, its precipitation on the educational view and furthermore, its impact on different educational systems with regard to the aim; anthropology of the child; content of education, methodology, measuring and evaluating, discipline; and administration and organization of education are closely intertwined in the system.

But these component parts of the school structure, take on significance if they are viewed as functional elements within social systems, whereby dynamic society becomes a going concern.³⁾ Most authors⁴⁾ agree that a function in a structure is an objective consequence of action, and henceforth the structure of a social system of necessity also has functions "which make for the adaptation or adjustment of the social system to external and internal demands,"⁵⁾ a problem that refers to the functional relationship between education and society - to be dealt with later on in this study.

2.2.2 A brief history and causes for the founding of the Clinic School Loop-spruit

It is necessary to indicate by means of a short history of the Clinic School

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1. Johnson, H. M. Sociology. A Systematic Introduction. p. 52-53.
 2. Bredemeier & Stephenson. The Analysis of Social Systems. p. 24; Coser & Rosenberg, Sociological Theory. p. 615.
 3. Wilson, L. & Kolb, W. L. Sociological Analysis. p. 846.
 4. Coser & Rosenberg. Sociological Theory. p. 615; Rumney, J. The Science of Society. An Introduction to Sociology. p. 10; Hofstra. Het Functiebegrip in die Sociologie. p. 28; Panunzio, C. Major Social Institutions. p. 25; Johnson, H. M. Sociology. A Systematic Introduction. p. 63.
 5. Johnson, H. M. Sociology. A Systematic Introduction. p. 63.

Loopspruit that the group of children with deviant behavior problems is a subculture within a social system. The link between the concepts of subculture in deviant behavior with the quotation of Wilson and Kolb, is that both concepts have a structure and function within a social system: the deviant behavior being the negative, i.e. varying degrees for nonconforming to the generally accepted social norms for behavior as they are experienced and realised, that is a subculture. These are the deviations from the normative of the social system, being the normal behavior patterns of the social system.

Therefore, thought must be given to the historic aspect for the founding of the Clinic School Loopspruit, and as it grew in its structure - function setting, up to its contemporary form where it serves as a full grown institution in the rehabilitation of children with deviant behavior.

The history of this institution within the frame of a normal school, must be seen as one of the fruits of the development of culture with a specific post war need of rehabilitation, amongst others, in the education of children with deviant behavior. These deviant behavior patterns of children, being the result of unfortunate circumstances in their home and family lives, show the need for some sort of treatment not only in their homes and family lives, but also that their school progress was negatively affected. The T.E.D. (Transvaal Department of Education) had the lively contact and vision for some sort of school to deal with this problem of children with deviant behavior. The Malan Committee¹⁾ was appointed with the object to prepare and submit a report which ultimately led to the founding of the Clinic School Loopspruit. In its present form, that is in regard to it's aim and functions,²⁾ it provides for mostly all facilities to care for and accommodate these children with deviant behavior. They come from usual, normal schools where they exhibit behavior and scholastic problems. A certain modus operandi allows for the relegation of these children to the Clinic School, that is, before they are committed by a court for contravention of laws. That is to say, a whole pro=

1. Appointment of the committee consisted of the following members:
J.P. Malan, C.E. Theron, N.J. du Preez and P.W.S. Schuman.

2. Van der Walt, J.P. Die Doel en Taak van die Kliniekskool Loopspruit.

cess has to be enacted before they are admitted to the school and certified as such.

The Generaal Pienaar Skoolplaas was transformed to serve all the purposes and aims of the later called Clinic School with intramural and ectramural facilities. The education includes school and hostel life with thorough psycho-social educational therapeutic treatment and care with regard to rehabilitation facilities.

2.2.3 A brief comparison of the structure and functions of a normal school with that of the Clinic School Loopspruit

As is the case with a normal school, this institution as a social system means that it has a structure and functions which are parts or dynamic components of elements within a social system.¹⁾ The structure of this institution and of a normal school therefore, has the following components: 1) the world and life view and its precipitation on the educational system; 2) this sediment on education decides the purpose or aim of education: The purpose of education decides the anthropology of the child; the content of education; methods, discipline and the measuring and evaluation of what is taught and learned. The psychological treatment and therapy is primary in the Clinic School before the children are able to progress scholastically on their way to "full" rehabilitation. This treatment is absent and unnecessary in a normal school, and when a pupil for the Clinic School is detected, this case is brought to the attention of the school psychologist, via the principal of the school. Furthermore, the aim also decides what the organization and administration of this institution is and ought to be.

With regard to the principled view as a starting point, we state that each world and life view has its precipitation on the view of education.²⁾ We can divide the world and life views into two broad categories:

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1. Wilson, L. & Kolb, W.L. Sociological Analysis, p. 846.
 2. De Hovre, Paedagogische Wijsbegeerte. Een Studie in de Moderne Levensbeschouwingen en Opvoedingstheorieën. p. vii.

1) the Christian¹⁾ and 2) the Humanistic.²⁾ Thought will be given only to the Christian division in this thesis.

Under the Christian division we include the following: those with the theistic oriented view which includes Lutheranism, Calvinism, Roman Catholicism and Anglicanism. Under Humanism we include the idealistic, realistic, naturalistic, socialistic, pragmatistic and existentialistic world and life views which link with scientism,³⁾ the latter being the contemporary form in which Humanism is realized.

It is unnecessary to go into detail with regards to the contents and meaning of these world and life views, but merely just to state that each has its precipitation on the educational view, which in turn determines the structure and function of the different educational systems, in which the following are manifested:

2.2.3.1. The Christian aim of education

With the Calvinistic (Christian) aim of education we can follow the guidelines of Waterink, as he defines it, "als de vorming van de mens tot zelfstandige, God naar Zijn Woord dienende persoonlijkheid, geschikt en bereid al die gaven, die hij van God ontving, te besteden tot Gods eer en tot heil van het scheepsel, in alle levensverbanden, waarin God hem plaatst."⁴⁾ From this quotation we derive the following about the aims of education: the immediate or direct aim, the dilate or removed aim and the final aim of education.⁵⁾

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1. Stoker, H.G. Die Stryd om die Ordes. p. 220-253.
 2. Oberholzer, C.K. Inleiding in die Prinsipiële Opvoedkunde; Coetzee, J. Chris. Inleiding tot die Algemene Teoretiese Opvoedkunde. p. 32.
 3. V.d. Walt, J.P. Histories Prinsipiële Beskouing oor die Opkoms, die Veld van Onderzoek en die Betekenis van die Opvoedkundige Sosiologie. p. 74.
 4. Waterink, J. Theorie der Opvoeding. p. 114.
 5. Coetzee, J. Chris. Inleiding tot die Algemene Teoretiese Opvoedkunde, chapter XVI.

These aims do not only apply to the normal school situation, but also to the Clinic School Loopspruit, with the proviso that the direct aim falls in line with the removed and final aim. The direct aim of the Clinic School deals with the following matters: psychological treatment of the patient (school pupil) to eliminate firstly, emotional problems in order to get the pupil to pay attention to and concentrate on school work. This is a process in which the aim is to guide the child from the point where he/she deviated, and the causes for this departure to the normal situation, so that he/she will accept his/her problem and put every effort into work to realize and react to his/her own problems with the object of solving it with assistance by him/her self. The aim is to achieve the normal situation in a process by which each individual pupil will steadily progress scholastically to adapt or to fit in the normal school work situation whereby scholastic retardation is overcome.

Furthermore, it is evident from the interpretation of his quotation that Waterink deals with the two poles in education, namely the adults and children in which the adults (teachers) are directing the children for a variety of tasks and callings in society for which they are prepared. This view also falls into line with what Mannheim states when he says, "that education has little meaning without constant reference to the society in which the educated will have to live, or in other words that especially the training of teachers remains incomplete without an adequate knowledge of sociology."¹⁾ Both of these writers, Waterink and Mannheim, deal with the same phenomena, namely, the person in relation to society and the different callings and tasks for which people are trained, in other words, the functional relationship between a school and society.

2.2.3.2. Anthropology of the Child

It is appropriate, and of necessity, that a brief anthropology of the child be given at this stage. The constant interaction between the individual and the entire world around him, both physical and social, is the basic pattern of life. "Any attempt to understand and foster the development

1. du Preez, D.C.S. Watter Bydrae kan die Sosiologie lewer tot die doeltreffender Opleiding van Onderwysers? Onderwysblad, no. 654, vol. LVIII, 1, April, 1954. p. 25.

of the individual and every effort to provide the means and the agencies for such development must be based upon an analysis of this two way process - the potentialities of each individual child and the forces external to him in continual interaction, each at times a directive agent, at times directed."¹⁾ Thus there are two approaches, from the viewpoint of the individual and from the viewpoint of society. We accept both in the education of the individual as a social being, i.e. the genetic viewpoint instead of individualism or socialism. Any anthropology of the child must not see man as the center of education.

"Not man, but the Personal God as he reveals himself in Scriptures, is the center of the educative process, as He is of life itself. Man is not the measure of this truth, but it is His standard."²⁾ We must see the role of the person, also as a social calling; the role of the student as he proceeds through the various stages of pre-school and of school life which should lead each one to a vocation in life.

In this frame, special attention must be focussed on the stages of pre-school life, i.e. the baby years (infancy); the toddler and nursery years; early school years; primary school years with special reference to the physical, intellectual, emotional, and development of motives;³⁾ middle childhood, puberty and adolescence. As for normal schools, the development of personality ect., it is double necessary to study the period of 12-14 years up to 16 to 18 years, because the pupils of the Clinic School are in their puberty, the "Sturm und Drang" years of their lives.⁴⁾ The problems of their lives will unfold in the later chapters to follow, especially the problem of the person in relation to society.

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1. Brown, F.J. Educational Sociology. p. 7.
 2. Jaarsma, C. The Educational Philosophy of Herman Bavinck. p. 135.
 3. Mussen, P.H., Conger J.J. & Kagan, J. Child Development and Personality. p. 153-607.
 4. Ibid. p. 508-509; 153-516.

2.2.3.3 The contents of the school curricula

According to the structure and function of education as a social system, the aim of education precipitates on the contents of education. The material of the curricula (contents) may be said to be selected and idealized. They are selected portions of human culture, flowing through the life of the school, and are perpetuated and enhanced in the life and labor of the pupils... Under the best practices, the contents of the curriculum are selected and organized in the light of social experiences. Experience is a great teacher.¹⁾

The nature of the contents of all curricula is or must be in line with the conviction that education must be prepared to give it's faith to it's children. And that all education given by a group is necessarily and rightly religious.²⁾

According to this statement, we have shown that where the aim of education is Christian in character, its precipitation on the contents will be the same. Furthermore, the contents of education must comply with the following criterion, namely, the historic which as Beck, Cook and Kearny so aptly state "...nevertheless, what we may do to improve the curriculum in the next decade will be influenced inevitably by what has been done in the past."³⁾

The next criterion for the choice of contents in the curricula is the psychological criterion. It deals with the needs of children with regard to knowledge, skills and experience that fit in with the growth and developmental stages of children and the disposition or talent which all children possess in varying degrees.

The following criterion is the logical one for the choice and organization of the contents in the different school subjects. The view here is the scientific ordering⁴⁾ of the contents of the different school subjects, e.g. maths, language, history, social studies, etc.

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1. Moore, C.B. & Cole, W.E. Sociology in Educational Practice. p. 330-331.
 2. Reeves, M. Growing Up in a Modern Society. p. 33-34.
 3. Beck, R.H., Cook, W.W. & Kearny, N.C. Curriculum in the Modern Elementary School. p. 3.
 4. Coetzee, J.C. Inleiding tot die Algemene Teoretiese Opvoedkunde. p. 321.

The choice for the contents of education has also a sociological criterion when organizing a proper curriculum. Without giving details, we can suffice with the following quotation: "The curriculum is an instrument devised for a purpose. The purposes of a society determine the purpose of the schools; the purpose of the schools decides the content of education...the content of education depends on the content of education as a whole."¹⁾

In this quotation, the functional relationship between education and society is stressed, and all the more so, because it also includes the changes which are enacted not only in the broad sense, but also in the narrow sense of values and norms of society. According to the values and norms the present ferment in the educational sphere is also part of the ferment in the realm of social values. This means that we have to think of education and teaching in terms of the place of education in the social order.²⁾ And that we are now living in a mass society,³⁾ in a changing society and culture. The need of sociological criterion cannot be emphasized enough, because "the major problems of our age deal with human relations, the solutions can be found only in education."⁴⁾

Up to now we have dealt with what concerns the positive outlook of the functional relationship between education and society. But there is also the negative outlook by which the deviations from the normal social order and the social situations are looked upon as the problem of society which is also the problem of education, because all our social disorders may be traced back to the lack of right education.⁵⁾

In summarizing, the sociological criterion underlies the necessity for the contents of education in which the questions are put forward with regard to

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1. The Content of Education. p. 18.
 2. Mannheim, K., Sociology and Education. p. 4.
 3. Id. Diagnosis of Our Time. p. 1.
 4. Knowles, M. S. Informal Adult Education. A Guide for Administrators, Teachers and Leaders. p. 8-9.
 5. Forster, F. M. School for Life. p. 5.

how the conduct and behavior of actions should be; that is, the normative in comparison to how they are here and now, the functional order in factual life.

Attention must also be given in this respect to the different social processes in the above mentioned functional relationships, namely, change, cooperation, competition, interaction, conflict, friction, ect.

From another point of view "...whether we will it or no, the educational system of necessity also conditions the development of society."¹⁾ Here the focus of interest falls on the economic criterion, by which we mean the material development of society with regard to technical and scientific developments for bettering civilization. This is a process which starts with the division of labor in family life and it is furthered by school education in which the children or pupils are taught to master the knowledge of economy, the economic skills and efficiencies which are the functions of adults in society. This process culminates in the economic institution in which production, distribution and consumption of goods are concerned.

The last criterion to mention deals with the national interest which focuses interest mainly on cooperation, in the national and international meaning of the word, with the conservation of peoples' own identity in dealing with others in the population groups. In a general sense, we can say that one must be concerned about his own national interests as realized through history up to the present moment, for the sake of humanity, which certainly stresses the need for cooperation on the scale of diversity of nations.

In summarizing, the criteria for education with regard to the ordering and systematising of the materials for the school subjects, place priority on the religious nature of the content, while giving a secondary place to the secular contents of the curriculum in the school. The nature of the contents of the curricula must be seen as the analytical and the aesthetic interpretation for the structure of all the things of beauty in the creation of God - He is also a

1. Dent. H.C. A New Order in English Education. p. 7.

God of beauty.¹⁾ Both the religious and secular contents of the curricula are necessary for the development of a well-balanced personality. The contents of the curriculum for study in the Clinic School are by all means the same as those being prescribed for the normal school situation. In the Clinic School the scholastic progress of pupils is very slow, for it correlates with the psychological adaptation by means of treatment and therapy.

2.2.4 Methodology, discipline, measuring and evaluating

It is unnecessary to give special attention to methods of education. The basic method of instruction is individually, by which is meant that each pupil per class (of not more than twelve pupils) has to work on his/her own individual performance abilities and receives the needed guidance on the basis of the personal teacher-pupil relationship. In a general way we can suffice with the fact that methodology entails the ways which teaching follows in the transmitting of knowledge, skills and proficiencies which are necessary for the efficient and full development of personality; to enable the pupil to fulfil his/her calling in later life as an adult. In a narrower sense, we can name, amongst others the following methods, and combinations thereof, and those which fit the teacher the best for their profession: Free discipline;²⁾ the Dalton method;³⁾ the Project method;⁴⁾ the Cousinet method;⁵⁾ the Decroly method;⁶⁾ the Montessori system;⁷⁾ the Winnetka technique;⁸⁾

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1. Grosheide, F.W. Korte Christelijke Encyclopaedie. p. 968.
 2. MacMunn, N. The Child's Path to Freedom; Adams, J. Modern Developments in Educational Practice. p. 285.
 3. Parkhurst, H. Education on the Dalton Plan; Dewey, E. The Dalton Laboratory Plan.
 4. Stevenson, J. The Project Method of Teaching, p. 43.
 5. Boyd, W. Toward a New Education. p.165.
 6. Keyter, J. de W. Opvoeding en Onderwys. p. 262-269.
 7. Montessori, M. De Methode Montessori: zelfopvoeding van't jonge kind.
 8. Keyter, J. de W. Opvoeding en Onderwys. p. 279-287.

the Jena Plan;¹⁾ and the Morrison method,²⁾ etc.

Linked with the previous methodology there are also general principles to be followed, namely a question-answer, induction-deduction, analysis and synthesis, which are used to rouse the attention and interest of the pupils in the classrooms to the school subjects.

A fundamental factor within the methodology of education is the factor of authority and discipline. No one can hope to teach properly without discipline, which is basically linked to authority. Authority is the responsible position in which the teacher finds himself in the act of teaching. To this is also connected the aspect of power in directing the pupil by means of the word, deed and example.

2.2.4.1 Discipline

Situations may arise which make correction by means of punishment necessary. Correctional punishment must always be based on love. There are the direct and indirect methods applied to different situations to obtain the necessary reaction, climate or atmosphere in the classroom. Seeing that the direct methods have previously been mentioned, we now focus attention to some of the methods dealing directly with correction: 1) Correction with the eye-facial disapproval of offense. It is a private personal technique to guide and lead for the sake of order. 2) Correction by the word, by raising or lowering the voice, to remain silent, by calling the pupil's name, to warn, admonish or reprimand. The teacher must always be the responsible and dignified person, he/she must never be a shouting, sarcastic teacher. 3) Correction by deed, to retain a child after school hours, detentions and in the last instance - corporal punishment, where all previous corrections failed. 4) Reward as a form of correction or punishment.

1. Keyter, J. de W. Opvoeding en Onderwys. p. 287-297.

2. Coetzee, J.C. Inleiding tot die Algemene Teoretiese Opvoedkunde. p. 330.

Along the same lines of these methods, the fundamental factor of authority and discipline in the teaching activity, being parts of the process of education as guidelines for the normal school situation, we find these to serve the same purpose in the Clinic School situation. The proviso however, for the Clinic School situation is that as the above said principles and guidelines being true and accepted, the methodology in the Clinic School actually starts with the psychological treatment of every pupil who is admitted to this institution.

The aim of the psychological treatment of every pupil is a prerequisite in which the motive is to eliminate the causes for deviant behavior, to restore in the child the ability to concentrate, and in this process of motivation, the desire to learn and progress scholastically.

Part of this process also aims at the re-education of pupils in the school boarding or hostel life, and the acquisition of, the conformity with accepted social norms, which are all to be internalized and integrated into the personalities of the rehabilitated and 'saved' pupils as creatures to serve mankind and God, i.e. to become well balanced, healthy personalities in society.

With regard to scholastic progress, learning problems which arise in the school are cared for by remedial educational methods and practices, in which the teachers guide the pupils to achieve success, for which they are praised, no matter how small or big the successes may be. Individual recognition as a form of praise must always exclude every form of competition. The details of the different forms and correctives of therapeutics will be discussed later on in this study.

2.2.4.2 Measuring and evaluation

In education, tests and examinations are used to assess the degree or extent of progress the pupils have made in absorbing the knowledge derived from the school subjects. Different techniques are applied to remedy difficulties of children in the learning situation. At the end of the school year all factors - degrees of progress, etc., are evaluated to determine the advancement of the pupil.

Also of great assistance are the techniques to ascertain the IQ of the pupil by means of which their class positions are compared with the IQ positions. The correlation of class position with the position of the IQ is of great value to measure scholastic progress.

Evaluation includes measuring, because all factors of the pupil's personality, his adaptation, his scholastic progress and extramural activities, i.e. sport, cultural activities etc., are taken into consideration. As is the case in the normal school situation, such is measuring and evaluation of pupils lives and work in the Clinic School, which play a basic role in the determination of the degree of rehabilitation for decertification of pupils to re-enter normal schools; or when they enter for work in society as the case may be.

2.2.5 Administration and organization

The administration of both institutions, i.e. the normal and the Clinic School, deals with the functional relationship...the functional relationship between education and society, which must enhance all the high ideals with regard to the aims of the structure and functions of education in the social order. Therefore, the pedagogical aspect of: family life, church institution, state, school, economic institution, leisure and recreation, etc., are not only interwoven but are also complimentary parts with contributions to education as a whole. The following quotation describes what we ought to look for, as Dent states "...when the great institutions of society begin to work together towards a common end, then at last we are on the road to the ideal of a society which is educative in all its parts and aspects."¹⁾ To positivate the different structural norms of the institution and internalize the different complexes of norms, we thereby underline what Dent means and specifically to the point whereby all contacts between people are seen as parts of a process of education.²⁾

1. Dent, H.C. Education in Transition. p. 235

2. Hayes, E.C. Introduction to the Study of Sociology. p. 652.

This being true for the normal schools, so it must even be much more the case with the Clinic School. The best results can be obtained basically by the fact that, seeing that the functional relationship between the educated and society is disturbed, it means that man - the pupil with deviant behavior problems must be treated to restore the person to normality. By implication, this means the guiding and directing of education in providing for the proper balance between the individual and his social roles, i.e. of personality in society.

The organization of both these institutions, namely, the normal school and the Clinic School, is an absolutely necessary integral part of the healthy functioning and order for both schools. It also deals with the preparation of school work that must be done in the classrooms according to the daily time table for all the subjects. The organization of the school also entails extramural activities as vital parts of work and play therapy, i.e. to keep the pupils busy - day to day, moment after moment - to keep them, inter alia, from mischief. Each teacher and every worker, etc., in the structure-function of the Clinic School contribute to the therapeutic atmosphere of an internate for 24 hours per day, week after week, etc.

In summarizing, it is evident that the comparison between the structure-function of the normal school and the Clinic School Loopsruit, both as educational institutions are social systems with specific problems which call for solutions. Johnson states the following regarding this statement: "When we say that the social structure solves problems, we mean of course, that action in conformity with a social norm or value makes some contribution toward meeting the 'needs' of the system. When conformity to any partial structure makes such a contribution, that structure is said to have a 'function' for the system."¹⁾ Before analysing this concept of function, however, we must try to make clear what the four functional problems or "needs" of a social system are.

1. Johnson, H. M. Sociology. A Systematic Introduction. p.53.

2.2.6 Four functional problems of the Clinic School Loopspruit as an educational institution

There are some needs which every society must fulfil if it is to survive as a social system. Broadly speaking, the system must solve the four functional problems of pattern maintenance and tension management, adaptation, goal attainment and integration. It is the intention to combine the structure and function of the Clinic School with the above mentioned four functional problems of this institution as a social system. Consequently, we will deal first of all with what is meant by these functional problems, then proceed with the combination of the above mentioned aspects.

2.2.6.1 Pattern maintenance and tension management

With regard to the problem of pattern maintenance and tension management; the patterns of any social system must be maintained in the sense that subgroups (i.e. children with deviant behavior) must learn the healthy behavior patterns and invest them with the appropriate attitude of respect.¹⁾ This includes the whole process of socialization and education which incorporates and inculcates cultural patterns in the personalities of the system members. In connection with this, the concept of tension management is related to the idea of order. That is, "...the components of any social system are subject to emotional disturbances and distractions which must be "managed" if the units are to carry on effectively."²⁾ As Bredemeier and Stehenson put it, "when structure fails to forestall conflict, and frustration and strain ensue, deviant adaptation may be prevented by permitting relief from tension in socially sanctioned ways ... tension management is a form of social control."³⁾ Since we are dealing with a group of children with deviant behavior as a subculture in an institution, we can say that every form of deviance can be traced back to the system's incapability to fulfil the socializing requirements which the function of pattern maintenance and tension management should be able to offer. This is in fact the basic primary function of every social system if that system wishes to exist.

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1. Johnson, H. M. Sociology, A Systematic Introduction. p. 53.
 2. Ibid.
 3. Bredemeier, H. C. & Stehenson, R. M. The Analysis of Social Systems. p. 156.

Therefore, with regard to this functional problem, this educational institution is clearly primary, because of negligence of the childrens' parent roles. The responsibility for both functional problems (being closely intertwined) should be borne almost entirely, especially with regard to these children, by the school, since it combines the use of psychological treatment and therapy in the day to day management of tension with education in the classroom, the hostel life, extramural and cultural activities.

Clearly, it is here that the "Weltanschauung" or 'world and life view' plays such an important role, since it directs the whole educational system. The Christian world and life view acknowledges the direct sovereignty of God over all things, the covenant relationship between God and man, and the knowledge of man's fall into sin. The Christian world and life view consciously chooses its direction toward Christ, the origin and renewer of all creation. It must always point above and beyond itself toward the origin of all things. Life therefore, is religion in its entirety.¹⁾ We can now say that the functional problem of pattern maintenance and tension management is necessary to precipitate the world and life view in the appropriate way and by use of symbols. When there is a deviation from the normative on the part of the child, the use of social control, in tension management helps to standardize reactions to violations in order to protect the integrity of the system.

The aim of education is closely tied to the world and life view and consequently will be so directed. The aim of education is meant to lead to the unfolding of the child's potential in the honor and glory of God. Thus pattern maintenance should enhance the aim of education to that goal. The aim, as pointed out earlier, precipitates on the contents of education. "one of the tasks of education is to hand on the cultural values and behavior patterns of the society to its young and potential members."²⁾ Thus the maintenance of cultural patterns and values is integral in the aim, which directs the anthropology of the child, contents, methods, evaluation and organization.

1. Koolstra, R. Facts and Values (A Christian Approach to Sociology). p. 52-53.

2. Ottaway, A. K. C. Education and Society. p. 9.

The aim of education should also be the total way of life in a society, incorporated in the children, preparing them for responsible changes in society.

The aim of education directs the anthropology of the child, and the contents or curricula of the educational institution. The school is clearly one of the mechanisms of socialization, and thus there are the approved patterns, which should be followed in the light of historical awareness, world and life view, and the purpose of society, with regard to conduct and behavior of the children in the normative sense. The contents of education are primarily directed by the religious aspect in setting the guidelines of the subject materials in the curricula of the school. The patterns of society are largely imparted to the child by means of the curricula, which transmits traditions and culture and seeks for the development of new social patterns.¹⁾ The contents must prepare the child for the role of an adult, to also "... provide a socially harmless outlet for the strains that may be produced in the process of socialization. That is, an outlet that can be controlled by adults and is not too far removed from the adult culture to which youth is expected to conform with eventually."²⁾ When tension does arise, the effect of love, in the ethical sense, attempts relief in a socially accepted way, to ease the strains, conflicts and frustrations that may beset a child at particular stages of his/her development.

In summary, the contents of education in the social sense, should prepare for and lead youth to a vocation in life, along with a sense of identity of who one is, and where one fits into society as a unique individual, as directive agent with a variety of tasks and callings, such as roles in society.

In attempting to evaluate the aspect of method, we can say that any detail of method is justified by showing that it nurtures the growth of the inward intellect, encourages initiative and fits the young to take a free part in society. The methods of any school system have always been determined

1. Brown, F.J. Educational Sociology. p. 172.

2. Bredemeier, H.C. & Stephenson, R.M. Analysis of Social Systems. p. 116.

by social goals, national goals, and parental ambitions, which are all patterns of a social system. Method is one of the mechanisms of socialization intertwined with the functional problem of pattern maintenance. We can suffice with a statement by Payne, which can be a basis for the effectiveness of any learning and teaching method: "The method of teaching is effective only in so far as the skills and knowledge acquired in the classroom are actually made use of by the individual in his adjustment to a social institution."¹⁾ The factor of discipline ties in very closely with tension management, to ensure the effectual atmosphere, free from disturbances, in the whole institution.

The organization of education strives in the functional sense of pattern maintenance and tension management, to achieve the aims of education to the fullest extent. Organization will consequently, in the normative sense, direct all the parts and activities of education to the end where the child can cast off the teacher, and on his own initiative become a full member of society. This also proves the functional relationship between education and society.²⁾ Closely interconnected with this functional relationship is the concept of adaptation.

2.2.6.2 Adaptation

The educational institution as part of the social system must be adapted to its social and non-social environment. This implies that the social system has a division of labor, not only in the area of economics as in the social system as a whole, but also in the school. The concept of adaptation therefore, deals with role differentiation, which in our sense, means the role of the school first of all, and then its interaction with society as a whole in the final aim. The child has the main role of being a pupil in the institution, in addition to which he/she has classmates, teachers, instructors and administrators as role partners. He/she must therefore adapt to each one in the normative sense of performing his/her task to the best

1. Payne, G.E. Unpublished manuscript.

2. The Content of Education. Proposals for the Reform of the School Curriculum being the Interim Report of the Council of Curriculum Reform. p. 13.

of his/her ability in attaining the goals and aims of the institution. Consequently, each role occupier, whether that be pupil, teacher, etc., should always be directed by the world and life view of the institution, in his particular place. Each person in the institution occupies a different status from the others, which has different demands and obligations. Thus the world and life view of a Christian institution must make possible the full adaptation of each child to the society of which he/she is a part, this is done by creed and use of symbols and patterns to bring the child to a "Gegenstand" in life.

This is also the aim of education as it directs the contents and methods of the institution. It is through adaptation that the "...members (of any social system) accept the behavior, attitudes and values of a group."¹⁾ The functional problem of adaptation in the mean time also poses a basic problem of education: "One of the basic problems of sociology is to determine the role of the school and of the other educational agencies in the social adaptation of the individual to the total cultural milieu."²⁾ The problem of adaptation can sometimes be seen much more clearly in the narrow sense of the school as a part of the whole social system.

The negative side of the functional problem of adaptation is seen in deviant behavior. "Deviant adaptation that is free from internal conflict may be seen among people who are inadequately or inappropriately socialized. Deviant behavior does not involve internal conflict for them: it is consistent with their internalized norms."³⁾ The functional problem of pattern maintenance and tension management plays a large part in the adaptation of a child to the social system. Thus the failure of pattern maintenance to adequately socialize the role occupants, leads to strains and tensions which must be managed if the adaptation of the individual to the social system is ever going to take place. "The sources of strain arise not only from the status-set but from the role-set as well. Often the different role-partners with whom an individual interacts in just one of the statuses may make incon=

1. Brown, F.J. Educational Sociology. p. 151.

2. Ibid. p. 163.

3. Bredemeier, H.C. & Stephenson, R.M. Analysis of Social Systems. p. 136.

sistent demands of him. This may be for either of two reasons: In the first place, the role partners may occupy different statuses in the same system, and therefore make inconsistent demands because of their different obligations and commitments."¹⁾ In the second place, the use of method (treatment), in the adaptation of the child, should in a normative way, manage the tensions which each role member experiences, to control and balance these tensions so that deviance does not develop.

The organization of any social institution must always be directed by the element of common and productive activity. It should be spontaneous and natural, whether in game or sport, in the school room, hostel or clubs. There must be a motive to what one does, and the adaptation of system members occurs when there is some activity to be carried on requiring divisions of labor, selection of leaders and followers, mutual cooperation and emulation.²⁾ Social as well as educational organization, takes place, more often than not, naturally, enhancing the full adaptation of each child to society through learning as part of education.

2.2.6.3 Goal attainment

Every social system has goals to be attained through the cooperative effort of its members. Although there are many goals which society, groups and individuals strive to attain, we are concerned here primarily with the goals of education in this institution, and secondly with the wider goals of society. The functional problem of goal attainment regulates what goals an institution strives for, which in this case, as a prime example, is the rehabilitation of the children with deviant behavior. In these terms, one of the underlying, main goals of this school "... is explicitly pledged to the transmission of the Christian religion and the intellectual heritage of Christianity in an organized, integrated form."³⁾ In this sense the goals of the school are concerned with thinking of the child as a future adult, parent, and citizen, that is, placing people before skills and life before aspects of living.⁴⁾ The child's growth,

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1. Bredemeier, H.C. & Stephenson, R.M. Analysis of Social Systems. p. 133.
 2. Dewey, J. The School and Society. p. 14-15.
 3. Fuller, E. The Christian Idea of Education. p. 202.
 4. May, P. Which Way to School. p. 5.

well being, personality, character, and uniqueness are the goals of education, for it is a preparation for life. The school must continually evaluate and critique the goals it has set forth. This also implies that each person, within the institution, personally do the same, since each member of every social system also pursues self-interested goals.

The achievement of goals always takes place in the context of social relationships, consequently, it is clear that the valuation of the attainment of the goals is a common valuation. A person's success is measured by himself in terms of an internalized common value-pattern... that is measured in terms of a value standard.¹⁾ The striving for goal attainment is thus inseparable from an integrated social structure. The world and life view is the basis of one's religious commitment, which then gives direction to cultural goals. The goals of any social system or institution must be compared to the norm principle in one's concrete situation.

2.2.6.4 Integration

The fourth functional problem of integration, is concerned mainly with the interrelationship of members within a social system. This means that, "...the members of a system must be loyal to one another and to the system as a whole."²⁾ Consequently, this is a functional problem of solidarity and morale, a giving of one's self to specific tasks, both as an individual and in groups, which are in line with common values. Integration implies a close relation to the aforementioned functional problem of pattern maintenance, in that both problems are concerned with the person as an individual, within subgroups of society. Pattern maintenance is primarily concerned with preparing individuals to fit into these groups. While integration deals more with the concept of social control. For any cooperative activity, especially in the school, regulative norms are necessary for decision making within the institution and in society as a whole. "Schools are thus important organs of social control. By training the children in the

1. Parsons, T. The Social System. p. 423.

2. Johnson, H. M. Sociology. A Systematic Introduction. p. 54.

attitudes and values, the traditions and rituals of their fathers and forefathers, they buttress the existing cultural pattern."¹⁾ This quote is somewhat of an overstatement or oversimplification of what actually takes place. Society is not made up of a body of similar and like-minded individuals. There are considerable social differences which are reflected in the educational system. It is therefore the task of integration to solve the problems resulting from the division of labor, at whatever subordinate level, toward acceptance and "giving" of oneself to the values and aims of education and society. It is the task of integration then, in the educational institution, to build up the morale and wholeness of all the aspects of education. In regards to the world and life view, integration strives to further cooperative understanding and spirit concerning the position of the school. Thus the educational community will, in the normative sense, view themselves as a team or body, in attaining the aims and goals of the institution. The main aim of integration is the cementing of internal relationships along specific values and themes. To bring everything together to a frictionless, teamwork effort in every part of the school. With regards to content and method, integration strives to integrate the material to the real, current life situation of the child through an informal, loving concern on the part of teachers and administrators to full acceptance of each and every child to the group.

In summary, a quote by M. Sherif explains the task of integration. "The concept of social system emphasizes the relations between units rather than the individual characteristics of the actors. The social system is open and in active interchange with the larger organization in which it is embedded."²⁾ This quote can be complemented by the following, namely, "...when the great institutions of society begin to work together towards a common end, then at last we are on the road to the ideal of a society which is educative in all its parts and aspects."³⁾

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1. Mays, J.B. The School in its Social Setting. p. 38.
 2. Sherif, M. & Sherif, C.W. Problems of Youth. p. 191.
 3. Dent, H.C. Education in Transition. p. 235.

Synthesised, these two quotations deal with the wider sociological meaning of the universality of education regarding the socialization process which includes both learning and teaching for people's roles in society by means of internalization and the institutionalization of norms. This process as a whole is vitally necessary for the continued existence and functioning of any society. "It is the means whereby organized society is perpetuated and whereby it grows."¹⁾

The fruits and results of this integral view of the universality of education lead to the integration of the person and society as a unity, the integration of the person, society and culture as a tri-unity in which the person, man, is the directive agent.²⁾ This means that society and culture are relatively speaking, the fruits of man's creative and formative abilities and powers.³⁾

2.2.7 Summary

In this chapter, headlines show some links between a normal school and the Clinic School Loopspruit. Starting off by giving some reasons for the structure-function of a social system, it is shown that both schools are social systems, how they differ, and how they complement each other.

This is followed by an exposition of the headlines of the functional problems which any social system has, and what is done and meant by pattern maintenance and tension management, adaptation, goal attainment and integration as means to solve these problems. This means that attention must now be paid to reasons for certification of children with deviant behavior problems to the Clinic School, which necessitates a sociological analysis of family backgrounds of children to detect the causes for deviant behavior.

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1. Gillen, J. L. & Gillen, J. P. Cultural Sociology. p. 400.
 2. Van Dijk, R. Mens en Medemens. p. 38.
 3. Ibid.

CHAPTER THREE

A sociological analysis of the family background of children for the causes of deviant behavior

3.1 Introduction

Today the most outspoken advocates of institutional care for children concede that family life is of much greater value than anything offered by an institution. Doubts, however, are always expressed as to how far normal, wholesome living is possible in family life of children whose own homes have been broken up or who have been removed from their homes for reasons such as will be indicated in this chapter. It is the general intention of this chapter then, to explore some of the relationships between social deficiencies in the family and deviant activity on the part of the family member. Starting therefore, with the nuclear family as our stable point of reference, an attempt to outline the normative family relationship, that is, the structure and function of this institution will be made in the first part of this chapter. For, if in this connection, the normative task of the family is neglected, patterned relationships and processes in those 'structures' existing within the family, between the family and the broader social system, and between the family and personality become distorted, with concomitant effects to all its members.

The second part of this chapter then explores the causes that may be found within the family which allow for and give impetus to deviant behavior. Deviancy, as such, may not necessarily be caused by the family (i.e. deviant behaviour occurring in the family or by parents), which is often the case; but rather the meaning and motivation for deviant behavior, such as problems, frustrations and pressures, may often be identified in the family situation of children within the Clinic School. The third and final part of this chapter will then direct attention to the actual nature of the deviant behaviour as particularly expressed by the children within this institution, in the more frequent and recurring forms.

3.2 The authoritative social relationship of the family as the developmental setting

Family life nestles in the home and for the sake of this research with regard to the view of a structural-functional analysis of family life as a social system, with functional problems to be solved, it is advisable to tie our explanation to a description of the problem which can best serve this purpose. It is also necessary, as will later on be proved in the chapters to follow, to focus attention on the following quotation for the normative. "The home is the first training ground for character, both individual and social. It sets the first examples. It gives the first teaching. It is the first little community. Here justice and injustice are experienced for the first time. Here is authority and the rule of law. Here is the first pattern of social conventions, one family very much like another, but with its own important eccentricities and variations. The family, like society at large, shapes its members and is shaped by them. It shelters their period of growth. In a society such as ours which has temporarily lost its bearings, the home and schools are the guardians of our sense of standards..... Only mothers and fathers can give the love and understanding that enables their children to grow harmoniously, and as they grow to display more and more that part of their natures that was made to praise God, to speak the truth, to love the best when they see it, and to help their fellow human beings."¹⁾

Notwithstanding this view, it is also necessary to state the following points which are incorporated into the quotation and allow for departures there from, i. e. from the normative as indicated in the introduction in the three tasks to execute.

In general, we are in sociology not only confronted with various views of the family relationship on the part of the sociologist, but also with the various forms which the internal structure of the family assumes in various

1. Citizens growing up at Home, in School and After. p. 9-10.

cultures and situations. The wide range of articles and books which one can find in any university library illustrate how different people give different form and interpretation to the normative internal structure of the family relationship. Apart from sociologists' views and concepts, various forms which the family relationship can assume, the internal normative structure of the relationship itself, and the views which people in a given society hold with regard to what the norm for the family form must be, we find when looking at the family relationship also the way in which families live, or the 'atmosphere' in a given home where the family live, their conduct and attitudes. The atmosphere in one family can be radically different from that in another family; the complaints heard in a divorce court give one an idea of the astounding variety and diversity there is. It is not, however, necessary (or possible) to attempt a detailed description of whatever can be known about family life in this world. Rather, a certain criterion must be employed in understanding the societal relationship of the family if we are to gain insight into the internal structure of the relationship. Therefore, the law structure to which this relationship is subjected must be understood, for these laws not only guarantee the existence of the relationship but also its identity. Every social relationship in which we find ourselves, such as the family relationship, is subjected to structural laws. Within the structure of the family it is therefore possible to point out aspects or functions which are of essential significance for the uniqueness and typicalness of the structure of the family relationship.

Thus the individuality structure¹⁾ of the family relationship is undoubtedly qualified by the function of ethical love. God requires parents to love each other and their children as a reflection of the relation of God the Father to His children in Christ. (Ephesians 5:22-23 & 6:1-4); (Colossians 3:18-21).

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1. Structures that appear to us in individual things, events, relationships, etc. and mark the peculiar and typical existence of the one created thing in distinction from others.

"The family is therefore, a constant individual community of love based upon the ties of blood between parents and children".¹⁾ Still, bloodties as such do not really make the family but the family remains ethically qualified. The foundation function of the family lies in the biotic aspect of life, namely, the genetic relationship; the family love always refers back to and reminds of the biotic relationship between parents and children.

Because the family is a stable group with the same membership over a relatively long period of time, it has structurally built into it's internal life a relationship of authority and subjection. The family is an authoritative community which possesses its own internal character, solidarity and unity which gives it a manner of existing which is maintained regardless of a certain degree of variability of the persons who are members. Often those families with sufficient solidarity and sufficiently accepted patterns are successful because of the commitment, motivation and love in regard to decision making processes and leadership. Thus as Spier puts it: "The structure of authority expresses itself in all the functions of the family relationship and dominates all the internal relations of the family. It is primarily expressed ethically in the relations of love between its members... The love between parents and children is not the love of equals. Parents must command and children must obey (vertical authority). Moreover, the love that children bear for each other is affected by the love that they bear for their parents. If one child no longer loves his parents, his relationship to his brothers and sisters will be impaired."²⁾ Authority consequently has an office to it in every social relationship. The family relationship, as seen earlier, has an identity and a unity embodied in the structural principle and in the norm principle. Thus authority has to do with 'normativizing' of the two principles, positivizing them correctly. This of course implies responsibility not only on the part of the authority figure to remain, so to speak, within the bounds of that office; but also a willingness and co-operation of other members to abide by the decisions made. In this connection, the form which a family takes can go in different directions (it is variable)

1. Spier, J. Introduction to Christian Philosophy. p. 196.

2. Ibid. p.197.

as distinguished from the structural principle of the family which is inva=riable. There are consequently, no norms for the family relationship established without a 'World and Life' view. The world and life view of a person determines the form which the relationship assumes, while if sight is lost of the normative character, the family loses its form and eventually dissolves. Reaction then, against authority is basically anti-normative. As McIver states it in this lengthy quote concerning the chal=lenge to authority: "The modern parent also creates a problem for the modern child. We have in the American colleges just now the first gene=ration of understood children. The understood child has his own pathology stemming from the lack of the opportunity for rebellion against parents who understand him rather than direct him. In the days of parental autho=riety, there were specific goals and ideals which formed the basis of the family pattern, and the authority of the family both as a group, and of the father and mother as arbiters, was the strongest factor in establishing attitudes. With the shift in parental attitudes toward the child, a problem is created like the one encountered in dreams when the sleeper fights and strikes blows which do not land on anything."¹⁾ The family relationship should and must function in a jural manner in connection with authority. That is to say, "decisions must be made, rules enforced, actions accounted for, the use of force institutionalized, and the like,"²⁾ in a setting where children under=stand these dicisions. This then is what gives order to the family; an un=derstanding of the directive (conduct) of the family relationship which must be understood by the parents and enforced on the children. The word 'authority' in this sense, is synonomous with 'parangelia' (instruction); instruction imposed authoritatively. The purpose of authoritative instruc=tions is to foster love toward God and love toward one's neighbour which God commands. Any notion of authority as antithetical to love is there=fore inconsistent with Scripture.

The complete dependency of the child and the many years it takes until he or she can cope for themselves, require that they be raised by parents to

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1. MacIver, R. M. Dilemmas of Youth: In America Today. p. 122.
 2. Bredemeier, H.C. & Stephenson, R.M. The Analysis of Social Systems. p. 196.

whom their welfare is as important as their own. The child's dependency and prolonged attachment to his/her parents provide the major motivations and directives for development into a member of society. It is the family that forms the earliest and most persistent influence on the child for whom the parents' ways and the family's ways are the way of life, the only way the child knows. All subsequent experiences are perceived, understood and reacted to emotionally according to the foundations established within the family. An understanding of the normative task of the family is then all the more important, for the ways of the family and the child's patterns of reacting to them become so thoroughly incorporated in the child that they are determinants of his/her constitutional make-up, along with but differentiated from, the genetically determined biological factors with which they interrelate. Later influences in childhood and adult life will modify those of the family, but they can never undo or fully reshape these early core experiences. The responsibility of parents to nurture, lead and uphold the unity of the group, to grant the love and affection demanded of them, and to provide a suitable setting for the harmonious development for their children that fosters Scriptural principles in their lives, is essential if the family is to perform its structural task in conformity to God's Law.

Attention will now be directed to an examination of what the essential functions of the family are, if it is to perform its normative task, with regard to itself, society, and culture.

3.2.1. The principal functions of the nuclear family

Since the family constitutes the basic social system in virtually every society, the fundamental institution of the larger social system, it is necessary to understand that it subserves not only general but also specific functions in regards to individual personality, other social institutions, and the wider society. It is likely that no other institution can simultaneously fulfil these functions which are essential to human adaptation, and which cannot be met separately, without a radical change in the social structure, and without grave consequences. Agencies or relationships outside the family may, to be sure, share in the fulfilment of any of the following functions, but they can never supplant

the family. In this sense, the family is intertwined with other social structures while retaining its own unique structure-function, e.g. the family remains a family in spite of its connection to other societal structures.

Therefore, with regard to the broad structure of society, the family serves such general functions as replacing members, primary socialization, status placement, protection, and maintaining motivation for participation within the society. Within this context, W.J. Goode states, "the strategic significance of the family is to be found in its mediating function in the larger society. It links the individual to the larger social structure."¹⁾ The implication of this view is that the functions of the family in our highly differentiated society are not to be interpreted as functions directly on behalf of society, but on behalf of personality. The family specifically functions then in the nurturing of basic personality formation and tension management of its individual members. The child, as we know, is biologically unspecialized to ensure his survival and thus one of the basic functions of the family is mediation between the personality and broader systems outside of the family. In other words, "...the family socializes the child and subsequently introduces him to the society, while at the same time it serves as a haven of refuge and safety from the larger society."²⁾ Many of the interchanges of the family and personality tend to remain unconscious as long as the process operates smoothly, but when problems arise the relationships reveal themselves much more readily. This will be apparent in the following sections of this chapter, which concern deficiencies in the process of development and maintenance of some stability of personality. Attention here is directed mainly to family patterns and how an individual personality is related to them; while also taking into account relationships of one personality to another, such as the mother-child relationship.

The family relationship can, therefore, be conceived of as a series of functional interchanges consisting of behavior and behavior responses primarily

1. Goode, W.J. The Family. p. 2-3

2. Bryant, C.D. & Wells, J.G. Deviancy and the Family. p. 10.

within the family for its own benefit, and also between the family and external social systems. Although there is no one-to-one relationship between fulfilling a function for society and fulfilling the analogous function for the family, emphasis here is placed on those activities that must be performed within the nuclear family. In order to participate in these interchanges, an examination of general functional problems, which as Bell and Vogel¹⁾ term task performance, family leadership, integration and solidarity, and pattern maintenance need to be dealt with here. In examining these internal functions it should be remembered that meeting a function within the family is primarily on behalf of personality, as was stated earlier.

3.2.1.1. Task performance

Task activities within the nuclear family are concerned with adaptation to the requirements of living (i.e. providing material necessities of food, shelter, possessions, etc.,) and the solidarity and integration of relationships within the family as a result. These tasks cannot be performed except as they are made consistent with the existing patterns of interpersonal relationships within the family. This is a problem of organizing the activities of various family members to carry out these tasks and of developing motivation, direction and capability to insure the performance of these tasks in relation to family goals. In this way the family develops the personalities of its members by means of opportunity, involvement and identification with these functional activities. The allotment of tasks, the attitudes expressed toward them and the sanctions imposed in carrying them out, mainly on the part of the parents, play an important part in personality development. The importance of strong emphasis and value given to, and underlie, these multitudinous activities, are essential if the family is to integrate and develop strong, healthy personalities in its members.

1. Bell, N.W. & Vogel, E.F. The Family. p. 9-19.

3.2.1.2 Family leadership

In order to direct and co-ordinate the goals and activities of the family, the division of leadership is clearly structured. As was dealt with in preceding sections of this chapter, parents have clear-cut authority and thus leadership over their children. It is essential then, especially in the early years of childhood, to establish normative patterns and solidarity within the family relationship. There are of course, limits to this responsibility, set by the directives which the parents follow in regards to the mandate, and the support which family members give to authority. Attitudes toward authority figures are established early in life and are basic elements of the whole personality. "Since personality is acquired through the process of accepting roles assigned by parents, the child is particularly susceptible to deviant development when parents express their conflicts by assigning inappropriate roles in implicit ways."¹⁾ Delegation of tasks and roles within the family must always be commensurate with the abilities, sex, age and strength of the individual member. The nature of authority flows from the nature of this relationship, which is a reflection of the authority that rests only with God. Parents must therefore, take the initiative to formulate what the authority of God over the family is in concrete ways.

3.2.1.3 Integration and solidarity

In order for the family to exist in the normative way that God ordained it to be, requires the perseverance of unity, commitment, and solidarity. Solidarity within the family, therefore, implies a willingness by all members to abide by the norms of the relationship in terms of the community it should be. To this end, the family faces the problem of integrating the various parts and activities of the group and establishing feelings of faithfulness in its members to promote solidarity. In this sense the family performs certain functions which are particularly significant for integration and solidarity; and thus motivational commitments of its members. The performance of certain rituals (i.e. vacations, family routines at mealtime, affection between members, etc.), celebrations (i.e. birthdays, holidays, weddings, funerals,

1. Bell, N.W. & Vogel, E.F. The Family. p. 31.

graduations, etc.), and symbols (of photographs, family history, family possessions—heirlooms, etc.), promote solidarity and present a common pattern of taste that symbolizes the unity of the particular family. It stands to reason that obligations inherent in the family relationship become and are then accepted as natural and normal if the strong bonds of solidarity exist. Furthermore, these same feelings of solidarity and unity are extremely important in the managing of individual tensions and personality problems that frequently arise in the family. All of these expressions of solidarity tie the family together as a whole and strengthen the bonds of loyalty.

On the other hand, because of the strength of family ties, there are also very strong pressures operating in the relationship which prevent group disintegration, or deviance from family norms. If a family member sees family activities as meaningless, loses interest in family concerns, or tries to break these ties, there is more often than not a rallying of forces within the family to deal with the threat. The family must and does exert strong forces of social control to motivate commitment for active involvement in and contribution to family solidarity. Within this context, the family, of course, cannot condone separation or divorce without untoward results for all the family members.

3.2.1.4 The family value system

Because the family must operate in response to the Law of God, and thus in an orderly fashion, principles that serve as reference points are necessary for concrete patterns of behavior. The basic issues of what the nature of man is, and how man should relate to his fellow man, underlie and serve as the foundation and roots of all of life, and therefore as the driving forces of behavior. This value system provides a 'stand or perspective' of life, in terms of what is value, what to value, and the goals and means for attaining those things. This then is what serves as a basis for and regulates family activities. It is through the value system that a foundation of meaning and purpose is established for what the family is and what it does. It is therefore, and understanding of, and an agreement about these principles and values that expectations of how other members of the family ought

to behave are established. Although the values are not always conscious, except when there is conflict or made explicit in the socialization process, they are more often promoted through relationships and examples in an implicit way; and more explicitly as the maturing of the child allows it. Values cannot be promoted in another (child) unless there is faith and confidence in the value, with constant fidelity in the one(s) who promote the value. This then is what pervades love and structures motherliness and fatherliness. A willing promotion of Scriptural values in the child, which are intentionally directed toward the elevation of such, develops consistent personalities and conserves positive patterns within the family.

In summary, the family functions as the stabilizer of personality, for it is here where "...the child learns the meaning of social responsibility, the importance of sportsmanship, and the necessity for co-operation. The family is the outstanding primary group, for in it a child develops his basic attitudes, patterns of behavior, ideals, and style or configurations of life."¹⁾

3.2.2 Loss of function in the family

A final consideration of family functions that must be made here, which developed especially after the industrial revolution and continues to increase today, is the 'loss of function' in the family. The prevailing social factor of equality that structures western society, and therefore also the family relationship, creates and gives rise to role interchangeability (i.e. the mother is a parent who is numerically one like the father - both parents can and are the breadwinners), which leaves no room for the distinguishing features of mothering and fathering. The created difference between the husband, as head; and wife, as helpmeet is, generally speaking, no longer accepted or understood. "The result of this change has been a decline in the importance of the family's role in general social life. Because many of the traditional functions of the family have declined, the socialization of young children is increasingly being done by other groups, such as the school..."²⁾

1. Bogardus, E.S. Sociology. p. 58.

2. Clinard, M.B. Sociology of Deviant Behavior. p. 269.

The basic functions of the family have been reduced from an all-encompassing task to a specialized task of preparing children for entrance into groups (i.e. schools, which are given more of the nurturing task - sex education, counseling, etc.). Few families are trained in socializing their children to be relevant in our world and for a future world. For where family structure and function break down "...or where the parents do not do their jobs adequately for one reason or another, children seem to be emotionally anxious and insecure and they may express their anxiety feeling by engaging in reckless and delinquent acts."¹⁾

It is primarily the presence of warm and supporting parents that the child learns the reciprocity of love which forms the basis of later ethical behavior. The child should be securely rooted in loving and reliable personal relationships within the family. "The need for security and the desire for approval of his actions are strong driving forces in the child and can be turned, within the family circle, to good and bad account. In the family where adequate love, care, and guidance are extended, the child gradually becomes a social human being, learning self-control, acquiring the personality characteristics and habits that are exemplified or glorified by the parents. But where the emotional relationship between parent and child is tenuous or exaggerated, the possible injuries to the personality are manifold."²⁾

3.3 Symptoms underlying the reasons for deviant behavior in the family

The family, as a social system, is also a system which requires equilibrium. As such, it enjoys a balance of structured interpersonal relationships with an attendant interaction among its members. The intimate interrelationships of the family, together with the emotional intensity of the interaction and deep personal involvement of its members, make the family particularly vulnerable to disruption and disequilibrium, especially in the presence of deviant behavior. It is the role and impact of family deviancy on individual

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1. Mays, J. B. Juvenile Delinquency, The Family and the Social Group. p. 5.
 2. Banay, R. S. Youth in Despair. p. 71.

members, as well as individual deviancy in the family as a whole which is of primary consideration here. Deviant behavior, as will become evident, usually grows out of family disorganization as reactionary, confused, inappropriate response to anomic conditions, as an over-reaction to stress, hostile interaction within the family, parental apathy, or oppressive family requirements for conformity. Deviant behavior as a pathological behavior pattern of a member, in a very real way, feeds on other pathological patterns within the family. Therefore, individual deviant behavior, is usually but an external condition of internal family disequilibrium.

Within this context it should be remembered that the family is not the exclusive source of social norms and that the blame does not always lie solely here, "...for the family is simply a part of the larger culture and it tends to reflect the norms of its neighborhood and of society in general."¹⁾ One must not, however, underestimate the importance of the family relationship in the development and socialization of the child, and therefore serious consideration must be given to it. To search for a single cause, even within the family, leading to deviant behavior, is largely accepted as impossible, since it "...is assignable to no single universal source, nor yet to two or three: it springs from a multiplicity of alternative and converging influences...The nature of these factors, and of their varying combinations, differs greatly from one individual to another: and juvenile offenders, as is amply clear, are far from constituting a homogeneous class."²⁾

In the normative way a child develops primarily in the family during the process of socialization. "The child first becomes aware of the behavior of the other members of the family and he orders his world according to his interactions with his family. He interprets his own behavior on the basis of the reaction of his family members..."³⁾ The behavior norms for the child comprise the total number of self images which he integrates

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1. Cloward, M. B. *Sociology of Deviant Behavior*. p. 270.
 2. Mays, J. B. *Juvenile Delinquency, The Family and the Social Group*. p. 18.
 3. Laszlo' Cseh-Szombathy. *The Sociological Review Monograph*. p. 208.

into his self at a time when the meaningful persons for him are his parents and other members of the family. The training of the child (socialization) by the parents occurs partly consciously and partly unknowingly. The most important factor of whether parents succeed with their children, is in establishing consistency in their demands regarding the child. If the parents' behavior is consistent, then the child can perceive persistent and dependable behavior patterns of the adults that will enable him to feel secure. On the other hand, if the parents behavior is unpredictable or erratic, the child will lack that 'atmosphere' with which he might identify positively and the result would be a relatively disorganized personality of the child. Patrick's view is that, "...in the home no education can bear more direct fruit than the conduct and standards of the parents themselves. Children are quick to follow patterns set by their elders, patterns that often reflect thoughtlessness and lack of selfcontrol.¹⁾ Negative characteristics of the parents have an impact on the development of the personality of the child even in those cases when parents succeed to implement common sense and consistency in educating their children, but in the meantime they give a bad example: Their behavior is contradictory with their demands vis-a-vis their children.

Consideration of conflict dominated family problems with which we are confronted, specifically in regard to families with children in the Clinic School, is necessary if we are to understand the nature of these problems. In this regard, a group of fifty English speaking children were sampled with reference to their family background and the reasons which lead them to the Clinic School.²⁾ Reference will therefore be made concerning the findings in the following pages with regard to the negative influences within these families. The findings include those made by other research workers as well as those done by the writer of this thesis.

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1. Patrick, C.H. Alcohol, Culture and Society. p. 153.
 2. An empirical study was done by the researcher at the Clinic School Loopspruit, in which a diagnosis was made, analyzed and classified into patterns of behavior problems. Permission was granted by the authorities concerned, i.e. the T.E.D. and Mr. W.J.L. Jooste, the principal of this institution.

"The real problem is that the world is so complex that we can conceptualize only small parts of it at any one time."¹⁾ Too often we forget that the family is a 'product' of many factors: what goes on inside the heads of each of its members, which is a product of social experience; the present interpersonal relationships and experiences of each of the members within and outside the family; the history of the family and the rules it has established, the physical environment of the family; the pressures placed upon it by the social, political, economic, and educational institutions that surround it; and the norms of the culture in which it resides. Each of these factors are interwoven with each other, although our conceptions are limited to one or only several. While attention will now be given to individual causes, the 'whole' should always be kept in mind.

3.3.1 Emotional rejection

It could be said that parental influences are so crucial and pervasive in child development that it is impossible to consider any aspect of this field without viewing it in relation to parent attitudes, behavior and responsibility. The parent-child relationships constitute the most important single factor on the personality development and emotional health of every child. For it is here that physical and emotional nurture is extended or withheld in regard to a child's needs (i.e. love, affection, protection, encouragement, etc.), interpersonal problems in the family and with society, and conditions of adaption to the physical and social environment. Since it is love which qualifies this relationship, these 'needs' are very much the birthright to every child. For, from the very beginning and throughout the entire childhood, the parents are the ones who regulate and nurture, whether to a larger or smaller extent, the child's motivations, satisfactions, standards, and the course and outcome of the various stages of development. While it is good for parents to be concerned about their child's food, clothing, school and play, even more important is the genuine affection and interest they show him. It is through the perception of the parents love, attitude, and emotional response, which a child is quick to discern, if lacking, that a perception of self emerges and

1. Glasser, P.H. & Glasser, L.N. Families in Crises. p.4.

grows along with a pattern of reaction.

It is significant to note, that a child's personality development is influenced by both the separate personalities of his parents, and the nature of the interaction between them. It is the contention here that most frequently it is the existence of tensions between parents, often produced by unresolved conflicts, which causes emotional rejection of a child. Although not always true, clinical experience does suggest that emotionally rejected children tend to have parents who themselves were rejected in childhood. As Ausubel explains it: "A history of rejection or extreme valuation in the parents childhood predisposes him toward high ego aspirations and neurotic anxiety; and in such an individual, immersed in his own ambitions and harassed by constant threat to self-esteem, self-preoccupation is easily understandable. In the case of women it leads to reluctance to accept the feminine role in life and the compromises in prosecuting a career that motherhood necessarily entails. Under these circumstances, responsibility for the protective care and emotional succorance of a child may seem like such a formidable and burdensome duty that rejection becomes a very likely alternative."¹⁾ * There are of course many other reasons for emotional rejection. "Some children are not planned for and are unwelcome. They may be the result of a chance encounter, an impulse, or an accident. Their arrival is often heralded with despair and disgust....Often children who are the legacy of a former marriage are unwelcome members of a new family. Sometimes they are relics of a broken-up marriage and are unwanted by parents or relatives."²⁾ The emotional rejection of a child is usually the result of unresolved tensions and disorder between parents and as a part of their personalities. Emotional rejection is but a symbolification of a tension filled home that has projected its stress onto the child.

The most important consequences of parent-child relationships which are inconsistent or exhibit a complete lack of emotional security and love, is the

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1. Ausubel, D. P. Theory and Problems of Child Development. p. 365.
 2. Bowley, A. H. The Psychology of the Unwanted Child. p. 18.

pronounced inability for the child's present and later interpersonal relations with peers and other adults to reflect a positive influence of social attitudes, expectations and adjustment to the world around him. The child's capacity for forming and maintaining wholesome interpersonal relationships, due to his emotional loss of family support, assurance and guidance, is severely hampered and restricted. Because of neglect and lack of love a child cannot build satisfactory parent images and consequently lacks the models on which to mould his own character.

Rejected children are alternatively described as withdrawn and submissive on the one hand, and as aggressive, quarrelsome, and resistive to adult guidance on the other. Without that secure home base to which they can return, they tend to adjust less successfully than accepted children to novel and stressful social situations.¹⁾ Because of their defective and stress filled home environment the rejected child usually develops patterns of self-defense and assertion in reaction to their loss, and as a means of coping with their needs. "We can make the blanket statement, truthfully, that all children need love and that their ability to give love will depend upon their receiving it - some need almost constant reassurance of it, even from earliest babyhood."²⁾ If therefore, the child does not experience much love, he knows it not, causing the world to often become suspicious and bitter. Parents have the task of owning up to their responsibilities, having children only when they are wanted and providing the love and affection that are so crucial to their childrens' development.

3.3.2 Broken homes

As has been noted in the past sections of this chapter, the family is an institution that requires unity of direction and a coalition of parental leadership. If the parents are united not only as parents but also as a married couple, the child is provided with wholesome adult models who lovingly treat one another as husband and wife, each striving for the other's satisfaction as

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1. Anon: Children's Adjustment to a Strange Situation. Journal of Abnormal Social Psychology. 37:201-217, 1942.
 2. Moak, H. The Troubled Child. p. 19.

well as for his/her own. Within this atmosphere, the child grows up valuing marriage as an institution that provides emotional gratification and security and, thus, gains a long-range goal to pursue.

The child normatively requires two parents: a parent of the same sex with whom he can identify and who serves as an example to follow into adulthood; and a parent of the opposite sex who becomes a basic love object, and whose love and approval is sought by identifying with the parent of the same sex. However, a parent can fill neither role effectively for a child if a breakdown occurs, either as a result of irreconcilable differences, death, separation or for any other marital discord. Parents who are irreconcilable in reality, usually become irreconcilable introjects in their children, causing confused and contradictory internal directives. "The family, from its make-up, is an intimacy that cannot issue in a breakdown without untoward results."¹⁾ This is one of the findings established repeatedly by many kinds of delinquency research of children who come from broken homes, whatever the reason may be: Healy and Bronner, 1936;²⁾ Aichhorn, 1925;³⁾ Shaw, 1929;⁴⁾ Carr-Saunders, Mannheim and Rhodes.⁵⁾ The major problem that arises from a breakdown in the home, is the disposition of the children. Children who are then subject to conflicting motivations and standards that distort the child's development and give rise to multiple problems and tensions. It is often the case that the child will develop anti-social behavior as a reaction to an unsatisfied need for love, since the child's attitude to society derives its character from the structure of his/her particular family and the emotional relationships which are a part of it. The parents then have an overwhelming responsibility for the social and emotional nurturing of their children, where the relationship between the mother and father is

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1. Groves, E.R. Social Problems of the Family. p. 161.
 2. Healy, W. & Bronner, A. New Light on Delinquency and its Treatment.
 3. Aichhorn, A. Verwahrloste Jugend. (English translation)
 4. Shaw, C.R. Delinquency Areas.
 5. Carr-Saunders, A.M., Mannheim, H. & Rhodes, E.C. Young Offenders: An Enquiry into Juvenile Delinquency.

of paramount importance. Healy, in his studies on the influences of the broken home on young deviants, stresses the source of mental conflicts which lead to delinquency, based upon the emotional experience within the family. "Parental relationship is so vitally connected with the emotional life of childhood that suggestion of irregularity in it comes as a grave psychic shock."¹⁾ The child may feel rejected by one parent or both, and in many cases he truly is rejected. This feeling and knowledge, more than anything else, will leave its mark, and the possibility of re-establishing normal life is almost impossible.

3.3.3 Divorce and separation

What can be regarded as the most traumatic experience in the life of a child, and whose occurrence places him at social and developmental risk, is the divorce or separation of his/her parents. It is difficult to say how much of this stress-filled situation register with any particular child, or to what extent a child who has suffered through divorce or separation receives hurt that carries over into adult experience and is a cause of unhappiness or failure at school. But there can be no doubt, that parental dissolving of the family relationship through divorce or separation, handicaps and fragments the lives of their children.

Long before the legal sanction of divorce is granted it could be said that through dissension, conflict and numerous forms of tension, 'emotional divorce' preceded it. The solidarity and security that is vital to family functioning, unity and happiness has in most cases, succumbed to social crisis and disorganization long before the actual divorce. In its stead, bickering, quarreling, dissension and conflict take its place. Under these conditions, the particular patterning of the parent-child relationship, especially at the time of and following the divorce or separation, undergoes conscious and unconscious change and upheaval as a result of the interacting needs, impulses, conflicts and defensive configurations. Divorce is the event which comes to terms with and becomes the moment of truth, where

1. Healy, W. Mental Conflicts and Misconduct, p. 74.

the trothing, eternal unity of marriage, as established and joined by God, is debunked as inoperative meaninglessness and cultural fiction. Children who are taught to believe in the permanence of this institution (which is a reflection of the marriage of Christ and His Church, Ephesians 5) "...often fail to understand what it is all about; yet at the same time, they are keenly aware that something vital and terrible is taking place in their lives."¹⁾

Within the group of fifty children taken as a representative sample in the Clinic School, divorce and separation accounted in half (25) of the families.²⁾ Although this form of parental pathology may not necessarily be the only direct cause of child deviancy or maladjustment, its effect cannot be underestimated. The twenty-five adolescents in this sample, almost without exception, experienced the divorce or separation process as an extraordinarily painful event. For them it is a crisis which they are never ready for, nor willing to accept. For the child the event is usually marked by a rapid acceleration and extension of normative adolescent perceptions, conflicts, preoccupations and responses. The children are facing parents who were responding to the combination of stresses and promises in the family disruption, sometimes with frenetic, sometimes regressive and even disorganized behavior.³⁾ Predominate affects and responses resulting from these pathological patterns and atmosphere, which appear with frequency include anxiety about future marriage, loyalty conflicts in the need to choose between parents, heightened awareness of parents as sexual objects, and strategic withdrawal as a defense against the pain of family disruption.

To understand the stressfulness of divorce or separation, it seems necessary to not only view the event as a relatively short term crisis for the child, but to envision it more as an almost indefinite process of stages, with each stage having its own social and psychological impact conducting to its own

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1. Sullenger, T.E. Social Determinents in Juvenile Delinquency. p.25.
 2. Column E of this thesis. p.
 3. Blas, P., On Adolescence.

set of disorders. The breakdown of the family in this way is therefore, a serious interference in the development of any child, which though difficult to gauge, often delays and holds back entry into adolescence and causes conflicts that distort a normative view on life.

3.3.4 Family desertion

The consequences of family desertion are in many ways similar to those of divorce and separation, but it can be more difficult to trace the causal influence. It frequently occurs as a result of poverty (the poor man's divorce), or as the way of avoiding a confrontation and resultant trauma of legal divorce. For Goodsell, "the prime cause of such abandonment lies in the weakening of the individuals sense of responsibility for the family."¹⁾ Again the major disturbance for the child focuses around separation and anxiety over why, and for what reason did the parent leave, will he (or she) return, and am I to blame. The emotional loss and upset over this form of rejection cannot but have substantial affects on the child.

3.3.5 Families broken by death

Probably all of us are keenly aware of the anxiety and distress that is caused by the death of a loved one, of the deep and often prolonged grief that can follow bereavement, and of the potential hazards, especially to children, that this event can constitute. Although the surviving parent may double his or her efforts in an endeavor to overcome the loss suffered, the family circle, in spite of all he or she does, is at once stripped of its normal atmosphere and patterns; and the home consequently function as a broken instrument.

In distinction from divorce and desertion which alter the form of the family relationship, death in the family cuts it short. Usually after death the lost parent is idealized and remembered with love and fondness; while after divorce, separation or desertion, the parent is often devalued. In either case,

1. Goodsell, W. A History of the Family as a Social and Educational Institution. p. 460.

however, the image of the lost parent becomes distorted, and the necessary identification essential to healthy development is impaired. A broken home, as a result of death figured in four (4) of the homes in the sample taken from the Clinic School.¹⁾ Here it is important to emphasize again that in any situation, especially so in the first five years of a child's life, but also in later life, that the loss of one or both parents is potentially dangerous for pathological personality and behavior development.²⁾ Although a causal linkage between deviant behavior and separation or loss in childhood or adolescence is well attested to, both statistically and clinically, there still remains many problems in understanding both the processes at work and the exact conditions that determine whether the outcome is good or bad.

3.3.6 Economic problems and poverty in the family

The economic aspect of any family is of such a significance that the lack or abundance of funds, the way it is managed, the attitudes toward the work experience in obtaining it, and the allocation of such between family members, contribute an important role in relation to family stability and child development. Economic stability is directly related to not only material and recreational needs, but also to family status, and very often, parental disposition. Although many questions can be raised over economic conditions as correlates of deviant behavior, it has been shown that neither poverty nor prosperity per sé may be the chief cause of deviancy. Yet it is obvious that poverty and want, poor housing, unemployment, working mothers, and related causes and conditions, individually and collectively, have a significant bearing on all phases of family life, including behavior tendencies.

In this connection economic factors are important elements in family behavior and social relations. As the Lynds have pointed out, "One's job is the watershed down which the rest of one's life tends to flow in Middletown. Who one is, whom one knows, how one lives, what one aspires to be,

1. Column E of this thesis. p.

2. Bowlby, J., Childhood Mourning and its Implications for Psychiatry, American Journal of Psychiatry, 118 (1961) p. 481-498.

Bowlby, J., Effects on Behavior of Disruption of an Affectional Bond. (In Genetic and Environmental Influences on Behavior.)

these and many other urgent realities of living are patterned for one by what one does to get a living and the amount of living that allows one to buy."¹⁾ As this is the case in most societies, the primary role of the man is as the breadwinner. This ties together the man's position within the work world and the world of the family. The esteem of the man within his family and the status of the family within the community are strongly influenced by the man's breadwinner (occupational) role. In this connection, if we examine the lower class or low income families, it is usually evident that this role of supporter of the family has been damaged. Frequently, the family head has had little education, relatively low job skills, and as a result is often unemployed or in poorly paid employment. It is because of the extreme importance of the supporter-role of the man, and because of these difficulties, that the low income family faces so many problems.

The variety of marital and family patterns that develop in the low income family, represents an attempt to come to terms with the circumstances of instability and uncertainty. These patterns often reflect more separation and divorce, a higher proportion of illegitimate childbirth (larger families) more deserting fathers, less control over children, and more female-headed households. Common in these patterns is the 'atmosphere' of insecurity in which consistency and demonstrated affection are often lacking. In place of love and understanding there is a climate of indifference and rejection without clearly articulated values and ideals. These families have fewer resources with which to attract and control their children, or to prepare them for successful school performance and upward mobility. The struggle for existence, especially under prolonged conditions, along with the tension and anxiety which is a part of it, frequently becomes a significant element in the total causative complex of deviancy. It is not necessarily the poverty itself, but the effects of the lack of needs, crowded conditions, lack of cleanliness, etc. which are not conducive to healthy development, or realization of the family mandate. "Poverty is related to delinquency but chiefly

1. Lynd, R.S. & Lynd, H.M. Middletown in Transition. p. 119-120.

because along with subnormal economic circumstances go other elements in the training and experience of the child that themselves are more important in determining character, values, and reactions to the law: domestic conflict, delinquent gangs, poor education...¹⁾

Of the families represented by the fifty children in the Clinic School sample, classification according to three categories was made: poor (dependent-0-300=Rands per month); fair (marginal, 300-599Rands per month); and good (adequate-600+ Rands per month). Although it is difficult to ascertain the actual extent of poverty and dependency, for the standards of living vary and change considerably; at the time of this study the income level of 54% of the families registered as poor, 36% as fair, and 10% as good.²⁾ The existence of poverty and or low social status is important only as a relative condition to what it means to the particular family and individual. It is obvious, however, that the ability of the family to control and overcome the tensions, which are inherent in economic difficulty, influence and direct the affects of such circumstances either in a negative or positive way.

3.3.7 Defective family relationships

Besides the problems already innumrated, many families also evidence serious pathological patterns and disorganization because of emotional and psychological abnormalities in the parents, normless views and activity of parents and a variety of accompanying conflicts and tensions. Although it is acknowledged that extraneous to family life are many factors which contribute to and are a part of these antinormative relationships; attention here is directed to an evaluation of those influences which cannot but have affected child behavior negatively. While it can be said that most families today are performing the essential functions with a considerable degree of efficiency, the families encountered in this study exemplified serious and persistent conditions of maladjustment and anomie, which all but distort family relations and fail to permit or hinder normal development of their children.

1. Tappen, P.W. Juvenile Delinquency. p. 142.

2. Column C of this thesis. p.

Studies have shown that children derive most of their knowledge of everyday living, and conceptions of right and wrong, from their parents. The day to day reality of attitude formation, habit development, and the establishment of moral and ethical judgements, as integrated and exemplified by parents, impress and form their children for life. "The effectiveness of the training in the home depends upon the character and the ability of the parents, the type of social relationship and moral atmosphere in the home."¹⁾

Even though the dynamic processes underlying child response to family life are obscure and complex, it is necessary to briefly consider some of the more prevalent defects in family relations and patterns which can lead to deviant behavior. The variety of family conditions which lack the warm relations between a child and parents can most often be attributed to distorted, misguided, and insufficient relationships of love. Tensions arising between parents, and with their children, by way of personality and emotional difficulties usually involves into conflict and disorganization, which cannot be managed by the parents. These unnormative, defective patterns show up as frequent parental quarrelling; unequal relations where father or mother or both are emotionally or physically unstable, weakly, or where the mother is dominant; relations where the child is pulled between and manipulated by parents; where the child is permitted over-indulgence or maternal over-protection, or contradictory behavior which is inconsistent in discipline. The inability of the family to continue to nurture itself toward a mandate, is frequently reinforced by patterns of sexual promiscuity, alcoholism (36% of the families sampled),²⁾ drug addiction, gambling and other behavioral traits and habits of parents.³⁾ These conditions become increasingly more complex when both parents have marked deficiencies in personality make-up and in conduct creating a sort of domino effect, where any one factor affects others until the home functions so poorly as to be almost completely useless in meeting the child's needs.

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1. Neumeyer, M.H. Juvenile Delinquency in Modern Society. p. 158.
 2. Column K of this thesis. p.
 3. Ibid.

These and other defective family relationships leave the child emotionally impoverished, create a poor sense of reality, and an attitude of intense ambivalence towards parents and all authority. The behavior of children from backgrounds of this nature, are often unco-operative, unconventional, independent, defiant, resentful, socially assertive and uninhibited. "The need for security and the desire for approval of his actions are strong driving forces in the child and can be turned, within the family circle, to good and bad account. In the family where adequate love, care and guidance are extended, the child gradually becomes a social human being, learning self control, acquiring the personality characteristics and habits that are exemplified or glorified by the parents. But where the emotional relationship between parent and child is tenuous or exaggerated, the possible injuries to the personality are manifold."¹⁾

3.4 Parental pathology and deviant behavior (reasons for certification to the Clinic School)

Most deviant acts do not just happen, they develop over a period of time as a process, and are the result of a person's family background, interrelations with other people, culture and the social system. This is to say, that individuals learn how to behave socially by direct personal association with other individuals, especially the family, who have been enculturated in a social system. The content of what a person learns is provided by that particular society's culture. And the ways an individual participates in the social system are determined, in large part, by what is learned. Therefore, in order to understand the social behavior of the children in the Clinic School, it is necessary to determine the consistencies and inconsistencies which exist in the family and in the social system. Thus the way a child acts and participates in the world around him has been learned in reaction to the adults and other adolescents around him, and to the social situations in which he finds himself. Most deviant behavior has its roots in childhood and is closely linked with the process of growing up in a modern world. At some point and in certain ways these children have failed to grow up and behave in a normal manner. As was mentioned in the previous section,

1. Banay, R. S. Youth in Despair. p. 71.

the causes are many and complex. It may be that they were brought up without proper control and supervision, allowed to mix with a delinquent peer group. It could be that as a result of continued experiences of failure at school and elsewhere that the child develops chip-on-the-shoulder attitudes which lead them to resent authority, and to engage in acts of defiance, lying, theft, etc.

The decision which for any cause separates a child from his/her family is very serious, for it sets in motion events which to a greater or lesser degree affect the whole of his/her future life. Therefore, discernment regarding the reasons for certification to a clinic school is exercised with great care, as to whether it is advantageous to the welfare and protection of the child concerned. "The children for whom care away from their homes has seemed advisable have been termed by the child welfare agencies 'dependent,' 'neglected,' 'truant,' 'delinquent,' as if the classifications were distinct; when in reality the lines of demarcation between these different classes are constantly shifting. So called 'dependent' children often develop many conduct difficulties; so-called 'delinquent' children are quite generally dependent in the technical sense; the 'truant' may appear in every group, and the special issue which leads to a child's entering into the care of an agency may be the least significant of, and the least germane to his real problems. The outstanding fact is that thoroughgoing social case work shows a definite kinship between all types of children, and that through all human beings run great common strains, many of them unlovely, unwholesome, and destructive in their effects."¹⁾ As has been mentioned before, no one single reason leads a child to removal from his or her home, but a multiplicity of causes. Deviant behavior varies in kind as well as in degree, variations are too many, even under one reason; however, discussion of some of the more frequent and recurring forms is appropriate.

1. Healy, W., Bronner, A., Baylor, E., Murphy, J. Reconstructing Behavior in Youth. p. 14.

3.4.1 Truancy

Truancy in its nature and significance generally varies greatly and is often connected with other offences. "The term 'truancy' is usually not regarded as synonymous with running away, but is used to describe prolonged absences from school with the knowledge and sometimes consent of parents and guardians."¹⁾ This behavior pattern can be caused by a diversity of reasons. "One boy may be avoiding a situation in which he feels inadequate and discouraged; another has developed out of family life antagonism to all forms of authority--school representing one form; another has such a need of recognition that, even though he does not dislike school, he truants in order to be 'a regular fellow' with his companions; still another is the victim of peculiar anxieties which make the classroom hateful to him."²⁾

Absence from school, especially when frequent, will always have a detrimental effect on a child's scholastic progress, as well as with establishing a positive relationship with the teacher, who is crucial to assisting the child with adjustment to the learning process. Within this research of the children in the Clinic School Loopspruit, thirty-two (32) of the pupils sampled out of fifty, were recorded as truant.³⁾ The scholastic progress of twenty-one (21) of these pupils showed up as "retarded," while eight (8) were recorded as "backward."⁴⁾ Since truancy is usually combined with other symptoms for offences, it is considered a major problem in leading to further deviant behavior patterns, and is therefore, dealt with severely.

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1. Neumeier, M.H. Juvenile Delinquency in Modern Society. p. 233.
 2. Healy, W. & Bronner, A.F. New Light on Delinquency and its Treatment. p. 6.
 3. Column K of Diagram for Distinctive Characteristics of the Main Reasons for Certification. p. I-VI.
 4. Column I of this thesis. p. I-VI.

3.4.2 Stealing

Stealing is a common symptom in childhood, and is ordinarily an innocuous symptom which, if properly handled, is without serious consequences. In families in which parent-child antagonisms exist or in which an overconscientious parent tries to apply the criteria of adult behavior to children, the importance of a minor theft may be exaggerated, with possible serious consequences. However, under no circumstances should stealing be condoned or treated lightly. If allowed to go on, it can become a pernicious pattern with dangerous consequences.

While the causes for stealing are varied and difficult to isolate, parents' attitudes of honesty and tolerance to what is right and wrong, and a careful review of parents' own behavior contribute substantially to the management of or permissiveness toward the child's behavior. The variations of what stealing implies, runs the gamut of occasional shoplifting and pilfering at home to planned burglary either as an individual or within a group i.e. a gang. A lack of sense of property rights and the desire for possession is frequently the basis for stealing, reflecting again unclear parental values and mismanaged control of the child. Stealing also results in children who seek an outlet in a rebellious and revengeful manner because of feelings of neglect and having been discriminated against by parents. Stealing then becomes a way of asserting himself, of achieving something of importance, and of 'getting away' with something.

In fourteen (14) of the fifty children sampled in the Clinic School, stealing was recorded as a primary reason for certification.¹⁾ It is an offense, which if allowed to become persistent, can become very serious. And the subsequent patterns and trouble that are a part of it can only lead to disaster.

1. Column K of Diagram for Distinctive Characteristics of the Main Reasons for Certification. p. I-VI.

3.4.3 Lying

Lying occurs very commonly in children with deviant behavior and the motives for it vary widely. Some examples encountered in this research include:¹⁾ lying in order to deny misdeeds and to escape punishment; deceiving parents in order to gain the child's own ends; pointless and impulsive lying; lying in order to maintain former lies; and lying as a form of defiance. By lying is meant, deliberate falsification with the intent to deceive. Lying always enhances the problem, breaks down communication, violates the commandment to honor and love their parents by obeying, and makes it all the more difficult to see one's guilt. Removal from the home is sometimes advisable when a child is a compulsive liar, (as was the case with nine (9) of the children sampled)²⁾ considering that the home atmosphere at the time was not conducive to managing this behavior pattern.

3.4.4 Running away

Since consideration here deals with children in a clinic school, it is necessary to point out that this group consists of children who are in need of special attention. Running away for them is a particular pattern of dealing with problems that are either personal or as a result of family backgrounds. The most frequent reason is attributed to anger and resentment toward parents and other dissatisfactions at home. The decision to run away usually follows an unpleasant episode at home or at school and is unpremeditated, although the idea of leaving may have been present for some time. The background may be parental rejection, over-authority, parental discord, dislike of school, or spite and resentment against parents because of real or imagined injustices. Although running away from home is in itself not too serious, it is indicative of poor home environments which cannot handle the problem positively. It is therefore taken into consideration for certification to a clinic school.

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1. Column K of Diagram for Distinctive Characteristics of the Main Reasons for Certification. p. I-VI.
 2. Ibid.

3.4.5 Aggressive behavior

Aggressive behavior, especially those which influence others directly and threaten their welfare and status, are among the most common complaints of not only teachers and parents, but also of classmates of the child in question. Aggression is characterized by a disposition to attack, a self-assertiveness, and a domination which is often at the expense of others. Although not unexpected in infants who are upset or thwarted in their desires, an inability to control aggressive impulses suggests social immaturity in older children. "Since aggression is inherent to the human being, it has both constructive as well as destructive connotations."¹⁾ Recognized sometimes as a common style of behavior in our current society, aggression is often expected, indeed encouraged in certain areas of accomplishment. In a mild form, it is considered normal. However, when aggression is manifested beyond the cultural and social norms, effective ways are sought to limit its force and effect. In schools aggression is officially forbidden or tolerated only to a degree. Aggression, whether externally or internally directed, disrupts learning, confuses classmates and thwarts teachers, and so is strictly managed with rules and punishment. Of the fifty children sampled,²⁾ in this research, twenty (20) exhibited serious aggressive behavior. The origins of aggressive behavior are of course too numerous to catalogue extensively; but it can be said to usually arise from indulgent behavior of parents, defective management in the home and school, current reinforcement of aggressive behaviors, a responsiveness to expectations, repressed hostilities or a cry telling of unmet needs.

3.4.6 Uncontrollableness

Thirty-five out of fifty children sampled were recorded as uncontrollable.³⁾ Defiance to discipline, unruly, quarrelsome and provocative traits is usually behavior exemplified by children termed uncontrollable. In these circumstances the parent and or teacher find that punishment often does not solve

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1. Roucek, J., Felleman, C., Shumsky, A. The Difficult Child. p. 135.
 2. Column K, of this thesis. p. I-VI.
 3. Ibid.

the problem. In many cases the parents do not know how to deal with the child, or, doesn't care. Rebellion against authority here is habitual, often extreme and violent, to the point where they are placed in a clinic school where the staff know how to deal with the problem.

3.4.7 Deviant sexual behaviors

Few phases of human behavior are so fraught with the possibility of emotional conflict, frustration and personality disorganization as sex deviations. While sexual urges and tendencies are normal and strong in the adolescent, the unmanaged patterns of expression which are neglected or promoted by the parents can and does give rise to serious problems. Problems of homosexuality, frequent masturbation, unbalanced relations of adolescent girls involved with older men, and others develop into different and varied forms of expression that are the result of many causes. In some of the cases encountered in this study, the disturbance was attributed to a lack in the home of healthy training and supervision over moral principles and conception of sexual behavior. These homes lacked satisfactory marital relations, and management of sexual tensions. The emotional climate in the home, when unhealthy, deprives the child of proper models with which he or she can identify and imitate in regards to establishing normative behavior in the sex role. The sexual deviate usually requires prolonged and intensive treatment, preferably in residential care; and so is considered a major reason for certification to a clinic school. Within this study, seven (7) of the children manifested sexual behavior problems that lead them to Loopspruit.¹⁾

3.5 Causes for deviant behavior treated as patterns of deviant behavior

The family context as the setting in which deviant behavior gains its roots has within the preceeding sections been the main point of emphasis. Over and over again, in any purusal of research literature, a family situation is described in terms of some one outstanding fact or feature, which gives a

1. Column K of Diagram for Distinctive Characteristics of main Reasons for Certification, p. I-VI.

certain typicalness or meaning to the entire complex of attitudes, habits and relationships which cluster about it. This one fact or feature stands out so clearly, and differs in such pronounced fashion, from one family to another, that it gives us the key to the understanding of the pattern of life which is distinctive for a particular family. It is from this feature, too, that the problems and pathologies seem chiefly to derive. Although a review of all patterns whereby deviant behavior is acquired and maintained is beyond the scope of this chapter, it is obvious that certain factors of family patterns, some of which are mentioned and identified here, make for the acquisition of one or more of the principal patterns of deviant behavior more probable. The causes for deviant behavior, as enumerated to some extent in previous sections of this chapter, can therefore, also be seen as subgroups of the 'pattern of family life.'

A prominent 'pattern' which is a determining element in any family's way of life, which seems to condition it markedly, is the size of the family. This means primarily the number of persons comprising the family, with the further implication that the 'pattern' is influenced by this fact of size. Often in family case records, certain kinds of problems are found to represent large families, while quite different ones are typical of the small family. Although family size is not by any means the sole cause of patterns evidenced in any one family, case records of the fifty families in this study,¹⁾ suggest that an intensification of problems (economic, occupational, educational, etc.) seems to be a pattern of the large family. As an example: there are homes which cannot afford the children and do not want them, but have not been able to prevent their coming. Problems arise economically because there are too many, physically because they cannot be cared for, and psychologically because they are not wanted and create a milieu of unbalanced affectional and subjectual relationships. One-child families can present other patterns of parental over-protection, over-indulgence, lack of discipline, etc. which lead to defective conditions and causes of deviant behavior.

1. Column B, of this thesis. p. I-VI.
Graphic Representation. p. VII.

Another aspect of family patterns may be found in the ways in which the home life is organized. In each family there is a certain attitude toward the home, a kind of value and meaning placed on it which results in overt behavior. If the family is organized in a stable and ordered way, with a high commitment in regards to it, then the members will contribute all the more to its enrichment. If, however, the value and commitment is minimal, patterns may and do further its decline, and be direct causes of deviant behavior. Evidence of this can be seen in the organization of incomplete homes, or where family members are 'independent' of one another. The loss of support, security and effectiveness result from deviation from the normal pattern of the family, and can develop into serious causes of problem behavior in children.

These patterns of deviant behavior evidence profound inadequacy and poor conception of what establishes order and meaning to the family relationship. The bonds of love and warmth, along with standards, values and Biblical directives are not known, or not implemented. These pathological 'patterns' of the parents affect the child through a failure to provide the necessary functions, or through an enactment of such functions in a negative sense, that give rise to patterns of reaction such as expressed in preceding sections.

A survey of research literature indicates frequently, that deviant parents have deviant children. Becker, Peterson, Hellmer, Shoemaker & Quay,¹⁾ reported that parents of children with conduct disorders were maladjusted, inconsistent, arbitrary and given to explosive expressions of anger. Mothers were often tense and frustrating, and fathers were inadequate and emotionally distant. Through family relations with each other, members come to have expectations and reactions about how other members behave, by the frequency and persistence of those behavior patterns. As the previous reference implies, the particular causes of deviant behavior are patterns,

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1. Becker, W.C., Peterson, D.R., Hellmer, L.A., Shoemaker, D.J. & Quay, H.C. Factors in Parental Behavior and Personality as Related to Problem Behavior in Children. p. 107-118.

which the parents reinforce through the aversive conditioning in daily life; life that is filled with tension and conflict.

3.6 Summary

It has been the concern of this chapter to endeavor to define child deviancy within the frame of the psychosocial pathology of the nuclear family. This has implied a joining of child behavior patterns in relation to family diagnosis, and a recognition that family relations are affected by unnormative and sinful conditions within its expressed structure and functions. Each child within his/her particular family absorbs and reflects particular aspects of any pathogenic contagion of the family. This is readily illustrated in those families where one child develops in an over-aggressive way, whereas another becomes withdrawn and resentful. One child internalizes his conflict experience and evolves a neurotic picture, whereas another externalizes his conflict and acts it out. Regardless of the case, the failure of the family to positivize the norms and laws, and fulfil the necessary functions essential to realizing the family mandate, cannot but have untoward results, both within the family as a whole and in regards to the child. The emphasis in this chapter has therefore placed the family as being solely responsible for the training and nurturing of the child. It is for this reason that God caused children to be born into families, where child deviant behavior problems are present and could become family problems in a variety of degrees from slight to extreme deviations.

CHAPTER FOUR

Therapeutic care for children with deviant behavior problems in an institution

4.1 Introduction

Of all types of problem children whom the schools are attempting to educate, behavior-problem children offer the greatest challenge. The preceeding chapter strongly supported the case that much of childrens' socially inappropriate behavior is learned and continued because of its reinforcing consequences, especially as a result of defective relations and conditions in the family. Until very recently, parents whose children had been identified as psychotic, academically retarded, or chronically delinquent, could be offered very little hope that their children could ever be helped to make satisfactory social adjustment. Today, however, after serious considerations, pupils who display serious behavioral deviations are removed from their homes to a clinic school where they receive intensive treatment, assistance and therapy which offer real hope that even severe deviant behavior can be controlled and replaced by more socially appropriate responses.

This chapter is therefore concerned to understand what is done to childrens' development when they are placed within an environment where for months at a time, their living goes on in groups rather than in their families. In so doing, an analysis of the present organization of a particular institution will be dealt with in regard to its intramural and extramural role therapy in the constructive rehabilitation of these children. The second part of this chapter deals with an examination of the school with regards to the home in linking the two toward co-operation in rehabilitating the child. The therapeutic care implies the functional problem of management regarding the patterns of deviant behavior and the problem of management seen as therapeutic care. A final summary and conclusions comprise the third and final part of this chapter.

4.2 Organization of the Institution

For some deviant children of adolescent age a period of environmental, in-patient treatment is desirable in the course of family adjustment. A special environment, with individual psychotherapy, can often enable such children to make sufficient adjustment to be able eventually to cope with the strain of normal life or even with the disharmonies and inadequacies which their own homes offer. A descriptive study of children's institutions describes residential treatment as "... the development of a total approach to therapy. Individual psychotherapy with the child and his parents, a therapeutically designed living experience and remedial education are all seen as parts of a whole."¹⁾ This definition clearly places emphasis on the total approach of what an institution of this nature should be. Treatment with concern, skill, and love should permeate the whole living experience of the institution; especially with regard to the staff of a clinic school, being a pedagogical institution with psychosocial therapeutic care in a hostel situation.²⁾

The organization of a clinic school from the start should be satisfactory from several points of view to accomplish this goal. That is to say, the child, or/and his family in need of service should find the institution geared in purpose and facilities for meeting their needs; the governing board and staff should find the institution clearly and effectively organized to provide the therapeutic care that is within its intended scope; and the society should find the institution possessing such definition of function and quality of service as will permit it to fill a vital role in the society's rehabilitation of behavioral problem and emotionally hurt children.

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1. Reid, J.H. & Hagen, H.R. Residential Treatment of Emotionally Disturbed Children. p.2.
 2. Van der Walt, J.P. Die Doel en Taak van die Kliniekskool Loop= spruit, p.3.

As was mentioned in chapter two of this thesis, this particular institution adequately provides for mostly all facilities to care for and accommodate these children. The school is operated by the Transvaal Education Department through the Psychological and Guidance Service, and ancillary service established to deal directly with problems that may arise in the school situation, either in the normal schools or the clinic school. The primary task of this service is in assisting the parent, the school, and the child in cases where the parents and teachers are unable to handle the problem effectively themselves. The staff of this service correlate the results of their investigation with information at the disposal of the principal and the parent, in order to arrive at a more complete picture of the problem. Together then with the principal and parents, they discuss and plan how the matter should be handled for the benefit of the child.

Within the present organization of this institution are appointed three full time school psychologists who apply psycho-therapy; namely a psychologist (clinical), a psychologist (orthodidactic), and an assistant psychologist. A senior member of staff (principal) co-ordinates the various sections, presides at regular group discussions and organizes all internal matters with regard to the functioning of the Clinic School. Although each of these sections is an independent unit with its own particular methods and functions, their fields of interest cannot be separated into watertight compartments, since there is a great deal of overlapping and because to be effective, integration of the tasks is essential.

The school is located about 20 km. from a modern town in well-kept grounds that provide a peaceful atmosphere in which therapy can be applied under excellent circumstances. The advantages of a rural location, as opposed to a city location, are self evident. For with regard to the number of pupils at this institution, it is impractical for most of them to participate in the life of a city of neighborhood. This plus the fact that most of these children come from city or suburban areas where the environment was detrimental to their development. "Large institutions for dependents and nearly all those providing custodial care derive greater

advantage from a rural location. Their size or custodial character makes the need for a self-contained community obvious. The rural institution most favourably developed can assume many of the characteristics of a boarding school."¹⁾ Within this setting therefore, we have come to recognize that certain characteristics of 'group living' which apparently arises from the fact of groupness, are specifically useful for work with certain kinds of disturbed children. Many of the demands of the family do not exist here and so can be useful in the rehabilitation of children within such an institution. As will be further explained and developed in the following sub-sections of this chapter, the organization of this institution with regard to its characteristics and task, does accomplish these goals quite satisfactorily. A more detailed description of a total approach to therapy is now given.

4.2.1 Arrival

Pupils who are certified as behaviorally deviate are after consultation with parents and principal, transferred from the normal school to the Clinic School where they then remain. Such pupils are certified by the Department of Education on the recommendation of psychologists and are conveyed to the Clinic School by the assistant psychologist, so that admission can take place at any time during the year.

Every child is fearful when entering an institution, and the tension over what is unknown is more intensified in the case of these children. They are more often than not anxious, set for a loss of identity, and insecure in the new surroundings. Sometimes they feel that society is making them responsible for their acts and behavior, which consequently reinforces a fear of retaliation and punishment. All of these feelings, though real, are not necessarily conscious but are often rolled up together in a ball of insecurity, conflict, resentment, fear, and defiance.

1. Hopkirk, H.W., Institutions Serving Children. p. 109.

It is therefore the task of the assistant psychologist to manage these tensions by preparing each child to accept the change with the minimum of resistance and shock. This task is often accomplished with the assistance of the parent(s) and the institution's assistant psychologist as soon as possible after certification. The pros and cons of institutional life are carefully and honestly explained to each incoming pupil, with stress placed on 'discipline', to clarify in the child's mind the need for co-operation and understanding in the endeavor. Children who are transferred to this Clinic School usually remain for at least a year - sometimes shorter or longer, depending on the degree of rehabilitation required as prescribed for decertification.

4.2.2 Hostel life

"Group therapy experiments have indicated conclusively that in order to make correct and effective use of the group program in the institution, hostel units must be small."¹⁾ It is for this reason that the hostels, in co-operation with other areas of therapy in the school, provide comfortable, neat, and relatively small hostels to accommodate these children. There are approximately fourteen (14) pupils to a building, in which adequate space and facilities are for all their needs. Special attention is paid to observation duties during the night and day by teachers: men and women in the hostels. Cleanliness within the hostels is stressed along with personal hygienics in each unit. The house-masters of each hostel are generally senior teachers from the institution itself. This combination of teacher-house-parent relationship is most helpful in really getting to know and care for each child. Amongst these children is a great need for security, that is, someone they can confide in at times of stress and tension, who knows them the best, and provides love and concern for their welfare.

1. McGovern, C., Services to Children in Institutions. p. 55.

The full boarding of these children include a spacious dining lounge where the food is good, and above all, healthy as prescribed by a qualified dietitian of the T.E.D.¹⁾ The meals are orderly and are eaten with the house-parents, who see to prayer and decorum for each meal. In addition to the adequate basic necessities, rooms are set aside in each hostel for games such as table tennis, shuffle board and various other activities. Re-education through school hostel life is an important and integral part of the rehabilitation process. A good and nutritious meal canalises energy to a form of rest and satisfaction.

4.2.3 Psychological therapy

Thus far emphasis has been on the general characteristics of behavioral problem children in the homes and schools, and the importance of meeting their needs. In regard to the former, research evidence as shown in preceding chapters, indicates that causative factors are usually not distinct but rather represent an overlapping or combination of factors, and that observable problem behaviors, regardless of severity, are usually nondifferentiating. In other words, the causes of behavioral problems should be determined through the special diagnostic procedures of qualified professional psychologists and therapists. Between the tasks of acknowledging that there are behavioral problem children and providing diagnostic services, there is a crucial portion of professional responsibility. This lies in the stage of detecting behavioral problems, initiating referrals to other diagnosticians, and providing guidance.

The term 'diagnose' has several definitions, some of which are, 'to know', 'to distinguish', 'to have a thorough understanding' and 'to recognize and identify'. Several diagnostic steps are necessary if one is to achieve thorough understanding. According to Beller, these steps involve "... observation, description, a delineation of causation or ethiology, classification, prediction or prognoses, and control-modification of treatment

1. T.E.D. = Transvaal Education Department.

plan." ¹⁾ A short description of what the various tasks are and the concrete steps that the psychologists follow, is therefore in order.

The person primarily responsible for psycho-educational diagnostic service is the clinical school psychologist. It is he who, after the child is referred to him in a normal school, determines the pupil's scholastic and live adjustment as well as the relationship between the problems and intellectual abilities, attitude to life and perspective of the future. It is the objective of the school psychologist "... to gain an understanding of the person, in this case the behavioral problem child, by obtaining a thorough knowledge of historical factors that could have influenced and may still influence his/her functioning. Information (such as in diagrams I - VI of this thesis) is obtained regarding such areas as the adolescent's early childhood, education, interests, activities, recreational and social activities, sexual experiences, medical history, and aspirations." ²⁾

From this information clinical impressions about the child's characteristics and present functioning are made along with inferences about the probable causes and assumptions about what is the most appropriate approach for helping the child. The majority of this information is collected from school records, tests, home background, and special interviewing techniques. The psychologist also provides the necessary psychotherapeutic assistance to individual pupils in the reconstruction in their worlds of learning and living, along with guidance to principals, teachers and parents with regard to their role in assisting these deviant children.

Learning difficulties constitute one of the biggest problem areas for behavioral problem children. It is usually apparent from characteristics such as poor reading skills, poor concentration, and other traits that would seemingly have an effect on the scholastic achievement of the pupil.

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1. Beller, E.K. Clinical Process: The Assessment of Data in Childhood Personality Disorders. p. 109; Fairchild, H.P. Dictionary of Sociology and Related Sciences. p. 280.
 2. Woody, R.H. Behavior Problem Children in the Schools. p. 83.

The orthodidactic psychologist deals mainly with the identification of these pupils' learning handicaps, most often caused by retarded development, spatial disorientation and cultural and environmental privations. Guidance is given to individual pupils, parents and the school in reconstructing the child's world of learning by means of remedying the child's specific learning handicap.

The field covered by the assistant psychologist is wide and divergent. His main task is to identify and evaluate the child in his/her family and school situations, with regard to deviate patterns of behavior. In this connection he co-operates with other sections of the school and with the parents to effect the placing of pupils in clinic schools; in collaboration with the clinical psychologist. The task also includes care after decertification, with a view to continual rehabilitation and adaptation.

Because of differences in professional skills and personal characteristics, the over-all framework for behavioral modification to be proposed for these children is applicable to all these professionals to some degree. Each one contributes to the whole - guidance, counseling, psychotherapy in the rehabilitation of the children.

4.2.4 Scholastic progress in the classroom

Since formal education is an absolute requirement for all children in our society, institutions such as a clinic school find that one of the major considerations that must be decided is what type of education these children should receive, as well as how to make it integral to the whole institutional program of rehabilitation. The child as an image-bearer of God, is a whole person, a unique subject called by their Creator to make his/her own response to God's Law. This being the case, one cannot really decide for a person, he can only lead him/her to decide. Man can only be seen in a response structure to the law order; and since the child cannot understand the directive, it must be enforced. Therefore, "...emphasis must be on teaching the norm in motivating the

student to want to make the right response from his heart." ¹⁾

One cannot teach a child to be good, he can only be motivated to want to be good. It is the aim of school then to increase the depth of the child's experiences; to gain a sense of community; to develop roots (i.e. family, friends, teachers, social, historical, etc.); to personally integrate aspects of the world around him/her; to teach the child to know what to value in life; and to develop a "world and life" view.

While "... the teacher sees his class as a group of interacting personalities, each endowed with the acquired norms and values (and sometimes neuroses) of his home, street and neighborhood. He is still concerned with subject matter - the cultivation of the basic skills, environmental awareness, aesthetic and spiritual insights thought valuable by our society, the basic socialization, that is essentially a function of the school." ²⁾ There is consequently, a reliance on the teacher's capacity to communicate acceptance to these particular students; to demonstrate sensitivity to their emotional needs; to utilize considerable flexibility and resourcefulness in implementing the program; as well as to build a positive, trusting relationship that expects appropriate behavior, conformity, and academic performance commensurate with the child's ability. This type of school program suggests an emphasis on methodology and teacher manipulation of the classroom environment. In light of the goals already expressed in this section, a set of behavioral objectives or educational goals necessary for success in learning and rehabilitation has been formulated. Following the guidelines of Hewett, ³⁾ goals are arranged in a developmental sequence that begins with attention and moves through response, order, exploratory, social, mastery and

1. Olthuis, J.H. To Prod the Slumbering Giant. p. 36.

2. Pedley, F.H. Education and Social Work. p. 3.

3. Hewett, F. The Emotionally Disturbed Child in the Classroom: A Development Strategy for Educating Children with Maladaptive Behavior.

achievement levels. It is the child and his/her demonstrated capacity in relation to each of these goals that will influence the teacher and principal in the planning of an educational program for each child.

Since the majority of the pupils who come to this Clinic School are scholastically way below standard, ¹⁾ efforts to reach standard eight with as many children as possible is one of the main aims together with work therapy as the following implies. To this end only practical courses are taught, along with arts and crafts, while the institution can educate them through matric, if some are able to progress to that level. Along with the compulsory basic subjects, which are both theoretical and practical in their nature, is added courses in metal-work, wood-work, domestic science, business and secretarial work. It has been found that the elimination of emotional strain and tension combined with attempts at developing a receptive attitude on the part of the child, enhances and promotes the learning ability and excitement in scholastic pursuits. It should also be added that "... when we speak of the education of the child we think in terms of his total life because every action and experience teaches him, and the very fact of his existence in society involves a continuous educating process." ²⁾

4.2.5 Remedial teaching

The child with behavioral problems is perhaps never more visible than when he or she is faced with demands for attention, participation, direction following, control, socially acceptable behavior, and mastery of academic or vocational skills as in the classroom. In the past, due to unsupportive home environments, probable classroom instruction beyond their level of achievement, and frequent absence from school or school changes, contributed to serious disruption of their education.

1. Column I of this thesis. p. I - VI.

2. McGovern, C., Services to Children in Institutions. p.222.

The need and existence of a structured classroom with clear-cut expectations and rewarding consequences for appropriate behavior and academic accomplishment is essential for children with deviant behavior. Consequently, a remedial program is employed in this Clinic School as an integral part of the total program of treatment of academic learning problems. Some of the distinguishing features include: 1) Creation of a favourable learning atmosphere, which includes establishment of good pupil-teacher and pupil-group rapport, removal of competition between students, and provision of success experience through use of teaching materials and techniques geared to each child's level. 2) Creation of a need to learn through making learning situations and material as meaningful as possible. 3) Filling in, where possible, weaknesses and gaps in the pupils' educational background by means of task assignments based on thorough individual achievement evaluation with each child. 4) Remedial work as an approach to the whole person with emphasis on 're-establishing shattered self-confidence', social interaction, creative self-expression, and helping the child learn ways of communicating with others and coping with his/her problems. 5) And specific remedial techniques based on methods outlined by Fernald,¹⁾ such as experiential approach to reading (the child writes stories on topics that are meaningful to him). For all subject matter an attempt is made to follow this sequence: a) create a need, b) offer concrete experience, c) emphasize development, and d) offer application in a meaningful problem situation.

The major emphasis of remedial instruction is on the creation of a unique educational experience in the classroom, designed to alter and manage previously established negative attitudes about school and learning, and to support the child in the development of more adaptive behavior.

1. Fernald, G. Remedial Techniques in Basic School Subjects.

4.3 Extra-mural therapy (activities)

4.3.1 Group life influences

When we are working with a child whose ability to relate is so underdeveloped or damaged that he/she cannot at once use family living for growth, then we have to find some way of providing him/her with relationships which will help them begin to attach the business of living to positive personal experiences with human beings. It seems that group living is the setting within which to set about such a task. Because group living is concerned with the basic aspects of the biological and hence of emotional life; with eating, sleeping, toileting, cleanliness, and the giving and receiving of affection, what happens in the group may reach through to feelings more directly and meaningfully. Thus for the child who has not had in his/her own family the positive experiences with processes of living which are necessary for normal development, may find in the group a new way through to relationships in sharing such basic experiences.

"The fundamental principle of group therapy programs is that direct action takes place in and through the group. Therefore, we use the group as the medium in which and with which to do therapy." ¹⁾ It is in this way that positive rehabilitation of many of these pupils in the Clinic School takes place. Management of individual tensions over anxiety, hostility, fear, insecurity, aggression and degrees of uncontrollableness, become not just the work of one or two people, but of the whole group. There is of course the presense in the group living unit a houseparent, whose task it is to focus attention on the management and welfare of each child. In addition to the houseparent, is also the presense of a group of peers. This factor can be used to both enhance certain satisfactions and to decrease certain tensions, especially for those children who are not yet ready for the more intimate one-to-one relationships. In group living

1. McGovern, C. Services to Children in Institutions. p. 56.

there tends to be an important depersonalization of rules and procedures because they apply to everyone alike. Thus the experience of necessary social controls may seem less oppressive to the individual child and also less focussed on difficulties with adults. It is in connection with the peer group in the institution, that there arises the need of a routine schedule for all the children. This schedule which is basic for all in the group tends to give security to control hungry children. Since it reduces the demands on the child for decision and self-control at moments when he/she is unable to cope with the demands placed on them.

The group living experience therapeutically has several distinct advantages to it. Because of the more flexible relationship between the individual and the group than is possible between child and family, there tends to be a greater degree of tolerance of behavior than is permitted in the smaller family unit. The child is able to relate with others on a freer basis with less damage to himself and to others. Because of the wide variety of ways of relating within the group, the child can experiment as he/she grows. according to the content of the activities, with many roles in the group and with a variety of sub-group patterns. In this way a greater awareness of self and of one's problems on the part of the child, along with sharing emotions with other people, all contribute to a gradual rehabilitation within the greater framework of the institutional care.

4.3.2 Sporting activities

It could be said that life cannot be rich and wholesome unless it includes recreation, whether that be as individuals or within the group setting. It is for this reason that sporting activities are an integral part of the school's rehabilitation program such as cricket, soccer, netball, rugby, tennis, horseback riding, and especially swimming are activities promoted by the institution on a regular basis. Athletics play a strong part in reinforcing self-confidence in these children, while at the same time helping each child to find his/her way independently. The varied and attractive athletic program is also instrumental in showing to these children that life can be very normal and exciting in the institution; breaking down

concepts of the clinic as a dismal and isolated place. Frequently, co-educational athletics are organized whenever practical and reasonable, which in terms of mental hygiene are needed associations.

One of the more important aspects of sporting activities lies in the gradual increase socialization for each child involved. Adaptation to others, due to the necessity for co-operation, are re-inforced through efforts to achieve within the framework of the team. Success is achieved through mutual and individual effort and must be attained honorably and without breaking the rules of the game. "The competitive games of adolescence inculcate still other qualities which are highly desirable. Ingenuity, initiation, quick thinking, rapidity of decision, courage, self-reliance, perseverance, self-control, vigor of action, enthusiasm and responsibility are all necessary characteristics for the player of the team." ¹⁾ All of these characteristics contribute markedly to the management and reduction of tensions in these children, while at the same time building both bodily strength and personality.

4.3.3 Cultural activities

Rich opportunities for the growth and rehabilitation of the deviant behavior child can be utilized through cultural activities in an institution. The staff of this Clinic School have used dramatics, in the form of one-act plays as a major way of developing creative and imaginative work (or play) for those children involved. Other forms of activities carried out periodically in this institution include debates, where relevant (to the children) issues are discussed and brought to terms - with a vote to decide the issue. Educational movies are also held every two weeks. It has shown that when these kind of activities are held, they provide valuable emotional outlets for the children, develop and encourage use of the imagination, and teach them to use their minds in a better understanding of the world and where they stand in relation to it.

1. Blanchard, P. The Child and Society. p. 144.

4.3.4 Religious activities

Children whose own parents are absent in this institution, have more than an ordinary need for the sense of direction and security which knowledge of God, and His son Jesus Christ, can give them. This institution in particular approaches "... the issue of religion as a factor in behavior motivation with much caution, with a feeling of reverence, and with a desire to encourage religious observances as a means of curing the ills of maladjustment." ¹⁾ Although not always successful, the instituting of religious discussions, Sunday worship, and prayer (with child participation) at meals and before class, all contribute to the children's ethical and pistical adjustment within this institution. It teaches them the meaning of life and is the only way of leading them to a 'world and life view' that helps them to see themselves as they really are - as a sinner in need of repentance. It is only in this way that a real beginning of change, through confession of ones guilt, (Proverbs 28:13) can take place which relieves the tension and conflict in each one of these children. A sense of responsibility for their actions (behavior) is the best place to start. For in many of the children at this institution there is a complete lack of religious influence and training. They have never attended church or at lease have not been in attendance for many years. ²⁾ They have heard no beliefs discussed and know very little about the Bible; while at worst, the parent(s) give little in the way of principled example.

There is therefore, all the more a need to integrate Scriptural faith into the child's life. It has proved of great advantage in this institution to have on its staff a preponderance of men and women who see Christ as the center of life, and who live, care and direct the lives of these children to a concept of life that enables them to see themselves as they are. The importance of showing others how to obey God's commandments through example cannot be stressed too strongly. Often principles can be most

1. Baker, H.J. & Traphagen, Y. The Diagnosis and Treatment of Behavior-Problem Children. p. 304.

2. Column G of this thesis. p. I - VI.

vividly impressed upon others by means of example. The apostle Paul frequently used his own behavior as an example for others. This is apparent in passages like the third and fourth chapters of Philippians: "Brethern, join in following my example, and observe those who walk according to the pattern that you have in us". (Philippians 3:17). The idea of models runs throughout the New Testament,¹⁾ stressing the importance of showing others (the children) how to obey God's commandments, and lead a structured, disciplined life.

4.3.5 Educational activities

Although all of life is education, and all experiences are part of the educational process,²⁾ certain occasional extramural activities within this institution can be termed 'educational'. This is the wider meaning of education seen as a sociological concept. These activities include trips to industrial complexes, army camps, museums, and popular rugby and cricket matches held in neighboring towns and cities. Other displays, e.g. by the police and fire departments, are occasionally brought to the school to give these children a better and clearer picture of what duties and services these departments provide; what methods are used and the kinds of equipment involved. All of these activities are meant to acquaint the children with some of the basic aspects of society in a positive and educational way. With the hopeful expectation that such experiences will generate further interest, and a positive attitude to society as a whole.

4.4 Therapeutic care for homes and families of the deviant behavior child - linking home and school activities

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1. Cf. I Thessalonians 1:6-7; I Corinthians 4:16; II Timothy 3:10; III John 11; I Peter 5:3; Hebrews 13:7; Titus 2:7; I Timothy 4:12; II Thessalonians 3:9; etc.
 2. Hayes, E.C., Introduction to the Study of Sociology. p. 652; Ottaway, A.K.C. Education and Society. An Introduction to the Sociology of Education. p. 67.

Since we are concerned in this chapter with the positive rehabilitation of behavior problem children, especially with regards to the link between school and home, it is necessary from the start to state a number of underlying assumptions and problems inherent in this relationship. The concern here is with one of the most fundamental relationships in society, that between the primary socialising agency of the family and the inducing agency of the school; a relationship within which personal roles are assumed and social characters developed. It is generally assumed that the quality of family care and parental interest and attitudes is of crucial importance in determining what a child makes of educational opportunity and of a balanced and adjusted personality. It is perhaps obvious enough, considering the high rate of scholastically 'backward' and 'retarded' children in this institution, that inadequate care in the home combined with apathetic attitudes on the part of the parents' present barriers in the rehabilitation program which are very difficult to overcome. It might possibly be too much to hope that merely diagnosing and explaining the sources of difficulty in the home atmosphere will bring about a change for the better. Events and attitudes keep recurring which bring back old issues, and the factors which mar the home atmosphere always seem to persist. However, it seems that enough experience has been had, reports of Robert MacGregor and his associates in Texas ¹⁾ and A.P. Travisono ²⁾ and C.F. O'Neil ³⁾ at Iowa with discouraging cases of poor home backgrounds to furnish hope that much may be accomplished in improving the home, the relations between parent and child, and between parent and school. The improvement of the home atmosphere, which in itself is often extremely difficult, if not sometimes impossible to accomplish, warrants the efforts involved, since it continues to be one of the most important factors in the reduction of behavior problems.

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1. MacGregor, R. et al. Multiple Impact Therapy With Families.
 2. Travisono, A.P. Understanding the Family of the Delinquent Child.
 3. O'Neil, C.F. Reaching Families of Delinquent Boys.

As has been implied in previous chapters, the overt acts of these children, such as truancy, lying, stealing, defiance, aggression, etc., are not positive vices cured by direct action, but are indirect and unusual results of worry, fear, insecurity, rebellion, and conditions of tensions and stress in the home. On account of these underlying causes and the usual necessity for long term rehabilitation, the assistant psychologist, teacher and the parents seem often to be working in opposition or conflict to one another because of lack of communication and misunderstanding. The need therefore, strongly exists of forging links between the school and home, and of clearing away barriers to communication and co-operation essential for successful rehabilitation.

For the most part, the educational, social, religious and physical care and formation of these children have become the responsibility of this institution, having been neglected, if not rejected by the parents. Concern therefore, for not only the child but also for the parents, is shown through contact and liaison, mainly through the efforts of the assistant psychologist of the Clinic School, serves to some extent to alleviate these disparities in the child's life. Attention will now be turned to the aims and problems incurred in the task of uniting these two socialising agencies.

4.4.1 Aims and problems

It should be said from the beginning that both the home and the school cannot and should not operate, as it were, in a social vacuum. The responsibility of educating and providing therapy for the deviant behavior child, has for all practical purposes, fallen into the hands of the Clinic School, as well as the task of reinforcing the strength and contribution of the home to the cause. There is consequently, a great need to establish effective understanding, interest and co-operation on the part of the parents toward their children and the school. The initiative in this area generally must come from the Clinic School, although in many instances the parents from the beginning offer full co-operation. There must therefore, be a course of action, a program whereby the parents are acquainted with the school and come to play an integral role in the therapy of their children.

Elizabeth Fraser's study ¹⁾ of school children in Aberdeen, suggests that the factors of the home environment, which is most influential in this respect, emphasizes the emotional and motivational factors of educational and social development. The major aim of the parent-child-school relationship consequently implies a change in behavior not only for the child, but also for the parent(s). Russo's ²⁾ assessment of parent involvement in the modification of behavioral problem children has also revealed that the feelings, emotions, and behavioral controls change with the child and that the experience helps parents also to become more emotionally relaxed, thus, the effect may influence both parents and child. It is quite possible that this exposure with the assistant psychologist and the school may also motivate some of the parents who frequently reflect as many behavioral difficulties as their children, to seek professional help in changing their own social roles. The processes of reinforcing socially acceptable behavior not only in the child, but also in the home, can and does modify the entire family structure for the better.

It is self-evident that this task presents many problems and difficulties. All too often, parents of these children undervalue education and the therapy which they receive. This view expresses itself through the attitudes of indifference and apathy to the school and its program. Little ways of neglecting their children are practiced, or the parent(s) are impatient when tolerance, patience and love are demanded. It is traits such as these which are difficult to overcome. Reference to overcoming these negative attitudes will now be dealt with in the following section of an examination of the task of the assistant psychologist.

4.5 The scope and task of the assistant psychologist

The adjustment of parents to society in general, to each other, and to their children have a profound influence upon the attitudes of their children

1. Fraser, E., Home Environment and the School.

2. Russo, S., Adaptations in Behavioral Therapy With Children. p.43-47

toward them. Parents vary over a wide range of differences, from those who possess a strong emotional, social, educated hold over their children, to those whose attitudes are far from what they should be. It stands to reason that where there is no or little social adjustment, there is no holding power over the child, aside from physical force, which in most cases is ineffective. The results of poor social adjustment, as exemplified in selfcenteredness, apathy toward basic responsibilities, and a limited perspective toward life in general, have usually accumulated for a long time, and are difficulties which are extremely hard to overcome. This is not to say that all parents of the children in this Clinic School present such a bleak picture. But a large proportion of the parents involved evidence in the care, love and training of their children that are so essential to the rehabilitation of behavioral problems. The inability of many parents to understand any connection between the immediate aspect of poor social adjustment and the larger effects on the attitudes and ideals of their child, often lies at the heart of the problem and usually presents the greatest difficulty in the task of the assistant psychologist.

Since these parents have little or no knowledge of the processes of reinforcing positive behavior in their child (most have lost control), the primary task of determining the way in which reinforcement is to be implemented i.e. after admittance to the institution, rests wholly with the assistant psychologist. With a knowledge of the child's case history combined with consultation and interaction between the principal, teachers and fellow psychologist, he visits the home with the purpose of developing confidence in the parents, soliciting co-operation from them in regards to the Clinic School. From the beginning of the contact and communication with the parents, the assistant psychologist attempts to establish an atmosphere of informality, concern and of urgency. He is concerned, not to make the parents feel as the accused, but to establish personal relations that help them to become a responsible part of the treatment and rehabilitation of their child. In this respect, he acquaints the parents with the purpose of the institution, with the specific problems of their own child, and of the change in attitude, needs and care that are necessary for improved behavior and rehabilitation. The assistant psychologist plays a conciliatory

role, in that he reconciles the parents to their child and to the school, while at the same time acquainting the teachers and principal with the child's background, so that they too can better deal with the problems.

It is important to the over-all success of child therapy, to involve the parents in changing psychologically and socially with their children as well. To this end, the parents receive an orientation to the therapeutic procedures, to the extent that the assistant psychologist feels that they have the ability and desire to fill this reinforcing role. The parents who are involved, might for instance, be trained to react to certain of the child's acts in a manner entirely different from the way they reacted in the past. If the child exhibits deviant behavior at any time he/she is at home (i.e. holidays) the parents should strive to manage the tension which is crucial to overcoming whatever difficulty exists. In this manner the parent reinforces normal and approved behavior by the giving of social recognition, affection, and attention; and punishes by discipline that shows concern and love. The therapist in this particular procedure usually is able to assist the parent(s) in overcoming their emotional responses which they relied upon in the past, giving them also a positive outlook for the future of their child and themselves. It is essential for the therapy, in whatever form it is applied, to be maintained in the everyday lives of all concerned - parents, psychologist, teachers, hostel parents and headmaster, as a team in teamwork.

In the practical sense, the assistant psychologist strongly recommends and advises parents to write and visit their children in the Clinic School as often as possible, so that contact is maintained. The need in this is obvious, since the child must see and feel the love and concern expressed in these actions. Parental goals and aspirations have a strong influence on a child's performance and rehabilitation, contributing, when positive, to the whole therapeutic endeavor. To this extent, the assistant psychologist must imbue the parents with the ability and knowledge of what is a long-term goal in the establishing of wholesome attitudes and an adjusted home.

4.6 Therapeutic care fitted into the management of deviant behavior problems

Within this chapter, treatment of deviant behavior children in a clinic school, has been described to some extent. It is however, also necessary to describe the meaning of the term 'therapeutic', as it applies to the frame of reference with regard to the management of deviant patterns as exemplified by these children. Although there is various meaning to what one may refer to as 'therapeutic', the care and instruction of the child in this setting is very really God's way of life, in "... the very real life situation through which the child lives at school" ¹⁾ (c.f. Deuteronomy 6:5-7). This of course implies management of the child's development through all activities, in the whole of the school's program. Establishing benign interpersonal relationships among adults and children, combating the impoverishment of social and personality problems, and increasing mastery in skills and achievements in other areas of life (scholastic, sports, activities, etc.) all contribute to helping the child begin to solve his/her own problems. Specifically, within this context, therapeutic care is characterized by an inner cohesiveness, which permits the child to develop a consistent frame of reference. This cohesiveness is experienced by the child as he/she becomes part of a well defined hierarchy of meaningful interpersonal relationships, which exhibit socially acceptable behavior and revise their concepts of the surrounding world. The objective of the Clinic School is therefore, one of managing patterns of deviant behavior by "...providing a therapeutic environment in which a child can relearn attitudes, can discover trust in adults and their world, and thus begin to accept their values." ²⁾ Construction of a therapeutic milieu in this sense is consequently united and developed through a controlled and ordered environment, which encompasses individual and group psycho-social therapy, remedial learning programs in reading and arithmetic; specific

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1. Adams, J.E. Competent to Counsel, p. 257.
 2. Keith-Lucas, A., The Role of the Houseparent in the Training School, National Probation and Parole Assoc. Journal, IV, no. 2 (April, 1958). p. 156.

vocational training; stimulation to creative talents; and religious guidance and nurture.

The ability of the child to begin to solve his/her problems, restore growth of meaningful functions, and integrate the world around them relies very much on the management of everyday affairs and routine, as characterized by several important factors which are briefly mentioned here: (1) Without pretending to be the equivalent of family life, the Clinic School is managed by adults who are very much a part of the children's everyday life in an older brother or parentlike role (2) The role position of all adult figures responsible for them, establishes clarity over what each child perceives the therapeutic program to be all about, what is expected of them and to whom they can turn... (3) The openness of communication in the institution is an integral part in the management of individual tensions. Just who can be confided in about listening to and alleviating problems and conflicts, is a big step toward overcoming difficulties... (4) The sequence of events and conditions (routines, rituals, behavioral regulations) under which these children undergo certain repetitive actions in the school's activities, has a strong impact on regulating emotional impulses and managing tensions... (5) The impact of group processes is also of crucial importance because of potential negative influence. The management of group activity and living conditions at all times, regulates overall group atmosphere, clique formation, leadership tensions, inter-pupil conflicts, etc., in a constant concern for order and decorum (6) Much of the management of behavioral problems depends on the things the child is allowed to do or requested to do. Any given activity which is meaningful - arts and crafts, outings, smoking time, meals, discussion groups, etc., has a time, place and rules to it, and demands constituent performance in keeping with what is expected each child should and can accomplish.

While the staff (adults) strive to maintain interpersonal relationships in all their dealings with the children, their actions always remain responsive within the indications set by the behavioral reality of each individual

child. Emphasis on openness, spontaneity and discipline in the management of deviant behavior, makes the therapeutic efforts of this Clinic School subservient to the relevance of highly individualized relationships. Such conditions permit the emergence and development of the social and psychological instances, the internalization of controls, and the eventual integration of the child's personality.

4.7 Summary

As was dealt with in this chapter, the responsibility of the Clinic School is not only the provision of academic knowledge, but also that of the complex set of responsibilities which include the social, physical, and psychological factors related to the total development and rehabilitation of the children within its care. Acceptance of this responsibility is necessary for all involved - the teachers, administrators, houseparents, professionals, children and parents, if the effort is to be successful. This of course implies the need of discussion and debate over the issues, compromises and co-operation, as well as both professional and personal commitment to the therapeutic care of these behavioral problem children. Since behavior problems have such a critical influence on the effectiveness of the total educational program and can possibly affect a great number of the children even within this Clinic School, attention has been directed to both the broader scope of the intermural and extramural activities, as well as the direct action of each type of educator. Emphasis has been placed on the management of tensions, which are very much a part of deviant behavior patterns. It has been the intention of this chapter to present somewhat of an overview of the services and program of a particular institution which is devoted to a therapeutic rehabilitation of deviant behavior children.

CHAPTER FIVE

The Clinic School as a social system with regards to the four functional problems

5.1 Introduction

Within preceeding chapters, presentation of the sub-systems of family backgrounds, individual child cases, treatment and facilities which come to the fore in dealing with deviant behavior children, was made. Because the family and the normal school cannot control or correct behavioral problems, and therefore cannot uphold the functions and responsibilities with regard to education and socialization, it has become essential for the clinic school to carry on to these essential group activities with awareness of individual needs and potentialities to the total social context of the educational experience. It is precisely because of the scope and salience of its influence and its extended contacts with children, that this school must understand and respond to those needs which are lacking in the homes and lives of the behavioral problem children.

Of primary importance is the fact that a successful organization of this school can do much for the technical and emotional preparation of children for roles in society and for their healthy and sound growth as responsible adults. While thought has been directed to subsystems as such, attention is now directed to drawing the lines through these subsystems to show that under prolonged and significant contact with these children, the structure of this institution also has component functional problems which must be solved. Consequently, it is necessary for this institution, as a social system, to concern itself with the kind of teaching which will contribute to their education and with the nature of the total therapeutic milieu conducive to meeting the needs of the individual child. From this perspective, the re-educative process through the unifying aspects of scholastic life, hostel life, extra-mural activities and psychological therapy must be fully utilized as the most valuable and essential contributions which those responsible for residential living and all its ramifications make to the needs of each child.

5.2 Pattern maintenance and tension management

The Clinic School, as should be mentioned from the start, is a social system which is characterized, amongst other things, by the fact that the people concerned are conscious of the relationship, conscious of its limits, and conscious of its obligations and responsibilities. The Clinic School represents a totality of life, not only in its inner extent, but also because for many it is identical, especially for these children, with the totality of life as it ought to be. "Educational, rehabilitational and therapeutic efforts (within this residential institution) have to be carefully adjusted to meet the needs of the particular individuals, and there has to be full awareness of their existing level of functioning."¹⁾ Every form of deviance, as has been shown, reverts back to the system's incapability to fulfil the socializing requirements which the function of pattern maintenance and tension management should be able to offer. It is the correction and implementation of old and new patterns of behavior respectively, guided by 'value' oriented directives, which are of concern in this institution.

The deviant behavior of any child is a problem that arises from the failure of family and social relationships to teach and internalize structural norms which everyone is subject to under the law of God, as derived from Scripture. The need of knowing God's law (will), which comes to man in the form of norm principles, implies 'positivation' activity, through the nurture and guidance by the staff for all relationships. Social and psychological problems do not merely lie in the externally obvious behavior, but deeper, involving the whole person. As Gordon Allport questions it: "May not an acquired world-outlook constitute the central motive of a life and, if it is disordered, the ultimate therapeutic problem? May not a person's philosophy of life, here and now, be a functionally autonomous motive?"²⁾ In every way that a person acts, he/she must act religiously as is human nature. When however, the religious direction is apostate, the norms, values and motives in life reflect patterns, misconceptions and distortions

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1. Stumphauzer, J.S. Behavior Therapy with Delinquents. p. 31.
 2. May, R. Existential Psychology. p. 97.

of reality and behavior as an indication of those inner beliefs. In this sense, any person's behavior must be seen within a response structure to God's will, either as in agreement with or in opposition to that law. While man's understanding of God's law may not always be regarded as identical with that law itself, the positivized norms are subject to the effects of sin. The most important aspect of the socialization process within the Clinic School involves the unconscious assimilation and internalization of norms, beliefs, and patterns of behavior of the adults and peer group with whom the child interacts, and which are meaningful to him.

Because these children do not understand the principled directives and norms of social behavior and lack a frame of reference with which to control their emotions, positive patterns of behavior are established and maintained which penetrate and change deviant activity at the heart, for more ideal and expected patterns of social behavior. Focus is thus always upon normative interpersonal relationships and processes within the Clinic School, and the values upon which they are based. In the scholastic sense, remedial instruction, as synonymous with 'corrective instruction,' is utilized to correct the patterns of learning disability which almost every child in this institution needs. Personal instruction deepens and improves interpersonal relations, develops a "world and life" view, and teaches the child what to value in life through a better understanding of the world and through historical awareness. The remedial instruction incorporates the basic elements of an efficient educational program where, "while teachers should use different approaches to solving teaching problems, it is imperative that they subscribe to the same basic educational philosophy."¹⁾ The scholastic program is therefore adjusted to meet the needs of the child at precise points of weakness. Here as in any other learning experience, evaluation is a necessary and continuous process on the part of the teacher and learner. According to objectives, tests and evaluation through observation, detect difficulty and problems, investigate those factors as to seriousness, and plan measures to be taken.

1. Thomas, G. & Crescimbeni, J. Individualizing Instruction in the Elementary School. p. 66.

The hostel life of these children must as well fill a great need in establishing and correcting deviant patterns. Positive relationships with houseparents who offer desirable examples of behavior, developing out of responsible daily care and treatment, contribute much to the maintenance of positive patterns and management of tensions within the hostel. "In the process of discharging this responsibility, this person comes to represent in the child's mind all the attributes, both positive and negative, with which he has vested the concept "parent."¹⁾ These houseparents who "serve" as parent surrogates, "...make their contribution by offering the child warmth, patience, humor, love and devotion."²⁾ At all levels of a child's development, the absence or loss (permanently or temporarily) of parents creates disturbances and needs in the child which are treated through the forming of meaningful relationships with both houseparents and other children in the hostel. The group setting of hostel life offers positive values and support for the troubled child,³⁾ through controls that are built into the hostel framework which regulate and provide for all their needs. Routine to hostel life serves to provide a sense of order and security, and offers opportunity for stabilization of stress and tension arising out of personal and group conflicts. Protective controls are thoughtfully built into the treatment program of the hostel to manage these tensions arising from home separation, peer difficulty, sexual problems, etc. Decorum is always upheld, tasks are assigned to each child in contributing to the group life, and a spontaneous and flexible atmosphere (not to construed with free license), all contribute to harmony in the rehabilitation through therapeutic living environment.

Provision within the contents of the Clinic School is also made for a wide variety of extra-mural activities. Activities which are directly related to the child's reality, need for learning, for expression, for feeling his/her own importance and contribution, either in teams or as individuals

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1. Whittaker, J.K. & Trieschman, A.E. Children Away from Home. p. 66.
 2. Kahn, A.J. Planning Community Services for Children in Trouble. p. 405.
 3. Bettelheim, B. Love is not Enough.

to the sport or activity. Seeing children in creative arts or dramatic activity, or sporting activities, evidences this clearly. The mastering of a skill or achievement in the game or sport, can make the difference between feeling unworthy and outside of the group of peers, and the realization that one can be as good as everyone else. When support by staff is constantly provided and the individual children begin to display feelings of self worth, then the coach, teacher, or supervisor can use the recreation, crafts, games and excursions as an experience to promote development of internalizing norms and controls in social behavior. The directing of the child's energy, interest and efforts to constructive, exciting and active participation in extra-mural activities on a regular daily basis, patterns their behavior toward values and goals; and teaches them that only through use of rules, hard work, patience and motivation can they be achieved. Throughout all extra-mural activities, the potential for disruption, induced by competitiveness, is reduced by direct and indirect control. Through direct control, recreation supervisors organize teams in a manner that minimizes competition through aggressive means, or deal directly with individual children who become disruptive. Indirect control is emphasized through the "fun of the sport" and de-emphasis on the importance of scoring. The other activities of arts and crafts, dramatics, excursions and games are self-rewarding, demand concentration, and reduce tension through constructive and value-oriented outlets. Therapeutic extra-mural activities pattern life in this institution through creative effort, acquisition of skills, and the positive change which it can bring about.

The problems which most of the children bring with them to the clinic school present a need for intensive, personal evaluation and treatment, according to the dimensions of each case. From the beginning, specific conflicts and tensions are aroused by removal from the home, because of deviant patterns which persist and recur, must in the school life be managed and changed to more socially approved behavior. The assistant psychologist is therefore a very active participant in the child's daily life. Functions which had (not) normally been performed by parents, such as bringing the child to the school, accompanying the child to a medical or

dental exam, attending outside functions, etc., are now regularly done by the school's sister, psychologist and assistant psychologist. Informal contacts outside the office, frequent conferences with hostel-parents and participation in decisions about numerous aspects of each child's life, become a part of this psychologist's activity. To this extent, the psychologist gears his efforts toward encouraging each child to interact in a meaningful and involved way in the therapeutic patterns of school activities intended to be growth fostering. Because the children's relationship to the psychologist is less intense than that of other adults in authority over him/her, and because the nature of the relationship lends itself to it, the children frequently become dependent on him. The psychologist's influence has therefore considerable effect in stabilizing tensions and stress arising from problems. The use of communication in this relationship is always facilitated toward increasing the bonds of trust and promoting internalization of what is learned in the school's varied program.

5.3 Adaptation

Since the functional problem of pattern maintenance and tension management is integral in the adaptation of any child to the social system, the lack of effective socialization in the lives of the children in the Clinic School has made adaptation to the social system a functional problem which needs to be solved. Because the child has not learned what is expected of him and what he can expect from others, he has been working out for himself as best as he can - solutions to problems, so that his deviant behavior does not correspond with a system of norms regulating the requirement (duties) of his role, and roles of others in the social system. Each child must therefore learn to adapt not only to the physical environment, but also to the social milieu (administrators, teachers, houseparents, recreation leaders, fellow students, etc.) in the normative sense of performing his/her role in conformity to the goals and aims of the school's therapeutic program. Since we have already spoken of patterns which are maintained in the Clinic School as being articulated (by word and example) to the child, it is also necessary to add that clear organization of social roles in the institution makes it possible for the system to function as a whole and for the various

members to realize the rehabilitative goals of improved (adapted) behavior and growth.

It is through the internalization of the values and attitudes exemplified in the "world and life" view of the Clinic School, that the children begin to take over rights and duties, as an attitude which defines for them their roles in the group and for themselves individually. It is through participation in the activities and routine of the school's program, that the child begins to incorporate adult expectations into his/her personality; which then establishes his/her role and its relation to others. The functioning of the clinic school can be said, therefore, to depend upon the presence of patterns for reciprocal behavior between the pupils and those in authority over them, as well as amongst the pupils themselves. Each child's role represents a dynamic aspect of a status, as a unique person, in the social system. When the child begins to place the rights and duties which constitute his particular status into effect, he is in fact performing a role which stabilizes his personality and grants him a mandate, within which he knows what to do.¹⁾

Scholastically, the specific characteristics of the teacher-student relationship in the Clinic School is typically one of status inequality. The teacher is legitimately in a position of authority over the child, who makes more specific demands on the behavior of the pupil than vice versa. This of course implies that the teacher live up to the requirements of that role, so as to avoid problems, in remedially improving and fostering growth and change through the learning process. Classes are small, instructional materials individualized, and programs suited to the capacities of these children, most of whom are 'backward' or 'retarded' scholastically. The role relationship between the pupil and teacher requires therefore that the pupil's behavior must be changed (as a result of learning) during the course of the relationship. The child must demonstrate evidence of learning as an important aspect of the student role, in conformity to what kind of change(s) the teacher legitimately can demand of him/her; as defined by the role

1. Linton, R. The Study of Man.

relationship. All parts of the educational resources in the Clinic School are geared to the needs and potentialities of these children. Classroom space is large, airy, and conducive to learning. Equipment and resources for both the academic and vocational subjects facilitate opportunity for each child to achieve. All phases of the scholastic program strives to ensure personal adaptation through personal relationships, supportive of the institution's objectives of eventual rehabilitation in normative role assumption. In such relationships, the pupils allow the teacher to make more diffuse demands on their behavior, and at the same time will use the teacher as a model in the development of his/her values, goals and personality.

Similarly, the houseparent in this residential Clinic School is expected to fulfil a role which often approaches that of a parent; in demanding a wide variety of behaviors from the children in their care. From the outset of placement in the hostel (according to age, sex etc.) agreement is reached on specific duties and obligations in the system of mutual expectations concerning each other's behavior. The houseparent, in this context, is thus responsible for consistent discipline and correcting of children's manners, habits, and patterns which are deviant, in the natural sense of fostering love and emotional support in a firm and genuine way to minor and major problem situations and to individuals. Much of the hostel life is therefore closely regulated and supervised in promoting constructive and healthy behavior. Emphasis on the hostel member's acceptance of each other, and concern for other's rights and interests is stressed. These basic social rights are institutionalized so that all have an equal share and opportunity to gain satisfaction and enjoyment from the group life of the hostel. Problems arising from resistance to hostel patterns, peer conflicts and rivalry, or deep seated psychological problems, are managed firmly, and are often spotted before they become serious. Adaptation is thus facilitated by the allotment of prestige and privileges according to contributions made toward achievement of social goals in the hostel. The fashioning of each child's role in the hostel is enhanced through concern and help of others to achieve recognition and acceptance; which then begins to solve the problem of adaptation in the school and society.

Extra-mural activities in the adaptation of these children, are salient aspects of individual experience in the institution, that offer valuable opportunity for therapeutic adult leadership. As was mentioned in the previous section, extra-mural activities provide a positive means of contact, defined by rules and regulations that subordinate individual efforts, impulses and aims to the needs of both individuals and the group in a common purpose. Each participant is given and is taught a unique place and duty in the endeavor, in relation to other participants in the same activity. Adult leadership supports real accomplishment, by "doing" in the craftroom (and by "giving" in the leadership role of coach, teacher, or supervisor). These recreation leaders and promoters often become identified, as a result, with those activities that have positive meaning for the child. Through verbal and active involvement, support and guidance of the child's efforts, in a genuine and wholehearted way, internalization of value-based norms and controls takes place. Thus, the richer the program of extra-mural activities, and the more related to the needs of each child to participate, the more help and assistance in adapting to the social system will be facilitated.

Within the pattern of life in the therapeutic program of the Clinic School, the psychologist as a significant figure, offers to the deviant child a corrective emotional experience with an adult in adapting to the social environment. To the psychologist, each child brings his/her own unique way of relating and perceiving the roles of others in society as shaped by their past life experiences. The psychological therapy is thus directive in nature, toward helping the child to surrender deviant or ineffectual patterns of adapting to others and society, while in the meantime, developing positive ways of coping and managing their particular life situations and problems. Knowing the particular experiences and difficulties of these children at home and in the school, as well as the child's personality and ways of functioning and adapting to the Clinic School and society; directs the psychologist in the individual treatment of each child in meeting his/her needs in adapting to institutional life.

5.4 Goal attainment

Every social system has goals which are attained through the co-operative effort of its members. In focussing on this Clinic School, the functional problem of goal attainment clearly stipulates that the goal of this school is the rehabilitation of behaviorally deviant children through a corrective and preventive therapeutic program. Thus before success can be achieved, provision must be made for the scholastic, extra-mural, and physical living conditions, to play an integral part in providing for the needs of these children. These needs must be provided for in the normative sense of considering each child as a whole human being, with individual goals of his/her own. The need to incorporate goals in keeping with a normative, cultural, and value oriented "stand" in life, as in keeping with a Christian "world and life" view, is crucial to the growth, rehabilitation, and re-entry to society of these children.

Scholastically, the educational-remedial-vacational program strives according to the institution's goals to develop a perspective, or unity, of life for each child. That is to say, to perceive reality in an integrating sense, of myself as a man, I, acting in a certain way, in a bodily existence before God. An awareness of self in regards to society and culture is facilitated through the curriculum in assisting, through a remedial program, each child to develop roots, to integrate the world around them, to gain historical awareness, and to increase the depth of understanding and knowledge according to their ability and interest. The value of delayed gratification through learning is taught in regards to attaining long range goals, which require education.

Within the hostel, the goal of order and decorum, in a natural setting, regulates group life and activity. Rules and discipline facilitate adaptation to hostel patterns, in the sense of love and concern, to promote to child's ability to overcome tension and conflict resulting from anxiety and difficulty in school life. The aim is, that through wholesome living experiences in the hostel, the child will begin to solve his/her problems on their own, as well as with the support of the houseparent and fellow students.

One of the basic goals of treatment in the extra-mural activities of the Clinic School is the development of a productive relationship between the deviant behavior child and the recreation or craft-activity leaders. On the common ground of the activity being performed, the child can safely begin to test his/her environment, in an active and open way with the support of the adult leader who is just as involved, experienced and active in the activity, as they are. Sports, crafts, excursions, dramatics, etc., in their varied and extensive form, contribute much to the internalization of goals to achieve and develop physically, socially, emotionally and spiritually. The urge to always do better, to win at the game or sport, etc., provide short term goals, which over time can promote long-term goals.

5.5 Integration

The functional problem of integration is a problem of solidarity and morale in the Clinic School. A giving of one's self to specific tasks, both as an individual and within groups, within the boundaries of common values and regulative controls. The functions of the social system of this school only make sense when viewed in relation to one another as parts of an integrated approach. The school must therefore operate as in relation to a whole, both to the individual and to society. What is needed from the beginning, is an approach which will grow out of the needs of these children and their families, that translates such needs and what is known about the total situation of deviant children, into essential functions. Only as functions are defined and their interrelationships explored, is it possible to look at specific aspects and at their roles. It is important that the functions be related to a total program and that the sum total of assignments undertaken, add up to a full range of required activities. Then each aspect of the rehabilitation program will find its place as offering a specialized contribution of combination or opportunities of the child.

The appropriate functions of the scholastic life in this institution is thus one of integrating the various materials in the remedial-vocational program as related to the real life situations of each child. Through encouraging and individual instruction the children are motivated to achieve and improve

both scholastically, personally and socially. This being the case where integration is proved successful in the lives of certain children, they actually qualify for decertification on account of the fact that the process of rehabilitation was successful. These lucky children then return to their old schools and homes if the rehabilitation of their families also proves to be successful. If this however, is not the case, such children are placed in other schools with boarding facilities where they reside and learn. Those who reached the age of sixteen years may leave school in which cases they are assisted by the principal of the Clinic School to find suitable work or jobs.

5.6 Summary

An institution such as this Clinic School, which serves families and children, is not a self-contained entity. When it pretends to be, its program shows the consequences of isolation, and children suffer both from program inadequacies and from gaps between programs. Institutions of this nature have a long tradition of social responsibility and Christian concern, and do not deliberately convert themselves into seemingly irresponsible, semi-isolated enterprises. Study discloses, however, that they tend to become such as a result of a variety of forces: built-in values, the 'distance' between the normal school and the clinic school, and the staffing problem of filling positions with trained personnel, the frustration from lack of support, and from the difficulties inherent in dealing with problem behavior children.

This being true, and in the light of its functional problems it is also true that within the Clinic School stand point of the above, the successes of this institution up to now prove to have a long list of pupils - now being well balanced adults - many with families leading, in many ways stable lives to the advantage of South Africa. From scientific research undertaken during 1963, statistics proved a 75 plus percentage of successful rehabilitations, and when applied to a grand total of over 1 800 pupils who attended the Clinic School over a period of eleven years,¹⁾ these successes prove

1. A complete report of the research and the findings can be obtained from the principal of the Clinic School Loopspruit.

the faith of all those who are concerned in this type of school.

CHAPTER SIX

Summary and conclusions

6.1 Introduction

After taking a closer look at the Clinic School Loopspruit within the frame of 'A case study of children with deviant behavior in a social system', the following summary can be given which contains the current situation within which some defects or shortcomings are underlined, the excellent way in which the school system operates and functions and some recommendations are proposed for its probable better functioning from the point of view of the sociologist.

6.2 Retrospective view

From the onset of this thesis it was necessary to orientate the reader regarding the importance of this study from the viewpoint of the social system with complementary structural and functional problems in which the range and scope, the content, the aim and the outline of the study material in different chapters, the methodology, description of concepts and some difficulties encountered were given.

Against this background headlines of some links between a normal school and the Clinic School Loopspruit were expounded in which focus of attention was fixed on the structure-function of both institutions as social systems with regard to the Christian aims, anthropology of the child, the contents, methodology, discipline, measuring and evaluating, administration and organization of education. Within this exposition the functional problems of pattern maintenance and tension management, adaptation, goal attainment and integration were dealt with and explained as integral parts of the educational system of the Clinic School Loopspruit in particular and clinic schools in general as social institutions.

Within this frame of mind an empirical study was made of fifty cases of girl students or pupils of the Clinic School Loopspruit. From an analysis

of their files the aim was to prove that the influence of family life was a basic factor in determining the causes of deviant behavior in the children. Attention was paid to symptoms underlying the reasons for deviant behavior in the family regarding emotional rejection, broken homes, divorce and separation, family desertion and broken by death, economic problems and poverty, defective family relationships, parental pathology and the impact thereof on children for the causes of deviant behavior as reasons for certification to the Clinic School such as truancy, stealing, lying, running away, aggressive behavior, etc.

Following this, special attention was paid to the problem of therapeutic care for children with deviant behavior problems in an institution by means of giving a more or less detailed description, firstly, of the organization of the institution with its different integral parts viz. the school with all its instructional and remedial activities done by the teaching staff, secondly, the psychological services with all its testing in detecting symptoms of deviant behavior, obstructing scholastic achievement and adaptation problems with the necessary guidance to eliminating and reworking of own problems in finding own solutions therefore, thirdly, the hostel life and accommodation where re-education takes place with regard to health and hygiene, neatness, order, selfdiscipline, selfactivity and the situation where healthy and nurturing meals are enjoyed under supervision of the vice-principal of the school specifically appointed by the principal to cope with re-educating of the pupils as an integral part of the rehabilitation process. Fourthly and very important was the focus placed on the extra-mural activities of this institution to implement group life influences, sporting activities, cultural educational and religious activities into the daily lives of these pupils as the normal situation.

All four integral parts of the school institution are linked with the efforts of the therapeutic care for the homes and families of these pupils with deviant behavior problems. The principal of the school is the leader, supervisor and ought to be the coordinator of all activities which have therapeutic value in the full process of rehabilitation for children whereafter they are being decertified. This means they return to their homes

and schools to further their studies or to other schools with boarding houses should their parents not be rehabilitated to receive their children back home. Children may even leave school in case they have passed standard eight with valid certificates in which cases the school principal assist them in finding jobs. They may also leave school when they have reached the age of sixteen years.

In the chapter preceding this final one the Clinic School as a social system was dealt with regards to the four functional problems viz. pattern maintenance and tension management, adaptation, goal attainment and integration in which the Clinic School with all its component parts and its structure-function problems with regard to, not only the group of fifty girls with deviant behavior problems, but of all the boys and girls in the school as well as their homes and families are as well dealt with therapeutically aiming at decertification in the process of rehabilitation.

6.3 Shortcomings

An institution such as the clinic school which serves families and children, must not be regarded as a self-contained entity, and when it pretends to be, its program will show the consequences of isolation and children who suffer both from program inadequacies and from gaps between programs. Other studies being done on institutions such as the Clinic School Loopspruit, disclose however, that they tend to become such as a result of a variety of forces viz.: the staffing problem of personnel especially of those who are properly qualified and trained teachers with sufficient experience with children of a clinic school in a boarding school situation where pupils with deviant behavior problems are cared for pedagogically and psychotherapeutically for the purpose of rehabilitation and decertification.¹⁾

Furthermore, there still is at this present moment a severe lack of a true understanding of what a clinic school is, its classification and work of the teaching staff which lead to frustration from lack of real inner support.

1. Van der Walt, J.P. Die Doel en Taak van die Kliniekskool Loopspruit. p.3.

6.4 Excellence of the Clinic School Loopspruit

Viewed from the standpoint that this institution is a social system with structural and functional problems, i.e. pattern maintenance and tension management, adaptation, goal attainment and integration, there is strong evidence that the principal must have inter alia a strong talent for organization, love for children with deviant behavior problems, discipline and years of experience in teaching that are all founded on a well balanced personality with academic and professional qualifications to deal in a healthy way with all situations arising from a clinic school.

The principal gives in-school-training to his teachers notwithstanding the fact that he experiences a terrible shortage of time and lacks the assistance of senior teaching staff viz. one deputy-principal and two vice-principals whereas he has only one vice-principal to assist him at present.

6.5 Recommendations for future functioning

From this research it is evident that in order to attract the properly qualified teaching personnel for the clinic school with its long and intensive supervisory hours of work, this school must be upgraded to an H1 Clinic School which is quite different from a normal high school H1 category. The structure of the salary scales must be much more attractive and more senior teacher posts must be made available.

Seeing that all teaching staff have to lodge within the available accommodation on the campus of the institution, provision must be made for cooking facilities in these homes for small children of pre-school age instead of having their meals within the hall for all the children and staff together.

From the point of view of the functional problems of the Clinic School this facet deals with those factors causing tensions and frustrations in the institution which have been mentioned above. When these tensions are being cared for, they are managed and controlled so that everybody in this group has enough reason to be thankful, happy and working in joyful situations.

6.6 In conclusion

Within the limited scope of this thesis it has been impossible to go fully into the complexity of the problem posed by the group of children with deviant behavior. Nonetheless, it is hoped that with this study a foundation has been laid down for further and more comprehensive research in this field, and that it will be to the advantage of this special type of schools, i.e. clinic schools in South Africa.

FIGURE 1

Family background of children for the causes of deviant behavior.¹⁾

A	B	C	D	E	F	G H	I	J	K
File no. of child	Size of fa= mily	Income of family	Sex	Broken home? (divorce separation, death)	Home environ= ment	Church atten= dance Health	Scholas= tic pro= gress	Emotio= nal state	<u>Distinctive characteristics</u> <u>Main reason for certification</u>
1	6	R300 p. m. Poor	M	Yes	Poor	No (Asthema) Normal	Retar= ded	Dis= turbed	Child exhibits uncontrollable temper. No regard for authority. Lack of discipline-disobedient. Is very sensitive to criticism. <u>Truency and acute misbehavior.</u>
2	6	R270 p. m. Poor	F	Yes	Good	No Normal	Back= ward.	In= Secure	Father can't see the wrong she does. Father drinks excessively. Parents inconsistent w/ discipline. Child is aggressive. <u>Thieving and compulsive lying.</u>
3	4	Has debts Poor	F	Yes	Unkept bad area. Poor	No Normal	Back= ward	In= secure	Father drinks excessively. Father frequently unemployed. Child rejects discipline. <u>Truancy and negativistic attitude.</u>
4	7	Fair	M	No	Excel= lent.	No Normal	Retar= ded	In= secure	Child rejects discipline. Course habits. Very antisocial behavior. <u>Truancy, stealing, aggression, defiant.</u>

FIGURE I (continue)

A	B	C	D	E	F	G / H	I	J	K
5	6	R280 p. m. Poor	F	Yes	Poor	No Normal	Retar= ded	In= secure	Both parents lack sense of values. Marital difficulties. Both parents drink excessively. <u>Stealing.</u>
6	9	R150 p. m. Poor	F	No	Poor	Normal	Retar= ded	In= secure	Child is aggressive. Parent-child relationship very poor. Child is negativistic, aggressive. <u>Truancy.</u>
7	6	R600 p. m. Good	M	Yes	Poor	No Normal	Retar= ded	In= secure	Child is frequently disobedient. Poor relationships at home. No parental control. <u>Truancy.</u>
8	6	R250 p. m. Poor	M	No	Bad area Poor	Normal	Back= ward	Dis= turbed	Child has inferiority complex. Feels rejected. Father drinks excessively. Lack of control at home. Runs away from home, lacks love. <u>Truancy and compulsive lying.</u>
9	9	R400 p. m. Fair	F	No	Dilapi= dated housing Poor	No Normal	Retar= ded	Dis= turbed	Does not accept discipline-dirty mind. Very poor living conditions. Child has bad associations. <u>Truancy and misbehavior.</u>

FIGURE I (continue)

A	B	C	D	E	F	G H	I	J	K
10	7	R200 p. m. Poor	M	Yes	Poor	No Normal	Retar= ded	Dis= turbed	Father drinks excessively, and does not support family-beats wife and children. Child is highly undisciplined, insolent and antagonistic. Other brother and sister at Clinic School. <u>Continual misbehavior.</u>
11	5	R300 p. m. Poor	M	Yes	Fair	No Normal	Retar= ded	In= secure	Father drinks excessively. <u>Truancy and stealing.</u>
12	6	Fair	M	No	Good	Occa= sionally Normal	Back= ward	In= secure	Child fights with parents and sister - is violent in other ways. Parents don't know how to control him. <u>Obnoxious, aggression and non-conforming.</u>
13	5	R350 p. m. Fair	F	Yes	Fair	No Normal	Retar= ded	Dis= turbed	No mother in childhood. Lack of parental control. Girl associates with married men. <u>Behaviorally handicapped and drugs.</u>
14	6	Fair	M	No	Fair	No Normal	Retar= ded	In= secure	Both parents work long hours, no time for children. Lack of discipline. <u>Truancy, forgery of excusory notes.</u>
15	4	R330 p. m. Fair	F	Yes	Good	No Normal	Retar= ded	In= secure	Father deserted family, mother must work. Lack of discipline. <u>Misbehavior and unmanageable.</u>

FIGURE I (continue)

A	B	C	D	E	F	G H	I	J	K
16	4	R650 p. m. Good	F	No	Good	Yes Bron= chial asthma	Up to stan= dard	Se= cure	Parents spoil child, lack of discipline. <u>Dishonesty and lying.</u>
17	7	R600 p. m. Good	F	No	Good	Yes Normal	Retar= ded	Dis= turbed	Constant strife in home. Father drinks excessively. Child absconds from home. Associates with bad peer group. Lack of parental discipline. <u>Truancy and sexual deviant.</u>
18	4	Fair	M	No	Good	No Normal	Back= ward	Se= cure	Parents cannot control him. Mother is over-protective. <u>Truancy, stealing and uncontrollable.</u>
19	3	Poor	F	Yes	Poor	Normal	Back= ward	In= secure	Unhealthy home conditions. <u>Truancy and uncontrollable.</u>
20	8	R260 p. m. Poor	M	No	Is lo= cated good area Poor	No Normal	Back= ward	In= secure	Father drinks excessively. Marital relationship strained. No parental control of child- is aggressive. <u>Stealing and vagrancy.</u>
21	5	R350 p. m. Fair	F	No	Fair	No Normal	Back= ward	In= secure	Child has negative attitude, is dis= obedient. Little parental discipline. Child is also sexually maladjusted; withdrawn. <u>Rebellious nature and kleptomaniac.</u>

FIGURE I (continue)

A	B	C	D	E	F	G / H	I	J	K
22	6	R250 p. m. Poor	M	Yes	Well kept Fair	No Normal	Retar= ded	Dis= turbed	Father drinks excessively, and is often absent, gambles occasionally. Strained atmosphere in home, no communication among members. Child is aggressive, uncontrollable. <u>Drugs and homosexual tendencies.</u>
23	9	R280 p. m. Poor	M	No	Fair	No Child is obese	Retar= ded	In= secure	Marital relationship strained, are unable to help child. Child is aggressive, short temper and uncontrollable. <u>Truancy.</u>
24	10	R240 p. m. Poor	M	Yes	Fair	No Asthma	Retar= ded	Dis= turbed	Child has violent temper. With inferiority feelings. <u>Truancy and aggressiveness.</u>
25	6	R365 p. m. Fair	F	No	Good	Yes Normal	Retar= ded	Dis= turbed	Home life is disturbed, father frequently beats her. Lack of discipline. Child absconds from home, is often uncontrollable. <u>Truancy and sexually maladjusted.</u>
26	6	R350 p. m. Fair	M	Yes	Poor	No Normal	Retar= ded	In= secure	Child was in a mental hospital, lives in an unreal world, lacks love. Is unsure of himself. <u>Schizophrenia and timid.</u>

FIGURE I (continue)

A	B	C	D	E	F	G H	I	J	K
27	7	Poor	F	No	Poor	Yes Normal	Retar= ded	In= secure	No parental discipline; child has bad language habits, and associates with delinquent peer group. Child absconds from home. <u>Truancy, drugs (dagga) and alcohol.</u>
28	7	R480 p. m. Fair	M	No	Bad social environ= ment Poor	No Normal	Retar= ded	In= secure	Marital relationship strained. Father is absent most of the time. Child is rejected by parents, they have no control over him. Child fights and swears, bedwetting probably. <u>Truancy and stealing.</u>
29	8	R446 p. m. Fair	M	Yes	Poor	No Normal	Retar= ded	Dis= turbed	Father drinks excessively. No love in the family. Father neglects family. Child associated with bad peer group. <u>Truancy, stealing and behavioral prob.</u>
30	6	R200 p. m. Poor	F	Yes	Poor	No Normal	Up to stan= dard	Dis= turbed	Lack of parental discipline - no control over child. Parents show no interest in child's problems. Child is sexually pre-occupied. <u>Truancy.</u>

FIGURE I (continue)

A	B	C	D	E	F	G / H	I	J	K
31	5	R380 p. m. Fair	M	Yes	Fair	No Normal	Up to stan= dard	Dis= turbed	Child lacks parental guidance and sup= port, no discipline and control. Instable home situation. Father drinks excessively. Child is self-conscious, freq. evidences feelings of tension. <u>Truancy.</u>
32	8	Fair	M	Parents died Yes	Poor	No Normal	Back= ward	Dis= turbed	Lack of parental discipline and con= trol. No attachment to home. <u>Truancy, lying and drug use.</u>
33	6	R400 p. m. Fair	F	Yes	One room boarding house Poor	No Scabies	Back= ward	In= secure	Child lacks parental control. Child is aggressive, rejects school, pities self. Father drinks excessively. <u>Truancy.</u>
34	4	Fair	M	No	Fair	No Normal	Retar= ded	In= secure	Lack of parental control and discipline. Father drinks excessively. Child steals and uses drugs. <u>Truancy and misbehavior.</u>

FIGURE I (continue)

A	B	C	D	E	F	G H	I	J	K
35	5	Poor	M	Father died Yes	Poor	No Normal	Retar=ded	In=secure	Child has been caught stealing. Mother is over-permissive, no control or discipline. <u>Expulsion from school, sexual problems and stealing (fraud).</u>
36	8	Poor	M	Father died Yes	Fair	No Obese	Retar=ded	In=secure	Child lacks discipline, has disregard for authority. Lacks control of physical impulses and rational. Uses drugs (dagga). <u>Lying, foul language, defiance, class disruption and aggression.</u>
37	4	R250 p. m. Poor	M	Yes	Good	No Normal	Retar=ded	Dis=turbed	Lack of parental discipline. Child is rebellious, rude and self-willed. Uses dagga, steals and is aggressive. <u>Stealing and delinquent behavior.</u>
38	4	R200 p. m. Poor	F	Yes	Poor	No Normal	Retar=ded	Dis=turbed	Parents are overly permissive. Mother rejected child, undisciplined. Behavior problems - swearing, bed-wetting and over-sexed. <u>Behavior problems and aggression.</u>

FIGURE I (continue)

A	B	C	D	E	F	G H	I	J	K
39	5	R233 p. m. Poor	M	Yes	Fair	Yes Normal	Back= ward	In= secure	Father drank excessively. Mother unable to control him, lack of discipline. Associated with bad peer group. <u>Truancy.</u>
40	7	R170 p. m. Poor	F	Cramped - boarding house Yes	Poor	Normal	Retar= ded	Dis= turbed	Child lacked parental supervision and care. Father drank excessively and used dagga. Mother also drinks. Child rejected by parents. <u>Truancy and stealing (shoplifting).</u>
41	9	R1200 p. m. Excel= lent	F	No	Good	Yes Normal	Retar= ded	In= secure	Child accepts no authority - lack of parental discipline, is frequently defiant <u>Truancy, lying and absconding f/home.</u>
42	6	R750 p. m. Excel= lent	F	No	Poor	No Normal	Retar= ded	Dis= turbed	Parents fight, father drinks excessi= vely. Child lacks love and security. Home is full of tension. <u>Truancy, aggression and uncontrollable.</u>
43	5	R250 p. m. Poor	F	Yes	Poor	Normal	Retar= ded	Stable	Father drinks excessively, unstable home relationships and conditions. Child is aggressive, exhibits provaca= tive behavior, is rejected. <u>Truancy, dishonest and stealing.</u>

FIGURE I (continue)

A	B	C	D	E	F	G / H	I	J	K
44	5	R250 p. m. Poor	M	Twice Yes	Poor	No Normal	Retar= ded	In= secure	Father drinks excessively, unstable home relationships and conditions. Child is aggressive, exhibits provocative behavior, is rejected. <u>Truancy, dishonest and stealing.</u>
45	11	R440 p. m. Fair	M	No	Fair	No Normal	Retar= ded	Dis= turbed	Father is aggressive, drinks to the excess. Parents have no control over him. Rejected by parents. Child uses dagga. <u>Aggressive, lying, pronounced misconduct.</u>
46	6	R135 p. m. Poor	F	Yes	Poor	No Normal	Back= ward	Dis= turbed	Parents have lost all control; there is no discipline. Child is habitually impertinent - insolent. <u>Truancy, lying and uncontrollable.</u>
47	4	Good	F	No	Good	No Normal	Back= ward	Dis= turbed	Lack of parental supervision and control. Mother-child relationship strained. Child resents authority. <u>Truancy, stealing, aggression, anti-social and general misbehavior.</u>

FIGURE I (continue)

A	B	C	D	E	F	G H	I	J	K
48	7	Poor	F	Yes	Poor	No Normal	Retar= ded	Dis= turbed	Child is insulent. Lack of parental control. <u>Aggression and uncontrollable.</u>
49	5	R180 p. m. Poor	F	Yes	Poor	No Normal	Retar= ded	Dis= turbed	No parental control or discipline. <u>Aggression and bad behavior.</u>
50	7	Poor	F	No	Untidy Neglected Poor	No Normal	Retar= ded	In= secure	Father has been in jail. Tension and disharmony exists b/w parents. Lack of control and super= vision over child. Child rebels against all authority. <u>Truancy.</u>

Explanation of figure:

The different columns signify the following:

A : files of the pupils

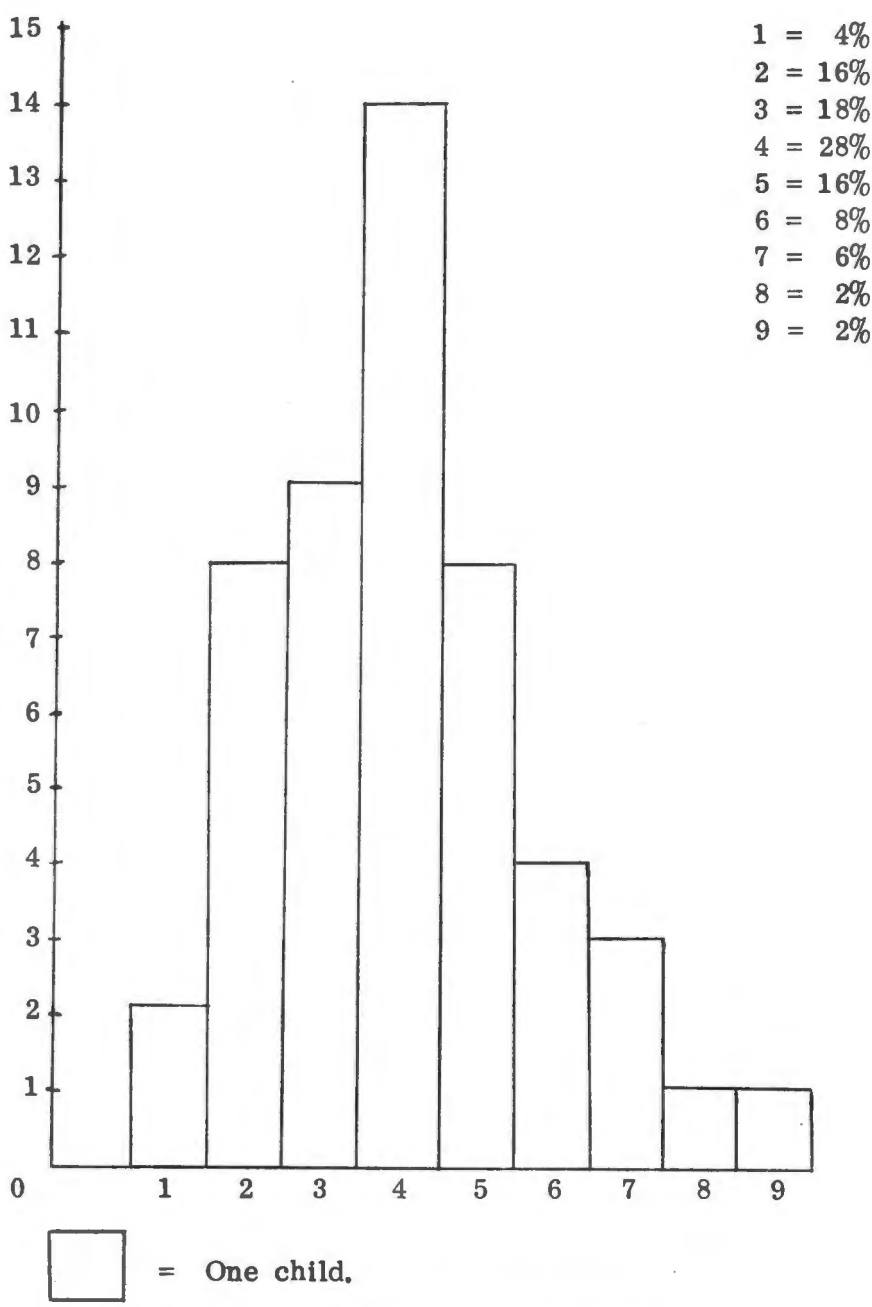
B, C, D, E, F, G, H, I, J: factors of family background influencing behavior.

K: distinctive characteristics of deviations as main reasons for certification.

1. Data acquired from the files of current pupils of the Clinic School Loopspruit. Special permission for this empirical aspect of this research granted by the T.E.D. and supervised by the principal of the institution mr. W.J.L. Jooste. Data classified in columns and headings provided by the researcher.

Graphic representation:

Histogram of the number of children in the family of the research group.¹⁾



No. of children in each family

50 samples - 25 male, 25 female

Explanation of histogram:

Horizontal numbers 1-8 refer to percentage of children;
vertical numbers 1-15 refer to children in the family.

1. This data acquired from the files of the Clinic School, 1974. (Current students). This graphic representation of the histogram is constructed by the researcher.

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