

Die Kinderversorger



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Child Care Workers

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It is intriguing to 'listen in' on discussions on child care in other countries. Here **Jerry Beker** writes an introduction to a new book* by **Gerry Fewster** who is Director of William Roper Hull Child and Family Services in Calgary, and Editor of Canada's *Journal of Child & Youth Care*

Reflections upon Reflections

In the face of the continual demands of young people in care for various kinds of attention, only rarely do we have time to sit back and think about what we do and why. Preparation and training for child and youth care workers tends likewise to emphasise the concrete: techniques that 'work' (perhaps in the sense of allowing us to manage or manipulate behaviour); policies that need to be implemented; standards that need to be maintained; skills that need to be taught, etc. In their proper place, each of these is important, and available time usually does not permit us to teach as much about them as good workers need to know. Yet in any proportion, these do not in themselves add up to effective child and youth care work.

Why then, have we focused so heavily on them? In part, this seems to me to be another reflection of the crisis-management orientation of our traditionally overworked, understaffed, undertrained endeavour to meet needs for which available resources are inadequate. But even more importantly, it reflects our despair about the possibility of teaching the more fundamental essence of what we are about other than through direct experience. Yet given the high turnover rate characteristic of the field, we cannot afford

that full year of experience which many feel is required for someone to gain the facility needed to perform the work well. Perhaps 80% of our personnel are gone by then; perhaps that would not be the case if they could learn the job more quickly.

Thus, we can ill-afford the somewhat smug anti-intellectual stance that has characterised many of our colleagues who prefer the more romantic notion that the 'truth' is accessible only to the few barefooted 'naturals' among us to whom it has been revealed. Yet we have had little in the way of professional literature or text material with which to counter their views. Most of our literature has been either academic or experiential, either lectures or stories, rarely combining these two elements in the way it must, in tandem, of course, with field experience if learning effective practice is to occur systematically and within a reasonable time frame.

Although I have not tested it in the classroom or in practice settings, this is what it appears to me that Gerry Fewster's latest work will enable us to do. It is a story, but one that challenges the reader to understand and internalise from his or her own experience. It represents a particular point of view, as any such experiential approach must, but one that seems increasingly more generic as one works his or her way through it. Most important, it gets to the heart of child and youth care practice as it focuses on the relationship between worker and client and on the roots of that relationship in the worker's own experience and development. Thus it provides a superstructure upon which the kinds of more specific knowledge and understanding referred to above can be built and integrated. This book does not lily-coat the intensity and pain of child and youth care work, nor does it spare the reader from sharing in the suffering that too often afflicts our clients, but it also

highlights the growth and satisfaction that await those who find this work to be their calling. It should serve us all by helping those whom the requirements of the field do not fit to screen themselves out and by bringing into the work those who will be less likely to depart as soon as so many do today. Thus, and in the hands of capable, sensitive teachers and supervisors, it should do much to enhance our work in the service of personal development for the young people in our care, as well as for those who choose to work with them.

* *Being in Child Care: A Journey into Self.* Gerry Fewster. The Haworth Press, New York

Arcadia Children's Home

Mature single woman with knowledge of Kashrut is required as Supervisor at the Hugo Steinhardt Cottage in Greenside. The residents of the cottage are school leavers and the cottage is operated as extension of Arcadia Jewish Childr. Home in Parktown, Johannesburg. The successful applicant will report and be responsible to the Director of Arcadia Johannesburg Children's Home. The salary is negotiable plus fringe benefits. Applicants with C.V. in writing should be addressed to The Secretariat, 22 Oxford Rd, Parktown, Johannesburg.

Enquiries: Social worker 011-646-6177

Houseparents

We require a husband and wife team as house-parents to work with mentally handicapped adults. Wife to supervise in protective workshop. Husband able to do maintenance on farm. Knowledge of woodwork an advantage. For information please phone Matron on 011-659-0580.

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The National Association of Child Care Workers is an independent, non-racial organisation which provides the professional training and infrastructure to improve standards of care and treatment for children in residential settings.

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Practical Guidelines for Child Care Workers

Recreation Tips

Donna Ensor Reihl
of the Maryland School
for the Blind, Baltimore,
Maryland, USA



Recreation is an integral part of child and youth care work. Prior to being placed in a group care facility, the children we work with have often had to struggle through life without a sufficient amount of play and relaxation. We try to fill this void by carefully planning and incorporating appropriate activities into the cottage or unit program. Our intent is to help the children have fun, learn new skills, socialise and enrich their daily living experience.

In my experience I have found that recreation periods are more likely to meet the above goals if I follow a few basic tips or procedures. This brief article is a summary of thirteen of these tips which apply to most activities, including: arts and crafts, athletics, table games, music, and free play. Although my experience has been primarily with multi-handicapped children, I believe these tips apply to working with most other children as well.

Plan Activities According to Treatment Plans

First and foremost in any discussion of recreation and play is the child's treatment plan. Activities must always be chosen that meet needs as identified by either the treatment team or some other designated person responsible for diagnosing the child's developmental capabilities. While it is impossible to go into developmental dynamics here, it is important to stress that activities must be selected and implemented according to some predetermined assessment of the child's strengths and

weaknesses. Concomitantly, the best group activities are those which address as many of the individual and collective needs of group members as possible. Without this as a foundation, activities become merely exercises in passing time.

Have Alternatives Available

It is always a good idea to have alternatives available in case the original activity must be cancelled. Nothing is more upsetting to a group of children than to have to miss an activity and then deal with a confused or unimaginative worker. Also, part of this process is knowing that there are plenty of materials available for a change in plans.

Be Aware of Your Ability to Maintain Control

In choosing an activity it is wise for the worker to be aware of his or her ability to maintain control or order during the activity. If you are uncertain, then it usually works out better if you choose something you feel more comfortable with. There will always be time to try more stimulating or loosely structured activities once you have more experience and confidence.

Choose and Reserve the Proper Space

Space is often a problem in group care. Activities can fail before they get started if

the space is unavailable or inappropriate for the desired interactions. Therefore, it is always a good idea to examine and reserve space ahead of time. Is the room large enough? Is adequate staff support nearby? What are the safety considerations? Is running water available? Can I observe the entire group at once? Is there easy access?

These are just a few of the questions the worker may want to ask about the space.

Know Your Project Thoroughly

The more familiar you are with the game or project, the easier it will be for you to teach it to the children. It is better to discover surprises before the activity starts. Practising in your spare time is a good way to reduce the probabilities of something unexpected happening. The surprises can never be totally eliminated, but they can be kept to a minimum.

Use a Step-by-Step Approach

Most activities, whether simple or complex, work better if the leader uses a specific step-by-step approach. Whether you are going over the instructions for a game of kickball or explaining how to make a ceramic cup, most children can only absorb small manageable bits of information at one time. Therefore, in preparing for activity, think about how you can break it down into a series of progressive steps with plenty of explanation and assistance along the way.

Be Flexible

If another approach comes to mind in the middle of an activity, it may be as good to follow your instincts and change directions. A well planned and well thought out activity allows room for change. We can all learn as we go.

Take Time to Discuss the Child's Feelings

A child may or may not share your feelings about the activity. Therefore, whenever possible, it is helpful to "check things out." Don't be afraid to ask the child specific questions such as "Does the squishiness of this clay bother you?"; "Do you like the smell of the paint?"; "Are ten push-ups too many?" Then, if the child has negative or uncertain feelings, be prepared to offer further encouragement.

Pay Attention to Noise Levels and Lighting

Blasting radios, loud shouts from a group in the next room, dead silence, and bright or soft lights can drastically influence the mood and success of an activity. Insensitivity to these environmental factors

often leads to unwanted contagion or apathy. On the other hand, if noise levels and lighting are planned, they can have a profound effect on the outcome. For example, if you are working with a loud group of children, dim the lights and note if the noise level rises or falls.

Don't Forget the Kickball

If the proper materials are not available, the activity will surely fail. Is the kickball in the office storage area? Are there enough crayons and paper? Are all the pieces in the Monopoly game? These are simple questions which are all too often overlooked until after the activity starts, and then it's usually too late.

Leave Time to Start Up and Clean Up

Every activity has a beginning and an ending. At the start, shoes may have to be changed, doors unlocked, materials and/or tables and chairs set up. At the end, the room may have to be cleaned, clothes changed again, lights turned out, and/or supplies carried back to the storage area. Hence, leave time in your plans to accomplish these tasks.

Foreshadow and Close

Children are often anxious about an upcoming activity, particularly a new one. Some of this can be reduced by foreshadowing, talking about the activity in advance. This will also make the transition from one activity to the next more successful. Activities also need a close. Taking a few minutes at the end to summarise and evaluate the activity together as a group can be extremely beneficial.

Evaluate

After the activity is finished, or at the end of the day, take a few minutes to evaluate the activity. Were all or some of your goals accomplished? If something went wrong, why? What might be changed next time? What should be expanded upon next time? These are basic questions that will help improve your overall activity planning. Then, share your successes and failures with your colleagues.

Summary

These are just a few of the tips that I have found to be useful in my practice. There are many others; however, if workers can master some of these basics, activities can indeed helpfully become an integral part of the treatment process.

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Five Years Ago

For those who weren't around then, a look at our September 1986 issue

Die **Redaksie** het kommentaar oor 'n onlangse NVK Seminaar oor Tussenleiding ('Middle Management') by Port Elizabeth gelewer. Op die een kant word die geleentheid as uiters betekenisvol beskou aangesien dit bygewoon is deur senior personeel van 41 kinderhuise, 9 plekke van veiligheid, een nywerheidskool, een verbeteringskool, 4 skole of opleidingsentrums, universiteite, hospitale, ses staats departemente en 'n verskeidenheid gesinsorg instansies soos CMR, ACVV, CWS, SKDB en World Vision. Die afgevaardigdes het van mnr. S.D. Theron (Dept Gesondheidsdienste en Welsyn) geleer dat kindersorg is hedendaags nie meer 'n kwessie van herberg verskaf aan behoeftige en weeskinders nie, maar 'n besonder ingewikkelde diens wat deeglike aandag benodig op 'n persoonlike, opvoedkundige, sielkundige, sosiale, kulturele en geestelike vlak. Die rol en belangrikheid van tussenleiding poste is dus duidelik. Op die ander kant sou die tesouriere van kindersinstansies ongetwyfeld vra: "Maar waar sal die geld vandaan kom?" — en ons vind onself alweer by die kwessie van subsidies en realistiese geldelike ondersteuning deur die staat. Die Redaksie het tot die gevolgtrekking gekom dat "solank die staat vir minimale personeel begroot sal dit minimale dienste ontvang. Die land kry waarvoor dit betaal."

The very next article — a report by **Peter Powis** on developments at the Tenderden Place of Safety in Cape Town — is introduced by the headline "Better staffing, better programming — and better results"! The additional services of observation, assessment and treatment change the traditional view of such institutions. **Doug Pearce** continued with a report on some research being undertaken at Tenderden, and this included the appropriateness of various forms of discipline and punishment, the matching of care workers with particular children and a study of the stages which children pass through during residential placements.

Vorbereiding vir die kind se vertrek van die inrigting is deur **Peter Righton** bespreek. Dit sluit eers die skakeling van kinders met, en die aanmoediging tot onafhanklike ondersoek van net-

werke in die gemeenskap in, en hierdie gemeenskap word aansienlik breed en omstrede in die artikel beskryf! Righton vra: "... of draai ons eerder ons kinders in watte toe om hulle teen hierdie dinge te beskerm?" Tweedens behoort ons die kinders te help om die kennis, bewaamhede, onafhanklikheid, hanteringsvermoë om te oorleef, die bemeestering en genot van wat hy ookal voor te staan kom in die buitewêreld, aan te leer en te beoefen. Righton waarsku dat die voorbereiding vir vertrek nie gedurende die week voor die vertrek moet begin nie, maar reeds voor die eerste dag van toelating!

The *Child Care Worker* journal interviewed **Sharon Bacher** who had been on the Editorial Board and a frequent contributor, and was now leaving with her family for a new life in Israel. Child care had been a challenge to her: "I was a social worker and was expected to be an expert in child care, yet my training did not in fact include work in such a milieu." As she was leaving, she reflected on the relationships child care workers establish with children. The relationships have to be seen as *purposeful*, as corrective models for the children's future relationships. The real tragedy is when we fail to move children on when we have reached therapeutic goals: the child may be left to hang around purposelessly, often bewildered as the spotlight is turned off him because we failed to prepare the next phase for him. "You loved me to bits in my first year; now I've just become part of the furniture around here."

Is the family model of care obsolete? asked **Peter Harper** in the final article. "In the 1980's it is no longer acceptable that child care functions purely from a foundation of benevolent intention." The attempt to approximate family life by the provision in our children's homes of 'home-like' units can be merely palliative, providing unjustified reassurance, and "promoting the child care worker's game of 'housey-housey' instead of addressing the fundamental problems in the child's life." The turnover in staff feeds into the child's experience of loss and rejection of parent figures. This hard-hitting article concludes that a review of the philosophies of the models employed in residential facilities in this country is long overdue.

Part Two of the Paper presented at the First National Workshop of STREETWISE in Johannesburg in April 1990 by Professor Linda Richter of the Institute for Behavioural Sciences, University of South Africa

STREET CHILDREN IN SOUTH AFRICA

Street Children in Rich and Poor Countries

"A large number of studies on "runaways" or homeless youth have been reported in the Anglo-American (First World) social sciences (for example, Angenent & Blathasa, 1981; Brandon, Wells, Francis & Ramsay, 1980; Kufeldt & Nimmo, 1987; Liberto, 1980). There is also a growing literature on "street children" in the Third World, issuing predominantly from Latin America, but also from Africa and South East Asia (for example, Goode, 1987; Raundalen, 1987; Richter, 1988a; Sanders, 1987). Each collection of documents is isolated from the other, with no cross-references between them, and neither topic is currently being represented in relation to the other.

The exceptions to this exclusionary focus are to be found in historical reviews of the phenomenon of homeless youth. Present day street children are most frequently likened to homeless children during the Industrial Revolution, with the conviction that the situation in so-called "developing" countries is synonymous with the process which began in 18th century England (Agnelli, 1986). For example, there is an oft-quoted report by Hodder (1983, in Brandon, 1980), that in 1848 there were estimated to be over "30 000 naked, filthy, roaming, lawless and deserted children quite distinct from the ordinary poor", known as "street arabs", in London alone. In the main, however, there appears to be an implicit conception of runaways and street children as comprising two separate universes of aetiology, lifestyle, required service facilities, and eventual outcome. Even the names given to these homeless, or rather transient, children and youth (*runaways* and *street children*), reveals a great deal about preconceived, as well as actual, differences between them" (Richter, 1990a, p.1). Table 1 summarises the major differences and commonalities between children separated from their families in rich and poor countries.

Despite the preconceived and actual differences between these two groups of youngsters, the comparison makes it clear that "All over the world young people leave home in an attempt to resolve problems which arise out of the social institutions and structures of which they are a part. Most leave home with a sense of

dismay and betrayal, yet trust that their actions will contribute to a resolution of their conflicts. They endure significant hardships on the street in the hope that they will one day be able to return to the members of their communities. What distinguishes home-leavers in one part of the world from those in another is the relative wealth, power and access of both their societies in general, and their communities in particular. What they share are their motives, their exploitation on the street, and their likely exclusion from society and community when they try to alter course (Richter, 1990a, p.9).

DIFFERENCES BETWEEN STREET CHILDREN IN POOR COUNTRIES (South Africa and Brazil)

The fact that there are major differences between children on the street in poor and rich countries, should not be taken to imply that street children in poor Third World countries are all the same. Differences in history, culture and constitution create very big differences between street children in various parts of the developing world — Latin America, South-East Asia and Africa.

To illustrate this, Table 2 contains a comparison of street children in South Africa and Brazil. This comparison is based on my visit to Brazil during January 1990 (Richter, 1990b). However, the report by Cockburn, Giles & Starke (1988) on Brazil, and Jill Swart's report on Guatemala (1989), are equally applicable.

STREET CHILDREN IN SOUTH AFRICA

It is very difficult to obtain information about street children, for a number of reasons. The most important of which has been described by Jill Swart (1988) as their defining quality of "mutedness". That is, the children live on the periphery of our

TABLE 1

POOR THIRD WORLD COUNTRIES

RICH FIRST WORLD COUNTRIES

PRECONCEPTIONS

"Street child" implies
— child abandoned or neglected
— nuisance/criminal

"Runaway" implies
— adventure/excitement/independence
— ungrateful/delinquent

ACTUAL DIFFERENCES

Called "street"/vagrant children
"On" and "of" the street
Almost exclusively male
"Working" children
Younger (11-16 years)
Independence on streets
Half are on streets for 1 year
Arrests for vagrancy

Called "runaways" or homeless youth
"On" the street
Majority male
Work prevented by laws & sentiment
Older (16 years)
Usually stay with friends
Majority home within a month
Arrests for status (age) offence

SIMILARITIES

Poverty/Poorest groups in society

Overcrowding, alcoholism, family breakdown, single parenthood, physical and emotional abuse, lack of understanding and support

Many are secondary runaways from child welfare agencies and places of institutional care
School failure (educational and financial problems)

Leave with the sense that they are either not wanted or that their families would be better off without them ("throwaways" and "runaways")

"It would seem that leaving home is a reaction of an individual to a home, school or personal situation with which he or she cannot cope. The act may be adaptable or not, and the sense of failure to cope may arise from powerlessness in the face of structural impediments (for example, poverty), or hurt and anger engendered within interpersonal relationships. Street children and runaways agree: Leaving home was not the best solution, but the physical or emotional situation in which they found themselves, left them with no other options which they could perceive (Swart, 1988)" (Richter, 1990a).

Dangers of the street: Drugs, survival sex, criminality, barriers to reintegration, poor self-esteem, alienation from family, police & welfare.

* Anticipated that they will turn out "bad"

TABLE 2

SOUTH AFRICA

BRAZIL

SIMILARITIES

Poverty, unequal distribution of wealth
 Social upheaval through rural poverty and urbanisation
 Population distribution — nearly half under the age of 18 years
 Violence against street children perpetrated by right-wing groups

DIFFERENCES

Calvinistic, private lifestyle, "Apartheid" society	Romantic Mediterranean lifestyle Theoretically "open" society
Streets more dangerous as they are deserted at night	Streets less dangerous as people eat, talk, walk around till late
Street people rare	Street people common, including families and children
Slums distant from city centres — children don't return home	Slums close to city centres — more children return home
Children conspicuous by colour	Children not conspicuous
Disparaged by public	Tolerated by public, public sympathy
Harsh winter & little access to free food	Climate mild & plentiful fruits, nuts
Economically highly regulated — undeveloped informal economy, thus little safe/respectable work for children	Un-regulated — many people work in the informal economy, including families & children
No compulsory education for "non-white" children	Compulsory and free primary education
"Stop-gap"/responsive street children programmes	Preventive programmes for slum children
Vagrancy laws	Laws preventing arrests for vagrancy
Development of state institutions	Dismantling state institutions
Voluntary/church programmes	Voluntary/church programmes & private enterprise obliged by law
Children without rights	Constitutional rights for children



Lastly, one of the most fundamental barriers to the accumulation of knowledge is the fact that no existing street children programmes have systematic records, or make data collection part of their ongoing activities. There are a number of understandable reasons why this is so: the shortage of staff, the lack of specific training to enable people to collect systematic information, the desire not to intrude into what might be painful experiences or recollections for a child, and as a reaction against the "information-collection + no action" stereotype of state social work services. The one reason that cannot be accepted, however, is the idea that somehow information is less important than just getting and helping the child. The idea that information is not important cannot be accepted because it has been quite clearly shown that child care workers, in the absence of systematic information, will act on their own non-systematic biases. The lack of information from the programmes is a very serious loss, mainly because they are potentially the richest and most valid sources of information, being based on the observations of people in daily close contact with the children. Thus, not only is an opportunity to collect valuable information about the children being lost, but also the opportunity to collect the kind of information necessary for the proper design of the programmes to meet the needs of the children, and the kind of information necessary to evaluate how well the programmes are doing to meet those needs.

It is a real and demanding challenge to street children programmes, and to those sufficiently expert to assist the programmes to design and implement systematic information gathering procedures which are sensitive and non-intrusive, but which nonetheless establish a basis of information for decisions about individual children, for programme design and evaluation and finally, for basic research. These are some of the reasons why there is very little information, and very little good information about street children in South Africa.

Nonetheless, what follows in the conclusion of this paper is a summary of the most important findings so far reported in the South African literature on street children.

vision and experience, cut off from many of us by their age, their race, and their lifestyle. They are inaccessible, in the shadows so to speak, and as a result their nature and their activities are frequently not noticed or frequently misunderstood. Stereotypes often replace knowledge, and the most common stereotypes portray the children as either romantic ("children who have bravely fled unbearable conditions; who conduct noble and altruistic relationships with other children on the street; who want nothing more than an opportunity to show their worth") or deviant ("delinquent children, ungrateful for the best efforts of their impoverished parents; sly, manipulative and deceitful trouble-makers; children without any basic morality who will end up as drug addicts, murderers or chronic criminals"). Like all stereotypes, these cameos contain a little bit of truth, often enough to reinforce and maintain the stereotype. This tendency towards stereotyping the children in strengthened by what has been called the "motion picture" and "snap shot" effects (Brandon, Wells, Francis & Ramsay, 1980). Large numbers of children move in and

out of our experience and care and we actually get to know very little about most of them. Multiple, changing images of their plights, their backgrounds, their problems and their faults, can freeze in our minds and become fixed ideas about the children in general. Another barrier to obtaining good information is that "peddling yarns" is a highly developed part of the survival strategy of street children, aimed at inducing members of the public to give them money, food or other goods (Baizerman, 1989; Scharf, Powell & Thomas, 1986). On the other hand, volunteers and child care workers also have agendas, needs and points of view which very strongly influence how they think about street children. This has been very clearly shown in my paper on child care workers' descriptions of street children (Richter, 1989a), and in the first report on the national study of street children (Richter, 1989b). In the national study we found that differences in the way children are perceived by child care workers accounted for most of the information we received on the reasons why children had taken to the street.

STREET CHILDREN IN SOUTH AFRICA: A SUMMARY OF RESEARCH

Descriptors

1. Estimated to be about 9 000 street children throughout South Africa, based on guestimates from Johannesburg and Cape Town
2. Aged between 7 and 18, with the majority between 13 and 16 years
3. Predominantly male, although "hidden" females
4. All black children, mostly "African" in the Transvaal and "coloured" in the Cape
5. Most leave home before the age of 13
6. About one third return home within a short period, another third stay on the streets for periods between 6-18 months, one third remain on the streets for more than two years
7. Estimated to be about one third "of the street" (living), and about two thirds "on the street" (working)
8. Vast majority move into the nearest city area
9. Most have some contact with one or more member of their family

Family Background

1. Most children come from extreme poverty
2. Very few children are orphans, or actually homeless (<10%)
3. Many children are functionally homeless; i.e. problems prevent the family exercising its care and responsibility for the child — cruel and disinterested step-parents, alcoholism, cruelty, eviction
4. Many children "blame" their parents for their lack of care
5. Most would like to go home, provided things improve
6. Many report giving all or part of their earnings to the family

Reasons for Leaving Home

1. Variable, but usually involve the desire to leave what is perceived to be an intolerable situation and the hope of finding a better alternative ("push-pull" factors, "throwaways" and "runaways")
2. Reasons other than family factors include fear of punishment for actual or accused misdemeanours, accidental disconnection from family, influence of friends, school failure or other problems at school, township unrest, etc.
3. About one half of the children are second-order runaways from reform or industrial schools, and other closed institutions
4. Child care workers perceive that many children are seeking adventure
5. On the street most children say they have come to find work

Schooling

1. Many experience school problems — educational failure, inability of parents to afford books & uniforms, excessive punishment by teachers
2. Most children are functionally illiterate

3. Most children say they want to return to school
4. Only about one third of children are likely to find the return to formal schooling non-problematic, and about one third are likely to be moderately educationally handicapped

Street Experience

1. About half leave home in the company of a friend
2. On the street the children are quickly inducted into an established network of places to sleep, eat, find glue etc., and routines for the day. The children sleep in abandoned buildings, stormwater drains, dumps; they eat in fast food outlets, or establish a regular supply from a cafe in exchange for work; they "work" during peak shopping hours, go to films and play arcade games
3. Most join a group characterised by mutual help and sharing, although fights and betrayal do occur
4. Most children have no possessions whatsoever
5. "Work" consists mostly of begging, carrying parcels, selling for a hawker and parking, minding & washing cars
6. The children are sometimes victims of rape and forced into survival sex (for money or protection)
7. The children are used by drug merchants to "carry" drugs for them
8. Most children are forced to pay protection money to someone
9. The children are preyed upon by other street people and money, clothes and other possessions are stolen from them
10. They face consistent police harassment, and right-wing attacks
11. The majority have been arrested at least once, mostly for vagrancy, loitering or begging, but also for petty theft, and they are sometimes encouraged/coerced by the police to act as informers
12. The children's earnings are reported to be about R20 per day

Drugs

1. Most children experiment with drugs on the street — most commonly solvents (glue and thinners), but also marijuana, alcohol etc.
2. About one third of the children become chronic users of solvents; the younger the child the more likely he is to become a chronic user
3. Almost all the children report using drugs primarily to block out the experiences of fear, cold and hunger
4. Nearly one half of all accidents and injuries occur while a child is "high"

Problems Relevant To Intervention

1. Many children show an habitual pattern of running away from problems, including those that occur in rehabilitation programmes
2. Most of the children are underweight for their age and some show signs of specific vitamin deficiencies

3. About one third of children have some kind of physical disability, perceptual problem or manifest psychological disorder (e.g. enuresis)
4. About one third of children report having received a blow to their head, mostly as a result of abuse, either at home or on the street
5. About one third of children show some kind of "acting out" behaviour, e.g. lying, stealing, fighting
6. About one third of children show manifest signs of anxiety and/or depression

Belief Systems

1. A love of freedom
2. A strong fear of being left alone and unloved
3. Idealised notions of family life and a desire for respectability
4. A generally external locus of control ("feel in control")
5. Poor self-esteem
6. Low levels of interpersonal trust
7. Conventional morals which appear deviant outside of the conventional context
8. Generally very "unpoliticised"

The list of literature references for this paper can be obtained from the Editor

More child care books now available

Sexual Abuse of Children in South Africa by Grant Robertson — R17,95

Child Care Work with Emotionally Disturbed Children by Foster, Van der Ven, Kroner — R52,95

Group Care for Children by Ainsworth & Fulcher — R55,95

Children and Prejudice by Frances Aboud — R49,95

Residential Group Therapy for Children by Daphne Lennox — R55,95

Children, The Challenge by Rudolf Dreikurs — R26,29

Discipline Without Tears by Rudolf Dreikurs — R19,95

Social Work in an Unjust Society by Bill Jordan — R69,95

Working with Youth by Motlatji Anne Letsebe — R10,95

Westdene-Rondebosch Bookshop

P. O. Box 279, 18 Main Road, Rondebosch, 7700.
Telephone (021) 689-4112.

Meer oor Werksomskrywings

Hierdie maand publiseer ons 'n werksomskrywing vir kinderversorgers by Annie Starck Village wat deur hulle prinsipaal **Lionel Woldson** ontwikkel is



OBJEKTIEF	AKTIWITEITE	VERWGTTE WERK STANDAARD	MINIMALE WERK STANDARD	BEHEER
A: Individuele ontwikkeling	a) Gereelde individuele supervisie sessies met senior kinderversorger.	Bywoning van supervisie sessies een keer per week. Kinderversorger moet goed voorbereid wees; 'n aktiewe deelname lewe; stiptelik en positiewe houding.	Bywoning van supervisie sessies drie keer per maand. Kinderversorger moet goed voorbereid wees met 'n agenda.	Supervisie lêer
	b) Groepsupervisie	Vir beide groep supervisie en indiensopleiding	Vir beide groep supervisie en indiensopleiding	Register aangeheg aan supervisie lêer.
	c) Indiensopleiding	Bywoning- een keer per maand. Kinderversorgers moet goed voorbereid wees; 'n aktiewe deelname lewer en positiewe houding handhaaf.	Bywoning ses keer per jaar.	
B. Bywoning van Vergaderings	a) Personeel Vergaderings	Bywoning een keer per maand.	Bywoning ses keer per jaar.	Notule.
	b) Skool	Soos verlang wanneer op diens.	Soos verlang.	Verslag.
	c) Gevalle besprekings.	Bywoning ten opsigte van alle kinders in cottage en deelname in verslag lewering.	Bywoning ten opsigte van alle kinders in cottage en deelname in verslag lewering.	Gevalle bespreking notule.
	d) Alle ander vergaderinge waar kinders verteenwoordig moet word	Verpligte bywoning soos verlang wanneer op diens.	Soos verlang. Bywoning ses keer per jaar.	Verslae,
C. Instandhouding van huis.	a) Bestel en beheer van voedselvoorrade en skoonmaakmiddels.	Verpligte weeklikse bestellings wanneer op diens.		Bestellingsboek.
	b) Beheer en beplan spyskaart saam met huishulp.	Gebalanseerde dieet.	Proteien hoofgereg 3x per week	Maandelikse nasien van spyskaart deur senior kinderversorger.
	c) Aankope, beheer en instandhouding van die kinders se klere.	Kinderversorger moet toesien dat kinders voldoende gekleed is en geskikte klere dra.		Bestellingsboek en maandelikse checks deur snr kinderversorger.
	d) Verteenwoordelikheid vir die fisiese omgewing en instandhouding.	Kennisgewing van verlangde herstelwerk. Toesighouding oor en leiding gee aan kinders ten opsigte van take om en in die huis.		Spot checks deur senior kinderversorger.
	e) Bestel, beheer en instandhouding van kombuisware.	Inventaris en sigbare bewyse.		Inventaris en spot checks deur kinderversorger.
	f) Bestel, beheer en instandhouding van linne en komberse.	Inventaris en sigbare bewyse.		Inventaris en spot checks deur snr kinderversorger.
	g) Bestel, beheer en instandhouding van meubels en toerusting.	Inventaris en sigbare bewyse.		Inventaris en spot checks deur senior kinderversorger.
D. Emosionele Versorging	Bou en behou betekenisvolle verhouding met die kind waar die volgende eienskappe deurlopend geopenbaar word; liefde, warmte, respek, empatie en simpatie sonder ooridentifisering, humorsin, geduld, deursettingsvermoë en vertroue.			Rooster van afspraak met kind en verslae.

OBJEKTIEF	AKTIWITEITE	VERWAGTE WERK	STANDAARDMINIMAAL WERK	STANDAARD	BEHEER	
E. Fisiese Versorging	a) Berei maaltye voor in afwesigheid van huishulp en voorsien etes.	Alle maaltye	Een Proteïene ete oor naweek.		Spot checks deur senior kinderver-sorger.	
	b) Sien toe dat kinders genoegsame rus en slaap kry.	Deurlopend volgens reëls			Lights out tyd of volgens huis reëls.	
	c) Versorg siek kinders en sien toe dat hulle die nodige mediese behandeling kry, hospitaal, kliniek, ens.	Neem kinders vir alle ernstige siektes na Daghospitaal of ander fasiliteite, Instandhouding van Noodhulp kassie.		Basiese noodhulp benodig-hede in Noodhulp kassie.		Spot checks deur senior kinderver-sorger.
	d) Handhaaf 'n redelike skoon en ordelike woning vir die kinders.	Deurlopend toesig dat huishulp en kinders verwagte take uitvoer.				Spot checks deur senior kinderver-sorger.
	e) Sien toe dat kinders geskikte klere dra, wat in 'n goeie toestand is.	Nasien van klere een keer per				Spot checks deur senior kinderver-sorger.
	f) Sien toe dat die kind alle benoedighede het; skryfbehoeftes, toilet-ware, ens.	Beheer die uitreiking van toilet-ware en skryfbehoeftes deurlopend.				Bestellingsboek vir kruideniersware en cottage administrasie lêer.
F. Sosiale rsorging	a) Motiveer en betrek kind by buitemuurse aktiwiteite en clubs. Probeer stimulasie bied sodat kinders stokperdjies sal ontwikkel. Reël huis-uitstappies en soms kampe.	Sien toe dat kind een keer per week betrek is by 'n buitemuurse aktiwiteit.		Buitemuurse aktiwiteit drie keer per maand.		Log boek en verslae.
	b) Reël van cottage ontspannings geleenhede by Annie Starck Village.	Ontspanningsaktiwiteit twee keer per week.		Ontspanningsaktiwiteit een keer per week.		Maandelikse program en verslag.
G. Opvoedkun- kundige Versorg- ing: formeel en informeel.	a) Leer kind hoe om geld te hanteer en verskaf sakgeld en moedig kind aan om te spaar	Weeklikse voltooiing van "pocket money game". Inhandiging van register en bankboekies.		Deurlopend.		Snr Kinderversorger hersien register en p/money game blaaie
	b) Toekenning van daaglikse huistakies aan kind.	Deurlopende toesig en daaglikse opmerkings op "pocket money game" blaaie.		Deurlopend.		Spot checks deur snr kinderversorger en p/money blaaie.
	c) Leer kind hoe om publieke vervoer te gebruik.	Kwartaaliks volgens program.		Deurlopend.		Verslag.
	d) Bied ook opvoedkundige programme op gestruktureerde wyse aan formeel en informeel.	Een keer per maand.		Deurlopend.		Verslae.
	e) Skakeling met opvoedkundige beampte by Annie Starck Village.	Elke tweede week.		Een keer per maand.		Notule van vergadering.
	f) Beheer gereelde skoolbywoning en verskaf redes aan skool vir afwesigheid.	Geen kind afwesig van skool sonder goeie redes nie.		Deurlopend.		Log boek.
	g) Hou toesig oor skoolprestasie, selfstudie en doen van huiswerk. Bepaal wanneer 'n kind hulp nodig het en rapporteer dit aan opvoedkundige beampte.	Daaglikse toesig.		Deurlopend.		Terugvoering van opvoedkundige beampte
	h) Handhaaf goeie positiewe verhoudings met die studiehulp personeel.	Deurlopend		Deurlopend.		Terugvoering van opvoedkundige beampte

OBJEKTIEF	AKTIWITEITE	VERWAGTE WERK	STANDAARDMINIMAAL WERK	STANDAARD	BEHEER.
H. Geestelike Versorging	a) <i>Leer kind gods- dienstige waardes.</i>	a) Mōre en aand seën daaglik			
		b) Sien toe dat kinders weeklik "Joint Devotions" bywoon. c) Sien toe dat kinders eredienste, son-dagskool bywoon, en by jeug aktiwiteite aansluit. d) Woon eredienste by saam met die kinders by verskillende kerke volgens rooster.	Buitemuurse		
	b) <i>Leer kind etiese en morele waardes.</i>	Jaarlikse opstel van kwartaal-ikse hersiening van cottage en en Village reëls met kinders.		Jaarlikse opstel van kwartaal-ikse hersiening van cottage en Village reëls met kinders.	Notule.
		Betrek kinders by programme wat gepaard gaan met etiese en morele waardes twee keer per jaar. Hou maandelikse "cottage meetings" met kinders.		Betrek kinders by programme wat gepaard gaan met etiese en morele waardes twee keer per jaar. Ses keer per jaar.	Verslae. Notule boek.
I. Toepassing van Ingrypingsprogram	a) <i>Kinderversorger word aktief betrek by die opstel en uitvoering van 'n ingrypingsplan vir elke kind in haar/sy huis en ook waar nodig by enige ander kind in die Kinderhuis.</i>	Skryf sesmaandelikse gevalle- verslae van elke kind in haar sorg en bespreek dit tydens ses maandelikse gevalle beprekings.			Deurlopend.
	<i>Bydrae tot assessering ten opsigte van behandelings behoeftes.</i>	Skryf twee weeklikse verslae oor elke kind. Bespreek dit in supervisie en volg die ingrypings planne noukeurig op en voer dit uit.			
	b) <i>Reël vir naweek en vakansie verlof in samewerking met maatskaplike werkster.</i>	Soos verlang.		Soos verlang.	Log boek.
	c) <i>Ontvang ouers en ander besoekers.</i>	Soos verlang.		Soos verlang.	Log boek.

Diary for October 1991

WESTERN CAPE

07 08:30 AIDS Awareness Course
ATICC Offices, Cape Town

08 09:00 BQCC Module 1
Porter School

09 11:00 Regional Executive Meeting
Regional Offices

14 08:30 AIDS Awareness course
ATICC Offices, Municipal Building

15 10:00 Regional General Meeting
Nazareth House

17 09:00 BQCC Module 1
Porter School

21 08:30 AIDS Awareness course
ATICC Offices.

23 08:30 PPA
Durbanville Kinderhuis

24 09:00 BQCC Module 1
Porter School

28 08:30 Aids awareness course
ATICC Office, Municipal Building, Cape Town.

31 09:00 BQCC Module 1
Porter School

NATAL

16 09:00 Regional Executive
Pietermaritz-burg Children's Home Hilltops

18 09:00 CCW Forum, Social Workers Group and Principals' Group
'Safety Rights of Child Care Workers – Legal Aspects' St Philomenas

25 09:30 Regional Meeting (Business Meeting)
Venue to be arranged

Social Worker / PCH

Pietermaritzburg Children's Home — a dynamic residential programme for children — has a vacancy for a registered social worker. Reporting directly to the child care manager, and part of a multi-disciplinary treatment team, the person will have at least three (3) years experience working either in residential or cross-cultural environments. The position calls for fluency in Afrikaans and English.

Salary is determined according to experience, benefits include pension fund and medical aid. After five (5) years service, leave is extended to twenty-six (26) working days.

Please telephone Marion for application forms: 0331-42-2526.

Oranjia Children's Home Montrose Avenue, Oranjezicht, Cape Town

Non-resident or resident child care worker needed. Pension and medical aid schemes offered. Salary commensurate with experience and qualifications.

Further information: please telephone (021) 45-3208

Learning about Feelings Through Classroom Art Activities

Karenlee Clarke Alexander is an Assistant Professor of Education at Bemidji State University in Minnesota, USA

In working with emotionally disturbed (ED) young people, we need to find ways to understand their feelings. We also need to find ways to help them understand themselves and to empathise with others. Heuchert (1980) suggested that teachers of ED students must be alert to the deeper issues such as sadness, anger, rejection, hate, and jealousy that underlie our students' more overt verbal and nonverbal behaviours. We cannot ignore ED students' emotions in the classroom because feelings and emotions about oneself and others can interfere with functioning. Some adolescents living in a residential treatment centre were asked to define "emotional disturbance." Figure 1, drawn by a fifteen-year-old girl, illustrates some of the issues that might preoccupy the mind of an ED adolescent. Her drawing reflects the conflict of emotions about herself. She emphasises the importance of the emotions with the statement "Sad/happy/angry — these are the three most important feelings a person has."

Art as a Vehicle for Self-Expression

ED students' feelings frequently reflect a history of negative school experiences. Dembinski, Schultz, and Walton (1982) emphasised that academic activities for these students must be designed to appeal to a "turned-off" learner. Some of the healing techniques from the field of art therapy may be effectively incorporated in the ED classroom and are particularly useful in developing ED students' communicative skills.

Art-making in the classroom can benefit ED students by (a) helping them to define and understand their own feelings; (b) providing them with a vehicle to express those feelings to their peers and to adults with whom they are working; and (c) allowing them to perceive that others have feelings similar to their own.

Art activities can help ED youngsters find words for their feelings. ED students frequently experience difficulties with social interaction and with oral and written expression. Nichols (1984) insisted that "children must have words to think the thoughts to say to themselves in order to control their behaviour" and that "language — the words and sentences we use — is the core of helping interactions" (p.52). Explicit teaching about emotions is frequently needed to help exceptional children compensate for

their isolation and limited experience. Although it may sometimes seem that angry youngsters have too many feelings, their actions may be the only way they know to reveal those feelings (Morse, Ardizzone, Macdonald, and Pasick, 1980). Withdrawn and isolated youngsters desperately need ways to express themselves. When asked to draw the feelings of loneliness, a pale and silent thirteen-year-old male hospitalised for clinical depression, in just a few lines communicated the depth of his isolation (Figure 2). An important aspect of the activities described below is the discussion time during which students talk about their drawings with the teacher and with each other. Vogli-Phelps (1985) advised that adults should encourage youngsters to talk during any creative time. She found open-ended questions such as "Tell me something about this person" were particularly helpful in guiding students toward self-revelation. In other research (Alexander, 1990), I discovered that adolescent students may find artmaking the only safe way to communicate about sui-

cidal tendencies. For example, one thirteen-year-old, who had repeatedly attempted suicide and was a chronic runaway, was asked if he had ever thought about suicide. He said No — and immediately used his pencil and paper in front of him to sketch a tombstone with his name on it. An example of how art activities can be used in the ED classroom to help students express their feelings is provided below.

CLASSROOM ART ACTIVITIES FOCUSED ON FEELINGS

Negative and Positive Feelings

Step 1. Conduct a brainstorming session in which students name words for various feelings. After a list is compiled, have each student select four positive and four negative feelings. Anger, loneliness, happiness, peace, joy, love, sadness, frustration, and depression are some of the most frequently listed words. Even this first step can help the adults and the students learn about some of the group's preoccupations.

Step 2. Discuss with students how colours and lines can convey various feelings. Draw a jagged line and a curving line, and ask how the lines differ in the feelings that they convey.

Step 3. Set out the following materials: a stack of A4 sheets of paper in a variety of colours along with coloured chalk, pastels and/or crayons. Lightly tinted paper in an assortment of colours and markers may also be used. Coloured paper allows students to identify quickly feelings that they want to convey and also helps to prevent the paralysis that a white sheet of paper sometimes causes.

Step 4. Assign students to select four posi-

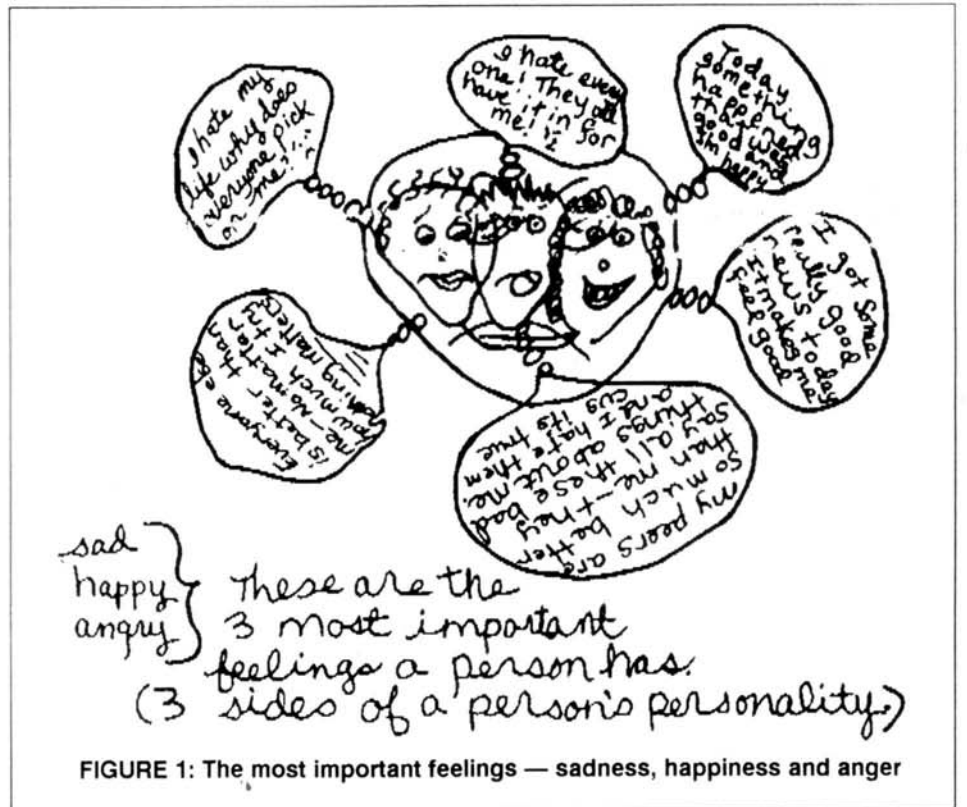


FIGURE 1: The most important feelings — sadness, happiness and anger

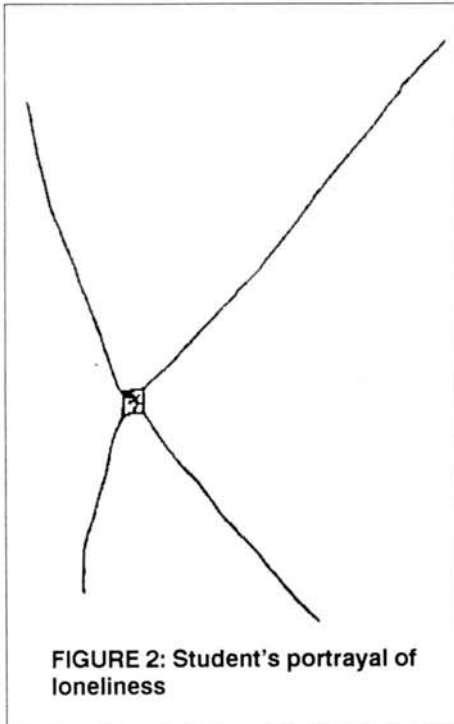


FIGURE 2: Student's portrayal of loneliness

tive and four negative feelings and to illustrate each of the feelings on a separate sheet of paper. Ask them to write the name of the feeling illustrated on the back of the sheet of paper. Stress that each student should convey what the feeling means to him or her and to avoid looking at their neighbour's work. Explain that the feeling can be expressed with pictures, symbols, or abstract forms.

Step 5. When students have completed their drawings, display the drawings so that the class can view the results. Arrange all drawings designating the same emotion so that they are grouped together. For example, put together all the drawings of anger so that students may view the differences and similarities among their depictions of this emotion.

Step 6. Look at the drawings together and talk about what you see. Lead the students into a discussion about what the drawings have in common and how they are different. On one occasion, I was surprised at how many students selected black as a background for anger. When I commented on this, the students explained to me that anger felt dark. The discussion also can help students locate positive feelings in addition to negative feelings. For example, the group can be led to identify how happiness or peace was depicted and what experiences result in positive feelings. Depending on the group, you can ask individual students to talk about their pictures either privately to you or in a sharing session with their peers.

Ambivalent Feelings

Step 1. Lead the students into a discussion about how we sometimes feel different contrasting emotions at the same time. Provide some examples, such as liking and disliking a job, a school, or a person. This activity can be particularly helpful for adolescents strug-

gling with conflicting feelings toward parents, themselves, and independence.

Step 2. Provide a variety of art materials for this assignment including white and coloured paper, glue, markers, watercolours and brushes.

Step 3. Assign students to make a picture of the ambivalent feelings that they have toward a situation or person.

Step 4. Display and discuss the pictures either individually or as a group. These pictures can help both you and the students better understand some of the most important issues with which they may be struggling.

One thirteen-year-old male expressed his feelings toward his mother by drawing a serpent wrapped around a heart; a pregnant sixteen-year-old revealed her confusion by making a design which used cut-out question marks; a fifteen-year-old female physical abuse victim indicated her ambivalent feelings toward her parents by drawing herself repeatedly as a clown face with happy, sad, and quizzical expressions.

Extensions

Having had the experience of resenting their feelings through drawing, students have the rudiments of a language with which to relate to others' visual expressions of feeling. Show slides of great art masterpieces and, if possible, take students to art galleries and museums. Ask students to talk about what emotions they think the artists were trying to convey.

Conduct a "blot-painting" session: Provide students with a large supply of white paper and either acrylic paint or coloured inks. Demonstrate how to create paintings by creasing a piece of paper down the middle, adding colour, folding the paper over and pressing, and then opening it to reveal a design. Have students write statements of what they see in the designs, and then combine the statements into group poems. The following excerpts from group poems produced by a group of emotionally disturbed adolescents in response to a blot-painting session exemplify how artmaking can help young people to find the words to express some of their deepest feelings and concerns.

*Monster walking Galaxy Ranger
Cargo Ship*

*like a mean dog with its tongue
sticking out.*

*He's trying to express his feelings
by showing his expression on his face.
He probably feels angry because
somebody took his bone,
and he doesn't like people taking his food
away from him.*

*A young girl who has a ribbon in
her hair
is very angry because
she went to a dance with her
boyfriend and
he dumped her for another girl.
A goat looking down, trying to show*

*her horns,
but she can't show her own horns;
she keeps getting
angry because she can't show off her own
horns.*

*A clown with his moustache on top of
his forehead
is trying to be silly, but he just can't
be silly
because he feels bad about himself.*

*A black cloud with a monster behind
it. The monster
is too shy to come out so he stays
behind his cloud
so he won't be teased by his friend.*

*Two creatures love each other and are hold-
ing
on to each other because their planet
is falling apart*

Conclusion

These poetic statements reflect the anguish of young people struggling to cope with their feelings in a world they perceive as hostile and "falling apart".

Art is the language of feelings, and it was the visual and nonverbal images of shape and colour that unlocked these statements of feelings.

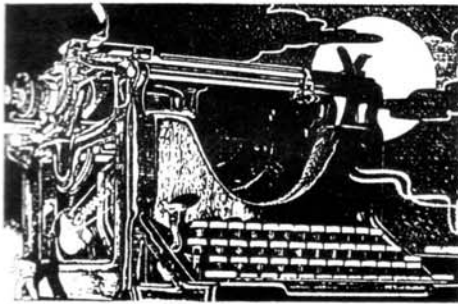
Art may also be the language of healing. Throughout human history the artist has been viewed as a shaman, a miracle worker, a weaver of magic.

Perhaps through the use of art we can help young people overcome their feelings of alienation and learn that others may well feel as they do. Perhaps through their understanding the universality of the human heart, our youngsters will also experience images of joy.

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LETTERS



A rural conundrum

Sir,

Your July 1991 edition carried a report that five years ago this Society ran a workshop in Kleinmond to address the severe problem of community-alienation of rural children who get sent to faraway children's homes.

We tried to address that problem by setting up a small local home in Kleinmond. We had immeasurable support from Cape Town Mission Homes in getting our little "home" off the ground; we watched it flourish for three years until a natural disaster (a veld-fire) compelled the farmer-owner to sell our building ... and that was that. Five years on, the problem remains unsolved, and none of the various distant institutions that still house several Kleinmond children seem remotely interested in addressing the problem of community alienation.

Perhaps, therefore, this might be an appropriate moment to ask your readers, or the NACCW, if they can give us an answer to this relevant conundrum:

In 1988 six children were removed from Kleinmond by the Department's Worcester social worker, and sent to distant children's homes. One died, two are orphans, and one ran away and was sent to an industrial school. (Remember this one — he comes back into the story.) The other two come from homes that, though not exactly your first-world middle-class, are pretty average. (Remember them too, please.)

In the same year there were two other children (both aged 13) whom the Department social worker seemed unable to help. From January to October these two were successively abandoned by their families; physically assaulted by their drunken fathers; forced to sleep in drain-pipes or in the bush for weeks on end; unable to attend school because they were too hungry or underclothed, etc.

For ten months the Department social worker refused to deal with these two, and so, in the way that perhaps any desperate people would, eventually they stole money for food. They got beaten and tossed back into the bush ... so they stole

money for food again.

This time they got the book thrown at them ... and industrial school. Happy ending? You bet. The two who were sent to industrial school were sent back to Kleinmond last month, to homes that are, if anything, worse than those they left, without anyone bothering to find out whether they should come home, without any support of any kind. Why? Because they've served their two years, they've 'done their time'. They're 16 and have no homes here to speak of, but that's OK. Now note this: the two at the children's home, who did nothing to put themselves there, and whose homes are no worse than half our homes, face, it seems, no prospect of community re-integration until they're 18 years old. The two who were driven to crime have returned, their time served, at 16, and forced to reintegrate whether they like it (or are ready) or not. But I asked you to remember the one who ran away from the children's home — and was sent to the industrial school. He ran away *because he wanted to go home* — his sense of alienation from his home community had become unbearable. He did a *very clever thing*. Why? Because now he'll be home before he's 18, since the industrial school will send him back, willy-nilly, once he's served his time. I feel, deep down, that all this is not right. Actually, I feel that this is morally reprehensible to the point of being disgusting. The conundrum, therefore, asks: Who is to blame? The children? Their parents? The Department social worker? The industrial school? The children's home? Society? Whoever is guilty, the whole caboodle sounds like pretty ineffective child care to me. Can't we do better than this?

PETER SLINGSBY

Chairman (Retiring),
Kleinmond Child Welfare Society

Value for money

Sir,

The Editorial in the August issue stated that employees of an institution which is a Corporate Member of the NACCW are not themselves members of the Association. It went on to state that organisations and individuals derive separate benefits of membership. Could this be explained, please?

DOUBLE MEMBER

Natal

There are hundreds of children's organisations in South Africa, large and small, each with its own staff structure and staff turnover. For each to develop and maintain its own staff development programme has proved unrealistic, and to these or-

ganisations the NACCW offers through Corporate Membership some very concrete staff development services: the availability of coursework at both basic and advanced or specialised levels; the availability of a constantly growing literature base; the availability of consultative services when organisations seek to develop their plant, their programmes or their staff designs — or when they encounter a problem which needs some wider discussion and input; the availability of a collegial group for each level of their staff which addresses their specific work area, offering stimulus and problem-solving opportunities. In ways like these, the NACCW offers a very tangible set of benefits to corporate organisations, saving them from having to 're-invent the wheel' and providing them with a set of resources they can call on.

(One of the confusing aspects of Corporate Membership has been the privilege of being able to specify the number of copies of the journal they receive for their library, management committee, etc. Staff members, having access to these copies, have wondered why they should need to subscribe separately. This practice is due to be rationalised as the Association looks at the costing of the journal for 1992.) Individual child care staff, on the other hand, benefit from membership of an association which confirms and enhances their own occupational identity and recognition, offers opportunity for peer support, career-oriented stimulation, professional growth through courses and conferences — for which they enjoy discount rates as they do for their subscription to our regular journal keeping them informed and in touch with their colleagues. — Ed.

CHILD CARE LECTURER

We are seeking to fill a lecturing post from 1st January 1992.

Required is an appropriate professional training in a child related sphere, e.g. a degree in Social Work, Psychology or Education together with experience in Residential Child Care. Salary is negotiable

Applications should be made in writing enclosing C.V. to: The Training Director, P O Box 28119, Malvern, 4055.

Ethelbert
Training Centre for
Child Care Workers

Jontin

PETER SLINGSBY



WEDNESDAY

Lungs

(Part One)

Wednesdays were usually quite good days. That one didn't start too well, though. I slept late and had to run to make it before they locked the gates. We lived close to the school so it was embarrassing to be late. Especially when Mr Klopper caught you outside the gates and you got six before you'd even got to school. He knew how to give it too — boys and girls, made no difference to him. I made it — only just — this time.

I remember once when Hendrietta was late. Served her right, she was far too bossy — used to think she was a teacher sometimes, the way she carried on. Mr Klopper caught her at the gates and made her bend, right there — six on the bum. She howled and screamed and begged for mercy — you'd think she'd really been hurt.

Just then her uncle came past on his way to work. He was pretty angry! He shouted all sorts of interesting things at Mr Klopper, about his mother and so forth, and said he'd send Hendrietta's step-father to beat him up later. Mr Klopper just stood there, his stick in one hand and Hendrietta in the other.

He was a mean guy, that Mr Klopper. He always wore this old, black suit with a black tie. That suit was so old you could see where it had been sewn up many times. He always wore a white shirt but it was a sort of disgusting yellow colour around his neck. He had bad teeth, too, when you could see them, but he hardly ever opened his mouth. He never taught me, so I don't know how he taught his class, what with not opening his mouth very much. The other kids reckoned he grunted most of the time.

I'd like to say he smiled when Hendrietta's uncle shouted at him — it sounds better — but Mr Klopper never smiled. He just turned Hendrietta around and gave her another wallop with the stick. Then he chased her

into school. Her uncle just stood there with his mouth open — I mean what else could he have done?

You might be wondering how I know about that. The fact is I watched the whole thing from behind a gum bush near Bertram's house. He lived across the road from the gate in a tin house. It was one of those old places, sort of painted green but with the paint coming off the tin. The windows were all rusted closed so they had a broken pane in each window, to let a bit of air in, I guess, with a bit of sack hanging over the hole. There were always a lot of scrawny chickens around Bertram's house and they had this dog that was so old it could hardly walk. It had bad teeth, too, like Mr Klopper, and when it barked it made this funny hoarse sort of noise.

Anyway, when I knew I wasn't going to make it myself that day I hid behind the gum bush outside Bertram's house, waiting for Mr Klopper to go into the school. If you waited long enough he would go off to his class and then you could jump over the fence and get to your own class without being caught. You had to pretend to be crying when you got there of course, as though you'd had a hiding.

Well, that was my plan that morning but I soon changed it when I saw what a mood Mr Klopper was in. I waited until Hendrietta's uncle had disappeared and then I went and found some of the little ones who were too young for school and we went and played in the bush all morning. We played hide-and-seek and cops and robbers — the usual stuff of course, and I enjoyed it even though some of them went home crying before the end. That's the trouble with little kids — they blub too easily.

Some smart aleck told my mother I hadn't gone to school so I got it with the hosepipe anyway, but that's another story.

This Wednesday I made it and old Mr Klopper looked quite disappointed when I slipped through the gates just as the hooter went.

It was a normal morning after that and at break we stood around drinking our soup and eating biscuits, and everyone wanted to know about the police and the cell and so on. Glezenti was boasting about how brave he was when I told them about Doppie and his knife and suddenly he got very quiet. I was going to tell them about Glezenti taking off his shirt when the hooter went and Cyril the prefect came up and kicked me and sent me back to class.

That was the trouble with Cyril. He could be a good guy, helping you like he helped Jontin. The next minute he would kick you in the bum. Miss Luchelle wanted us to write a composition — her favourite subject, something about being naughty.

She always asked us to write that. Perhaps it gave her a thrill — I don't know. She used to stick her chin up in the air and then she'd say in this little thin voice, "Write a composition — about someone who did something naughty." Then she'd sit down behind her

table with a sort of sigh and take out a little book of love-stories that she always read. Anyway, I knew how to get good marks, and maybe get someone into trouble. I thought about Cyril and that bossy Hendrietta, not to mention some others. I wrote this story — it was a true story, the kind I liked to write. I knew that Miss Luchelle would like it too. This is what I wrote:

"LOVE IN THE BUSH

One day my mother told me to get wood for the fire.

So I took the saw and I went to the Bush. When I got there I heard laughter. I crept around the bushes. This is what I saw. There were a lot of boys. And one girl. Her name was Hendrietta.

Cyril was kissing her. The other boys laughed.

Cyril took her in the bushes. He came out. Then Doppie went in the bushes. He came out.

Then Sancho went in the bushes. He came out.

Then Bertram went in the bushes. He came out."

(I thought about saying that Glezenti also went into the bushes, but I decided not to. He was supposed to be my cousin and I quite liked him really. In any case he was a pretty runty little guy, only about ten, so I don't suppose it was all that likely that he'd go after Hendrietta in the bushes.)

I finished my story:

"Then Hendrietta came out of the bushes. She was happy smiling. It was true love."

Not my best story, I suppose, but I got 16/20 for it — top marks in the class. Miss Luchelle asked me if she could keep my composition book for a while and I knew what that meant. She would show it to the Head — someone was in trouble!

Actually only Sancho and another guy in his gang were in the Bush with Hendrietta but that didn't really worry me. I winked at Miss Luchelle but she looked embarrassed and gave us some hard work to do in English, so I forgot about the whole thing.

Mind you, I wasn't surprised later when the Head asked me if I often went to the Bush to get firewood. I can't really say if anything happened to those guys in my story, though.

I had to go to the shops for my mother after school, and then she sent me to get some firewood. (I didn't go to the Bush, though!) Marc and Glezenti and Bertram came with me, and we went off to an empty plot on the whitey side of town, where we thought we might find some dead wattle trees.

We pushed through the green trees and found a dead one. It was big, all fallen over, but covered in dry twigs and they were a pain to cut back before we could get to the real wood.

Glezenti and Marc went off to play but Bertram carried on helping me, working



I really hard as though he owed me something. At least that's what I thought. We cut a really big pile of branches — too much for us to take home, even if Glezenti and Marc came back to help us, which wasn't likely. Bertram borrowed my saw and he cut while I climbed up and pulled on the branches so that they would break off easily when he was half-way through, and I began to think that he was making up for the trouble with the police when he said, "That's enough!" and threw down the saw.

He climbed down and pointed at the pile we'd made.

"Cut what you want," he said. "That pile is mine!"

I was pretty pissed off, I can tell you. I felt myself getting angry and I was just about to tell him what I thought of him when we heard a scream of pain and a loud laugh. Well, I couldn't tell who had screamed but I would know Marc's laugh anywhere so we dropped everything and ran towards the road.

There was Glezenti lying in the road and blubbing again. Marc was hopping around, roaring with laughter, and Jontin and his brother Elrico were running down the road towards us. They were some sort of cousins of Marc's which is hardly surprising because they were always all just as dirty as each other.

Well, Glezenti was my cousin so I went over to him and asked him what the matter was. He looked up and his face was all white and swollen — I mean, whiter than usual and that was pretty white because he was almost a whitey. "What's the matter?" I asked.

It turned out they'd disturbed a nest of bees in an old log and the bees had given him hell. Marc thought it was the funniest thing he'd ever seen — this cloud of bees pouring out of the hole, straight for Glezenti, who'd run away as fast as he could — but not fast enough.

Well, if there were bees there was honey, we all knew that, and you weren't going to pass up the chance to get some honey just because Glezenti got stung. We all charged back into the bush, following Marc.

Jontin was limping a bit, he was one of those guys who was always cutting his feet on bits of glass and things, though I must say I realised that the sock he was wearing was a bit bloody.

That was another thing about Jontin, not to mention Elrico his brother. If something went wrong with them their mother never took them to the doctor. When I think about it now it was a bit disgusting, really.

I mean, Elrico's mother hit him with a

breadknife once. I'm sure she only meant to smack him — he was a naughty little s*** so I wasn't so surprised. Fact is, she cut him badly on the knee. In a few days it was all swollen — full of pus and disgusting, he couldn't bend his leg. It was so disgusting no one would go near him. I think the teacher took him to the doctor in the end and it got better. His mother wouldn't take him.

I thought about that, following Jontin through the bush. He was leaving blood stains on the grass. Brothers — same mother. I don't suppose she cared whether he bled to death.

At least my toe wasn't sore any more.

We came to the log and the bees were still humming and zinging around all over the place. Glezenti stayed at the back — he didn't want to get stung again. We stared at the log. We could see the hole where the bees were coming in and out. The worst of it was, we could see the honeycombs hanging down inside the hole. I could feel my mouth watering. You didn't get honey every day and besides I was just feeling pretty plain hungry.

"What do we do now?" Elrico whispered to me. He was as skinny as I was and just as hungry, I guess. Well, Bertram came up through the bushes and took one look at the hole full of bees.

"You have to make a fire," he said. "Who's got matches?"

Jontin had matches. He sat down on the ground with blood oozing out of his sock and pulled out a box of matches and a half packet of Chesterfields.

"Want a sm-sm-oke?" he said proudly.

Bertram took a fag off him without saying a word, and lit up.

"Where'd you get them?" he asked.

Jontin just smiled.

"He stole them from his mother," Elrico said simply. I looked at Elrico. He was dirty — I mean dirty. He was wearing an old khaki shirt that was three sizes too big, with no buttons and full of holes. We used to call that a 'patch and solution' shirt — you know, like a bicycle tube with punctures. His brown belly stuck out like a balloon. His stomach always stuck out like that — like a balloon, but he'd got skinny arms and he was always hungry.

I couldn't ever figure that one out — I mean, I was skinny but I didn't have a belly like that. Elrico stank too — like old pee, if you know what I mean. He had this big sore on his knee, a new one, not the one the teacher took him to the doctor for, and his nose was dirty.

"D-d-don't tell me I steal!" Jontin said,

standing up and looking all uptight. I thought they were going to fight when Bertram suddenly pushed Jontin over and told him to shut up, he was trying to get the fire going.

The wood was dry and it didn't take long before he'd got a good fire in front of the hole. The bees were still zinging around all over the place but we didn't mind. We piled on more wood — green wattle branches too, until the smoke was too much for us and we all moved back into the bushes.

"Won't be long!" Bertram shouted. We noticed that there weren't so many bees around any more and we waited for the fire to die down. Those honeycombs were making me feel pretty hungry, I can tell you.

Things moved fast after that. Suddenly clouds of smoke rose up all around us. Nothing burns like green wattle if it's hot enough, and it makes one hell of a noise. There was a sort of frozen moment, then suddenly we all knew what had happened and we were running like hell, back to the road. The whole plot was on fire and these huge clouds of smoke were pouring into the sky.

We reached the road and ran away as fast as we could. The cop van arrived just as we got up to the stop street. Funny thing that, stop streets. Once you're there you can turn around and be all innocent. I mean, who knows which way you were coming from if you're standing at the stop street?

We all turned around to watch. The cop van had stopped next to the fire, then it cruised slowly past. Suddenly it accelerated up towards us. We just stood still and waited.

This big whitey cop leaned out and spoke to Bertram. He was the biggest kid, so I guess that cop thought he must be the leader. "What are you doing here?" he asked. "Going to the shop for my mother!" Bertram said. He was cool — he could see it wasn't the same cop we'd seen at the police station, the one who was standing there while Ferdie took our names and that. The van pulled away, going like hell. All sorts of whiteys had come out into the street now, and some were squirting garden hoses around. The fire was burning strongly — the whole plot was on fire, and the plot next to it. There were clouds of smoke and crackles and bangs as the green wattle burned.

We heard a siren and the traffic cop came burning around the corner. The council fire engine came next. We joined the crowd for a closer look.

The fire was really hot. Sheets of flame were going up and whole trees were burning. It was a hell of a sight. I was really enjoying myself when Elrico squeezed my arm. I looked around. He had big eyes but they were bigger than usual. Despite the smoke I could smell him.

"Where's Jontin?" he said.

Funny how I looked around and saw everyone there — Bertram and Marc and Glezenti and Elrico — but all I could think of was Jontin's foot and the blood oozing out of that dirty sock. Jontin wasn't there.

Second year Durban child care student **Vanessa Campbell** reflects on the image and the reality of the child care worker's task

Free board and lodging ...

Middle-aged, divorced, uneducated, untrained — or just plain unprofessional. Is this is how society today sees child care workers? They are often seen as people who enter the field so as to benefit from the advantages — and perhaps there are some who do this. 'Free board and lodging' sounds great, until you realise that it might have to be shared by many others — meaning those children who wake you at all hours of the night; those who just want to talk to you; those who need somewhere to hide while playing hide-and-seek and those who decide that your bed is warmer than their own. Child care work is also often seen as a temporary pastime or as an easy job where everything is given to you and all you have to do is 'look after the children'.

Realities

Society at large, however, does not take into account that these are most often discouraged, angry, fearful, rebellious and hurting children who don't readily accept the child care worker assigned to her. She may be wrongly seen as someone who can miraculously cure these children of all their problems so that the children may live happily ever after.

As a person in daily contact with children, the child care worker assumes an extremely important adult role with respect to the children. She needs to provide the children with confirmation of their positive growth and reassurance through periods of doubt and difficulty, and she needs to re-educate troubled children for re-entry into their home and community environment. Her daily, goal-directed task is to help these children to understand both themselves and society, and to give them the confidence and skills they need to cope with the demands of life and to fulfil their own individual goals. Child care workers are in fact instruments of change and growth. They have to deal with difficult, deprived and troubled children and therefore need considerable knowledge, skill and sensitivity in their dealings with these children. They have to be there when the children wake up, tend to them when they are ill, protect them from harm, love them when they hate, pick them up when they have failed — and often start right from the beginning again. They have to wait for a long time to see results, and sometimes face the fact that some children are not going to get better at all.

*I've been a really naughty boy;
I gobbled up my sweets, and look,
I've overwound my clockwork toy,*

*and inked the cover of my book.
My sister says she's going to tell,
I broke her bat, and burst her ball.
They'll put me in a corner, well —
I'll pick the paper off the wall!"*

This poem illustrates a child whom the

child care worker may have to deal with. Often all the worker has to help her are her own inner resources, which means taking personal risks in order to be of benefit to these children — but in doing so she is helping the children to grow, and growing herself. Living in the institution has many drawbacks: the problems of group living, the grapevine, the lack of a private life outside the institution. Free board and lodging may sound attractive but it cannot be viewed as the most important thing. Rather, our privilege is being able to re-direct young lives. This is the greatest advantage.

ADMINISTRATION

Meeting the Needs of Staff

"We pay competitive wages, provide intensive training, and ensure that employees have the resources necessary to do the job. Yet, turnover is still one of our biggest problems," grieved an administrator from a large non-profit human services agency. "What do employees want?" John Storey, the President of Storey Communications, investigated the approaches and techniques adopted by over 250 successful Chief Executive Officers (CEOs). He discovered that these executives looked into the needs of their people to a far greater degree than the corporate heads who relegated personnel issues to their company's human resource department. In his attempt to answer the question,

"What do employees want?" Storey shares the results of his investigation:

- **Individuals want to be treated as more than just faceless employees.** Storey states that very few of the successful companies refer to their workers as *staff*, *personnel*, or *employees*. Most refer to them as *people* or *associates*.

- **People want attention and recognition.** The successful CEOs practise "management by walking around", a phrase coined by Tom Peters and Robert Waterman. The payoffs are mutually beneficial. Executives learn more about the corporation by regularly getting out and talking to their own people than by sitting behind their desks and reading their in-tray. Employees feel recognised and find their work to be worthy of attention.



- **People want to feel trusted.** "You ... (must) ... trust your employee. If you don't it stands to reason that you'll try to protect yourself with trick procedures. But these don't protect the business, they isolate it" (Hawken, 1987). Storey found one exceptionally successful company that had each employee work in a team of ten people. All employees were trusted to keep their own records but they were responsible to the other members of the teams. Anyone who was late for work or absent was covered by another team member.

- **People like to have fun.** The successful companies have developed happy traditions that have resulted in higher staff morale and lower turnover. Dreyer's Grand Ice Cream provides their staff with an all-they-can-eat ice cream break every Wednesday afternoon. The Leo Brunett Company of Chicago gives away an apple a day to each of their employees.

- **People like to have a family feeling.** A sense of camaraderie and commitment can buffer disappointments, generate optimism, and increase production. Storey reports that during his investigations virtually all of the corporate executives experiencing high turnover used terms like power, control, agendas, blocking, accountability,

reconciliation, and so on. The executives without turnover problems appeared to speak a different language. The coaching analogy came up regularly: "Provide the ... people with advice, tips, counsel, suggestions, (and) mentoring ..." These latter executives were able to release the talents of their people by affording them time and by perceiving them as partners.

Source

Storey, M.J. (1989). *Inside America's Fastest Growing Companies*. New York: John Wiley and Sons. Reprinted with permission from *the Child & Youth Work Administrator*