

CHAPTER 9

THE PROBLEMATIC OF THE ENVIRONMENTALLY IMPEDED CHILD

9.1 Introduction

In Chapter 5 (see 5.2.e), it is explained that disturbances in the life community and social situation within which a child and his/her family find themselves can work as educative impeding factors, and a socioeconomically less privileged environment is mentioned as an example. In each socioeconomically developed and prosperous society, there are unfortunate and vulnerable social groupings with low socioeconomical and cultural levels, and low social and economic status. They are the milieu-impeded or socio-cultural destitute layer of society. Viewed sociopedagogically, a child in such an environment is milieu-impeded. What also is meaningful sociopedagogically is that there is a close connection between the cultural level of a socioeconomic milieu and school success, and that a child who experiences *serious social, cultural and pedagogical* impediments is not equipped with the before school and out of school experiences needed for an optimal school achievement. Thus, he/she is not educated to school preparedness, and the result usually is a *deficient school achievement*.

9.2 Impeding milieus:

The concept *milieu* is described earlier as a person's

- geographical-physical world
- fellow-human world
- cultural-historical world.

Hence, *milieu-impediment* means that a child finds him/herself in a life environment which is characterized by

- geographic-physical inadequacies, especially in terms of physical surroundings, residential area, housing, material goods, cultural goods, etc.
- interpersonal communications within which a child is unable to realize his/her personal potentialities, and especially his/her social-communicative potentialities optimally
- the maintenance of a low cultural level
- thus, a callous and impeding milieu which, in all respects, makes it difficult for a child to follow his/her personal potentialities to achieve.

The following concepts also hold for a milieu-restrained child:

- culturally calloused child
- socially impeded child
- cultural poverty
- chronically poor
- socially and culturally destitute
- societally restrained
- culturally alienated
- a school failing child
- “culturally handicapped”
- “culturally handicapped”
- “culturally disadvantaged”
- “socio-culturally deprived”
- “socially disadvantaged”

According to Garbers,¹ these concepts refer to that group of children who “in their educating and development are impeded by their milieu and background; they experience a lack in the sort of learning necessary for successful progress in school; the possibilities offered by their educating at home and by their educative milieu do not enable them to fulfill the cultural expectations they are confronted with in school; they are impeded in their school career by their milieu (and not by their basic talents).”

9.3 The neighborhood as an impeding milieu:

A milieu-impeding neighborhood usually is in an urban area and is known as a slum, shantytown or a destitute environment. It also

can be a neighborhood with semidetached houses, project houses or it can be an old neighborhood. Often, it also is the “slum street” part of a residential area. It often is found in densely populated industrial areas.

A milieu-impeding neighborhood often is a neglected and unattractive residential environment, and is characterized by poverty, overcrowded and dilapidated living units, crime, noise, extramarital sexuality, alcoholism, drug use and a low social, cultural and economic level. There is, thus, a *milieu-impeding substructure* within the context of the broader societal structure.

9.4 The family as an impeding milieu:

A milieu-impeding family (as origin of human relationships) often is characterized by *family lability* and a so-called dis-socializing family life. In addition: deficient order and regularity in family life, marital quarrels, deficient family unity in existing families or family disruptions by desertion, divorce, extramarital living together and extramarital relationships. The *father*, as breadwinner, is often unemployed, work-shy, poorly trained (unschooled or half-schooled with a low vocational status and a low income); often, the father-image is dismantled. Also, often the parents are inadequately socialized and, therefore, socially restrained. Having many *children* makes it difficult to care well for them and give each enough individual attention. In the image of the family, as a milieu-impediment, the phenomenon of *educative neglect* is prominent (see below). Such families also are characterized by parents and children not spending their *free time* in meaningful and constructive ways. The initiative, circumstances and facilities for this are lacking. Religious life and educating in the family are defective. Overpayment and lack of payment of money often arise. With life conflicts and drudgery, a *mother* cannot adequately care for, educate and give love to her children, or she works outside of the house to supplement the low income of the father.

Often, the father and mother have themselves failed in school, and a negative attunement toward and apathy for school are maintained and conveyed to the children. A poor example is set by the parents

regarding intellectual forming, knowledge acquisition, training and vocational practice.

With respect to the lifestyle of a milieu-impeding family in general, demoralizing influences are so strong that family members no longer readily try to maintain decent standards of self-respect, honesty, hygiene, domestic economy, sexual morality, tidiness, polish, interpersonal association, etc. They also are influenced in everything by their milieu-restrained environment, and participate in excessive drinking, neighborhood quarrels, fighting among family members, a-social misdeeds, physical assaults, etc. "In the above type of house, everything reigns except an atmosphere of stability and calm, which is essential for a vocationally directed milieu. In the evening, the working children are responsible for a great deal of disruption in the form of noise and merry-making, and in their comings and goings they exemplify no devoted vocational directedness for the younger youth. Rather, they engender an arrogant future perspective in the young ones because they give them a twisted meaning which often includes life contents which are alien to life. With young children in such a house the desire often arises to leave school and earn money as quickly as possible to maintain themselves in a grownup world of non-adults."²

Fancy articles often are purchased by one who is milieu-impeded or of low income as compensation, but this is material goods which do not contribute to the cultural enrichment of the family members.

A family has limited possibility for social advancement and the milieu-impediments continue later into the adult existence of the children of the family, especially if they identify with the vocation, lifestyle, values, attitudes, desires, cultural level, deficient aspirations, etc. of their parents. For example: "My pa sometimes hits my ma and I accept that the man I will marry someday also will assault me sometimes"; "I don't value a job, I do it only to make money." Additional attitudes of the parents which often are transferred to the children are, e.g., pessimism about the future, distrust of fellow persons, apathy toward the church, social services, politics, civic duties, etc.

Bonekamp³ summarizes the situation by explaining: The difficulties and tensions between a child and his/her environment largely are explained by materially bad conditions, by tensions within the pattern of his/her own development, by inadequate relationships within the family, and the inadequacy of desired relationships between the family and society.

Also, Bolleman⁴ illuminates the situation of a milieu-impeded family as follows: The following is characteristic of the social and economic situation in which the unschooled are involved: low income, a lack of perspective in carrying out a job, the typical compensation, status-giving pattern of consumption, limited free time and poor living circumstances. These factors mean a serious limitation of the developmental chances for a child who grows up in such a situation.

9.5 Forms of neglect in a milieu-impeding situation:

A child in a milieu-impeding family is subjected to a variety of forms of neglect.

9.5.1 Material neglect:

This child does not enjoy the privilege of adequate housing, clothing, food, sleep, medical care, hygiene, recreational facilities, etc. He/she appears daily at school uncared and neglected and often experiences feelings of inferiority because of his/her conspicuous appearance. Also, with material neglect, he/she is not educated adequately to self-care. A milieu-impeding family is not always poor because it is possible that several family members earn incomes and, then there is money for luxuries such as cars, radios, televisions, brand new furniture, alcohol, superficial pleasures, etc. but not for formative toys, good books, culturally enriching excursions. Also, despite sufficient monetary means, not much is done or bought to care for the house or garden.

9.5.2 Social neglect:

The social life of a milieu-impeded child usually is neglected, especially with his/her living together with others, his/her socialization and social-societal orientation. Hence, his/her socio-

communicative potentialities are not realized adequately. Because of the struggle to maintain the social communication which parents and children have in a milieu-impeding family, a child never learns to adequately live together with his/her fellow persons by considering him/her and empathizing with his/her situation. Social neglect also means a child never acquires social values and norms (life rules) in terms of which he/she must adequately realize his/her social life. An implication is that, later in school he/she might find him/herself as a socially disengaged learner.

9.5.3 Affective neglect:

Love is the very difficult category of educating, but in the chaos of interpersonal relationships, a milieu-impeded child experiences a lack of love, emotional warmth, a homelike family atmosphere, rich emotional contact, etc. because a milieu-restrained family does not realize a loving living together. Especially, a young child is not damaged by anything more than by a lack of love.

A lack of being lovingly bonded with a parent means the inadequate awakening of the child's emotional life: he/she endures affective hunger and remains affectively impoverished. The *demonstrated* love which must ensure a child's experience of security is lacking, and he/she enters the school with feelings of a basic insecurity and uncertainty about life.

9.5.4 Language neglect:

Especially, his/her poor, deficient language, vulgar language and profane language place a milieu-impeded person in a particular social grouping. Also, at school and in society such a person is recognized by his/her language and his/her social status is assigned accordingly. Because of the poor linguistic example of his/her parents (the poor quality of the pedagogical language discussion), and of his/her environment, the language acquisition of a milieu-impeded child is deficient and he/she manifests a poor, undifferentiated world of language in linguistic short-comings with respect to language control, diction, short and incomplete sentences, syntax, vocabulary, linguistic style, linguistic code, etc. His/her concept forming is deficient and, in his/her application of

language, he/she is descriptive- and concrete-bound rather than analytic and abstract. At school, language serves him/her in deficient ways as a means of communicating and implementing cognitive functions such as intelligence, abstract thinking, memory, etc. This means for him/her the under actualization of his/her cognitive potentialities and a resulting underachievement.

Also, the reading habits of the family bring the milieu-handicapped pupil to a backward position because, at home, he/she does not learn to deal with and value good books and other reading material. The parents' own compilation of books is lacking, there is no encyclopedia in the house of a milieu-impaired child and, even less is he/she encouraged to check enriching book material out of the library. Rather, the family devours reading material about sex and violent stimuli, e.g., picture books, comic strips, photo narratives and insipid stories.

9.5.5 (Socio)pedagogical neglect:

This means the inadequate realization of sociopedagogical essences in educating a milieu-impaired child:

* Educating to society: A milieu-impaired child, indeed, is economically, socially, emotionally and pedagogically extremely vulnerable. In front is the parents' *deficient example of living together* and *educative neglect*, especially regarding the educative relationships, educative association and educative intervention. A milieu-impaired child learns inadequately and knows thoroughly a disturbed marital living together (parents), disturbed living together educatively (parents and children), disturbed childlike living together (children mutually) and disturbed adult living together (relationships between parents and neighbors, acquaintances, family). "When a child/children, e.g., looked at the sex act or quarrels between their parents, this can have an extremely harmful and even traumatic influence on them. In this way, a child acquires an image of family life which he cannot assimilate" (Gresse⁵).

Milieu-impaired children are not child-directed and do not trouble themselves much with them. They have too little time, opportunity or desire for educative association or intervention; too few family

discussions, mealtimes together and free times together are realized. Trust, authority and fixed, consistently stated rules and norms are lacking in educating. These families are permissive in a neglectful sense. Types of families which often appear in the milieu-impeding sub-culture are, e.g., the neglectful family, the chaotic family, the open family in an unfavorable sense, the boarding house family, and the disharmonious family (see 2.4). An unsafe family life is characterized by struggle, conflict, unrest and outbursts.

* Socialization: The deficient socialization of a milieu-impeded child can mean that he/she will realize a deficient or destructive rather than a constructive fellowship in society because he/she doesn't acquire the norms, values, lifestyle, life view and appreciation for a higher cultural possession which will allow him/her to realize his/her social life on an acceptable level.

Parental guidance of a child's going out to social reality is deficient, especially because the parents themselves are not socially-societally mobile. Also, the harmful influences of the environment and of the mass media are not selected and interpreted for the child. On television programs are watched, e.g., with a low cultural level. Also, regarding going out to the school community, negative, indifferent and suspicious social attitude are cultivated. There is little social encouragement and social aspiration. The family realizes its socializing function deficiently: learning to work, learning to live together, learning to relax, learning to respect and exemplify social values. Unfavorably spending free time often leads to boredom, youth misbehaviors and juvenile delinquency. The milieu-impeding family sphere is a deficient practice situation for the social life of a child because there no positive attitudes are awakened about fellow persons and society, and a child is not educated to social responsibility. A child is exposed excessively to the unfavorable influences which flow through the family situation from a milieu-impeded neighborhood. Often, he/she becomes mobile regarding the demands posed by a milieu-restrained neighborhood in the sense that quickly he/she learns in cunning, aggressive or dishonest ways to maintain him/herself in the struggles of a milieu-impeding situation. The regulating and controlling function of the family are too deficient to pressure a

child to behave acceptably and to achieve. A milieu-impeded child is without social and pedagogical guidance.

Despite the broader society, the social attitudes of the parents awaken in their child feelings of frustration, resentment, rebelliousness and rejection. The “unjust society” is responsible for their lot, thus, becomes believed. Or the social reaction against the milieu-impeded is to retreat and falling back and one’s own lot is accepted with a passive, dissatisfied resignation without protest. Paired with this is a weak will to forge ahead, rise socially, make money, obtain success and social status. A deficient life circumstance and a lack of opportunity for self-improvement is the destiny of a milieu-impeded child.

* Educative communication: Deficient pedagogical we-ness is manifested in impatient, irritable, negative, tense educative communication. There is defective educative communicating (too little associating and encountering) and disturbed educative communicating (see the forms of inadequate communicating) and impeding communicating means restraining educating. No approving and rewarding and disapproving and punishment, and no norms and values are communicated to a child. Also lacking is a deep, genuine and intimate pattern of communicating with a milieu-impeded child.

* Unfavorable interaction between educating and living together: The influence of urbanization and correlated societal factors such as high material demands are most noticeable in the case of milieu-impeded educating. Also, a positive and constructive contribution to living together made by the education of a milieu-impeded child. The social-society handicaps of the parents are perpetuated in those of their children.

* Social-societal orientation: The milieu-impeded children’s and youths’ own social-societal place is limited and restrained and they are disposed to an attenuated and impoverished social-societal life, also with respect to the future practice of a vocation. They have less chance of social and vocational advancement and a high social, cultural and economic level. They also experience scanty expectations regarding school, work and position in society. Their

social exploration, social experiences and cultural identity largely are realized within a milieu-constrained subculture. No wonder that a milieu-impeded youth continually makes unfavorable choices about social groupings, social activities and entertainment.

* Identity acquisition: Inadequate realization of the essences of identity acquisition, a deficient self-respect and decency means for a milieu-impeded child and youth establishing a negative self-image with feelings of inferiority, an impoverished cultural identity and an inclination to resign oneself to future without perspective. A milieu-impeded youth experiences his/her existence as less meaningful and his/her life as less purposeful. He/she easily identifies with unfavorable peer groups and the subculture in which he/she finds him/herself.

9.5.6 Cultural-pedagogical neglect:

Culture influences a person's spiritual possessions, level of refinement, language, religion, values, norms, social behavior, achievement, etc. A culturally impoverished milieu means that a child undergoes an attenuated, undifferentiated cultural experience in terms of physical milieu, lifestyle, etc. and the parents' deficient cultural world means a low cultural-pedagogical level and that the parents and their children find it difficult to exceed these boundaries and limitations.

The child experiences educating *in* a milieu-impeding society and the cultural and intellectual atmospheres in which he/she grows up predispose him/her to school neglectfulness. In this situation a child's intellectual and functional development are not promoted because cultural contents and materials are not supplied. With this, a child also is not educated to distance him/herself from his/her immediate experience. Consequently, it is necessary that the parents with respect to their child realize the following culture-enriching activities: read to, tell stories, learn verses, let them draw, provide formative and "educational" toys and games, supply children's books, jigsaw puzzles, hobby horses, answer the child's questions meaningfully, informative excursions (zoo, camping, museums), the stimulating interest in school activities, the awakening of a desire to learn, promoting language acquisition, the

child learns and tells about particular things, is urged to engage in thinking activities, awaken positive attitudes about knowing, the school and achieving.

The school is the touchstone for a child's educative and developmental shortcomings and when he/she enters school and formal demands for achieving are posed the milieu-impediments avenge themselves in the form of the child's backwardness. In addition, a milieu-impeded parent is not involved in his/her child's school life, school attendance and learning activities. No aspirations and motivations are provided by the parents to urge their child to forge ahead in life by using available teaching opportunities. The parents have no contact with the school, don't help with the homework and schoolwork and fail to have a positive interest in the personal development and achievement of the child.

With respect to the cultural-pedagogical event, a milieu-impeded child suffers the damage of *stimulus-deprivation*. His/her cultural and pedagogical stimulation are less varied and not directed to the developmental level of his/her cognitive and functional skills (skills of *knowing* and skills of *doing*). Formative learning material and preparatory preschool and extra-mural school experiences are lacking, especially regarding necessary linguistic, play and physical, cultural, social and pedagogical experiences. He does not develop his/her abilities to differentiate, remember, perceive, activity skills, temporal ordering, etc. through formative and experience-enriching games and toys. Consequently, in school he/she distinguishes with difficulty between letter and number symbols and this retards the acquisition of a fundamental school and learning skill such as *reading*. Because before school, he/she hasn't listened to stories or is read to, he/she only acquires the ability to listen attentively at school. Because he/she has never attended museums, concerts, drama performances, vacations, music performances, good art exhibitions, folk festivals, participated in youth organizations and other cultural activities, he/she enters the school world and its cultural demands with serious cultural-pedagogical handicaps.

9.6 A milieu-impeded child in the school situation:

Usually a milieu-impeded child does not attend a *preschool*, which at least would have given him/her an opportunity to eliminate part of his/her social, cultural, cognitive and functional backwardness.

The milieu-impediment of a child avenges itself for the first time, especially with respect to the demands of the school, in the form of the child's unpreparedness for school and his/her vulnerability to it. School preparedness or school suitability is not merely a matter of intellectual development, but also of the personal becoming of the child as a totality. Because of his/her hampered personal development, a milieu-impeded child is not able to benefit from teaching for which his/her cognitive potentialities are adequate. He/she does not possess the equipment, attunement and emotional stability to be able to "rescue" him/herself at school, and he/she is not quite able to achieve optimally there. He/she does not venture adequately in a formal class situation, and the result is school failure and underachievement. This reinforces his/her negative self-image. There is a noticeable *achievement gap* between the way in which a child from a favorable cultural milieu realizes his/her personal potentialities and the underachievement which a milieu-impeded child produces, and this, even though the given intellectual potentialities of the two groups of children more or less might be the same.

Gresse⁶ offers the following summary of this situation: "How can we know a milieu-impeded child? Here being milieu-impeded refers to being impeded or restrained in terms of school. A child's being hampered is rooted in the fact that his cultural and social background, as a result of their societal circumstances, does not equip him as they should be for the demands which the school (which in essence are attuned to a middleclass culture) confronts him with. When we look for the most conspicuous characteristics of a milieu-impeded child, usually we find that he:

- (i) Is biologically destitute: He is mostly poorly clothed, poorly cared for medically, poorly fed and hungry, and his living space is extremely limited.
- (ii) Tests poorly on intelligence scales. Usually his IQ can be improved, and his low test result can be attributed to

- poor motivation for cognitive, verbal and perceptual tasks – all play a large role in IQ tests.
- (iii) Is poorly motivated to achieve out of his milieu.
 - (iv) Has a negative attunement to himself, others, and the world.
 - (v) Has a negative self-image and image of the future. He is cynical, fatalistic and can scarcely project himself in positive ways into the future.”

With respect to the class and school situation, a milieu-impeded child also manifests the following attitudes and behaviors:

- troublesome in class
- lags behind (academically and socially)
- irregular school attendance and truancy
- with respect to encouragement is discouraged rather than encouraged
- personal problems
- social problems (not engaged, isolated, alienated)
- sensitivity for reference to his backwardness
- doesn't fit in (“misfit”)
- poor concentration and resulting under-achievement
- low level of expectation for his school success, training and future vocation; poor ambition hinders his/her benefitting from teaching
- behavioral deviancies (self-accepted behavior, escape behaviors, acting against)
- identification with unfavorable peer groups
- his/her untidy, neglected and unattractive appearance, conspicuous behavior and poor achievement make him/her unpopular with teachers who then are unsympathetic toward him/her, or accept his/her low standard and, therefore, do not support him/her to realize his/her potentialities
- the change of teaching personnel in a milieu-impeding environment restrains the events of teaching and learning.

Perquin⁷ describes the situation of a socially impeded child in school as follows:

At school he/she is inclined in his/her behavior to seclude him/herself. He/she shows an inner disability (distress, anxiety, mistrust) which restrains his/her social contact – he/she is socially overcome. He/she experiences:

- Anxiety: He/she experiences an enduring expectance for anxiety in his/her contact with people and things. He/she continually lives in the expectation of the social relations and academic demands which he/she knows he/she can't deal with because of his/her being milieu-impeded. He/she has a *school complex*: his/her school attendance means for him/her a threatened existence, and this influences his/her behavior and achievements.
- Feelings of inferiority: He/she is conspicuous in his/her improper behaving, derailments and failings. He/she experiences inadequacy, impotence and uncertainty. He/she engages in counteractions (“reaction”) to compensate for them and validate him/herself. Then his/her conflict is that his/her counteractions work to isolate and negate him/her, while he/she only wants acceptance and recognition (hungers for recognition). His/her anxiety can make him/her *conspicuously quiet* or his/her feelings of inferiority can make him/her *conspicuously annoying*.
- Resentment: He/she despises him/herself because of failing to fulfill his/her existence; he/she is embittered by his/her own failings; he/she is jealous of successful fellow persons; he/she experiences a powerless hate for those fellow persons in whose eyes he/she is a failure.
- Frustration: He/she wants to achieve but fails; he/she wants to be accepted but is rejected; he/she wants to experience human dignity but experiences inferiority; he/she wants social engagement but is socially isolated. This frustration can be experienced so intensely that his/her frustration and deviant behavior can be explained by a *frustration-neurosis*. His/her frustration then is directed against the world in the form of aggression and rage.

The results of a milieu-impeded child's school failures can be leaving school too early, juvenile delinquency or abusing drugs. The *close connection* between these four sociopedagogical problem

areas are emphasized at this stage: A milieu-impeding environment often is a criminal neighborhood where drugs are sold and used, also by youth, because in these neighborhoods youth readily are influenced and led to sell and use drugs as well as engage in other forms of juvenile delinquency. Because of his/her being milieu-impeded and correlated social and pedagogical neglect, he/she is a potential school dropout who then can fall into juvenile delinquency and drug use when he/she leaves school too early.

As far as the milieu-impeded child is concerned, the reader also can compare the following parts of Chapter 5:

5.2.1.1 Neglecting

5.2.2.1 Relationship of affective neglect

5.2.2.6 Disharmonious marital relationship

5.2.3.1 Incompleteness of family

5.2.3.2 Working mothers.

9.7 Helping a milieu-impeded child:⁸

There is no instant to provide a solution for the complicated and actual problem of milieu-impediment. This is a long, costly and demanding task of educating and forming. If this problem is to be solved, there must primarily be thought given to comprehensive, planned and organized programs for educating, teaching, training and forming, and for the socioeconomical, cultural and pedagogical elimination of the milieu-impeding community. This task falls mainly into two separate facets, i.e., *preventive help* (prevention programs) and *compensation help* (compensation programs) in which community leaders, social workers, liaison persons, expert information officers, education experts (orthopedagogues, orthodidacticians, sociopedagogues, vocational orientation counselors), teachers, parents and children must be involved.

The facets of this comprehensive task of providing help and of eliminating impeding milieus are the following:

- **Parents:** Intensive socio-cultural and pedagogical formative work must be done with the parents. Their cooperation in eliminating impeding milieus must be obtained otherwise all

- other measures will be fruitless. They must be formed and guided to educate their children adequately to be prepared and equipped for school and to be involve in the school life and learning event of their children by providing their children with the necessary learning experiences at home and urge them to achieve adequately in school. This can be achieved by establishing a close coordination between parents and school, by reading about educating and teaching, with information, discussion and project groups, films, etc. Parents. Parents and schools must be motivated to work together to eliminate the child's situation of milieu-impediment, school failing and underachievement. In these ways, parent and child must develop a positive self-imager and future-perspective. When a parent is motivated to be constructively involved in the school life of his/her child, for him/her this means an elevation of his/her own self-image since then he/she also is able to do something him/herself about his/her own and his/her child's milieu-impediments.
- **Preschool teaching:** The optimal opportunity for breaking through the pattern of social, cultural and pedagogical neglect is found in the practice of preschool educating and teaching. The earlier the backwardness of a milieu-impeded child can be identified the better. It is especially the following facets of a toddler's forming which must receive intensive attention: nurturance, social, experiential, cultural, emotional, cognitive and linguistic enrichment. This must be realized by providing the following to the toddler: rich linguistic experiences, perceptual exercises, coordination exercises, exercises in distinguishing, learning to listen attentively through stories and readings, learning to concentrate, exercises in discipline, routines and accepting authority, cultural experiences such as excursions to the zoo, concerts, musicals, recitals, dramas, museums, libraries, with books, toys, games, movies, art prints, drawing and painting materials, etc.
 - **Teaching:** Ordinarily teaching these children must be made as efficient as possible. Teachers of these children must be made aware of their handicaps, needs and problems, and be ready to provide the particular, sympathetic and motivating support for which they have a need. In school, the human dignity of a milieu-impeded child must be acknowledged.

- **Remedial teaching:** A milieu-impeded child must be correctively taught when he/she experiences learning problems. This also includes using special reading, language and arithmetic programs.
- **School guidance,** vocational guidance and youth preparedness programs must supplement the attempts by parents and subject matter teachers.
- **School obligations:** All possible means must be used to keep all pupils in school so that each can reach the highest academic level and preparation possible before leaving school.
- **Engaging all pupils in the activities of the school** – sports, culture, library, leadership functions, club work, social functions such as farewell parties, and school fairs, youth organizations, school organizations, etc.
- **Youth work:** Youth clubs, youth centers, youth movements, etc. mean that the peer group and youth leaders are used in eliminating the milieu-impediments.
- **Post-school preparation:** The society, education authorities and the vocational world here can exercise their responsibility by providing arrangements, colleges, etc. post-school career preparation and additional formative opportunities to milieu-impeded youths. For each youth, it must be made financially possible to realize his highest achievable preparation and qualifications. In this way, there is a meaningful investment in the country's manpower.

References

- ¹Garbers, J. G.: "Die milieu-gestremde kind: 'n gedugte onderwyskundige uitdaging", in: *Die Unie*, August 1968, p. 81.
- ²Joubert, G. J.: *Opvoedingshulp aan milieu-gestremde potensiele skoolverlaters*, M.Ed. thesis, University of Pretoria, 1977, p. 9.
- ³Bonekamp, A.: *Milieu moeilikheden*, De Toorts, Haarlem, 1962, p. 25.
- ⁴Bolleman, T. G.: *Kinderen van ongeschoolden*, Wolters-Noordhoff, Groningen, 1968, p. 18.
- ⁵Gresse, D. A.: *Soio-pedagogiese verkenning*, op cit., p. 93.
- ⁶Gresse, D. A.: op cit., pp. 91 and 92.
- ⁷Perquin, N.: *Pedagogiese Psychologie*, op cit., pp. 154-160.
- ⁸See: (i) Botha, T. R.: *Die sosiale lewe van die kind in opvoeding*, pp. 142-144. (ii) Gresse, D. A.: op cit., pp. 101-122.

