Chapter 1

INTRODUCTION

Background Of The Study

  As a ten year-old child, in 1971 I listened as a missionary to the Philippines spoke to the children assembled at Delta Lake Bible Camp in Rome, New York, USA. Just a few months earlier I became a born-again Christian. I then personally prayed to become a child of God, cleansed of all my sins by His blood. I dedicated my life to serving God in the city which this missionary was serving. Twenty-three years later, I took the journey halfway around the world to the Philippines. Once I had completed the decades of education and service in schools, colleges, seminaries and churches, I began this present ministry on Philippine soil.

  After the *tsunami* hit the Indian Ocean on December 26, 2004, I joined a humanitarian aid team to work side-by-side with the United Nations in an effort to assist the survivors in Indonesia; specifically the hard-hit area of Banda Aceh. Half a dozen nations were represented on the team, and one official was a pastor from Scotland, namely, Rev. Gregory Dixon.

  A few months after we each returned to our respective countries, Pastor Greg emailed me to express concern about juvenile criminals in the Philippines being incarcerated with adults and often ending up with documented abuse and molestation. Upon my invitation, Pastor Greg came to the Philippines and stayed at Barner Learning Center Christian school (of which I am the president and founder), for three months. We then proceeded to visit government offices and to research jails, boys' homes, girls' homes and drug rehabilitation centers in Davao and Eastern Mindanao. It was decided on February 2, 2007 that we incorporate the "Father's House Facility" (FHF) with the Securities and Exchange Commission. This institution would build a juvenile detention center for children in conflict with the law (CICL) with the aim of teaching the child criminals about Jesus, and transform their focus in life, in essence, "from crime to Christ".

  A few months after the FHF first board meeting, Congress enacted Republic Act No. 9344; an act establishing a comprehensive Juvenile Justice and Welfare System (JJWS), creating the Juvenile Justice and Welfare Council (JJWC) under the Department of Justice (DOJ). This Act provides for a "diversion/intervention program" for redirecting CICL from

streets and jails into rehabilitation centers (Agonia, 2007). This law encountered problems in its implementation to include a lack of sustainability, due to inappropriate funding appropriations and/or funding parameters to include an expectancy that Filipinos will increase their gambling so that funds will be provided via the Sweepstakes Commission: Philippine Gaming Corporation (PAGCOR). Since the approach of RA #9344 has been seen (via graphs in Davao Counselor Dayanghirang's data, see Table C, Figures 1-4) to be a cause of increased, not decreased juvenile criminal instances in Davao City, therefore the provision in RA #9344 for religious NGOs to assist can here play a part. Religious entities in Davao City include mainly Muslim, Christian (both denominational and non-denominational), Catholic, Cult groups, and Lumads. While each of these groups may use this opportunity to better their communities, Christian rehabilitation is able to be carried out by the multitude of Christian Non-government Organizations (NGOs) which are already in place in Davao City. This opportunity was suggested by the framers of RA #9344 , who provided for religious NGO involvement in the rehabilitation of CICLs.

Scope And Delimitations

This study focused on 21 of the 500 grade-schoolers of the Barner Learning Center, Inc. (BLC), located in Buhangin, Davao City. The study will not include the other 479 BLC students presently on campus, since they are not as prone toward delinquency (as perceived by the CARR) as the 21 CS. The design of this case study in this approach is neither narrative, story telling nor picture drawing, but a descriptive account case study. It is not evaluative, but rather a presentation of what is being done as a tool to keep CAR from becoming CICL. Neither does it seek nor test a theory. This presentation avoids livid to fuzzy general predictions.

Statement Of The Problem

This study inquires into the characteristics of Children-At-Risk; in particular, the 500 children presently enrolled at BLC. The study seeks answers to the following questions:

1) What is the profile of the causes of juvenile delinquency? Highlights of BLC's data include that of the 500 students, poverty is not necessarily a cause of CICL, while it is a factor in leaning a child to become a CAR. This is seen in that over

80% of the BLC children are destitute. Yet only 21 are considered to be highly at-risk, following the CARR.

2) Which of the fifty CARR characteristics that predispose them to delinquency are exemplified in the children at BLC? Analytically, this will be seen in the 21 case studies and their corresponding CARR based upon the 50 CAR categories. Cited will be the appropriate case studies which carry said traits.

3) What are the early interventions practiced by BLC among children whose life experiences predispose them to delinquency? (Determination via follow-up is used at BLC in the children's later years via the children's continued involvement with Faith Alliance Fellowship Church (FAF) even after graduation, saying that the intervention had made impact on their lives).

Significance Of The Study

This study is important in that it provides a foundational framework of understanding, through viewing the most extreme cases and comparing them with the other cases in the study, the warning signs to look out for in young children-at-risk. It helps learners see many points of view; broadening perception and opening minds to many new and exciting ideas. Likewise, when the negative aspects of society are not controlled when the child is young, it gets more and more difficult to change that child. The fingers of society not only create the overall shape of the child, but they also leave cut marks, rough edges and fingerprints upon the juvenile emotional psyche. Families need good kids to function smoothly. Good kids also become good adults. Good adults become good leaders, good doctors, good lawyers and good presidents. In essence, the entire nation benefits through the early positive intervention into the lives of children-at-risk. Therefore these case studies represented here present, on a small scale, a process by which this interaction between SWOT, RUBICS and BLCFFM can identify the children who are at greatest risk, and an approach to determine what means might be adopted to keep CAR from becoming CICL. It does this by presenting the 21 most at-risk children at BLC for SY 2007-8. The resulting findings have determined that BLC is meeting these needs of CAR through its ministries of the feeding program, free schooling, religious instruction of both children and parents, etc.

Analytical Framework Of the Study

In recent years, there has been a significant increase in the number of crimes committed by juveniles and children. In the period from 1986 to 1992, the DSWD reported 4,038 cases of various offenses committed by juveniles in Metro Manila alone. At present, there are several theories that offer different factors that may influence juvenile delinquency. These theories may be categorized into two main themes: nature theories and nurture theories." (Araneta-de Leon, p95)

According to Araneta-de Leon, the nature theories rely mainly on biochemical and gender factors to explain juvenile delinquency. The biochemical perspective holds that there is something inside the physical or genetic make-up of the person that makes him engage in criminal acts. On the other hand, the following factors are included in the nurture theories of juvenile delinquency: (a) lack of formal education, (b) media, (c) drug abuse, (d) peers, (e) law enforcers, (f) family factors, (g) histories of abuse, and (h) lack of bonding or attachment. In a local study, it was discovered that a typical Filipino delinquent is usually a male between 14 to 17 years of age who is out-of-school at the commission of the offense although he has achieved some level of elementary education. He is commonly a "repeater" due to truancy. In terms of his family life, he usually comes from either a broken home or has one or both parents deceased.

The analytical framework of this study revealed the usage of case studies for the purpose of using actual data, going beyond sociological theories of juvenile delinquency to reveal the significance (and insignificance) of those theories in the context of actual situations involving juveniles. This study also accessed the purpose statement of one particular institution (BLC) in light of the results of the case study analysis, and presents said institution's interventions to present a figurative barrier between the children's at-risk status and the potential of him or her becoming CICL.

OPERATIONAL DEFINITION OF TERMS

A. ACRONYMS

BCPC: Barangay Council for the Protection of Children

BJMP: Bureau of Jail Management and Penology

BLC: Barner Learning Center, Inc.

BLCFFM: Barner Learning Center Fourfold Mission

BLC SK: Sponsored Children Program of Barner Learning Center, Inc.

BUCOR: Bureau of Corrections

CAMACOP: Christian and Missionary Alliance Churches of the Philippines

CHR: Commission on Human Rights

CICL: Children in Conflict with the Law

CRC: Convention on the Rights of the Child

CS: Chaplaincy Services

CSSDO: City Social Service Development Office

CWC: Council for the Welfare of Children

DCL: Davao Christian Leaders foundation

DCMF: Davao City Ministerial Fellowship

DDS: Davao Death Squad

DepEd: Department of Education

DILG: Department of the Interior and Local Government

DOJ: Department of Justice

DSWD: Department of Social Welfare and Development

FAO: Food and Agriculture Organization of the United Nations

FBO: Faith- Based Organization

FC:	Family Circus: Family-focused, Christ-centered magical ministry team in Davao, reaching thousands of poor kids each week.
FGBMF:	Full Gospel Businessmen's Fellowship
FHF:	Father's House Facility for CICL
GRO:	Guest Relations Officer (prostitute)
ILO:	International Labour Organization
JDRC:	Juvenile Detention and Rehabilitation Center
JJWC:	Juvenile Justice and Welfare Council
JJWS:	Juvenile Justice and Welfare System
LGU:	Local government Unit
MDD:	Metro-Davao District of the CAMACOP
NBI:	National Bureau of Investigation
NGO:	Non-Government Organization
NYC:	National Youth Commission
OFW:	Overseas Foreign Worker
PAO:	Public Attorney's Office
PCEC:	Philippine Council of evangelical Churches
PD #1619:	Presidential Decree outlawing usage of rugby as a mind-altering drug. PD 1619 penalizes the use or possession or the unauthorized sale to minors of volatile substances for the purpose of inducing intoxication or in any manner changing, distorting or disturbing the auditory, visual or mental processes
PNP:	Philippine National Police
PPA:	Parole and Probation Administration
RA #9344:	Republic Act Juvenile Justice and Welfare Act

TESDA: Technical Education and Skills Development Authority

UN: United Nations

UNDP: United Nations Development Programme

UNFP: United Nations Population Fund

UNICEF: United Nations Children's Fund

WCCD-IDMS: Women and Children's Concerns Desk- Investigation Division and

Management Section

WHO: World Health Organization

OPERATIONAL DEFINITION OF TERMS

B. TERMS

<u>A contribution to scientific knowledge:</u> Due to the international commonality of juvenile delinquency, the entire scientific world can benefit from the research and intervention being carried out at BLC.

<u>A "repeater" due to truancy:</u> Truancy is being late or absent from school. A "repeater" is a student who fails to graduate from a grade level, due to missing too many days of school, either through sickness or neglect of attending in a regular basis. BLC keeps careful records to ensure that all the students are regularly attending classes. If they miss even one day of classes, the administration is contacted by the teacher to determine what the problem is. If the child is hospitalized, often large portions of the staff visit the child in the hospital.

<u>Bending the law:</u> The occurrence when a child breaks the law, but in his own mind he feels that, by not harming another individual, the crime is victimless and therefore he is not at fault. This is especially the case in Davao City with the crime of breaking curfew. At BLC, a child who attempts to bend the rules is watched carefully so that correction can be made before the rules are actually broken at the harm of another child. Even bending of rules at BLC is grounds for discipline.

<u>Breaking the law:</u> When a child practices petty theft, while the crime does not cause deep hardship to the victim, it nonetheless is still a crime and must be treated as such. BLC does not treat lightly such crimes. Each student is informed of the rules and the penalties for not following them. Disciplinary action is carried out after every violation.

<u>CARR tables of fifty characteristics:</u> The fifty characteristics listed in the Child at Risk Ratio (CARR) tables itemized in this report are a measuring tool that may be used to determine how at-risk a child is. BLC children are measured against this tool to determine if a juvenile is closer to being a CAR or a CICL.

<u>Characteristics that predispose these children to delinquency:</u> Delinquency is sometimes anticipated in the near (or distant) future when a juvenile begins to show traits that are common in incarcerated criminals. Sometimes these traits are caused by himself, and at other times they are related to his environment. At BLC, our files and case studies often reveal the

presence or absence of these said traits.

Chay-chayan: A Cebuano term referring to females who see no need to remain virgin until marriage, nor faithful to their husbands once they are married, are often termed *chay-chayan.* BLC has many students whose mothers fall into this category. If BLC does not intervene, it is very probable that the daughters will follow their mothers' negative example.

Child: A person under the age of eighteen (18) years.

Child at risk: A child enrolled at BLC who scores 10% and up on the CARR.

Child in Conflict with the Law: A child who is alleged as, accused of, or adjudged as, having committed an offense under Philippine laws.

Children: As defined in Article 1 of the CRC, those under the age of 18 unless domestic law sets a lower age of majority.

Choy-choyan: *Choy-choyan* is the same as *chaychayan*, except with for males with fewer responsibilities, since they can't get pregnant like females can. BLC also sees that its male students often have poor models to follow at home in this regard. Therefore the staff of BLC becomes the role models that those students lack.

Congress: Republic of the Philippines Congress of the Philippines in Metro Manila

Court: A family court or, in places where there are no family courts, any regional trial court.

Deprivation of Liberty: Any form of detention or imprisonment, or to the placement of a child in conflict with the law in a public or private custodial setting, from which the child in conflict with the law is not permitted to leave at will by order of any judicial or administrative authority.

Dimension of Danger: To determine the internal balance of this child, the RUBICS tool places each of the child's strong and weak points into one of the child's categorical dimensions. If any dimension carries more negative than positive traits, it is considered a *dimension of danger*.

Discernment: A level of intellectual maturity including the ability to distinguish 'right from wrong'

Discipline-requiring acts: BLC has a system of discipline. For minor infractions, the discipline is minor, such as giving extra homework or tasks in the school. For major

infractions, the discipline is also major, such as detention, suspension and/or expulsion.

Diversion: An alternative, child-appropriate process of determining the responsibility and treatment of a child in conflict with the law on the basis of his/her social, cultural, economic, psychological or educational background without resorting to formal court proceedings.

Diversion Program: The program that the child in conflict with the law is required to undergo after he/she is found responsible for an offense without resorting to formal court proceedings.

External infusion of positive influences through BLCFFM: BLCFFM provides a series of services of positive reinforcement for each juvenile enrolled. These services often counteract the negative influences that a poor child finds himself to be born into.

Extremity calculation: In BLC, extremity calculation is based on the type of cases involved. Physical contact with a fellow student is of a greater extreme of criminality than is stealing from a fellow student.

Imbalance (negative without positive counterpart): In the analysis of each BLC child, if the Rubics does not show a positive counterpart for each negative trait in a particular dimension, it reveals imbalance in that particular area of the juvenile's life, and thus an area of potential criminality.

Initial Contact With the Child: The apprehension or taking into custody of a child in conflict with the law by law enforcement officers or private citizens. It includes the time when the child alleged to be in conflict with the law receives a subpoena under Section 3(b) of Rule 112 of the Revised Rules of Criminal Procedure or summons under Section 6(a) or Section 9(b) of the same Rule in cases that do not require preliminary investigation or where there is no necessity to place the child alleged to be in conflict with the law under immediate custody.

Intervention: A series of activities which are designed to address issues that caused the child to commit an offense. It may take the form of an individualized treatment program which may include counseling, skills training, education, and other activities that will enhance his/her psychological, emotional and psycho-social well-being.

Justice and Welfare System: Refers to a system dealing with children at risk and children in conflict with the law, which provides child-appropriate proceedings, including programs and services for prevention, diversion, rehabilitation, re-integration and aftercare to ensure their normal growth and development.

Law Enforcement Officer: The person in authority or his/her agent as defined in Article 152 of the Revised Penal Code, including a barangay tanod.

Keep CAR from becoming CICL: Like weights on a scale, Positive intervention at BLC places more emphasis in the life of a CAR upon socially accepted norms, rather than socially rejected ones. On an invisible scale, this child is being drawn back toward CAR and further from CICL.

Multivariate analysis: The sampling design for the purpose of the present study is multivariate, in that the research does not end once the most delinquent subjects (highest % on the CARR chart) are determined. Rather, the multivariate tools of CARR, SWOT, RUBICS and BLCFFM are accessed to determine, first of all, who the greatest troublemakers are (21 CS), then which of these are the most at risk in becoming CICL (CARR), then which of factors in this particular individual's life are unbalanced with other strengths or weaknesses (RUBICS) in each dimension. When the entire BLC population was chosen, it was successively narrowed down to a smaller and smaller population through said multivaried tools of refinement.

Nature theories: Nature theories rely mainly on biochemical, genetic and gender factors to explain juvenile delinquency. In BLC it is understood that it is not solely natural influences, but nurtural ones as well which predetermine the fate of the child.

Nurture theories: Rather than focus on biochemical, genetic and gender factors to explain juvenile delinquency, nurture theories rely on the upbringing and environment of the child to determine his CARR. At BLC we realize that these two theories work together to place the child onto a particular CARR percentage.

Offense: Any act or omission whether punishable under special laws or the Revised Penal Code, as amended.

Personal strategies of the children: Each child has his own unique subconscious or conscious plan for life and a scheme of how to bring it about. Sometimes this is as simple as a plan to wash his clothes each morning and to go to school each day, following in his father's occupation when he grows up. Another child may have more complex ideas, which may or may not be probable. A BLC child who has high and positive ideals, such as doing well so that one day he can become a doctor and lift his family out of their poverty, is nurtured in that area through the positive comments of his teachers.

<u>Physical or genetic make-up:</u> These two factors strongly determine the natural analysis of the child's CARR. However, it is not complete without the nurtural analysis. BLC looks beyond the face of a child, and tries to see into the heart of his intentions.

<u>Predispose juveniles toward delinquency:</u> Predisposition is an invisible pull, through internal and/or external factors. When such a pull is in the direction of delinquency, intervention is needed. BLC provides said intervention.

<u>Recognizance:</u> An undertaking in lieu of a bond assumed by a parent or custodian who shall be responsible for the appearance in court of the child in conflict with the law, when required.

<u>Restorative Justice:</u> A principle which requires a process of resolving conflicts with the maximum involvement of the victim, the offender and the community. It seeks to obtain reparation for the victim; reconciliation of the offender, the offended and the community; and reassurance to the offender that he/she can be reintegrated into society. It also enhances public safety by activating the offender, the victim and the community in prevention strategies.

<u>Rubics multidimensional chart:</u> M. L. Carandang's Rubics Cube multidimensional chart analyses each child's strengths and weaknesses based upon his inner needs. This tool is used on many of the levels of multivaried analysis at BLC.

<u>Rugby sniffing:</u> BLC is a drug-free zone. Thus no cigarettes, alcohol, Rugby or nonprescription drugs are allowed on campus at any time. Since the practice of smelling Rugby (rubber cement) destroys brain cells, BLC refuses its use on campus, lest it negatively affect the students' grades. Often Ruby sniffing leads to use of harder, more lethal drugs like *shabu*.

<u>Sampling</u>: The procedure through which we pick out, from a set of units that make up the object of study (the population), a limited number of cases (sample) chosen according to criteria that enable the results obtained by studying the sample to be extrapolated to the whole population. In the present case, the population is the 500 children at BLC. The limited number of cases are the 21 who have been determined by BLC disciplinary records to be those who are most at-risk. Therefore the BLC records are the instrument used to determine the sample.

<u>Similarly shared contexts worldwide:</u> Through international hands-on research, as well as on-

line, the situation of juveniles in the Philippines is seen to be not unique to the Philippine setting, nor even to the Asian setting. Rather, there are similar instances of delinquency worldwide. Due to the globalization of media, these common traits can be understood by BLC staff as they see the interventions made in other worldwide cultures and contexts.

Status Offenses: Offenses which discriminate only against a child, while an adult does not suffer any penalty for committing similar acts. These shall include curfew violations; truancy, parental disobedience and the like.

SWOT: Since each BLC child has strengths and weaknesses, it is important to see if there is an internal balance in each child. By placing the child's life situation against the SWOT tool, Internal, External, positives and negatives are itemized, for future use in the Rubics chart.

The Child's Interest Level of Strategy: "Level" is a relative term. One is not to say whether a child's interest level of strategy is high/moderate/low, but rather that the level of strategy is "level", as on a level plane. His goals are on the same level as his actions. If his actions and his goals are not on the same level (not conclusive), then he will be frustrated at not being able to achieve his goals. The instincts that are ingrained in the child through nature or nurture, determine what interests he develops. These interests are expressed through tendencies to approach certain activities for enjoyment as observed by whom or as verbally reported by the respondent BLC staff. Such interests determine his values, which in turn determine his personal strategy. Since this particular strategy, being the art of devising or employing plans or stratagems toward a goal, is due to the child's skillful stratagems like watching a chess player plan his moves, we can carefully evaluate moves the juvenile makes toward his goals. The items of greater interest are those for which he will sacrifice for the greater goal to be attained.

The Child's Personal Strategy: Each child develops a conscious or subconscious built-in strategy for existence, which is directed at achieving conscious or subconscious goals. If one (either a BLC faculty or the child himself) is able to determine what those goals are, he can reshape any such goals which are determined negative in the CARR scale. While nobody can judge the entire parameters of a child's goals, the rough outline of said goals can be delineated through BLC's CARR, based on the nurturing and naturing influences upon the juvenile's life. The child determines his goals and actions based on his internal value system, by which he determines what is and is not important. His personal attitude toward himself will change as

his values change. For example, if "heroes" in his life set reputable examples as measured by society, then the child is less apt to display characteristics that the society views as delinquent. His lifetime (long-term) goals will be greatly determined by his strategy. Long term strategy is almost always superior to short-term (within the context of daily, weekly and monthly ramifications) strategy, since they require the individual to plan the causes and effects of each action accessed in progress toward his goals.

Tendencies toward juvenile delinquency in Davao City: Due to the fact that BLC children are residents of Davao City, it is especially pertinent that the staff of BLC be aware of the criminal tendencies among juveniles in Davao, so that they can watch out for these specific crimes in the lives of the students at BLC.

Twisting the law: The occurrence when a child twists the law, but in his own mind he feels that, by following an approved maxim (such as purchasing legal Rugby for illegal intoxication), the latter justifies the former. When this happens at BLC (although no drugs are allowed on campus) in the form of a child breaking rules by twisting the meaning of enforced rules, that child is still disciplined and counseled so that correction can be made for positive reinforcement.

Typical Filipino delinquent: Delinquents are not typical. They instead are the exception. That is why they are termed anti-social. However, the juveniles who are, or have been incarcerated in the Philippines often have similar traits, which BLC is using to determine each student's CARR.

Variables: (factors or concepts thought to be significant for human behavior, which varies from one case to another) are the disciplinary files and records of BLC. They are measured by the rate of occurrence and extremes of cases.

Victimless Crimes: Offenses where there is no private offended party.

Youth Detention Home: A 24-hour child-caring institution managed by accredited local government units (LGUs) and licensed and/or accredited nongovernment organizations (NGOs) providing short-term residential care for children in conflict with the law who are awaiting court disposition of their cases or transfer to other agencies or jurisdiction.

Youthful Offender: Under Philippine law: "over nine but under eighteen years of age at the time the offense is committed (Article 189, PD 1179).

<u>Youth Rehabilitation Center:</u> A 24-hour residential care facility managed by the Department of Social Welfare and Development (DSWD), LGUs, licensed and/or accredited NGOs monitored by the DSWD, which provides care, treatment and rehabilitation services for children in conflict with the law. Rehabilitation services are provided under the guidance of a trained staff where residents are cared for under a structured therapeutic environment with the end view of reintegrating them into their families and communities as socially functioning individuals. Physical mobility of residents of said centers may be restricted pending court disposition of the charges against them.

History of the BLC

In 1996 my wife and I started a church in Laverna Hills, Buhangin, Davao City. To help neighborhood children, we started Bible studies at the homes of neighbors. We offered a "Bible Schoolhouse" in our small church. This after-school weekly tutorial became so popular, that we began children's crusades in the area. Attendance at these rallies topped over 250. I considered the possibility of starting a school to provide an avenue for the church to reach out to its community. A rental house at the entrance to the subdivision served as the venue. The Department of Trade and Industry (DTI) provided the name Barner Learning Center, Inc. (BLC).

The church and school began to grow, and yet I noticed that some children who were attending the church were not attending the school. Inquiring as to what the reason for this was, it was found that they could not afford the school. After we prayed about this dilemma, a friend in the USA agreed to pay all the expenses of schooling of one of the children. This idea caught on, and other Americans asked if they could pay the $20 per month for the tuition, enrollment, fees, uniforms (school and scouting), pens, pencils, notebooks, school books, field trip, etc. of their "sponsored child". By word of mouth, families with sponsored children told other poor families with school-aged children about BLC, and long lines of applicants appeared at the door of the school.

Our enrollment at BLC increased from year to year dramatically. In 1998, we opened the school with 37 preschool pupils. In 1999, we had 62, in 2000 we reached 97, and in future years the totals were: 2001:147, 2002:196, 2003:234, 2004:288, 2005:339, 2006:392, 2007:453, 2008:500. The enrollment had a fairly controlled increase (about fifty each year) due to the sponsorship program, since we could only accept children for whom we had enough sponsors. A decade passed and we now have the entire BLC campus consisting of 1000 square meters and a three-story building.

Total BLC employees (faculty, staff and administration) number 44. The breakdown of the faculty (teachers) includes one computer teacher, four pre-school teachers, eight elementary school teachers, one Christian Education teacher and a science teacher. The administration of three includes one president, one principal, and one administrator. The staff includes one SK discipleship one-on-one coordinator, three guards, four janitors, a nurse, two cooks, one handyman, one electrician, two canteen operators, one nurse, one cashier, five bus

drivers and four secretaries. The secretarial staff includes the president's secretary, the school secretary, the SK communications secretary, and the SK work secretary.

The qualifications of all BLC employees is that they agree with the philosophy and purpose statement of BLC (Providing a quality, Christian, values-based education for Davao City children, through spiritual, mental, physical and social empowerment). Beyond this general qualification for all employees, it is also required that each employee be trained sufficiently for his or her position. For the teachers, this means that every teacher whose application for employment at BLC is considered is a board-passer of the testing procedures via the DepEd.

BLC's administrative staff includes three individuals: the President, Principal and Administrator. The flow chart can be seen in Figure 1, "Blc Administrative Staff Flow-Chart". The BLC has an Administrator in the person of Dr. Carlos Ayoc. He takes charge of the school when my wife and I are away. Daily journals are required for all employees, and they are turned-in to the Administrator every day. The journal lists all of the activities of the respective employee during his time "on-the-clock".

Each of the BLC secretaries have been trained for their positions and chosen based on their previous experience. The SK communications secretary has a very critical position, due to the fact that she interacts monthly with the sponsors of the BLC SK. All of her work is charted and evaluated by me personally. Every few years, BLC has saved up enough in its building fund to construct new buildings on campus. Future construction plans include a high school and teacher's college, as well as a Bible Camp, teachers' apartments and a 2,000-seat sanctuary for the church (now called Faith Alliance Fellowship).

Programs of BLC

The BLC follows the mandated *Required Basic Education Curriculum* (RBEC) of the Philippine Department of Education (DepEd), as well as including Christian teaching through curriculum from *Christian Service Ministries* (CSM), hosted by the Southern Baptist Denomination (SBD).

FIGURE 1: BLC ADMINISTRATIVE STAFF FLOW-CHART

DEPARTMENT OF EDUCATION

SCHOOL BOARD

PRESIDENT

PRINCIPAL ↔ ADMINISTRATOR

TEACHING FACULTY

GUARDS

CASHIER/ SECRETARIES
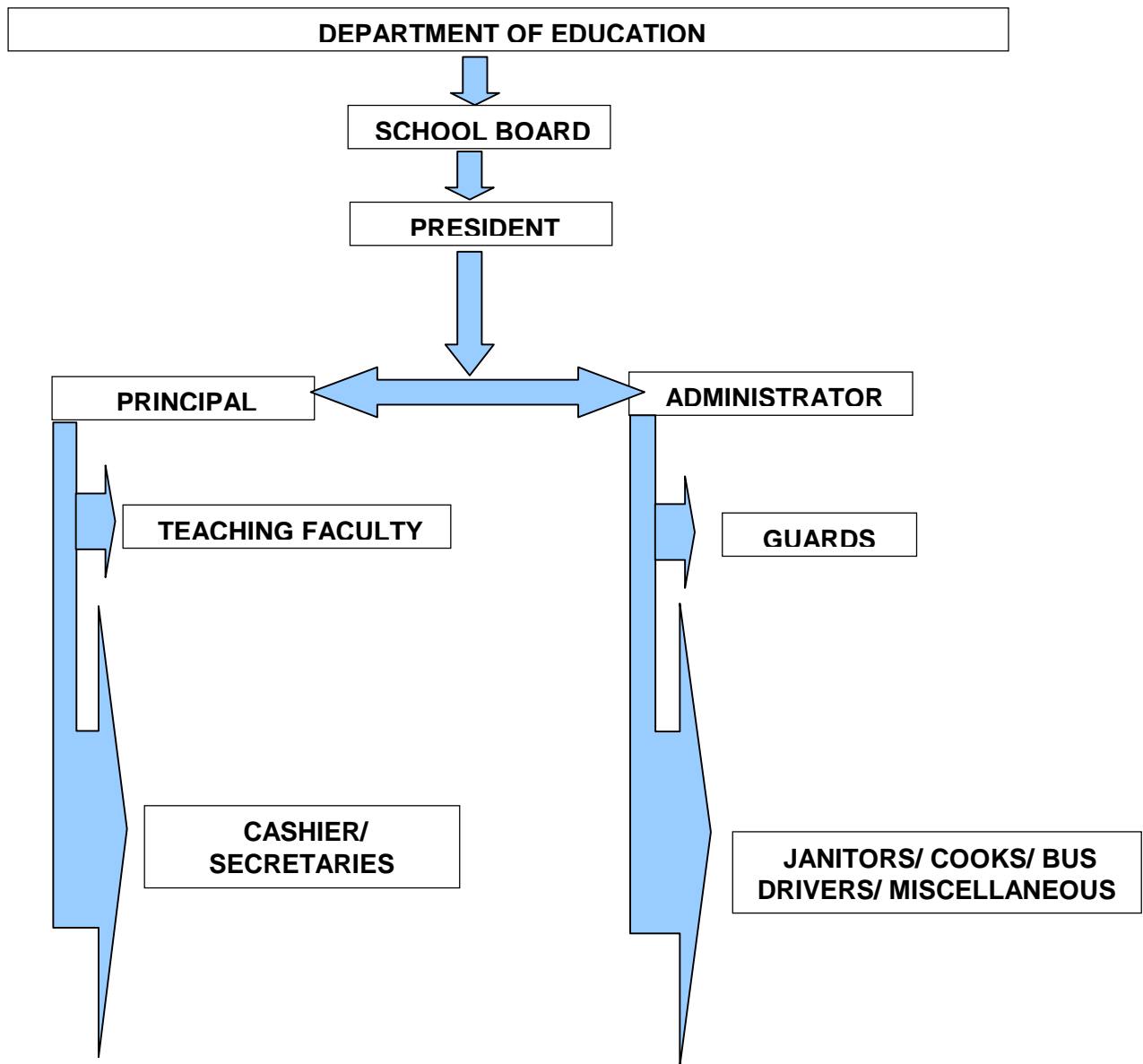
JANITORS/ COOKS/ BUS DRIVERS/ MISCELLANEOUS

FIGURE 1: BLC ADMINISTRATIVE STAFF FLOW-CHART

The BLC's President, Principal and Administrator are its Administrative Staff. These are answerable in their decisions and actions, policy and otherwise, to the School Board, which is answerable to the DepEd. The President is superior to the Principal and Administrator. The Principal is in charge of the Teaching Faculty, Cashiers and Secretaries. The Administrator is in charge of the janitors, cooks, bus drivers and other employees.

Particularly, this applies to First and Second Grades include English, Filipino, Mathematics, *Makabayan: Sibika at Kultura (SK), Heograpiya, Kasaysagan, Sining (HKS), Edukasyong Pangkalunugan at Pagpapahalaga (EPP) and Musika, Sining, Edukasyong Pangkalakkasan (MSEP),* Computer, Christian Education and Science, which is integrated into the English curriculum. Third, Fourth, Fifth and Sixth Grades follow the same format, with the exception that the Science class is not integrated into the English curriculum. Instead, Science is taught in the BLC science laboratory, with microscopes and equipment which has been donated by Cornell and other universities in the USA. School hours at BLC begin at 7:30 am and end at 4:30 pm. Lunch break lasts from 11:30 am through 12:30 pm. Children are allowed to go home for lunch if they have written passes from their parents. If children have no passes, they remain in their classrooms, with a classroom monitor, as they eat, while the teacher of each classroom eats at private designated locations on campus.

Each year site visits are made to the homes of economically and financially poor children, as determined by BLC administration on a comparative basis, who have applied at the BLC. Visits to the homes of the poor families reveal much about the level of poverty of each family. For instance, if a person lives in a cement house, he is wealthier than a person who lives in a bamboo house. Likewise, If a person lives in a bamboo house, he is richer than one who lives in a house made of *nipa* (woven coconut leaves). The progression follows that a person who lives in a house made of woven coconut leaves is richer than one who lives in a house made of *trapal*. The *nipa* or *trapal* house is richer than the cardboard house, and the cardboard house is richer than the person who is homeless. Other signs of progression into poverty include windows. From rich to poor, the progression begins at iron-grilled windows with security alarms and screens to grills and glass and screens, to grills and glass. Then, in depreciating sequence, louvers of glass-louvers of wood-cardboard only-trapal-old cloth curtains-bare openings. Means of transportation is another basis to determine levels of poverty. This scale is determined as follows, from richest to poorest: car-motorcycle-bicycle-public transportation-by foot. Other signs of poverty on an either/or basis include: presence of electricity, presence of internal water source, proximity to water source, interior plumbing, distance to CR, presence of appliances such as television, radio and children's games. These applicants have been informed of the program through word-of-mouth by their neighbors, relatives and friends. Another means of exposure for BLC's programs is the brochure

distribution time. Each year, during the two-week break between graduation and Summer school, the teachers and staff distribute fliers and gospel tracts to 10,000 homes in the Davao City area. Five teams of employees work alongside of volunteer SK parents to collate the printed fliers (printed by Golden Press of Davao City) and attach them to gates and doorknobs in all of the scattered subdivisions (including squatter areas) within a radius of 12 kilometers of BLC in Laverna Hills Subdivision. Before the site visits are made to the homes of prospective SK, application forms are filled-out by the parents who visit BLC campus. After submitting the application forms, each applicant is scheduled by Elvie for a personal interview to explain the SK program, as well as the required AIM participation. After a family agrees to the SK requirements and fills out all of the required aforementioned forms (with family data as well), a site visit (C-I) is scheduled for the homes of the prospective SK. Those who are the poorest are the most qualified to receive free schooling at BLC. Those who are deemed to be not-poor (based on the availability of sponsors, number of SK applicants and level of poverty in comparison to other applicants) are still welcome to enroll, but they must pay. Presently 15% of the student body pay to attend BLC. BLC has been proven to be highly respected by the DepEd for its high standards, yet low prices. It is one of the lowest-priced private schools in Davao City. This is because BLC is a tax exempt, non-stock, non-profit ministry, not a business. Students come from many different religions and denominations, since BLC is non-sectarian (not restricted to any particular religious persuasion as a prerequisite for enrollment). All parents sign a contract giving permission to BLC staff to share with students truths from the Bible. The BLC administrator and principal, as well as guidance counselor make site visits, to determine what kind of house and lifestyle each child comes from. During this visit, those who are seen are those who have applied at BLC in January of each year. These have also agreed to abide by the policies of BLC. The process includes filling up the forms and listening to the policies. Then, the ocular inspection of the residence is followed up by a personal interview with the BLC principal (see Appendix E, Interview Form for SK Applicants, and Appendix G, Principal's checklist for SK interview questions).

The Barner Learning Center provides many advantages for the children enrolled within. Regular classes are supplemented with practical education classes (Industrial Arts, Music, Home Economics, Library, Physical Education and Music). Summer Classes are required for all SK and extend the ten-month school year to year-round. Children are also provided with tutorials, special classes of letter cutting, guitar, tambourine and art, as well as

computer training, and scouting uniforms and training.

Children's Benefits at BLC

The benefits that children avail of at BLC include many free services. They include an annual dental and medical checkup, in which a dentist and a doctor will not only do free checkups, but will also pull teeth of the student's family and do referrals and prescriptions at no cost. Each child receives a free BLC uniform, and also a Boy scout or Girl Scout uniform, plus scout membership and health insurance. Every day the school feeds each BLC child for free. If the children still want more to eat beyond what they are given, a canteen is available on campus. "Car pooling" is free for the poor children at BLC. We have two large *jeepneys* and five *multicabs* which daily make "runs" to pick up and drop off BLC kids throughout the day. Since the two-and-a-half hour preschool classes are spaced in three sessions throughout the day, the drivers both pick up some and drop off other children at the same time. The children of BLC also receive free books, monthly tuition and enrollment. Plus, since the children are sponsored one-on-one by Christians in other countries (of Germany, USA, Canada, Korea and Australia), often the sponsors send special treats for the kids. These have included birthday gifts, Easter gifts, Valentines Day gifts, Christmas gifts, etc. Also churches and individuals throughout the world have sent their used shoes, toys and stuffed animals for us to give the BLC kids. We receive over 400 toys every year at BLC, to give out to the students. Bibles are also given to the families for free.

How Are Children Selected at BLC?

Upon application at BLC, each prospective parent is required to sign a contract with the school. This school lays out straightforward what is expected of them, so that there will be no misunderstandings. If a parent is not willing to abide by the contract, they are of course free to choose another school. The contract requires three simple instructions to be followed. They are easily remembered by the acronym: AIM. A stands for Attendance in church on Sunday and Wednesday. They are not required to change their religion nor denomination. Yet they are required to attend church at Faith Alliance Fellowship Church. Since there are seven branches of this church scattered throughout Davao City, at varied times,

each family can easily get to the worship services. The "I" stands for "Involvement" in the school, for 1 hour per week per child. Some of the opportunities for involvement include riding the school bus as "conductor" to be sure the children do not miss their ride, and are safe in transit; teacher's aide, hallway monitor, craft items to give to the sponsors (without charge), and general cleanup of the campus (although BLC has three paid full-time janitors). The "M" stands for membership in the weekly discipleship meetings. These are personal, one-on-one meetings with a female pastor who is a Bible college graduate. The weekly twenty minute meetings' purpose is to track and guide each parent's personal spiritual walk with God, as evaluated according to the teachings of the Bible.

How are they treated at BLC?

The disciplinary procedure at BLC follows the rule of "three strikes and you're out". The first offense requires detention (staying after school). The second major offense requires suspension (required to remain off-campus for a certain number of days: sometimes in-school suspension is also allowed for minor offenses). The third major offense of a child reveals that the child is not BLC material, and results in expulsion from the BLC permanently. Any extremely serious offenses by a child can result in the skipping of steps one and two (detention and suspension) and lead directly to expulsion. Possession of drugs and firearms, or criminal assault, are two such infractions, which will not only demand this immediate expulsion, but also a police blotter and confiscation of any detrimental materials on the person of the student.

Minor offenses require that the child be brought to the BLC administrative office, for an interview with counseling by the school administrator, the Reverend Dr. Carlos Ayoc. Major offenses require that the child is brought to the office for counseling by Dr. Ayoc, then to have the child write a statement, "I will never do (the infraction) again" 100 times. A second offense has the interview with Dr. Ayoc followed up by calling attention to the parents. Arrangements are made with them in order to help the need of the child. Third offense, as stated above, is punishable by expulsion.

In the BLC classrooms, air conditioning is provided, for a comfortable atmosphere and also with visual aids for a conducive learning environment. For the preschoolers, the

school provides a teacher's aid to assist the teacher in each classroom. They give care to the students especially during snack time, and when they need to use the comfort room (CR). For the elementary level, the school provides classroom monitors to assist the students during the lunch breaks of the teachers. There are also hall monitors to be sure that there is no loitering in the CRs nor hallways. All students must carry a hallway pass issued by the respective teacher when walking in the hallways alone. All students are picked up and brought to the school, then home to their houses each day with a car pool. Every jeepney is provided with jeepney assistants, who can be identified by their t-shirts which are printed with the words, "BLC Jeepney Assistant". They ensure the safety and proper pickup procedure of every student. The ratio of teachers to students at BLC are 1:25 for the preschoolers and 1:35 for the elementary students. To ensure proper hygiene and health safety, BLC students' health condition is being monitored by the school nurse every month, with vitamins administered for free. In addition to the vitamins, the free food program (subsidized by Protestant churches in the USA) helps the children who are malnourished. BLC also provides immunizations and vaccinations through the help of the government health organizations and Department of Social Welfare and Development (DSWD).

Chapter 2

REVIEW OF LITERATURE AND RELATED

STUDIES

This part of the paper presents related literature relevant to understanding the topic of juvenile delinquency. The subheadings in this section describe the sectoring of information gleaned from my research in hundreds of books and other forms of literature (magazines, internet, journals, students' personal files, etc.: see bibliography for references) These five subsections, with their corresponding subheadings, include, 1) The Sociology of Delinquency (gleaning a synopsis of the "nature vs. nurture debate" and other sociological analyses of the issue of juvenile delinquency), 2) Poverty and Other Predisposing Factors (presenting facts and myths in the area of what factors, such as poverty and peer pressure, have presented challenges to children, predisposing them toward at-risk status), 3) How Wayward Children are Treated (presenting some of the advantages and disadvantages of the recently passed Juvenile Justice and Welfare Act RA #9344, as well as a partial presentation of what NGOs and other institutions are doing to alleviate the challenge of juvenile delinquency), 4) Who Are Children-At-Risk? (presenting findings of children's interaction with society, media, divorce, tribal poverty, and familial poverty, as well as the finding of theorists such as Hirshi's Social Bond Theory, Lemert's Labeling Theory, and Merton's Dysfunctional Strain Theory), and finally, 5) How are the children's performances rated or evaluated at BLC? (presenting the BLC's grading system, use of examinations and progress reports, Bible Bee competitions and Teacher's lesson plan notebooks and journals to determine the basis of the presentation of which students are more or less at-risk when determining each student's ability to cope in an institutionalized learning environment.

The Sociology of Delinquency

The related literature that has been chosen for this study has been gleaned from many sources. Some more than others, due to the great variety of literature. All sources were very informative, as they presented Both sides of the "nature vs. nurture" debate. In analysis of these documents, many questions were asked, such as; what is the sociology of juvenile delinquents? And why do children veer from the path that is prescribed for them? Davao

City's three main non-heinous crimes make up nearly two-thirds of the total number of crimes committed by CICL. These three include vagrancy (curfew breakers), rugby sniffers, and petty theft. We will determine the basis of these itemized crimes, in a graduating scale of intensity of danger and the manner in which they progress in increasing proximity to heinous crimes. (see Table A in the Appendix)

Section 18 of RA #9344 is monumental, as it requires that the Local Government Units call on the child-focused institutions, NGOs (non-government organizations), people's organizations and educational institutions, along with government agencies involved in delinquency prevention to participate in the planning process and implementation of juvenile intervention programs. For decades, the government has regarded church's work with children, as non-important. The church did church work, and the government did government work. But what they failed to see was that the two institutions are working with the same individuals. The overlap has been noticeably consequential.

Section 20 is likewise monumental in the opportunity it provides the churches and church-based institutions to assist in the rehabilitation of CICL. It allows that the child may be released to a "duly registered nongovernmental or religious organization", of which nearly all Davao "Philippine Council of Evangelical Churches" (PCEC) -approved churches are included, as well as the FHF, "Christian and Missionary Alliance Churches of the Philippines" (CAMACOP), "Davao Christian Leaders Foundation, Inc." (DCL), "Davao Christian Minister's Fellowship" (DCMF), "Full Gospel Businessmen's Fellowship" (FGBMF), Family Circus (FC), Chaplaincy Services (CS), Metro Davao District CAMACOP (MDD), Gideons, and others.

The specific non-government organization institutions that are listed in section 20 of RA #9344 which directly pertain to our study are:

1. NGOs,   Father's House Facility for CICL

2. People's organizations   Barner Learning Center Sponsored Kids (BLC SK) Parents,

Churches of Davao City, Davao Christian Leaders Foundation (DCL), Chaplaincy Services of Davao, Full Gospel Businessmen's Fellowship (FGBMF), Family Circus, Gideons, Christian and Missionary Alliance Churches of the

Philippines (CAMACOP) and Metro Davao District CAMACOP (MDD)

3.   Educational institutions- Barner Learning Center, Inc.

In an attempt to explore these studies and integrate them into this report, during the course of my research I have taken about eleven months to study delinquency here in the Philippines and abroad. The resultant findings have shed appropriate light on the need for such a facility as the FHF. In Scotland, I found the situation in Edinburgh and Aberdeen difficult to determine the disparity between delinquents and non-delinquents. In Wales, I determined that the delinquents often are inebriated at all hours of the day, and not just in the evenings. In London it was observed that many of the characteristics seen as delinquent in the Philippines (curfew breaking, "entry" drugs like Rugby and coarse language), are commonplace, especially in Leicester Square. In New York, California, Texas and Illinois I found that the highly populated urbanity of Los Angeles, Dallas, Chicago, Manhattan and Times Square has a higher threshold of tolerance for petty crimes than the rural and suburban communities in Corpus Christi, Springfield, Redding and Rochester. In Kuwait and Dubai, the tolerance for crime is limited more in places of high traffic than in domestic home life. In Malaysia, Indonesia and Singapore the local religious Islamic underpinnings, to protect their image among tourists, often keep their practices behind closed doors of unapproachable mosques and madrases. In Paris, while the French "public art" often borders on profanity, the people are yet willing to "live and let live" rather than point a finger at juveniles who are practicing socially unacceptable behavior, especially in public parks. In Frankfurt, Germany, while the beauty of nature provides ample opportunity for exciting non-delinquent exploration for youth, the population is often in the same degradation of drunkenness as was seen in parts of Scotland. In Australia, while the population is relatively kind, there are many who practice profanity and improper communications via the Internet. Although all countries visited had their negative aspects in regard to delinquency among juveniles, by visiting the churches in all these said locations (with the exceptions of Germany and Singapore), those who practice Christianity have far less delinquency and more commendable traits scholastically and socially than the non-Christians. However, these assumptions are based upon very limited visits, time wise. By and far therefore, the situation that warrants the need for such an entity as the FHF and usage of the CARR are not limited to the Philippine context. Rather, with slight revisions in the

categorical differentiation of the fifty CARR items, these tools could be positively inculcated on a global scale.

The FHF is a unique community of children and adults, within a Christ-focused environment. A "Christ-focused environment" is an environment which promotes Christian thought-processes via Bible study and memorization. Within the FHF, the children's needs are met. No longer must a child face the day with an empty stomach. No longer will she need to run away from a father who attempts to abuse or molest her. No longer must he beg on the streets for money so that he can please his gang by purchasing Rugby. The FHF children, instead, will grow their own food and have all of their immediate needs met. This release from external pressures will free up his intellect for the benefits of community life on the FHF campus. The FHF community life includes vocational training, Christian discipleship, Department of Education (DepED) –approved "Basic Education Curriculum" (BEC) education, sports competitions and personal hygiene. With a registered BLC school within the administration building on campus of the FHF, the benefits of library, curricular and extra-curricular facilities are available for additional research all day long.

The beauty of the FHF program is that, while it removes the CICL from the urban environment which he/she has proven to have difficulty with, it simultaneously introduces him/her to a new rural community. This new community is strongly supportive of the values that RA #9344 Sec. 19 call for: "community-based services which respond to the special needs, problems, interests and concerns of children". These community-based services will include:

1.   promotion of social justice and equal opportunity, which tackle perceived root

         causes of offending

2.   measures to assist children at risk

3.   measures to avoid unnecessary contact with the formal justice system and other

         measures to prevent re-offending.

Further, the FHF is working closely with the Department of Social Welfare and

Development (DSWD), Community Social Services and Development Office (CSSDO) and LGU to make sure that the social requirements of these institutions for the welfare of children are met. All personnel directly interacting with the FHF children are certified through a free course on social services provided weekly by the DSWD. The DSWD has also provided, free-of-charge, one social worker for every 25 of the 500 children on the FHF campus. These 20 social workers are on campus eight hours of every day to interact with the children. Being that the ages of these children ranges from early elementary to high school, the needs are quite varied. Thus some social workers are specialized in working with elementary students, while others are trained to deal with the unique needs of high schoolers. The FHF campus environment is unique from that of the penal environment in that it avoids unnecessary contact with the formal justice system and prevents the possibility of the child causing repeat offenses.

The issue of vagrancy involves a "stretching" of the lines of demarcation, specified previously by the child's superiors. A difficulty involves the possibility that said lines have not been made clear to the CICL. Yet for the most part, the fact that said crime is a recurrent one, it must be understood that the CICL is fully aware of the rules by which he is expected to abide, e.g. regarding his "bedtime".

Presidential Decree (PD) #1619 outlaws intended excessive, recurrent, direct Rugby (rubber cement) vapor inhalation. Such inhalation is more volatile than the crime of vagrancy, since Rugby sniffing directly harms the CICL, irreversibly altering his/her mental capabilities. Rugby is an over-the-counter hardware item, which is an uncontrolled drug for the purpose of adhesion of wallpaper, flooring, etc. Yet its potential as a drug makes it essentially lethal. Although it is possible for a child to "become high" from rugby by just being in an enclosed room in which it is being used for construction, nonetheless, it is quite often the "entry-point" for harder drugs like shabu (methamphetamine), crack, heroin, opium, eternity or marijuana. Why do kids start on drugs, when they know that it will likely harm them in the long run? Perhaps they are taking dares. They also may be experiencing initiation rites into gangs. In either case, they are being sucked into the downward spiral of peer pressure.

Solvent or rugby is usually the stepping stone substance, followed by marijuana or *tsongke*, cough syrup or *Pedol*, *turok* or injections, tablets like *Pinoy Ekes* (a pill) and *shabu* (methamphetamine). *Shabu* is probably at the end of the line because of its cost- as one child said, "*Minsan lang kasi mahal yon e.*" (we only take it sometimes because it is expensive).

(Araneta-de Leon, p103)

The crime of shoplifting, purse snatching, or pilfering a little at a time at various points in time, once again leads to harder crimes. Like gambling at a BINGO hall, the taste for getting "something for nothing" is an addiction that breeds future, like-addictions in increasing intensity.

These three crimes of breaking curfew, sniffing rugby and petty theft introduce the three causes of delinquency in children. They include: 1) identifying and stretching rules, 2) bending rules, and 3) breaking rules.

We are dealing here with a very complicated psychological situation that cannot be explored simply by a statistical comparison between groups. We face enigmas. One child who is brought up strictly turns out to be a fine moral character, while another does not. A youngster who has been reared in a very permissive moral atmosphere turns out to be a splendid character, while another runs into trouble. Two youngsters- one from the slums and the other from the best section of the community- acquire fine moral characters. Even within the same home much the same kind of moral training may lead to a high degree of conformity in one child and a considerable amount of rebellion in another. (Jersild, 1968, pp. 509-510)

The changes that are most important to the child are actually religious in nature. Half the children in one study liked being taught to pray. This seems to be a source of strength since God is seen as an ally for change. The CICL also noticeably have experienced the following changes: avoiding vices, stopping stealing, stopping irritating older people, being able to control hotheadedness, loving their fellow man, being helpful, humble and willing to read. (Araneta-de Leon, p. 106)

The qualitative-phenomenological impulse favors seeing knowledge as emanating from the "inside". This is so because the latter puts the premium on the qualitative and the strictly operationalized while the former resists reducing the gestalt." (Araneta-de Leon, p33)

The urban street-life squeezes all the "energetic juices" out of a child. In the mind of the street child, the best way to handle the pain, the despair, and the not knowing how it's all going to end, is not to care anymore, not to let it get to him. The emotional state of the chronically abused children ranges from a baseline of unease, through intermediate states of anxiety and dysphoria, to extremes of panic, fury and finally leading to despair. (Laguisma-Sison, p49) Abused children cling to this explanation desperately in an attempt to preserve a sense of meaning, hope and power. The child may say, "The world around me is bad because I

am bad." Sometimes leaving home forces children to live on the streets where they experience a variety of activities: vagrancy, selling roses, newspapers, collecting plastic, becoming "parking boys", ingesting alcohol and drugs such as rugby, marijuana, *shabu*, snatching, and eventually, prostitution. In an interview at Davao's Sowers Toastmasters Group, I posed the challenge, "Researchers and statisticians have determined a higher rate of juvenile crimes in the urban areas than in the rural areas. Please contrast the causes of greater crime rate among children in the city than in the countryside." The respondent followed my inquiry with the following. "In the city, children are more exposed to materialism. They begin to crave things. Yet in the countryside, they are able to satisfy their needs of food, etc. with readily available crops. The city builds a feeling of dissatisfaction in the child. Since everything costs money, they see money as a fulfillment of their every desire." (Sowers, Competent Toastmaster "Boy" Nelson)

Discipline, love and guidance are three elements that are often lacking in troubled homes. Through parental neglect, parents themselves become the delinquent ones. They are not preparing their kids for the external environment of the "real world". (Sowers, Distinguished Toastmaster Jess Dee)

Poverty and Other Predisposing Factors

A challenge we have when working with the street children is that we label them as homeless, destitute, indigent or working poor. Placing labels on these people raises challenges on the part of the recipient and the giver. For the giver, labels can place a permanent mentality on the conditions at hand which have led to the destitution. For the recipient, instead of trying to reach for higher opportunities, he gives up easily, with the excuse, "it won't make any difference. After all, I am poor. I will always be poor. I am bad. It's in my heredity"

We also tend to make the poor to be seen as wards of the state, objects of professional study or a social group to be organized for ulterior motives like reelection. (Ada, 2007) BJ Thomas sang once, "Loving things and using people only leads to misery. Using things and loving people, that's the way it's got to be." (Song, *Loving People*, by B.J. Thomas) Still, politicians see that they can many times buy off the populations with token gifts which are often put into place just before election, while during the intervening years,

hardly a hand is raised to assist the poor in their heartaches.

The poor are people with names, to whom God has given gifts. They are people with whom and among whom God has been working before we even knew they were there. (Ada, 2007) In 1996, a study was conducted by the Greenhills Creative Center Research Team for UNICEF (Carandang, 1996). The aim of this research was to uncover the etiology of criminal behavior among children and adolescents. Within this context, the goal was to map and understand the inner world of the child and adolescent criminals. It also aimed to describe the unique life circumstances, thought processes, feelings, emotions and perceptions of CICL. As part of this larger research, Areneta-de Leon (1996) conducted a multiple-case study approach, specifically using multiple methods in gathering data, following Carandang's (1981) Rubics Cube Approach (see Table B in the appendix) Findings revealed that the mean age of the children when they left home was 11.6 years old. The ages ranged from as young as 6 years old to 15 years old. Most of the children left home because of an unhappy home life characterized by constant parental disagreements. Physical abuse is also one of the reasons why they ran away. Almost all of them went directly to the streets from their houses. In the streets, they met other street children who rescued them and taught them how to survive. These friends or barkada almost always were the ones who taught them how to use drugs and get into a life of crime. Their criminal life eventually got them arrested and placed in reception centers. Street life and drugs: As mentioned earlier, the streets and their peers offer the children the haven they were seeking away from their disharmonious families. However, it is also the streets that introduced them to a life of crime, violence and drugs. (Araneta-de Leon, 2002, p102-103)

The contextual viewpoint is essential to understand how a child tries to integrate her family, her community, and her culture with her own emerging identity. Scavenger children single out going to school as the one consistent positive experience in their lives. It is the only institution that provides a counterculture to the life of depravity and violence in their work, their families and their community. In their own words, school provides skills and feelings of competence, peace and enjoyment, and opportunities to realize future goals. Education is thus also a major force in the scavenger children's lives. It is the only institution that protects them from a culture of violence, and supports their deeper need to grow in the right direction. (Puente, p141)

Children express positive experiences from the rehabilitation centers. Most of their positive experiences have to do with the regularity of routines. They are on time, have roles/chores to do, pray or hear mass regularly, and have academic lessons. Other experiences considered positive include *Ilaging nakalabas* (being able to leave the cell), having time to sing, dance and have fun telling stories, not being neglected, having a clean place to live, and having a staff that gives in to their wishes. The social workers comment that in general, the children are sociable. They express that they get along well with others, mentor other children, and are outgoing. (Araneta-de Leon, p106)

A study of boredom would no doubt reveal that much of the mischievousness and misbehavior of children springs from a desire for action. Children will court danger or even severe punishment in order to stir up some "excitement." Similarly, mishaps and minor tragedies may be welcomed as a break in the monotony of life, as when a child dances with delight when the family car is stuck in the snow, or when he learns there is a bat in Grandma's bedroom, or that Auntie has a beetle down her back. (Jersild, 1968, p319)

In view of the fact that many children claim that honesty is the most important moral virtue, it is instructive to examine some of the findings in a classical study of children's honesty and deceit. A number of tests were applied, so devised that it was possible to detect whether children had cheated or had given truthful or deceptive answers. It was found that older children were slightly more deceptive than younger ones. This is interesting since several studies have shown that older youngsters are quite as likely as younger ones to regard honesty as being especially praiseworthy.

In general, there was no outstanding difference in the deceptiveness of boys and girls. Brighter children were, on the whole, more honest than duller children. Children who showed symptoms of emotional instability (as measured independently by a standard test) showed a greater tendency to be deceptive than those who were better adjusted emotionally. When children were classified into four occupational levels, according to socio-economic status of their parents, those at the highest level deceived the least; those at the second and third highest levels progressively more; and those at the lowest level, the most. (Jersild, 1968, p516)

A life of crime was viewed as necessary if one is to live in the streets. After all, it is the stealing, snatching, and other criminal acts that provide for food and drugs as well as providing for their social needs. One factor which helps them survive in the streets is their

barkada or peer group. These friends provide them with companionship, *alaga* or care, food and even the bail money when they are arrested. In simple terms, their *barkada* is their family. (Araneta-de Leon, p103)

"More concretely, a child who enjoys a harmonious family life is less likely to leave home, while a child (like the CICL) fed up with his parents' constant quarreling will go somewhere (maybe to the streets) to look for a more tolerable life. The children in conflict with the law point to their peers as being the most significant part of their lives. Hence, they have to be taught constructive and more meaningful interactions with these persons through peer group projects and peer counseling. (Araneta-de Leon, p110)

Even before arrest, children who come into conflict with the law tend to represent the most disadvantaged and marginalized sectors of society. Many are fleeing difficult home situations, often exacerbated by abuse and poverty and resulting in an interrupted education. (Amnesty, 2003)

In school, children's attitudes are revealing in their approach to rules and morals. Interesting differences between children's ideas regarding misconduct as related to school and as related to the home were found in a study. Children in the first and third grades were asked, "What is the worst thing a child could do at school? Why is that so bad? What is the worst thing a child could do at home? Why is that so bad?" In the two grades combined, misconduct in the category of violations of rules was by far the most frequently mentioned. These violations were, on the whole, rather mild, such as (in the home situation) going out without asking permission and, in the school, "talking when you are supposed to study." Other categories included assaults on children (the examples given by the authors are also rather mild and hardly deserve to be called assaults); breaking or damaging property; disregard for authority (not minding mother; not doing what the teacher says); and miscellaneous. Violation of rules was mentioned more in connection with school than in connection with the home. When asked why the various types of school behavior were bad, a large proportion of the children could give no cogent reason (many gave answers such as, "it's bad because it's bad") Children have difficulty in seeing any sound justification for some of the rules at school. "Apparently, at school, one simply takes some prohibitions on faith,…" leaving the teacher in a "…relatively unassailable role." (Jersild, 1968, p518)

Many children express a wish and longing for a happy, harmonious family life; a

family whose parents are accommodating and caring for each other. Since they felt themselves deteriorating or becoming bad, they longed for a family who would be able to provide emotional and psychological support to every member. In relation to this, they yearned to have a mother who could provide emotional and psychological accommodation. (Araneta-de Leon, p107)

The CICL view God as an ally in their quest for change: a quest that begins with their belief of being forgiven and progresses to the faith that God will facilitate their transformation. Four levels of conscience erosion include: first, knowing that what they did was wrong, feeling sorry for what they have done and taking some steps to change for the better. Second, knowing that what they had done was bad but enjoying what the crime provided such as money, food and drugs. Third, feeling numb about their crimes or having no feeling about it. Fourth, believing that crime is right, the hassle is only in getting caught. It was observed that it was mainly the older children who felt numb about their crimes and were able to justify their crimes as right. This observation has clear implications to the importance of early intervention for these children (Araneta-de Leon, p108). Indeed, one survey showed that street children feared violence above all things (Myers, 1989).

According to one theory, a child's conscience is based on his identification with his parents. a more exact expression would be identifications. The ways in which individual children, consciously or unconsciously, use their parents as models and incorporate the ways of their parents into their own style of life are about as varied as life itself. Given a thousand children and their parents, there most likely will be a thousand distinct ways in which the children "identify". (Jersild, 1968, p 511-512)

Sooner or later, all being well, a child will acquire a conscience: a system of ideas, attitudes, and inner controls that decree what is right and wrong and what are his duties and responsibilities. The conscience has been described as a super-ego or internalized set of values and controls that originally were prescribed by others but eventually are administered by the child himself. (Jersild, 1968, p 511-512)

The continued involvement with crime is, for the child in poverty, a downward spiral. Between the Government of the Philippines and UNICEF, cooperation has focused on an integrated hierarchy of activities focusing on what can be done at home, community, basic health service and referral levels to fulfill the health and nutrition rights of children and women in an effective, efficient and sustainable manner. This requires greater integration of

health, nutrition and intersectoral interventions, strengthened local capacity, and enhanced health system/community interaction. (UNICEF, 2007).

Yet another factor in the accommodation of children, and perhaps the most crucial, is the religious aptitude of the child. A child's religious ideas and images will, of necessity, be influenced by his experiences in everyday life. This fact presents a practical issue to parents and teachers who endeavor to give religious instruction. If the instruction is to be genuine, It must not merely come by way of verbal precepts but must be interpreted also by the practical example set by the child's elders. A child's image of God the Father may include a blend of details from pictures he has seen and Bible stories he has heard. The image may vary from time to time, including now a kindly expression, now a wrathful countenance. His conception of the attributes of God will be influenced, perhaps imperceptibly, by his experience of the attributes of his own father or of others in a paternal role. (Jersild, 1968, p520)

Article 3 of the Convention on the Rights of the Child (CRC) states that, "In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration." In recognition of the special needs of children, and in affirmation of the principle of special childhood rights, the Philippines ratified the Convention on the Rights of the Child (CRC) in 1990, one of the first states in the region to do so. Children under the age of 9 are exempt from criminal responsibility and those between 9 and 15 are liable only if they are able to demonstrate 'discernment' (Section 21, Rules and Regulations on the Apprehension, Investigation, Prosecution and Rehabilitation of Youth Offenders (the Implementing Rules), pursuant to Article 209 of the Child and Youth Welfare Code.) The CRC is one of the world's most ratified treaties, with 191 States Parties. (Amnesty, 2003)

How Wayward Children are Treated

Section 36 of RA #9344 concerns the type of detention allowed for a child awaiting trial. Children who are detained pending trial may be released on bail or recognizance as provided for under Sections 34 and 35 under the Act. In all other cases and whenever possible, detention pending trial may be replaced by alternative measures, such as

close supervision, intensive care or placement with a family or in an educational setting or home. Institutionalization or detention of the child pending trial shall be used only as a measure of last resort and for the shortest possible period of time. Whenever detention is necessary, a child will always be detained in youth detention homes established by local governments, pursuant to Section 8 of the Family Courts Act, in the city or municipality where the child resides.

In the absence of a youth detention home, the child in conflict with the law may be committed to the care of the DSWD or a local rehabilitation center recognized by the government in the province, city or municipality within the jurisdiction of the court. The center or agency concerned shall be responsible for the child's appearance in court whenever required. Philippine law allows for two different methods of arrest. The first type of arrest is through a warrant which is based on evidence, issued for a named individual and served at the time of arrest. The Police Handbook on the Management of Cases of Children in Especially Difficult Circumstances (Police Handbook) further specifies that in dealing with children, police officers should be especially vigilant to serve the warrant in a "legal, humane and responsible

manner."

The second type of arrest is one without warrant where the person to be arrested is "actually committing or is about to commit an offense" or, where an officer has "personal knowledge of facts indicating that the person to be arrested had committed it." (Rule 113, Section 5, of the Rules on Criminal Procedure.) By law, in the event of an arrest without warrant, a suspect must be taken to the nearest police station or prison and, following a summary Inquest Procedure (an Inquest is, "an informal and summary investigation conducted by a public prosecutor in criminal cases involving persons arrested and detained without the benefit of a warrant of arrest issued by the court for the purposes of determining whether or not said persons should remain under custody and correspondingly be charged in court." {New Rules on Inquest, Department of Justice Circular No 61, 21 September, 1993, Section 1}), a charge sheet (known locally as an 'information') must be filed in court within a maximum of 36 hours, or fewer, depending on the seriousness of the offense.

At times the perpetrators of such human rights violations are *barangay tanods* (village/district officials who patrol the locality) who frequently are the first to confront or

'arrest' suspected youth offenders or street-children and may then attempt to mediate between the complainant and accused child without involving law enforcement agencies. In addition, some police officers are reported to ill-treat accused minors, both at the time of arrest and while in police station cells. There have also been reports of complainants assaulting child suspects in the presence of police in some instances with active police participation.

Presidential Decree #603, as amended by PD #1179, as well as international children's rights instruments, recognizes that the lengthy detention of children is undesirable in the vast majority of cases and recommends the frequent use of alternative measures as outlined above. Philippine law reflects the same principles allowing judges the discretion to order for children to be released on bail or "on recognizance" to their parents or responsible members of the community. In cases where a child is permitted to be released on bail, but is unable to furnish it, the Child and Youth Welfare Code requires that in all but the most exceptional circumstances the child should be committed to the care of the Department of Social Welfare and Development or other appropriate juvenile center from the time of arrest to trial. The law allows for the detention of children in separate quarters of a provincial, city or municipal jail, only if there are no appropriate centers or agencies in the area. Article 191 of PD #603 states, " in the absence of any such center or agency within a reasonable distance from the venue of the trial, the provincial, city and municipal jail shall provide quarters for youthful offenders separate from other detainees." In practice, children are often detained in prisons despite the existence of local youth facilities, partly because of a number of procedural obstacles.

Despite the creation of The Child and Family Courts Act of 1997, to hear cases involving children, serious backlogs and delays continue to occur. Delays heavily impact on minors and can dramatically lengthen the period of time that they are held in detention. Some child detainees are reported to be held in detention for periods exceeding the maximum punishment for their alleged offense (e.g vagrancy or minor drugs offenses). Amnesty International is gravely concerned that, in contravention of the above article of the CRC, children continue to be detained in adult facilities. In many cases children mingle with adult detainees during the day and, in some facilities share cells with adult suspects where they sleep side by side. Such intimate and constant contact with adult detainees can impact on a child's life in a number of damaging ways. In the absence of other forms of education children

learn from their adult criminal suspect companions, and some children are reportedly recruited into gangs. There have also been reports of child detainees being ill-treated, abused, and sexually assaulted by adult detainees. Children often receive the worst of available resources in detention when competing with adults for adequate sleeping space, or even food.

Even in areas where appropriate youth facilities exist, children often remain for long periods of time in adult penal institutions because of delays in processing their legal cases, as well as a general disregard for their rights. This issue was raised with concern in an urgent appeal by the Special Rapporteur on torture, regarding the detention of four children, aged 10 to 17, who were, despite the existence of juvenile facilities in the area, detained in an adult cell block in Angeles District Jail for between one and five months. It appears common practice for arresting officers, rather than taking minors to juvenile detention centers, to place minors for 'safekeeping' in local adult jails (sometimes after a period of detention in adult cells in police stations) pending their inquest procedure or first court appearance.

A visitor describing a prison in the *Visayas* explained that at night, the room is filled with people, both youth and adults. Because the adults have more power, they usually get the space. The younger inmates stay out and sleep at the basketball court within the jail facility. When rain comes, the floor gets wet because the roofing is totally rusty. Even though there are existing juvenile facilities in the Angeles District, (Pampanga Province), children are kept in the same prison block as adult detainees. Four children are detained 23 hours a day in a small dark and very hot cell with no sleeping facilities apart from the concrete flour. There is no electric fan and no ventilation in the cell. All of them wear rags. The only toilet facility is an unclean hole in the floor of the cell, infested by insects, only a few feet from where the children sleep. In addition, they do not have soap or water for washing in the cell.

Over-crowding is a major problem in pre-trial and correctional facilities. An immediate solution is necessary in order to protect the interest and rights of prisoners, especially minor detainees, and to eradicate or at least minimize the congestion of jails in the country (Supreme Court, 2002). In some cases, facilities housing children, or a mixture of children and adults, are filled at five times their capacity. The severe lack of space means that in some institutions, detainees must sleep on the floor, and in staggered shifts. In one prison in Luzon, 35 children were reportedly detained in a basement and in another, children had nowhere to sleep as adult detainees took the beds and the floor was wet with urine. Some prisons have inadequate sanitary facilities, such as toilets without water. Amnesty

International has serious concerns that the conditions in many jails are unsanitary and overcrowded and fail to meet minimum international standards for the treatment of prisoners. As a result, the conditions themselves may constitute a form of cruel, inhuman and degrading treatment or punishment as they place the health of detained children at risk.

There have been persistent complaints from those detained about both the quality and quantity of food. The standard allowance allocated to prisons for food is a mere 30 pesos per person per day. Prison visitors have reported seeing children fighting each other for food (PREDA, 2002). Children detained in adult facilities have little access to training or educational materials with which to begin or continue their schooling and facilitate their re-integration into society upon release. Instead, many children do small tasks for both adult detainees and prison wardens in exchange for money, such as shining shoes and giving massages.

In a Zambales jail, there is no running water. The only toilet, which is just a hole in the ground, is within the cell, which is barely 9 square feet. There is a very bad smell in the cell. There is no bedding provided. Inmates sleep on the concrete floor. According to three minors who were detained there for more than two weeks, their families had to provide food for them and they were never let out of the small cell for the entire two weeks. (PREDA, 2002)

Two distinct institutions exist for children in detention in the Philippines: Youth Detention Centers for children awaiting trial, and Youth Rehabilitation Centers, which are meant to hold convicted juveniles. As described above, despite the existence of these institutions, many children in conflict with the law never enter for many reasons. In addition to procedural obstacles and the placement of child suspects in adult facilities by arresting officers, youth facilities are limited in number and are often stretched beyond their capacity and unable to accommodate any more children. In the Luzon region, with a population of over 42 million people for example, there are currently only three youth detention centers.

There is an insufficient number of pre-trial detention facilities for children, one of the consequences of this is the detention of children with adult offenders. Following conviction, children are meant to be transferred to Youth Rehabilitation Centers. In practice, these centers may house both convicted child offenders and children awaiting trial due to a lack of pre-trial facilities. In Youth Rehabilitation Centers, children are under the supervision of 'mamas' and 'dadas' who are generally untrained staff who live at the facility. Perhaps partly

as a result of the intense demand for facilities, there is a provision in law permitting NGOs to establish Youth Rehabilitation centers. Section 12 of PD 603 states, "The Department shall establish regional rehabilitation centers. The local government shall collaborate and contribute support for the establishment and maintenance of said facilities. Non-Government entities may provide similar support." There also is a lack of sufficient guidelines or adequate monitoring mechanisms accompanying this provision, which could leave children in unsafe or inappropriate conditions or at risk of abuse.

The level of training of staff at Youth Rehabilitation Centers may be insufficient to provide child offenders with the care, support and guidance that they need. Article 26.2 of the UN Standard Minimum Rules for the Administration of Juvenile Justice states that "Juveniles in institutions shall receive care, protection and all necessary assistance- social, educational, vocational, psychological, medical and physical- that they may require because of their age, sex, and personality and in the interest of their wholesome development." It is essential that there be general and specific compliance with the Committee on the Rights of the Child's recommendation that those who interact with children in detention be trained in the principles and provisions of the Convention (CRC) and of the relevant United Nations rules and guidelines."

Since Philippine law operates on the principle that children shall be punished less severely than adults committing the same crimes, this principle is laid out in article 68 of the Revised Penal Code which specifies that offenders between the ages of nine and fifteen (who demonstrate 'discernment') shall receive a sentence "two degrees lower" than an adult, and those under eighteen but above fifteen shall receive a sentence of "one degree lower." By "degree" the law refers to different gradations of severity in the same type of crime. The crime of theft, for example, is divided into several categories based on the value of the goods stolen and consequently, the law provides for differing sentences based on the "degree" of the crime.

In recognition of the vulnerability and incomplete development of child offenders, Philippine law, also provides for the suspension of sentences in most cases. If the court finds it in the "best interest of the public as well as that of the offender," the child offender will receive what is termed a "suspended sentence." This usually means that he or she will be committed to a Youth Rehabilitation Center or other appropriate institution until the age of twenty-one, or earlier, if deemed to have been rehabilitated.

Ironically, one significant problem regarding the sentencing of child offenders, is that many children in detention have not been sentenced at all. Many children are detained for long periods of time before trial. In some instances children have already been detained for longer than the maximum sentence for the crime they are accused of by the time they are brought to trial. In other circumstances, it has been reported that children are detained for a period of time and then the charges are dropped before trial and the child is released. In some cases this cycle is repeated. It must be made clear in law that pre-trial detention is not to be used as punishment or in lieu of sentencing and measures should be introduced to ensure this is the case in practice.

"In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration." (Article 3 (1), CRC)

The Convention on the Rights of the Child and the Standard Minimum Rules on the Administration of Juvenile Justice set out a series of guidelines and safeguards intended to protect the special rights of children in detention. Elements of these two documents are reflected in Philippine domestic law, however, there continue to be a number of worrying omissions that leave children in detention vulnerable to extreme delays, ill-treatment and inappropriate sentences. Perhaps more worrying is the fact that many commendable domestic safeguards fail to be consistently applied in practice.

Who Are Children-At-Risk?

By almost any standard of measurement, the grand initiatives designed to assist children and families have been national disasters. Chaos reigns supreme in the inner cities where most of the effort has been directed. Families have been virtually destroyed. Drug abuse is at an all time high. Alcoholism plagues young and old alike. (Dobson, 1990)

Secular humanists, particularly the more radical activists, have a specific objective in mind for the future. They hope to accomplish that goal primarily by isolating children from their parents, as they did so effectively in the past with regard to parent consent issues. It will be relatively easy to "reorient" and indoctrinate the next generation. This strategy explains why their most bitter campaigns are being waged over school curricula and other issues that

involve kids. Children, in many real ways, are the key to the future attitudes and beliefs of society.

Children are the prize. Those who control what young people are taught and what they experience-what they see, hear, think and believe- will determine the future course for the nation. Given that influence, the predominant value system of an entire culture can be overhauled in one generation, or perhaps at the most, in two, by those with unlimited access to children.

Who are the children-at-risk? In the broadest conception, they are all the children in the world. Every child on Planet Earth is at-risk in some form or another. Once I candidated (applied to become the pastor) in a church in South Dakota, USA. One particular family in the church had severe problems, due to an unfortunate incidence, which traumatized the whole family. While the father was backing the family car out of the driveway on his way to work, his youngest infant crawled off the lawn and onto the driveway. The next oldest child watched in horror as the infant's skull was crushed to death under the tire of the vehicle. The death left permanent scars upon the mother (who blamed the father), the father (who blamed himself) and the living child (who suffered nightmares). I could see how this tragic incidence affected not only the family, but the entire church. In many ways the church pitched in to assist the family in their time of bereavement, and this helped greatly. But could there have been some way to avoid the horrible situation in the first place?

In society today there are other more figurative "tires" which have similar results as the tire that crushed the life out of that little child. Some "tires" work quickly, while others torture the child gradually over long periods of time. Sometimes the torture is enjoyable and addictive for a time, but then they strangle, suffocate and/or crush the child in the areas of emotions, morals, and/or worldview. Television is such a medium of influence. Its cartoons and live action scenarios can entertain for a time, but then gradually the hundreds of hours of materialistic and extremist philosophy toy with the mind of the child to mold him or her into a humanistic-minded (contrasted with a spiritual-minded) being. While churches and pastors and priests help millions of families in wonderful ways around the world, rarely can a watcher of television see church congregations or the churches' leaders in a positive light. By and far, these exceptional individuals are portrayed stereotypically as lustful, hypocritical, and greedy. Even the Bible's precious theology, which the pastor faithfully preaches, is often watered down and thrown-out by television mentality. While the Bible says that everyone is a sinner

and therefore going to Hell (Romans 3:23; 6:23), television shows' plots almost always lead to the false idea that "everyone is good, deep down inside). This false ideology is like a person feeding a candy bar to a diabetic. It will kill him, but at least he'll enjoy it. Yet television goes a step further (in this analogy) and tells the victim that the dangerous "candy bar" is medicinal, and will actually heal.

Our children are at risk. Television is a main culprit. Yet there are other influences that also play a major part. While parents who discipline and guide their children can counterattack the television's influence, not all parents are willing or able to do this. A child's *at-risk ratio* increases when the controlling mechanisms fall apart. When parents are either too busy to spend time with their children, or are too caught up in their own problems to be willing to take on those of their kids, then the child is at a greater risk of becoming delinquent.

This is not to say that if all television sets were destroyed, that all kids would be perfect. There are many other influences that negatively affect children, thus increasing their susceptibility toward becoming at-risk. Drug dealers prey on children, since they are so impressionable. The "adult world" thrives on money. It is the grease that keeps the machinery of society in motion. When the adult world sees that it can squeeze money from parents, through their children, it greedily does so, whenever and wherever it can. The most lucrative and continuous way to get money from children is to make the child addicted to the product. Addictions can be okay if controlled. A child can collect Barbie dolls, baseball cards and toy model cars. But when his or her collections or hobbies become an obsession, darkness clouds the morality of the child, and he becomes "at-risk". The child will try to attain that item in whatever way possible, be it to beg, shoplift, or even kill. Drugs cause such an addiction. Actually, even food can cause a child to become at-risk.

Suppose a child is from a large family that never has enough money to supply food for all the children to have full stomachs. They are malnourished. When the child sniffs rugby glue, he no longer feels the pain. Rugby leads to other drugs. Other drugs are expensive. To pay for these drugs, he must steal. "At-risk" is a term which, in its severest sense, refers to the child whose tendencies, environment and/or decisions have already led him or her into a place where conflict with the law is likely to become a reality. While every child is "at risk", it is important to evaluate which children are "at risk" who do not have sufficient balancing forces (be they through church, family, or school) to counteract these criminal tendencies.

A group of sociologists known as *labeling theorists* (Popenoe, 1993) has focused

on the *process* of deviance, rather than its *causes.* Labeling theorists say that deviance is relative. Any act, along with the person who commits it, become deviant only when labeled as such by others.

One of the first sociologists to formulate the labeling perspective was Edwin Lemert (Lemert, 1951, 1967). Lemert differentiated between *primary deviance* and *secondary deviance. Primary deviance* is occasional involvement with acts that violate social norms, with no effect on the individual's psychological makeup or performance of social roles. On the other hand, s*econdary deviance* is involvement in norm violations that are labeled as deviant by others, and accepted by the deviant as such. In secondary deviance, deviants organize their behavior and self-concepts around the deviant role. They might dress in certain ways or use a special kind of slang known only to other deviants. The more clearly the deviants see and define themselves as deviants, the more likely they are to be treated as deviants by others. After a period of time, even people who do not know their reputation may be able to recognize them as deviants because of the image they portray.

Labeling is only one step in a person's progress toward a career that is deviant. Labeling theorists have isolated three major steps in this process. First is the *observing* of the act of deviance by authorities or people who are close to the person committing the act. Second is the *labeling* of the person as deviant. Third is the person's *joining a deviant group* or subculture that provides social support for the deviant behavior. Once all three of these steps are taken, chances are that the person will not give up his deviant ways and return to conformity. The person will have embarked on a *deviant career* (the adoption of a deviant identity and lifestyle within a supporting deviant subculture). The viewpoint of labeling has been developed by symbolic interactionists, as a social reaction theory. It is part of the making (or *marking*) of a criminal, by its definition by society. The identification of acts of deviance/dysfunction/conflict typically is based upon local laws of society. Deviant behavior is still deviance, even if there are no social consequences. As the Bible reminds us, "Be sure that your sins will find you out." (God: Numbers 32:23).

Deviance is thus seen as socially constructed (Appelbaum, 1997, p. 175). It depends on what people choose to label as deviant, and on how well the label can be made to stick. Who are these children-at-risk? Who are the ones that society has labeled as delinquent, or prone toward delinquency? The typical delinquent is a boy of about fifteen (President's Commission, 1967), who is living with one parent and several brothers and sisters. The family

lives in an overcrowded apartment in a deteriorating neighborhood in a big city. The boy has done poorly in school for years. He has gotten low grades, he has failed one or two grades, and he now is about to drop out of school permanently. His neighborhood plays a large part in forming his delinquency, since a child from a poor family who lives in an upper-class area is less likely to become delinquent than the one who is surrounded by other deprived families.

This labeling approach does have its exceptions however, typically in the religious administrative field. As Father Flannigan, of Boy's Town has stated flatly, "There is no such thing as a bad boy." And an important judge said of juvenile delinquents, "They are not bad, they never were bad. They are just victims, just neglected youngsters." However, the Federal Bureau of Investigation (FBI) statistics imply otherwise. According to FBI statistics, young people under 21 account for about two-thirds of all arrests for crimes against property, about half of all arrests for forced rape, and one out of every five arrests for murder (Raab, 1964, p. 34).

As labels attach themselves to the Child-At-Risk (CAR), we are able to distinguish specific characteristics that identify children who are not at risk. Often as well, the child himself may not consider himself to be delinquent. For example, an acting-out child is almost invariably mirroring the broader pain in his family. When "Junjun" kicks the school principal in the shin while Mom, chronically depressed, lies asleep on the sofa at home, the two events are connected (Hemfelt, 1990, p. 145). As we look back on our childhood, we know what constitutes "excessive fighting and arguing" as opposed to "normal fighting and argument" by the imaginary line between eccentricity and either passive or active abuse. The child however does not yet know, because to the child, whatever the family is, is normal. "That's the way families are, because that is the way my family is." Therefore the child's family is not able to identify step #1 in the labeling process (*observing* of the act of deviance), since they do not consider the initial signs of deviance to be delinquent at all.

Symbolic interactionism (Appelbaum, 1997, p. 175) emphasizes the importance of the views of others in developing one's self-concept. According to the notion of the *looking-glass self*, we see ourselves largely through the eyes of others, and the resulting sense we get of ourselves has a strong influence on how we behave. Ironically, in the efforts of families to eliminate the possibilities of delinquency, children are often unintentionally driven into groups in which acquisition of a *criminal personality* is almost inevitable (Broom, 1968, p. 400). In the eyes of a child, behavior which is proper as play may include breaking windows, climbing

over roofs, or greasing streetcar tracks. Such definitions of *play* are akin to *fun* on Halloween. But to many adults, including parents, policemen, and the victims of play, the behavior is evil or delinquent and must be curtailed or suppressed. Once the community has defined the child as bad, it knows how to cope with him. But it does not know how to deal with him until it defines him as bad.

A delinquent, disorganized, and value-free society is the background for many of the major factors of delinquency. The delinquent, disorganized and value-confused family is the source and the reflection of that society (Raab, 1964, p. 92). So is the neighborhood. So are the mass media. But these in turn are linked to social and historical changes: urbanization, mobility, industrialization, the development of a highly prosperous and competitive business economy. These are not changes that we can simply reverse, nor would we want to. Would we want, for example, to forgo the benefits of mass production because delinquency may be one of the by-products of urban, industrial society? There is also little reason to believe that the sickness characterizing present-day society is inevitable or that the dislocations induced by a century of rapid and unparalleled social and technological change will remain forever, without being diminished at least a little.

Thus, there is no indication that the family can be reconstructed by any program that does not take into account the society in which the family was shaped. Broad-scaled parent education in classroom settings and specific attempts to reform the family by imposing penalties on parents in cases of delinquency have not been productive.

Inside most of us are strong desires to do a lot of things that would get us in trouble. Yet most of us, most of the time don't do these things. We mostly keep them to ourselves, and the temptation, urge, hostility, or desire passes (Henslin, 1997, p. 200). To explain this restraint, sociologist Walter Reckless (Reckless, 1973) developed *control theory*. He says that two systems work against our motivation to deviate. Our *inner control* system includes our internalized morality- conscience, ideas of right and wrong, and reluctance to violate religious principles. Inner controls also include fears of punishment, feelings of integrity, and the desire to be a *good* person (Hirschi, 1969).

Our *outer control* system involves groups, such as family, friends and police, that influence us not to deviate. Control theory is sometimes classified as a functional theory, because when *outer controls* operate well, the individual conforms to social norms and thereby does not threaten the status quo. Because symbols and meanings are central to this

theory, however, it can also be classified as a symbolic interactionist theory. As sociologist Travis Hirschi (Hirschi, 1969) noted, the more that we feel bonds with society, the more effective our inner controls are. Bonds are based on *attachments* or having respect for people who conform to society's norms. They also are based on *commitments,* or having a stake in society that you do not want to risk, such as a respected place in your family, a good standing at college, and a good job. Two others are *involvements and beliefs* (putting time and energy into approved activities, and affirming that society's norms are morally right).

The likelihood that a person will deviate from social norms, such as committing a crime, depends on the strength of these two control systems relative to the strength of the pushes and pulls toward the deviance. If our control systems are weak, we deviate. If they are strong enough, we do not commit the deviant act/s. This theory can be summarized as *self-control*, according to Hirschi. The key to learning high self-control is socialization, especially in child rearing. Parents help their children develop self-control by supervising them and punishing their deviant acts (Gottfredson and Hirschi, 1990).

Travis Hirschi's social bond theory of juvenile delinquency is a good example of a sociological theory. Hirschi (Hirschi, 1969) implied that delinquency is not an abnormal behavior. He said that much of what constitutes delinquency is fun. Hirschi believed that instead of asking, "what causes delinquency?" we must ask, "What causes conformity?" (Thompson, 2002, pp. 34,35) The answer, he said, is social control. He interrelated a set of proposals that explain the development of a *social bond*. A *social bond* is a primary insulator against delinquency. According to Hirschi, a strong attachment to parents, school, and nondelinquent peers leads to a stronger commitment to conventional behavior. Commitment leads to involvement in activities approved by parents, school, and friends and reinforces a belief in the norms and values of society. As a result, juveniles are less likely to violate the law. Social bond theory, like most sociological theories, was developed as a result of systematic scientific research guided by the premises of commitments to positive conventional behavior.

Specific crimes that juveniles are prone to commit are often different in nature from those of adult criminals. Some reasons for this is that the juveniles often do not have a severe drug habit yet, nor do they have the deep financial credit card debts nor alimony payment obligations, car payments, etc. that accompany adulthood. Mostly, kids just want to have fun. If children's proneness to crime are restricted by and far to certain acts, then those

are the ones that the sociologist and/or guidance counselor should watch out for.

In Robert K. Merton's theory (Appelbaum, 1997, p. 611), dysfunctions are seen as the maladaptive consequences of actions that weaken the social organism. Young men are more likely to commit violent crimes than any other group in the United States. Homicide rates among males aged 15 to 24 are more than twice as high as the rate for the general population. One study (Fingerhut, 1990) found that, in comparison with 21 other industrial nations, young American men were, on the average, ten times as likely to kill one another and three times as likely to use firearms in the process.

Echoing Robert K. Merton's *strain theory* of deviant behavior, Jankowski (Appelbaum, 1997, pp. 185-6) argues that gangs develop norms that legitimize criminal activities as a necessary and even desirable way to achieve the American dream of material success, a dream that would otherwise become impossible to achieve. Gang members denigrate people in their communities, including their own parents, for "selling out" when doing so gets them nowhere. The key to success, and respect, lies in committing criminal acts that bring material gain.

The *status offense* accounts for about 20 percent of all juvenile court referrals. A status offense is an act that, if engaged by an adult, would not be considered criminal. The most common status offenses are uncontrollable behavior, running away, truancy, possession or consumption of alcohol, and curfew violations. The main problem with this category of youth crime is that the statutes are too often vaguely written and therefore create a situation of maximum discretion in application. Females, in particular, are more likely to be held for these noncriminal offenses; 28 percent of girls are detained on status charges in contrast to only 9 percent of boys, reflecting the sexist nature of the juvenile justice system (Curran, 1987, pp. 504-5).

Despite the fact that the public's image of the juvenile offender is often one of aggression and violence, only about 10 percent of youth crimes fall into this category. Those delinquents who do commit violent crimes are similar to their adult counterparts in many ways. Typically, they are economically disadvantaged minority males who display behavioral problems and interpersonal difficulties. The major difference between the juvenile and the adult offender is the former's involvement in gang activity and in group-crime. National data indicate that gang membership significantly increases the probability that a juvenile will engage in violent crime, especially assault, rape and robbery.

Danger signs of potential juvenile delinquency in areas of violence, drugs, theft and vandalism involve many factors. Some of these signs include truancy from school, church, or work, as well as living in the city, in poverty and having a difficult family. According to *Wasting America's Future: The Children's Defense Fund Report on the Costs of Child's Poverty,* poverty wears down children's reliance and emotional reserves. It saps their spirits and sense of self and crushes their hopes. It not only devalues their potential and aspirations, but also subjects them over time to physical, mental, and emotional assault, injury, and indignity. (Sidel, 1996, pp. 143-4). The United Nations regularly evaluates the conditions of poverty in countries, and tabulates their findings in the Human Development Report. Under its Appendix, *Preliminary Indicators of Human Insecurity,* the UN said about the Philippines that aggression arises from frustrations that emanate from a sense of relative deprivation. Perceptions that basic resources such as safe water are accessible only to a privileged few might push those who feel unfairly deprived of their right to a basic resource, to give vent to their frustrations in violent confrontations with government. Of course, when the parents feel so strongly about something as basic as sustenance for life, the children, when they are thirsty, also tend to mimic their parents in criminal acts for the acquisition of the lacking needs. Edillion's study (Human Development Network, 2005, p. 59) shows that unequal access to basic resources indicated by disparity in access to convenient water supply systems, has contributed significantly to the incidence of armed conflicts in the country. Note that it is not just the provision of safe water that matters, but the convenience of access as well. While the issue of water being a desperate need for daily sustenance is obvious, other "needs" that are perceived in the minds of juveniles may not be of so basic a nature, and yet they are perceived in the child's mind as being of equally dire consequence. The direness of the need is based, once again, not only on the need for the item to be developed and distributed, but for that very item to be distributed to the evaluator (the juvenile in question). If someone else has an iPOD and he does not, there is something wrong. Albeit that the cause may be the financial disparity caused by poverty. The child may "bridge the gap" of financial status by stealing the item in question (an iPOD).

The concept of juvenile delinquency may be said to be one of precriminality. The youthful offender of adult law is regarded as precriminal, as someone not only in need of rehabilitation, but likely to agree to rehabilitation as well. An incorrigible child might actually not be violating any adult laws, but just be regarded as probably precriminal, often the partial

result of the breakdown of parental authority. The legal definition of delinquency (Raab, 1964, pp. 36-7) has broadened beyond violations of adult law and even beyond incorrigibility. Parental failure in itself has become increasingly subject to state intervention. This development has been partly motivated by considerations which have nothing to do with precriminality. Crime aside, children who lack proper parental guidance are not being given the opportunity to become personally well-adjusted or productive individuals. Symptoms of delinquency are clues to children whose behavior is potentially harmful to themselves as well as to the social order. The legal category of delinquency has in some minds become primarily an instrument for detecting personally maladjusted children who may be potentially criminal rather than for detecting potentially criminal youngsters who may be personally maladjusted.

The personality differences between delinquent and nondelinquent youths show up early in life. Conger, Miller and Walsmith (1965) compared 86 tenth-grade delinquent boys with a control group of 86 nondelinquents, matched for age, Intelligence Quotient (IQ), socioeconomic status, school history, ethnic group, and neighborhood. When they examined early teacher ratings of *personal-social behavior*, which had been kept for all the boys, they found that as early as the third grade teachers had seen the two groups of boys differently. From kindergarten to third grade, the delinquent boys had more trouble getting along with other children. They had less regard for other children's rights and feelings, were aggressive, tactless, rude, and unfair in their dealings with them. Not surprisingly, they were not well liked by their peers. They had problems likewise with adults. Already having had trouble with accepting authority, they neither understood the need for, nor abided by school regulations. They were more distractible and prone to daydreaming. Schoolwork was a task they had even more trouble with than other tasks. Their teachers rarely noticed their special abilities or interests. Their teachers also noted that many of them came from disturbed homes, feeling that their problems reflected underlying emotional problems.

As a group, delinquents compared with nondelinquents have lower average intelligence. More of them have a record of difficulty in early childhood (such as difficulty in toilet training, severe illnesses, or accidents). As children, more of them were impulsive, lacking in self control, and extremely restless. More of them have a history of being less submissive and more socially assertive, more suspicious, defiant, hostile, and destructive. More of them have a history of being adventurous, extroverted, and stubborn. Many of them also are more suggestible than nondelinquents.

In the sphere of activities that are or come close to delinquent conduct, the delinquents far surpass the nondelinquents in the number who have a record of stealing rides or truck-hopping, keeping late hours, smoking at an early age, sneaking into theatres, destroying property, running away from home, gambling and setting fires (Jersild, 1963, pp 310, 311). They have much more frequently sought places outside the home for play and recreation (such as street corners and distant neighborhoods). They have more often sought their companions among gangs, delinquents, and persons older than themselves.

Although these and other group differences between delinquents and nondelinqents are impressive, they tell little about the individual delinquent or how he came to be a delinquent. Practically every description of delinquents as a group (with the exception of the fact that they are known to have committed delinquent acts) has a *but* connected with it. Delinquents are below average in intelligence, but many have good minds and the majority of below-average intelligence children do not officially become delinquent. Most delinquents have a history of difficulties in early childhood, but many do not. Many children who have a difficult childhood do not become delinquent. Even in traits which show conspicuous differences, such as aggressiveness and impulsiveness, delinquents and nondelinquents as groups are more alike than unlike.

To get authentic information about the genesis of delinquent behavior and how it differs from the genesis of nondelinquent behavior it is necessary to study a group of children from the time of birth (with as much information as possible about their parents' genetic background, personality traits, attitudes and values) and then, at a later time, when some have become delinquent and others have not, to examine the earlier developmental history for values that might explain or predict what later transpired. The examination of the record of earlier development (up to the time of the first court appearance) should preferably be made by one who does not know who the delinquents and the nondelinquents are. If a research person knows in advance who is a delinquent and who is not, he can easily apply the wisdom of hindsight to find all sorts of reasons to "explain" why one child became a serious lawbreaker, while another became a law-abiding citizen.

In his study on *Anxious Youth* (Kvaraceus, 1966)*,* W. C. Kvaraceus delineated specific factors that indicate delinquency-proneness. Under middle-class membership of delinquency-prone youth, he itemized poor school performance and failure, withdraws with explosive potential, household patterns that differed from nuclear father-mother households,

and interpersonal relationships among family members that were tense and conflicting, repressive or overprotective. Adding to these, he mentioned that these middle-class juveniles regularly intended to leave school early, were far below average for their grade level, often truant from school, had low academic aptitude and showed heavy guilt involvement. Furthermore, a youth in this category relayed inadequate identification with appropriate parents figures, showed consistent patterning of norm-violating acts along the dimensions or concerns of lower class society, had a history of bed-wetting, tics, nail-biting, and persistent sleep disturbances. Being passive and over-dependent, these potential delinquents were characteristically anxious, suspicious (fearing the worst in a passive, rather than belligerent manner), and suffered weak ego and strong inhibitors of superego.

Meanwhile, the lower-class danger signs for juvenile delinquency included running with gangs where prestige and status are geared toward law-violating behavior, showing high levels of aspirations without means or opportunities to achieve them, having academic interests/performances, but doing so to the criticism of the gang, and using school grounds as an arena for physical showing of skill, force and excitement. Other signs included the incidence of the gang or family constantly getting into trouble with authority (church, school or police), and showing smart-alecness, tied in with exceptional conning techniques. This child shows independence by nonadherence to rules and regulations and overt/aggressive attacking behavior, plus social isolation occasionally from the gang. Heavy pressure is felt by the child from family and friends against continuing in school. He finds excitement in vandalism and collective stealing, while reacting aggressively to conflicts between norms of home and values of school and society. Living in accordance with a petty crime climate, he sees positive reinforcement for condoning law violations. He often fights his problems out and registers overt defiance toward authority. Taking his frustrations out on people and property, he rarely measures the consequences of his actions and also identifies with, instead of a father figure, his authority figure is female.

How early can we give the troubled child professional help? For the first few years of life, he is with his parents who may be blissfully unaware that symptoms of frustration, such as aggressiveness, withdrawal, or other unhealthy behavior patterns may hold implications of trouble ahead. At six years old, the child attends school, where he may coast along for several years without help. In fact he may continue through adolescence and early adulthood without finding an avenue of wholesome interaction to assist him in facing up to the

problems of life. He may or may not become criminal, but at best he may be a disagreeable or neurotic person, causing unhappiness among his acquaintances and to himself. Others, similarly neglected, may have emotional breakdowns, and still others may resolve their difficulties through crime. The conflicts with society of innumerable children do not become conspicuous enough until they reach adolescence. It may then be too late to be of much help in applying counseling or guidance aids. Authorities and parents can then only hope that they will "snap out of it" before overt damage is done. Yet from the standpoint of their personality, much of the damage has already been done (Barnes, 1959, pp. 604-5).

The National Conference on Prevention and Control of delinquency questions whether teachers are alert to telltale signs of potential delinquent behavior. This is probably a fair question to ask, yet we cannot expect the overworked teacher to be a master craftsman in all phases of child development. Some of the signs from the conference (National Conference on Prevention and Control of Juvenile Delinquency, 1947, p. 13) can be framed in the form of questions. Is the child unfriendly or reclusive? Is he failing in his schoolwork? What about attendance: does he play truant? Is he in good physical condition? Does he show many fears? The report continues by stating that a poorly trained teacher will not detect many of the danger signals, such as, is he rejected or unwanted at home, on the playground, or in the school? Does he run with a gang? Does he have any contact with a supervised recreational program in the community? And in regard to religion, does he have a church or Sunday School affiliation? Does he have plans to leave school? Does he live in a high delinquency neighborhood? Does the child show marks of poverty? Calling is needed for teachers to possess the necessary insight to identify such limitations to a well-rounded life as the answer to whether the child lives in a crowded and unattractive home, have academic limitations or special disabilities that interfere with his learning. Maybe he even comes from a broken or deserted home. What about his mom? Does she work outside the home?

Schoolteachers, social workers and Sunday school teachers (at church) can approach evaluation of the children on a general basis by training them in 5 key areas (Mullins, 1965, pp. 263-4). First, How to get along with parents, brothers and sisters. While disagreements are inevitable in any family situation, young adolescents need to know something about how such factors as jealousy and oversensitivity can cause family friction and what to do when this happens. Second, how to be popular and win and keep friends, then learning to practice forgiveness, forgiving and forgetting, handling misfortune, and then

finally, learning how to become a better person. Any child who balks at these suggestions is in line for greater delinquency.

Though it has been found that proportionately many more delinquents than nondelinquents engage in truancy before the age of 12, the Glueks (Raab, 1964, pp. 101,102) report that truancy at an early age also occurred in about one-third of their nondelinquent subjects. This is a reminder that no one factor can be isolated as a sign of probable delinquency. "Early" detection and diagnosis are often not early enough. By school age, irremediable damage is sometimes already done. Nevertheless the value of early diagnosis and treatment is uncontested. The probability that clinical therapy will be successful, for example, partly depends on the age at which the child has reached.

The school has generally been considered to have the greatest potential for early detection of delinquency, since all children in the community come to its attention. In addition, a number of communities have set up special projects to coordinate the findings of all social agencies dealing with children. In all probability, even today, it is the rare delinquent child whose problems were not recognized by the teacher early in his or her school career. The classroom teacher is often the first to detect behavior problems, and in recent years much attention has been given to this facet of the teacher's job. Workshops have been held and guidance material has been prepared to assist teachers in the recognition of disturbed behavior. However, some administrators feel that the teacher's job has become complex and encumbered enough without expecting him also to be an expert in identifying predelinquency.

Another element of the study of children-at-risk is that of religion. Religion is a type of thermometer to find out the delinquent "temperature" of the child. Some people believe that societies need religion to keep people in line. The idea portrayed is that religion maintains common values, leads to increased conformity to cultural norms, promotes cohesion and cooperation, promises eternal reward for good deeds and in contrast, promises eternal damnation for evil acts. Those who champion the social function theory hold that religion exists because of the useful effects it has on human societies. It maintains social order by discouraging individuals from violating the culturally legitimate rights of others and by urging them to perform their proper duties. Considering the Ten Commandments, for example, they serve as a moral code for both Christian and Jews. Two of the commandments prescribe how people ought to feel and act toward God and other people and the other eight commandments proscribe actions, including five "thou shalt nots" (God, Exodus 20:3-17). Note that five of the

divinely ordered prohibitions are against the commission of acts that could result in harm to others, such as killing and stealing. God gave us commandments that will, if obeyed, lead to good relations with others and therefore promote earthly social order. More general Christian moral guidelines are the Golden Rule, "Do unto others as you would have them do unto you," as well as loving one's neighbor (God, Matthew 19:19). Both of these are prescriptions for a more harmonious life.

The study of religion in the analysis of CAR is not provided to imply that all non-church-goers are delinquents. Yet since the church atmosphere is so extremely positive and counteracts sin by design, therefore a CAR who does not attend church has a higher risk ratio than one who does go to church. Another social function of religion is to enhance the cohesion of society (Peoples, 1994, pp. 328-9) by making people feel their interdependence on one another and on their traditions. Emile Durkheim, the French sociologist of the early twentieth century, was influential in formulating this perspective. Durkheim's view was that the main function of religion in human society is to promote *social solidarity,* meaning that religion has the effect of bringing people together and enhancing their sense of unity, cohesion, and reliance on their society's customs. Groups of people who share the same beliefs and who gather together periodically to perform common rituals experience a feeling of oneness and harmony. Religion exists, Durkheim believed, because it is socially useful (functional for society). Numerous social scientists have championed the sociological interpretation of religion.

An adolescent's religious background, and the teachings of his religion regarding the nature and destiny of man, play an important role in determining his conception of who and what he is, and what he should aspire to be. Religion, as we meet it in everyday life, consists of a system of professed beliefs, attitudes, and practices, commonly centered on a place of worship. The religion of one who is firmly committed is the most intimate and inclusive set of beliefs on which his ideas and attitudes concerning the meaning of his life are grounded. From the personal point of view of a religious person, religion is that which is of ultimate concern. It is for many an answer to man's hunger for certainty, for assurance, for a faith to which he can cling, and for a sustaining hope. This hunger remains when all the desires of the flesh have been fulfilled (Jersild, 1963, pp. 373-4) From a social point of view, a person seeks through his religion to enter into meaningful relationships with others, reaching for a commitment he can share with others and seeking to join with others in common

devotion to it. Although religion frequently seems to be more a formal profession than a passionate personal concern, it is for many the keystone to a philosophy of life.

A woman was complaining to her Christian psychologist about the excessive burden that she bore in waiting for her husband to provide Christian nurturance for her kids (Dobson, Straight Talk, 1996, pp. 98,99). While she agreed with his belief that the father should be the spiritual leader in the family, she also recognized that it just doesn't happen that way in her house. If the kids go to church on Sunday, it is because she woke them up and saw that they got ready. If they had family devotions, it is because it was done at her insistence. She's the one who prays with the kids at bedtime. If she didn't do these things, the kids would have no spiritual training. Nevertheless, people kept saying that she should wait for her husband to accept spiritual leadership in the family. In response, Dr. Dobson responded that her dilemma presents an ongoing controversy. Some Christian leaders instruct women to wait passively for their husbands to assume spiritual responsibility. Until that leadership is accepted, they recommend that wives stay out of the way and let God put pressure on the husband to assume the role that He's given to men.

Yet Dr. Dobson strongly disagreed with that view when small children are involved. If the issue focussed only on the spiritual welfare of a husband and wife, then a woman could afford to bide her time. However, the presence of boys and girls changes the picture dramatically. Every day that goes by without spiritual training for them is a day that can never be recaptured. Thus if her husband is not going to accept the responsibility of spiritual leadership that God gave him, then she has to do it. She has no time to lose. She should continue taking the family to church on Sunday, praying with them and teaching them to read the Bible. Furthermore, she needs to continue her private devotions and maintain her own personal relationship with God. In short, the spiritual life of the children and adults is too important for a woman to postpone for two to six years, hoping her husband will eventually awaken. Jesus made it clear, reminded Dobson, that members of our own family can erect the greatest barriers to our faith, but must not be permitted to do so.

Even within the context of the best of churches, there is represented a great variety of home background, teaching ability and child experience. Also, regeneration must not be assumed because there has been an accumulation of Bible knowledge. A good foundation of Christian home training and Sunday School teaching will tend to have an immense influence upon the child who, as a result, will often choose Christ quietly but truly (Taylor, 1967, p.

101). A Stanford University professor once challenged the Spanish evangelist Luis Palau (Palau, 1996, p. 31) by asking him how he could go to country after country where people have so many economic and social problems and preach about the resurrected Christ. He probed the evangelist that he should instead do something "more practical" for them. In response, the evangelist replied that there was no better way to help them than to share the Gospel. The people of this world create problems of this world. If we can lead them to Jesus, we will create a climate for other positive, practical changes to take place.

In our research of CAR, we have analyzed many of the dangers and danger signs that reveal delinquency. We have also viewed these in the context of the school and the church. Before focusing on the family context of the potential delinquents, we will analyze their surroundings. Where do they live? It is important to isolate the specific places where values are transmitted or fail to be transmitted, where aspirations are or are not learned, where personality deviations are or are not developed (Raab, 1964, pp. 21-24). It is necessary to examine the specific conditions in the family, the school, and the community which seem to make the production of any given social problem more likely. For example, do some children become illicit collectors of hubcaps because hey have never really absorbed the value that it is wrong to steal? Then what is the role of family life or neighborhood life or other separable aspects of a child's life in producing such failure? To understand the bearing of social disorganization on a social problem it is imperative to examine those places where values and aspirations are most significantly learned and personality traits are developed. These would include the family, the neighborhood, the peer group, and the influences of the society at large that pervade all of these more intimate relationships. The risk conditions that prevail in each of these places do not in themselves fully explain the existence of any social problem: they are mutually dependent and are only artificially separated.

The neighborhood has no formal laws, but certain rules are understood, in compliance with those of the society at large. The common customs of a neighborhood can either reinforce or clash with the common customs of the larger community in many respects. A major part of social control consists of efforts to manipulate the behavior situation. Most people will respond with the kind of behavior that a situation will back up by encouragement. For example, if we wish to discourage littering, sermons on littering are less effective than strategically placed litter baskets. But if these are allowed to overflow and are not emptied regularly, the control effect is destroyed (Finne, 1974). Many old-time slums, with their busy

street life and their well-populated doorsteps, had less crime than the modern high-rise housing projects which replaced them, whose empty sidewalks and corridors actually invited crime (Jacobs, 1961). Architectural design is now being reconsidered in view of the discovery that design affects crime rates (Jeffrey, 1971) One observer (Walinski, 1995) explained the omnipresence of violence in the inner cities by saying that for more than twenty years the children of the ghetto have witnessed violent death as an almost routine occurrence. They have seen it on their streets, in their schools, in their families, and on TV. They have lived with constant fear. Many have come to believe that they will not live to see twenty-five. These young people have been raised in the glare of ceaseless media violence and incitement to every depravity there is. Movies feature scores of killings in two hours' time, vying to show methods ever more horrific, and many of which are imitated in true living color on the street itself. In contrast to such urban societies, in the rural village everyone knows what is expected, which variations will be expected (Richards, 1972, p. 131), which variations will be tolerated and which ones will not be. Crime of the sort that occurs in larger societies tends to be rare in small groups, where there is seldom any doubt as to the identity of the guilty party. The whole paraphernalia necessary for the protection of the individual in complex societies is superfluous.

Students of delinquency and crime are agreed that prevention must start early if it is to be effective (Ruch, 1967, p. 581). The two most important avenues to crime prevention are community planning and judicial action. Many societal institutions can help check delinquency in its early stages. Such organizations as the Girl Scouts, the Boy scouts, the YMCA, and various church organizations can direct the gang spirit into useful activities. Slum clearance projects typically provide for playgrounds with adequate equipment and competent supervision. Children who find interesting play out in the open are less likely to resort to hideaways in vacant tenement buildings or abandoned stores or factories, as many slum-dwelling children are forced to do. Professional social workers are also doing a great deal to combat delinquency. Trained to recognize the first symptoms of trouble, they often are able to correct the sources of the difficulty before a child becomes seriously delinquent.

Big cities also often lead to gangsterism and violence. While it is typically not a crime to be a member of a club, if that club begins to practice criminal acts, then the membership itself is a sign of delinquency. There was once a small group of boys who (Chambliss, 1977), labeled as *bad boys,* actually became the bad boys they were accused of

being. The community had responded to the Roughnecks as boys in trouble, and the boys agreed with that perception. Their pattern of deviancy was reinforced, and breaking away from it became increasingly unlikely. Once the boys acquired an image of themselves as deviants, they selected new friends who affirmed that self-image. As that self-conception became more firmly entrenched, they also became willing to try new more extreme deviancies. With their growing alienation came freer expression of disrespect and hostility for representatives of the legitimate society. This disrespect increased the community's negativism., perpetuating the entire process of commitment to deviance. When it is time to leave adolescence, it is likely that the Roughnecks' noticeable deviance will have been so reinforced by police and community that their lives will be effectively channeled into careers consistent with their adolescent background, and contrasted with the less-deviant middle-class counterpart gang, the "Saints".

The presence of a gang introduces a binary understanding of criminal acts. The first is *individual deviation*, and its twin is *group deviation*. A gang falls into the latter category (Horton, 1980, p. 135). A boy in a "good" neighborhood of stable families and conventional people may reject the norms which surrounds him and become a delinquent. In this case, the individual deviates from the norms of his subculture. He is thus an individual deviant. In a complex society, however, there may be a number of deviant subcultures, whose norms are condemned by the conventional morality of the society. Thus, in the deteriorated areas of the city, a delinquent subculture is found, in which many of the youths take part (Cohen, 1955; Miller, 1958). For many of them the life of the street gang is the only life that seems real and important. In such neighborhoods, delinquent behavior is as normal as law-abiding behavior. When boys from these neighborhoods become delinquent, they are not individually deviant from their subculture. It is their subculture (the group, not the member) that is deviant from the conventional norms of the society. The delinquent episodes are not revolts against the area subculture, but are status-seeking mechanisms within the group (Short, 1965, p. vii)

These delinquent city-boys are not individually deviant in the beginning. They are conforming normally to the norms of a deviant subculture. This subculture directs them into patterns that eventually result in many of them being individually deviant. As they graduate from the adolescent gang into an adult society, their gang experience has placed them at war with conventional society, so that they often become and remain individual deviants. Albert

Cohen (Cohen, 1971) suggests that criminality is most common among lower-class youths because they have the least opportunity to achieve conventional success. Neglected by society, they seek self-respect by creating a delinquent subculture that defines as meritorious the characteristics these youths do possess, of which they are capable. Being forced onto the street, for example, may win few points with society as a whole. But it may satisfy a child's desire to be a *somebody* in the local neighborhood.

Walter Miller adds that trouble, toughness, smartness, a need for excitement, a belief in fate, and a desire for freedom characterize deviant subcultures. The troubles arise from frequent conflict with teachers and police. Toughness is the value placed on physical size, strength and agility, especially among boys. Smartness is the ability to succeed in the streets, and to "con" others. The street child is obsessed with the constant search for thrills, risk or danger. He has a sense that people lack control over his life and his desire for freedom is often expressed as hostility toward all authority figures. While the child's entrance into a gang is often due to the lack of a father figure in his household, there are other gang children who do have a secure home-life. Thus we will now focus our attention on the relationship between juvenile strengths and weaknesses in the family, and heredity.

There are four distinguishable approaches to understanding the problem of delinquency, in general. They are (Raab, 1964, pp. 45-50) heredity, personality, learning-in and social control. The hereditary approach, which once naively proposed that criminal tendencies as such are inherited, now assumes a more scientifically sophisticated posture. The personality approach attempts to identify the emotional problems related to delinquency. The learning approach describes how delinquent values are transmitted. The social control approach stresses the role of social disorganization. The argument that there is something inherited constituting that part of the individual which predisposes him to delinquency and crime is an extreme approach.

The extreme statement of this approach is embodied in the Lombrosian theory of a *born criminal type*. Cesare Lombroso, an Italian physician of the nineteenth century, studied a number of prison inmates and concluded that the *typical criminal* could be identified by certain specific anatomical traits, the slanting forehead, abnormally- sized ears, abnormal amounts of body hair. These characteristics were supposed to mark people who were throwbacks to a more savage state and therefore somehow predisposed to crime.

A more moderate theory attempts merely to establish a relationship between

general body type and temperament, including antisocial temperament. William H. Sheldon studied 200 boys, all institutionalized as *problems* and most considered delinquent at one time or another. He first rated them on a scale of antisocial characteristics, and then classed them according to three major body types. These three types were *endomorphs, mesomorphs and ectomorphs. Endomorphs* tended to be soft and fat. *Mesomorphs* tended to be muscular and of athletic build. *Ectomorphs* tended to be thin and fragile. Sheldon concluded that delinquents tended to be mesomorphic (muscular), a trait generally inherited from their parents (Sheldon, 1949)

The Gluecks also found a disproportionate number of their delinquents to be *mesomorphic*. A dominance of muscular and athletic characteristics was found in 60 percent of the delinquents but only in 31 percent of the non-delinquents (Glueck, 1950). Another variation of the constitutional approach states that abnormally low intelligence is a prime cause of delinquency and crime. The psychologist Henry H. Goddard (Goddard, 1914) reported in the early part of the 1900's that there was a feeble-mindedness rate of over 70 percent in seven different institutions for delinquents. Maud Merrill (Merrill, 1947) matched 300 delinquents with 300 controls living in the same neighborhood and attending the same school and found 39 percent of the delinquents and 47 percent of the nondelinquents of *normal average* intelligence. William Wattenberg (Wattenberg, 1947), shortly after World War II, studied over 2000 boys and found 31 percent of the delinquents and 21 percent of the control group below average in tested intelligence. Therefore, even though differences appear to exist, those differences are not remarkable.

The XYY syndrome, in which a male has an extra Y chromosome, is often found in tall men in prison (Papalia, 1975, p. 93). The incidence of XYY in the general population of men 5 feet 11 inches or taller is one in eighty. But one in eleven tall men found in a criminal population had marked chromosomal abnormalities (Telfer, 1968). Such men tended to have low intelligence, and it is believed the extra Y may influence aggressive violent behavior. The Lombrosian theory of anatomical criminal types has been flatly contradicted by scientifically conducted comparative studies. For example, Dr. Charles Goring (Goring, 1913) spent twelve years studying 3000 criminals and comparing them with other groups. He found no striking anatomical differences. Lombroso's *stigmata* (or stigma) occurred as frequently in the noncriminal as in the criminal population. Further, modern research findings are inconclusive with regard to the relation between either physique or intelligence and delinquency. Dr.

William Healy (Healy, 1936) and Augusta Bonner matched delinquents with nondelinquents among more than 400 children, reporting negative findings with respect to physical differences. In fact, even where statistical relationships between low intelligence and delinquency seems to be established in a particular study, it is not necessarily indicative of a causal relationship. Many delinquents test high in intelligence. Besides, we now know that IQ can be raised or lowered by a favorable or unfavorable environment. The slight statistical inferiority in IQ that is found often in delinquent groups may be the result of their relatively inferior environments. It would be hasty to assert that constitutional factors play no role whatsoever in delinquency. However, the role would seem to be just additional and indirect and not really conclusive to support a belief in the hereditary transfer of criminality itself. If further research were to confirm the relative dominance of *mesomorphic* traits among delinquents, for example, such a fact might be interpreted that these individuals tend to be aggressive people. For when a *mesomorph* has no legitimate socially constructive avenue for the expression of his typical extroverted tendencies, he will be led more easily to other types to take the deviant path toward delinquency.

Aside from physical characteristics, personality also plays a part in delinquency or nodelinquency. Not that delinquents are necessarily mentally ill, in the clinical sense that they are in need of, or are threatened with the need for hospitalization, but merely that their personality structures are such that they normally react to their problems with antisocial behavior. The delinquent personality can be typified with three traits. First, he suffers from extreme emotional deprivation. Second, he has failed for emotional reasons to internalize moral principles. Third, he responds to his problems by aggression toward authority.

In the first case, that of suffering from extreme emotional deprivation, a primary need for the child is affection, accompanied by recognition and a sense of belonging. Not only is the withholding of love painful to a child, but it also undercuts his sense of security and his estimate of himself, and his competency in relation to tasks. This causal theory does not state that emotional problems or anxiety lead directly to delinquency. It holds rather that extreme emotional deprivation robs the juvenile of the resources for handling his emotional problems or anxiety in a constructive way. In the second case, that of failing for emotional reasons to internalize moral principles, the failure to develop a conscience is a critical characteristic of delinquency. It means, in effect, the inability to master immediate urges and needs for the sake of conforming to social standards. This failure may result from being raised in a moral

vacuum, where social standards are weak or are ineffectively transmitted. But this failure may also result from an emotional incapacity to take on moral standards even when they are present. The child is usually willing to be good out of love for his parents and to identify with them as models of good behavior. Yet where the parent is rejecting and neglecting the child, that child has no incentive to curb himself for the sake of approval, acceptance and security. In the third case, that of responding to his problems by aggression toward authority, aggression toward authority is more a sign of delinquency than a cause. However, if only as a symptom of more basic emotional factors, aggression toward authority is an operating component of the delinquent personality. Aggression may be a weapon adopted by a child against the parents who he feels have rejected him. The aggression against rejecting parents may then be turned against all authority. The child may originally develop aggressive mechanisms in order to gain the attention of parents who would otherwise ignore him. Punishment is preferred to nonrecognition. Often, where moral standards are operative, a sense of guilt accompanies the misbehavior and increases aggressive tendencies.

It is possible that these three components of the delinquent personality may coincide with personality deterioration, with clinical neurotic symptoms. However, only an insignificant proportion of delinquent behavior is attributable to serious mental illness of a kind that requires hospitalization or institutionalization. The basic delinquent personality as thus described, is not as a rule regarded as in itself a psychotic or mentally ill personality, but merely as a distinctive personality pattern, offered as one explanation of the persistent delinquent. Thus we may make four evaluations. First, the personality approach often lends itself to oversimplification, as in the statement, "Delinquency is the result of anxiety" Actually, the Gluecks found the anxiety level to be high in both the delinquents and nondelinquents studied. Although a general reduction of anxiety and emotional conflict would probably result in a reduction in delinquency, it would probably also result in a reduction of many other personal and social disorders. The distinction between the delinquent and the nondelinquent seems to be not in a sharp difference in the nature of their emotional problems but in the different ways they respond to and act out these problems.

Secondly, the delinquent personality theory does not in itself fully explain why some maladjusted children react with antisocial and delinquent behavior rather than with some nondelinquent form of maladaptive behavior, such as withdrawal. As a third evaluation, even where personality disturbance may not be the full answer to the cause of juvenile delinquency,

psychiatric understanding is an important factor in the rehabilitation of individual delinquents. This is true even though juvenile delinquency is too widespread for individual psychiatric treatment to be a predictable approach. Fourthly, the personality approach has the further advantage of bridging the gap between society and the delinquent individual by focusing attention upon the family relations of the child.

Of the four family-related theories of causation in delinquency mentioned earlier (heredity, personality, learning and social control), we shall now approach the theory of learned delinquency. It is thought by some that the child learns delinquent behavior just as he learns other kinds of behavior. The learning approach to delinquency has several distinctive propositions, as seen by Sutherland's theory (Sutherland, 1947) of differential associations. In his theory. Sutherland itemizes three attributes. First, the child learns his values and behavior from those with whom he associates. He has little choice but to do so. If he is chiefly in contact with attitudes and behavior that are antisocial and delinquent, then his own attitudes and behavior will be delinquent. He will take on the moral standards of those around him. Second, anxiety and unmet needs characterize many nondelinquents as well as many delinquents. Delinquents are differentiated, not by their psychological needs but by the way they learn to meet them. A case in point might be the child whose immediate need for recognition is not provided by his family. One group of children might teach him vandalism as a means of securing recognition. If his exposure, on the other hand, is to a group of children whose patterns are non delinquent, his own will also tend to be non delinquent.

Thirdly in Sutherland's theory of differential associations, the process of learning delinquent behavior involves not only conscious imitation but all the mechanisms of learning. The child is quick to absorb attitudes favorable to violation of the law or antagonistic to the social order. Thus all of the cultural influences which surround the child are presumably part of his learning environment. His attitudes toward gambling might be influenced by what the mass media reveal about the community's general attitudes on this subject. The child's learning is primarily influenced by the personal associations he has with groups and individuals that he values highly. The theory of differential association does not explain why, when alternative groups are available, some children choose the delinquent gang. Nor does the theory explain the original presence of delinquency in the environment or any epidemic rise in the rate of delinquency. But the theory does help explain the spread of delinquency, and it seems to guide for areas where juvenile delinquency rate is extraordinarily high. If there is

nothing available for the child except gangs of delinquents, it is understandable that the child, with his need for group membership, will choose delinquency rather than isolation. In this context therefore, the absence of a strong family unit requires the child to seek elsewhere for his group identity. Interpersonal relationships carry much influence. An interesting phenomenon which often occurs in groups of people is the *risky shift* (Ruch, 1967, p. 552). This is a tendency for a group to be willing to take greater risks than its individual members would take on their own.

As we analyze social control factors, we realize that this approach to the study of delinquency understands delinquency as a breakdown in social control which produces, rather than is produced by, delinquent personalities and delinquent gangs. The complex of disorders in the social structure, which leads to loss of social control, is often subsumed under the term *social disorganization.* The heart of the social disorganization approach is that the traditional groups and institutions by which society organizes itself, like the family, the church, and the local community, have become less integrated, less cohesive, and therefore less effective in controlling its members. This lack of control manifests itself primarily as a failure to transmit traditional moral standards and moral values. This view is clearly distinct from the learning approach, which claims that some children become delinquent because the essentially delinquent groups to which they belong do effectively transmit their criminal values. The social control approach emphasizes instead the failure of nondelinquent groups to transmit their moral ideals and control their members.

By the 1950s the groundwork had been laid for a sorting out of organizational features of families that produced problematic members (Hoffman, 1981, pp. 71-72). Early family research had been with families of psychotics, but the families that began to be studied in the 1960s, poor and disadvantaged families, produced problem people who did not always have so much trouble with what is *real,* as with what is *right,* according to the mores of the larger society. They also seemed to be organized differently. The route of inquiry was now reversed. Instead of being sidetracked by the idea that there might be an *alcoholic family* or a *schizophrenic family,* that families might differ according to symptoms, the architecture of the family was looked at and categories of organization were established. Oddly, only then did it begin to seem that specific types of family structure might be connected with categories of problems. One of the first attempts at an organized typology came from Salvador Minuchin's research project to study families of delinquent boys, which was reported on in *Families of the*

Slums (Minuchin, 1969). These boys' families seemed to fall into two categories. One was characterized as the *enmeshed* family, the other the *disengaged* family. Since both types were found among poor families, it seemed that disadvantaged families could not simply be lumped together under the rubric *culture of poverty* nor did the label *delinquent* always point to the same kind of family organization. *Families of the Slums* attacked the myth that poverty was necessarily synonymous with disorganization, and upheld the principle of equifinality (that the same outcome did not necessarily mean the same origins) at least in reference to the context of symptomatic behavior.

In the disengaged family, there is a relative absence of strong connections, and the relationship ties between family members were weak or nonexistent. The enmeshed family on the other hand, resembled an error-activated system with high resonance between the parts. It gave the impression of an atomistic field, with family members spending long moments in isolated orbits, unrelated to each other. A change in one part of the system, however, will be followed by compensatory changes in other parts. The *enmeshed family* however was characterized by tightly interlocking networks of interaction by its members. In contrast with the disengaged family, the enmeshed family had a quality of connectedness that if any attempts were to be made against one member, or even by one member to change the status quo, it would immediately elicit resistance on the part of the others.

Behavioral scientists are agreed that moral values and behavior norms are learned mainly in the family. Where the child is socialized in a happy, affectionate, conventional family, he usually develops a secure, well adjusted personality, behaves conventionally in most respects, marries successfully, and provides a happy, affectionate, conventional home for his children, who then repeat the cycle. Where family life is unsatisfactory, the children often develop personality difficulties and behavior deviations. The Gluecks (mentioned earlier) predict that juvenile delinquency is at least a 90 percent probability when the *five decisive factors* in family life are unfavorable. These five factors include the father, the mother, the siblings, and the immediate relatives. In the case of the father, his discipline might be harsh, erratic and unsympathetic. He also may lack affection. The mother's supervision may be indifferent and unconcerned, while her affection may be cold, indifferent, or even hostile. Meanwhile the cohesiveness of the family may be unintegrated and empty of companionship. Where all five of these factors are, on the other hand, favorable, the Gluecks found virtually no delinquency. The exact manner in which one's family life molds personality into

conforming or deviant channels shows endless variety. Some families make no real effort to transmit the cultural norms to their children, while others try, but then fail.

A very tender, true story of a difficult family situation was quoted by Dr. James Dobson. In it, he portrays the saga of a child who was abused by both parents. When his mother died of alcohol overdose, his father became even stricter and meaner. When the boy grew into a man, married and had a daughter of his own, he carried the baggage of abuse to his interactions with his own child. Yet the love of the child transformed the man, and he repented and truly did transform into something great (Dobson, *Love Must be Tough, 1996,* pp. 166-167).

Paul managed to collect a few dollars that were owed to him. His wife took $8.00 to the grocery store to buy food, and when she returned, he was furious to learn that she had foolishly spent $1.00 for wrapping paper and tape. While Paul and his wife argued with one another, their three-year-old daughter was quietly rummaging through the sack of groceries. When she found the wrapping paper, she took it into the living room and used it to cover a shoe box.

Paul finally realized the child was gone and went looking for her. He found her sitting on the floor with the box covered by crooked paper and half a roll of tape. When Paul saw that the child had wasted the valuable materials, his temper blew again. He resorted to the behavior he had seen as a child, grabbing the toddler by one arm and flailing her violently. Then he sent her sobbing to her room, literally, terrorized. He cannot talk about the event today without crying.

The next day when gifts were exchanged, the little girl ran behind the tree and retrieved her gold box. She handed it to Paul and said, "Daddy, this is for you!" He was embarrassed that he had spanked her unmercifully for something she perceived as a gift. He slowly began unwrapping the paper and lifted the lid to find the box completely empty.

Paul's anger flared once more and he said, "What have you done? There's nothing in this box. Why did you give me an empty box? When you give someone a present you're supposed to put a gift inside it!"

The three year old looked up at her father innocently and said, "Oh, no, Daddy. The box is not empty! It is full of love and kisses for you. I stood there and blew kisses in there for my daddy, and I put love in there too. And it is for you!"

Paul was broken. He wrapped his arms around the little girl and begged her to

forgive him. Then he got on his knees before the Lord, repenting and pleading for God to purge the violent temper he had learned as a child. Never again did this remarkable man abuse any of his sons or daughters. He kept that gold box beside his bed for years, and whenever he would be hurt or discouraged, he would reach into the box and lift out an imaginary kiss from his child. Then he would place it on his cheek and say, "Thank you, Lord."

Dr. Dobson goes on to tell how the man was given the opportunity, years later, to receive the forgiveness from his own abusive father shortly before the dad died, after becoming a Christian believer. In yet another book (Dobson, Parenting Isn't for Cowards, 1987, p. 37), Dobson reminds us that a child's bad temper does not necessarily always lead to delinquency. Speaking of the *strong-willed child,* he defines the inaccuracies in the *bad kid versus good kid* scenario. The defiant child has greater potential for character development and for accomplishment and leadership, although it is more difficult to raise him. The same characteristics that cause a toddler to stamp his foot and say no to you may cause him, thirteen years later, to say no to the peer group when they offer him drugs. Parents need to shape his will and give him the ability to shape his own impulses.

The phenomenon of divorce, unwed motherhood and juvenile crime may be the downside of greater individualism and openness (Naisbitt, 1996). While some opt to let individual fulfillment prevail, whatever the consequences, most Asians still prefer to stick with the emphasis on building families. Some successful women in Asia, when asked to choose between family and individual career aspirations, choose family. Alvin Toffler (Toffler, 1970) states that the flood of change about to crash down upon mankind will spread from universities and research centers to factories and offices, from the marketplace and the mass media into our social relationships, from the community into the home. Penetrating deep into our private lives, it will place unprecedented strains on the family itself. Reverend Swindoll states that no less than 30 percent of all American couples experience some form of domestic violence in their lifetimes (Swindoll, 1981). This helps explain why 20 percent of all police officers killed in line of duty are killed while answering calls involving family fights, and why it is estimated that anywhere from six to fifteen million women are battered in our nation each year.

A research study on 116 children whose parents divorced a decade earlier (Wallerstein, 1982) concluded that divorce often has long-term effects on family members.

This is especially true of children, since divorce often occurs during the formative years. From the stories of the children and their parents, as well as all the other people studied, eleven otherwise subliminal lessons did emerge. First, divorce is a wrenching experience for many adults and almost all children. It is almost always more devastating for children than for their parents. Secondly, divorce is not an event that stands alone in children's or adults' experience. It is a continuum that begins in the unhappy marriage and extends through the separation, the divorce, and any remarriages and second divorces. Divorce is not the only culprit. It may be no more than one of the many experiences that occur in this broad continuum. Third, the effects of divorce are often long lasting. Children are especially affected because divorce occurs during their formative years. What they see and experience becomes a part of their inner world, their view of society. The early experiences in a failing marriage are not erased by divorce. Children who witnessed violence between their parents often found these early images dominating their own relationships ten and fifteen years later. Therefore while divorce can rescue a parent from an intolerable situation, it can fail to rescue the children.

A fourth lesson from this study on divorce reveals that almost all children of divorce regard their childhood and adolescence as having taken place in the shadow of divorce. Although many agree by adulthood that their parents were wise to part company, they nevertheless feel that they suffered from their parents' mistakes. In many instances, the conditions in the postdivorce family were more stressful and less supportive to the child than the conditions in the failing marriage. Fifthly, children of divorce come to adulthood eager for enduring love and marriage. They do not take divorce lightly. Sixth, we see that, the postdivorce years brought for the children in this study the results that half saw their mother or father get a second divorce in the ten-year period after the first divorce. Half grew up in families where parents remained angry with each other. One in four experienced a severe and enduring drop in their standard of living and went on to observe a major lasting discrepancy between economic conditions in their mothers' and fathers' homes. They grew up with their noses pressed against the glass, looking at a way of life that by all rights should have been theirs. Three out of five rejected by at least one of the parents, sensing that they were a piece of psychological or economic baggage left over from a regretted journey. Very few were helped financially with college educations, even though they continued to visit their fathers regularly. But because their fathers were relatively well-off, they were ineligible for scholarships.

Seventh, many of the children emerged in young adulthood as compassionate, courageous, and competent people. Those who did well were helped along the way by a combination of their own inner resources and supportive relationships with one or both parents, stepparents, siblings or mentors. Some later experienced nurturing love affairs and good marriages of their own making. Some of those who did well were very much helped by the example of the parents who had been able to successfully rebuild their lives after divorce. Others did well because they were able to turn away deliberately from the examples set by their parents. A smaller number benefited from the continued relationship with two good parents who, despite their anger and disappointment with each other, were able to cooperate in the tasks of child rearing. An eighth lesson learned through this study on the effects of divorce on kids revealed that, almost half the children entered adulthood as worried, underachieving, self-deprecating, and sometimes angry young men and women. Some felt used in a battle that was never their own. Others felt deprived of the parenting and family protection that they always wanted and never had. After their parents' divorces, they had fewer resources and often had very little help from their parents or from anyone else. Some children literally brought themselves up, while others were responsible for the welfare of a troubled parent as well.

Ninth, on the more negative side, although boys had a harder time over the years from girls, suffering a wide range of difficulties in school achievements, peer relationships, and the handling of aggression, this disparity in overall adjustment eventually dissipated. As the young women stood at the development threshold of young adulthood, when it was time to seek commitment with a young man, many found themselves struggling with anxiety and guilt. This sudden shock, sometimes called the *sleeper effect,* led to many maladaptive pathways, including multiple relationships and impulsive marriages that ended in early divorce. Tenth, adolescence is a period of grave risk for children in divorced families. Those who entered adolescence in the immediate wake of their parents' divorces had a particularly hard time. The young people told time and time again how much they needed a family structure, how much they wanted to be protected, and how much they yearned for clear guidelines for moral behavior. They mentioned that they needed more encouragement from parents in the complicated process of growing up and that, failing to get it, they were seduced by the voices of the street. Feeling abandoned at this critical time in their lives, they were haunted by inner doubts and uncertainties about the future. An alarming number of teenagers felt abandoned, physically and emotionally. Finally, as an eleventh lesson gleaned from this

research on divorced families, we see that, perhaps most important for society, the cumulative effect of the failing marriage and divorce rose to a crescendo as each child entered young adulthood. It was here, as these young men and women faced the developmental task of establishing love and intimacy, that they most felt the lack of a template for a loving, enduring, and moral relationship between a man and a woman. It was here that anxiety carried over from divorced family relationships threatened to bar the young people's ability to create new, enduring families of their own. As these anxieties peak in the children of divorce throughout our society, the full legacy of the past twenty years begins to hit home. The new families that are formed appear vulnerable to the effects of divorce. Although many young people in the study eventually were able to move forward and to establish good relationships and good marriages, this is a critical life passage for all.

While we have studied the interpersonal effects (causes) and affects (results) of delinquency, we will now enter into the effects of the media upon the lives of impressionable children. Western domination of the worldwide mass media helps explain the huge influence the West has on many different cultures today. However, heavy western influence on the rest of the world's cultures is rooted in the 19th century. Western domination of areas all over the globe have left behind a legacy of western customs and ideas. Western languages are spoken throughout the world, mainly because of Europe's history, of colonization in the Americas, Asia and Africa. Over the past 50 years, English has emerged as the premier international language. English is spoken by about 500 million people as their first or second language (Beck, 1999, pp. 959-960). Although more people speak Mandarin Chinese than English, English speakers are more widely distributed. English is the most common language used on the Internet and at international conferences. The language is used by scientists, diplomats, doctors, and businesspeople around the world. The widespread use of English is responsible, in part, for the emergence of a dynamic global culture.

Western influence can be seen in other aspects of popular culture. For example, blue jeans are the clothes of choice of most of the world' s youth. Western business suits are standard uniforms among many people, even in blisteringly hot climates. McDonald's hamburgers and Coca-Cola soft drinks can be purchased in many countries of the world. Mickey Mouse and other Disney characters are almost universally recognized. These examples of common dress, food, and entertainment figures all originated in the West and have been picked up and incorporated by other cultures. But western influence also has an

effect on ways of thinking. The Western mindset of placing a high value on acquiring material possessions (materialism) has been adopted by people of many different cultures. When a child in the Third World develops the desire for something that he does not have the funds to buy, he may be tempted to become delinquent by stealing to get it. A few years ago I interviewed a Matigsalog tribal chief in Katawtaw, Bukidnon. He said that the mountain tribes people, even way back into the bush, have a challenge with their young people seeing blue jeans when they visit the city, or when someone comes to them to visit. With no funds to buy these jeans, they either leave the village to work in the city to buy some, or become prostitutes so they can get jeans.

Certainly television, radio, and the press do influence people (Smith, 1992, p. 318). If they did not, advertisers would not invest hundreds of millions of dollars in them to sell their products. Yet the media do not sweep all before them. They are also turned off, ignored, and/or forgotten. The media can create *instant* heroes and celebrities and may help to popularize and spread their own ideas and lifestyles (McKee, 1975, p. 63). The rapid development of a modern youth culture has been acutely dependent on several media, notably rock music, movies, and underground newspapers. Yet media can have greatly positive results as well, if in the hands of someone whose plan is not for profit, but for the good of all. The electronic media (television and radio) have been centrally involved in changes affecting religion in the United States since the 1960s. The Reverend Billy Graham was the first to preach regularly to the nation across the airwaves, and through effective use of the media, this Baptist preacher amassed a large following. Increasingly over the last twenty years, we have seen even more sophisticated and systematic use of the media for spreading religious messages and raising money for ministries (Giddens, 2000, p. 424). The *electronic church,* religious organizations that operate primarily through the media rather than local congregational meetings, has come into being. Through satellite communications, religious programs now can be beamed into Third World countries across the world (for example, in Africa and Asia) and also to other industrialized societies.

Speaking of satellites, This new burst of technology has opened the door for an ever blossoming entity, that of the Internet.   Sociologist Sherry Turkle (Thompson, 2002, pp. 99-100) notes that the computer is much more than a tool. In the United States alone, estimates say that over 10 Million children use the Internet daily, and it has become a part of our identity. Some call the borderless global revolution of the Internet an *electronic republic.*

The media has undergone a massive transformation that involves computer links, interactive media in the form of cell phones, personal fax machines, and interactive television. These allow people to interact with each other, with radio and television celebrities, government officials, and even computer-simulated people and communities around the globe. The computer has become part of our identity. It offers us both new models of mind and a new medium on which to project our ideas and fantasies. It has become even more than a tool or a mirror, for we are able to step *into it* in our mind's eye, in cyberspace where we can talk, exchange ideas, and assume personality of our own creation. In the world of cyberspace, people create new identities that may be part reality, part fiction, or total fantasy. They operate in MUDs (multiuser domains) with others who are simultaneously creating, recreating, and revealing their thoughts, ideas, values, and selves, both real and imaginary. During the course of this interaction participants are continually reshaping their concepts of self and, in fact, changing who they are and who they hope to become. What is emerging is a new sense of identity, one that is decentralized and multiple in nature. As they interact in cyberspace, people create multiple selves, one of which they usually refer to as RL (real life). A child splits his personality, while he skips from window to window. RL is typically not his best window, so he focuses most of his attention on his imaginary self. Reality has a whole new meaning as a result of the technomedia. We have to now deal with more than face value. Instead, a new term must be grappled with: *interface value.* This learning is a result of socialization. Parents are concerned that children's technological abilities are exceeding their good judgment. Parents likewise are often less computer-literate than their kids, and face problems in regulation, supervision and control of the Internet use. Since pornography is so easy to acquire on the Internet, children's minds are becoming tainted and destroyed. Consciences are becoming slashed by pictures that imprint images permanently on young impressionable brains. Internet pornography is like the drug rugby, which, with each usage, burns more brain cells. Yet instead of brain cells, if there were such a thing as *conscience cells,* they are burned irreparably. Social psychologists note that evolving technologies may discourage social interaction and encourage isolation by reducing people's interdependence. Children often play games with computers instead of with siblings or friends, and many adults have found it more productive to work at home than in an office with all its distractions. The major challenge of the Internet is not actually as obvious as the up-front lasciviousness that is bred by pictures and profanity. Rather it is a total lack of the need to face the penalties for

one's actions. A child who develops multiple personalities can easily *turn off* the one personality and continue with another.   Part of being human is to face the consequences of our actions. Yet if children are trained to be able to cut off the traces of failed expeditions, then will they ever see through situations to their rightful conclusions? A child trained in the way of the Internet may say, when he sees a peer with something he wants, "That will be mine. I have nothing to lose" and he could harm the other child. RL is RL. A child cannot escape himself.   A few decades ago parents complained to *Warner Brothers Studios* for broadcasting the cartoon, *Road Runner.* Their complaint was that the coyote never really died. If a normal person were placed in the situation of that cartoon character, the show would never last. The person would die. If a child tried to mimic the actions of the coyote, against a sibling, he could actually murder either himself or his family member. And yet Saturday after Saturday, the coyote fell off cliffs, had knives thrown at him, and was shot out of cannons, only to be right back there in our living room seven days later, unharmed. Potentially wayward children must see the ultimate result in their mind's eye of the actions that they are planning to carry out.

Summary

The urgent challenge in Davao City for CAR is the three-fold collection of violations, which includes curfew breaking, rugby sniffing and petty theft. Each of these can be seen as introductory crimes. While these three, for the most part, seem to be victimless crimes (depending on how severe the petty theft is), they nonetheless lead the CAR into greater crimes, with increasing magnitudes of victimization. When a CAR breaks curfew, he becomes familiar with dangerous people who lurk the streets at night. When a CAR sniffs rugby, he develops desires for more powerful drugs. When a CAR practices petty theft, he is challenged with greed to steal things of increasingly greater value. Each of these *entry crimes* is training the CAR to become delinquent. These three crimes of breaking curfew, sniffing rugby and petty theft introduce three causes of delinquency in children. They include: 1) identifying and stretching rules, 2) bending rules, and 3) breaking rules.

Studies have been made to determine which factors can be identified to determine whether a child is potentially a CAR. Some of these studies have been extreme, in that they have stereotyped specific children as always being exclusively potentially delinquent. Theorists justify this approach due to the matching of parameters of the child's nature or

nurture, with a guideline of those children who have committed crimes in the past. Such conclusions are unfair and even untrue, based on further studies that have been made. Successive studies have proven many exceptions to the theories that have been put forth by these ideologists. For instance, it was found that older children were slightly more deceptive than younger ones. Yet that does not mean that all older children are deceptive. Nor does it mean that younger children are exempt from deceptiveness. A key factor is the discipline, love and guidance that a child needs. If a child cannot find these three elements at home, he may find them at church, school, clubs (like scouting), or even in a youth rehabilitation center. A child in the worst of circumstances may nonetheless find avenues of obtaining the discipline, love and guidance that he needs to avoid becoming delinquent, if only he has the ambition to seek it. Therefore it is unfair to label all children in specific settings as being CAR. Instead, it is essential to determine, based upon his personal record, how each child has reacted in the past to opportunities for avoiding evil and choosing the good.

Sooner or later, all being well, a child will acquire a conscience: a system of ideas, attitudes, and inner controls that decree what is right and wrong and what are his duties and responsibilities. The conscience has been described as a super-ego or internalized set of values and controls that originally were prescribed by others but eventually are administered by the child himself. RA #9344 may come across to the observer as a tool to develop a conscience in the child by providing avenues for positive reinforcement of values in rehabilitation centers. Yet since the LGUs lack funding to carry out the requirements of RA #9344, the incidence of crime among juveniles is increasing instead of decreasing, since the passage of the Act. UNICEF has noticed that, due to the fact that poor children cannot afford proper representation in the legal system, they often disproportionately bear the brunt of statistical blame, since the statistics often do not include the cases of wealthy or middle-class children whose cases were dismissed and never made it to court.

"At-risk" is a term that, in its severest sense, refers to the child whose tendencies, environment and/or decisions have already led him or her into a place where conflict with the law is likely to become a reality. Aside from the extreme Lombrosian hereditary approach to understanding the causes of delinquency, *Labeling Theorists* have focused on the *process* of deviance, rather than its *causes.* Labeling theorists say that deviance is relative. Any act, along with the person who commits it, becomes deviant only when labeled as such by others.

Deviance is thus seen as socially constructed. There is a typical deviant, based on criminal records held by social services departments. The typical delinquent boy is a boy of about fifteen (President's Commission, 1967), who is living with one parent and several brothers and sisters. The family lives in an overcrowded apartment in a deteriorating neighborhood in a big city. The boy has done poorly in school for years. He has gotten low grades, he has failed one or two grades, and he now is about to drop out of school permanently. His neighborhood plays a large part in forming his delinquency, since a child from a poor family who lives in an upper-class area is less likely to become delinquent than the one who is surrounded by other deprived families. To review this again, while there are hundreds of possible factors to identify delinquency traits in youngsters, such as smoking at an early age and bed-wetting, the most common characteristics of juvenile delinquency are: 1) male, 2) consistently poor grades, 3) young teen, 4) overcrowded living conditions, 5) single parent home, 6) urban, 7) blue collar neighborhood, 8) large family, 9) flunky, 10) planning to dropout. A boy with all ten of these characteristics would be considered a number ten on a scale of one to ten, describing the risk ratio factors. A female with the other nine characteristics would perhaps be a nine on the same scale. A female who has never yet failed a grade might be an eight. Yet with the intervention of positive influences of church, school and other remedial agencies, the risk ratio of the CAR can be greatly reduced a few notches lower on the scale. Rather than the scale being two-dimensional, with cause-and-effect factors, it becomes three-dimensional, with counteracting forces, when these positive aspects (of church, school and clubs) are introduced.

When the child has someone who believes in him, s*ymbolic interactionism* emphasizes the notion of the *looking-glass self*. The child begins to attempt to see himself as others see him. The child places great importance in the views of others in developing his own self-concept. The "third dimension" mentioned earlier allows the child to see himself as good, untainted by his unhealthy environment. *Control theory* says that two systems work against our motivation to deviate. Our *inner control* system includes our internalized morality-conscience, ideas of right and wrong, and reluctance to violate religious principles. Inner controls also include fears of punishment, feelings of integrity, and the desire to be a *good* person. Our *outer control* system involves groups, such as family, friends and police, which influence us not to deviate. The likelihood that a person will deviate from social norms, such as committing a crime, depends on the strength of these two control systems relative to the strength of the pushes and pulls toward the deviance. If our control systems are weak, we

deviate. If they are strong enough, we do not commit the deviant act/s. This theory can be summarized as *self-control*. Poverty plays a major part in risk for CAR. Poverty wears down children's reliance and emotional reserves. It saps their spirits and sense of self and crushes their hopes. Therefore, while poverty does not cause delinquency, it nonetheless is a factor, which is commonly found in the "social portfolios" of delinquents. Professional social workers are also doing a great deal to combat delinquency. Trained to recognize the first symptoms of trouble, they often are able to correct the sources of the difficulty before a child becomes seriously delinquent. The distinction between the delinquent and the nondelinquent seems to be not in a sharp difference in the nature of their emotional problems but in the different ways they respond to and act out these problems. *Families of the Slums* attacked the myth that poverty was necessarily synonymous with disorganization, and upheld the principle of equifinality (that the same outcome did not necessarily mean the same origins) at least in reference to the context of symptomatic behavior.

In the disengaged family, there is a relative absence of strong connections, and the relationship ties between family members were weak or nonexistent. The enmeshed family on the other hand, resembled an error-activated system with high resonance between the parts. Even so, the defiant child has greater potential for character development and for accomplishment and leadership, although it is more difficult to raise him. The same characteristics that cause a toddler to stamp his foot and say no to you may cause him, thirteen years later, to say no to the peer group when they offer him drugs. Parents need to shape his will and give him the ability to shape his own impulses. When a child in the Third World develops the desire for something that he does not have the funds to buy, he may be tempted to become delinquent by stealing to get it. Yet media can have greatly positive results as well, if in the hands of someone whose plan is not for profit, but for the good of all. Thus the child-at-risk is the child who, due to elements of nature and/or nurture, is challenged in the area of being able to counteract the antisocial influences upon his life.

How are the children's performances rated or evaluated at BLC?

The grading system at BLC follows a percentage evaluation in every category, for every learning area. Monthly examinations are required in every grade level, including preschool. These are designated by their titles, such as First, Second, Third and Fourth Preliminary and Periodical Exams. These exams total 40% of their final grade. The other 60%

is divided into 20% for quizzes, and 10% respectively for the four areas of oral recitation, assignments/projects, behavior and attendance. In order to qualify for a particular grade level, at the beginning of each school year each child will take a placement test to determine the validity of the Form 137 (student's aptitude record) of previous grade levels. BLC does not hesitate to hold a student back a grade, or likewise to push the child forward a grade, depending on the student's performance level on the placement tests.

While progress report cards are issued quarterly, monthly grading evaluations are also made. Teachers' lesson plan notebooks reflect the receptivity of each student, and are adjusted accordingly if extra time needs to be spent on challenging areas of learning. Each teacher also provides a weekly prayer and sharing time with their class. Evaluations are provided by the advisory teachers. The BLC sponsorship coordinator and secretary also provide evaluations. Weekly chapel times in the BLC gym provide singing and Bible lessons. The third ten minutes of this half-hour chapel time provides a "Bible Bee" hosted by the school president (me). Having been provided the list of verses at the beginning of the school year, each student is given opportunity to recite the "Verse of the day" A five-peso coin is awarded to each successful child.
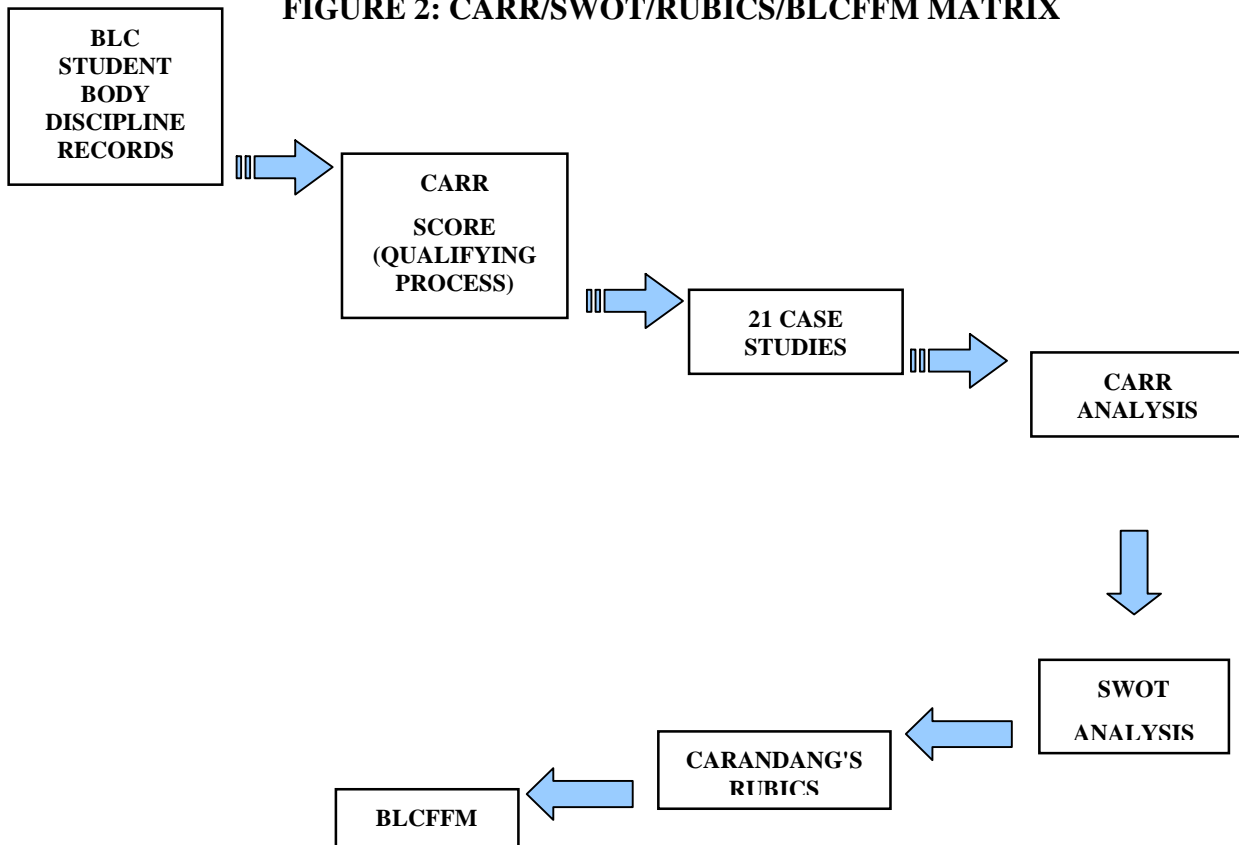
Chapter 3

RESEARCH DESIGN AND METHODOLOGY

Research Design

The methods of qualitative research with the use of the case study method has been used to describe the characteristics that predispose children-at-risk to delinquency. This study is a descriptive research on the characteristics of children-at-risk. Of the 500 children-at-risk enrolled at BLC, 21 has been purposely selected for case studies. The data has been gathered through the personal interview method and judicious use of documentary sources such as performance evaluations and background information.

Additional research tools have been used, such as accessing the files of the students, their grade point average, and site visits. Based on BLC records, those 21 children who have been determined by the BLC Administration's permanent records to have had the greatest delinquency challenges, have been perceived via the CARR. The process of CAR perception in regards to potential juvenile criminality is best understood via the CARR/SWOT/RUBICS/BLCFFM MATRIX in Figure 2, which is both a schematic diagram (in that it highlights at a glance the overall process) and also a process flow (in that it gives the direction of movement in our multivariate analysis).

Based on the "BLC STUDENT BODY DISCIPLINE RECORDS", the researcher identifies the 21 most at-risk students. Case studies are made on these 21 students. These "21 CASE STUDIES" are then analyzed through the fifty categories of "CARR". The child with the greatest CARR is chosen. A SWOT analysis is made to determine generalizations of the 21 CS based upon the frequencies of each of the fifty items in the 21 CS through CARR, as contrasted and compared with the child with the highest CARR.

The SWOT analysis has determined the child's greatest internal and external strengths and weaknesses, in light of the other CS. The next step is to transpose these SWOT findings on the RUBICS. Positive and negative characteristics which fall into the same category eliminate each other. This is because the child has a strength and a weakness in the same dimension, which creates an internal psychological balance for him. For the purpose of this matrix, the BLCFFM directs its 4-fold significant factors of spiritual, mental, physical, and social services to determine its intervention to balance out the imbalanced dimensions in RUBICS, by interposing these infused equalizing factors.

FIGURE 2: CARR/SWOT/RUBICS/BLCFFM MATRIX

```
┌──────────────┐
│     BLC      │
│   STUDENT    │        ┌──────────────┐
│     BODY     │  ───▶  │     CARR     │
│  DISCIPLINE  │        │    SCORE     │
│   RECORDS    │        │ (QUALIFYING  │        ┌──────────────┐
└──────────────┘        │   PROCESS)   │  ───▶  │   21 CASE    │        ┌──────────────┐
                        └──────────────┘        │   STUDIES    │  ───▶  │     CARR     │
                                                └──────────────┘        │   ANALYSIS   │
                                                                        └──────────────┘
                                                                               │
                                                                               ▼
                        ┌──────────────┐        ┌──────────────┐        ┌──────────────┐
              ┌────────┐│ CARANDANG'S  │  ◀───  │     SWOT     │
              │ BLCFFM │◀──│   RUBICS   │        │   ANALYSIS   │
              └────────┘   └──────────────┘      └──────────────┘
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FIGURE 2: CARR/SWOT/RUBICS/BLCFFM MATRIX

The process of CAR perception in regards to potential juvenile criminality is best understood via the CARR/SWOT/RUBICS/BLCFFM MATRIX, which itemizes the steps of procedure in perception. The process begins with accessing each individual student's BLC STUDENT BODY DISCIPLINE RECORDS. The CARR SCORE (QUALIFYING PROCESS) is then utilized to determine which of the 500 BLC students are most at-risk. 21 CASE STUDIES are then made via interviews with the family, teachers and individual student himself. The CARR ANALYSIS is then made based on the findings of the case studies. The SWOT ANALYSIS is then utilized to determine the strengths, weaknesses, opportunities and threats of each of these target individuals. Next, the CARANDANG'S RUBICS cube is superimposed on the SWOT findings to determine areas of balance and areas of imbalance in each child. Finally, the BLCFFM (Barner Learning Center Four-Fold Mission) determines the services of intervention which are utilized to meet the identified need categories of the most at-risk child in BLC. This child has become the prototype of the other students.

Research Locale

This study has been implemented at the BLC premises at Laverna Hills Subdivision, in Buhangin, Davao City, where the children are currently enrolled. While the BLC history and campus is described in depth in chapter Four "History of BLC", a short description of the campus is that it is a three-story thriving elementary and preschool of 500 students/pupils. Situated on $1/10^{th}$ of a hectare of property in a residential neighborhood, it is surrounded by rolling hills near the International airport of Davao City, and is highly respected by the surrounding community.

Instrumentation: Case Study Analysis

Twenty-one case studies of BLC children has been compiled to contrast or compare the presence of predisposing factors that lead to delinquency. The sampling technique is purposive, in that it seeks within the BLC population those who are at the greatest risk, based upon the aforementioned screening process. This multivariate analysis defines the population in smaller and smaller decreasing numbers until the one child at the highest CARR is chosen. The study has looked into the following variables: age, gender, family, family background, family structure, history of familial or personal conflict with the law, legitimacy of birth, brokenness of family, number of residents in household/number of non-nuclear residents in home, education previous to enrollment at BLC, education level at BLC, scholastic aptitude at BLC, traumatizing personal experience, personal traits, attitude, likes and dislikes (personality traits), religious upbringing, socio-economic status, presence of criminal paraphernalia in the home: cigarettes, drugs, alcohol, gambling devices, pornography, BINGO cards, cultic literature, type of home: bamboo, cement, cardboard, paint, windows, location of home: urban/rural, congested/sparse, presence of media in home: television, radio, cell phones, telephones, video games, stereos, electricity, and the child's lifetime goals (long-term and short-term)

The case studies in this report have been chosen on the basis of their level of potential criminality. Of those hundreds of BLC children who were qualified (by age, grade level and/or delinquency aptitude) for inclusion in this report, for brevity's sake, only those 21 classified with the highest aptitude for potential criminality (as compared/contrasted with their schoolmates) were chosen for this report. The tool used to determine the level of each child's

criminality potential is of my own design, the Child At-Risk Ratio (CARR). The CARR uses many of the elements listed above, in addition to findings from prisons worldwide, to determine those characteristics which are common in criminals, especially juvenile criminals. Based upon the following fifty (50) characteristics, a child's score is dependent upon how many of these negative characteristics apply directly to each particular child. For instance, if a child's CARR score is 36%, then the child carries 18 of the fifty characteristics listed in the CARR. Each of the fifty characteristics therefore carries two points on the CARR scale. CARR has been utilized in the analysis for criminality potential by being the second of five multivariate analyzational steps of process of determining the needs of the overall population in regard to delinquency alleviation (CS-CARR-SWOT-RUBICS-BLCFFM). After the CARR ratio for each juvenile in the population sampling is identified, the researcher then chooses the CS with the highest ratio number. This CS is determined to be the greatest CAR. In a decreasing scale, the researcher has been able to identify which of the juveniles are of greatest risk, great risk, and least risk, by their corresponding numbers on the CARR. The CARR priority list is as follows:

POSITIVE ASPECT (+)	NEGATIVE ASPECT (-)
1. Female	Male
2. Dual Parents	Single Parent
3. Not involved with gangs	Gang Member
4. Attends Church	Unchurched
5. Involved with Positive Clubs	Not involved with Positive Clubs
6. Maintains grades of B or higher	Grades are below B
7. Has not repeated any grades	Has repeated at least one grade
8. Does not plan to drop out of school	Plans to drop out of school
9. Not a discipline problem at school	Has broken rules at school
10. Has not had confrontations with police	Has had confrontations with police
11. Raised by a male authority figure	Raised by a female authority figure
12. Child's original parents are together	Parents are divorced or separated
13. Child has no imprisoned near relatives	Child has at least one near

relative imprisoned

14. Child's family lives in a home — Child's family lives on the street

15. No family members play Bingo — A family member plays Bingo

16. Entire family are tea-totalers — Alcohol (to drink) is present in the home

17. The child's neighborhood is — The child has a crime-ridden neighborhood

18. There are no Lotto cards in the home — Lotto cards are present in the home

19. Radio and/or TV is on 2 hrs or less each day — Home's radio and/or TV is on over 2 hours daily

20. Child is pre-teen — Child is a teenager

21. The child has not been molested — The child has been molested

22. The home is cigarette-free — There are cigarettes in the home

23. The home is drug-free — There are drugs in the home

24. Child has no gay near-relatives — Child has at least one gay near-relative

25. Family reads the Bible together daily — Family does not read the Bible together daily

26. Household has less than 5 members — Household has 5-7 members

27. Household has less than 8 members — Household has 8-12 members

28. Household has less than 13 members — Household has 13 or more members

29. Child's lifetime goals are good — Child's lifetime goals involve violence or crime

30. Any video games present in home are — Brutal video games present in home are discreet

31. Music in home is not loud — Home filled with loud music

32. Home has indoor CR — Home has no indoor CR or indoor plumbing and/or running water

33. Household income is — Family income is less than 50

	pesos per day over 50 pesos per day
34. Home has electricity	Home has no electricity
35. Household has no step-parents	Household has a step-parent
36. Home has a play yard	Home is built right up against other homes
37. The house has a Bible present	House has no Bible
38. Child is not adopted	The child is adopted
39. Parents and child have no tattoos	The child or at least 1 parent has at least one tattoo
40. Child's hair is proper length	Child's hair: Boy:very long/girl:very short
41. There're no suggestive pictures in the home	Suggestive pictures are in the home
42. Family hasn't moved more than once in the past past 12 months.	Family has moved 2x or more in the past 12 months.
43. Child was never abandoned	Child has been abandoned
44. Child has no near relative who is a prostitute	Child has a near relative who is a prostitute
45. Parents assist child with homework	Parents do not assist child with homework
46. Child is not a bastard	Parents were not wed when pregnant
47. All child's friends/relatives still living	Child's close friend/relative has died
48. No witchcraft paraphernalia in the home	Home has witchcraft paraphernalia
49. Home is made of cement	Home is not made of cement
50. Home is rural or suburban	Home is in urban environment

Data Collection: Case Study Analysis: Sampling Design, Instruments, Variables and Measures

Sampling is the procedure through which we pick out, from a set of units that make up the object of study (the population), a limited number of cases (sample) chosen according to criteria that enable the results obtained by studying the sample to be extrapolated to the whole population. In the present case, the population is the 500 children at BLC. The limited number of cases are the 21 who have been determined by BLC disciplinary records to be those who are most at-risk. Therefore the BLC records are the instrument used to determine the sample. The variables (factors or concepts thought to be significant for human behavior, which varies from one case to another) are the disciplinary files and records of BLC. They are measured by the rate of occurrence and extremes of cases. The extremity calculation is based on the type of cases involved. Physical contact with a fellow student is of greater extreme than stealing from a fellow student. Likewise, stealing from a fellow student is of greater extreme than using profanity in class, or breaking other rules such as chewing gum in class. Another factor is the determination of whether the teacher brought the student to the principal's office, or if the parents complained that there was a recurrent problem with the lack of discipline in a particular child. Due to the fact that disciplinary problems tend to be inclusive (they grow in occurrence in time), then the most troublesome children tend to commit the most occurrences of discipline-requiring acts. As the study progresses, the variables are refined to include the 50 characteristics listed in the CARR matrix.

Instrumentation

Our sample (the 21 CS) is our investigative tool. The sampling design for the purpose of the present study is multivariate, in that the research does not end once the most delinquent subjects (highest % on the CARR chart) are determined. Rather, the multivariate tools of CARR, SWOT, RUBICS and BLCFFM are accessed to determine, first of all, who the greatest troublemakers are (21 CS), then which of these are the most at risk in becoming CICL (CARR), then which of factors in this particular individual's life are unbalanced with other strengths or weaknesses (RUBICS) in each dimension, and finally, brought back to the overall school (population) level to reveal which factors meet these greatest needs in the institution which the samples are members of. Therefore the procedure follows the progression of an hourglass, from general (population) to specific (characteristics of CS #20)

and then back to general again (BLCFFM services). Once again, this report is not an evaluation of the effectiveness of BLC, but rather a presentation of what it is doing. Due to the fact that this sample (CS 1-21) is selected successively through a process of "narrowing down" the population into smaller and smaller categories (500-21-1), the technique for sampling design would be termed "multistage sampling". The primary units would be the 21 CS and the secondary unit would be CS #20, or if preferred, #20 and the next few cases which are also of the greatest CARR. The advantages of this multistage sampling design are that: (a) there is no need to have a list of the entire reference population, but only lists of the sub-populations of the higher-order units selected; and (b) data collection involves only the units selected, thereby eliminating much unnecessary extraneous data collection.

Generally, the case study analysis is a detailed analysis of a case study that has been employed including seven areas: 1) The history, development, and growth of the child over time, 2) The identification of the child's internal strengths and weaknesses, 3) The nature of the external environment surrounding the child, 4) A SWOT analysis as applied per case via the determination of the child's Internal Strengths and Weaknesses, as well as his External Opportunities and Threats, which are then balanced against each other in a bivariate positive/negative balance, to be superimposed over the RUBICS matrix. 5) The kind of homelife/church/school-level strategy pursued by the child, 6) The nature of the child's personal strategy (consciously or subconsciously), 7) The child's structure and control systems and how they match his strategy.

This case study is written, not as a classical written type case, nor as unfinished-written without an ending, nor as a crisis case- a situation requiring prompt attention. These signs reveal tendencies toward criminal behavior. Once the need for early intervention is established and acted upon, said tendencies can be eliminated. Quite often parents, guardians and teachers are not aware of the negative elements in society that are molding their charges like pieces of clay. Clay hardens with time. Crisis is part of our experiences. With each problem or crisis, there is a problem or opportunity—this emerges when presented to small groups for comment, criticism and decision. This case study analysis is an example of an "After the Fact" case, where BLC has infused its services to meet the particular needs of the most CAR students in its population, to keep them from becoming CICL.

General Plan for Analysis of 21 Case Studies

A system of 6 steps is enacted to analyze 21 of the 500 children of BLC. 1) a historical discipline profile is made on each child. This profile counts the number of times each child's actions have resulted in disciplinary action, as listed within the child's permanent BLC files. 2) Those 21 children with the highest number of said disciplinary infractions make up the 21 case studies for this research project. With the approval of each child's parent/s and/or guardian/s, at least one representative from each family is questioned on the personal environmental and genetic makeup of the child, and personal files on each child are evaluated. The child with the highest score (greatest occurrence of items in the "negative" column in the CARR chart) is the child who is most at-risk, according to this CARR matrix. 3) The one child most at-risk then becomes a prototype for how to evaluate any of the children on campus. The positive and negative traits (as identified in his CARR analysis) of this child are placed on the SWOT analysis tool. This determines which of his positive and negative traits are external (non-genetic) and which are internal (genetic). 4) To determine the internal balance of this child, the RUBICS tool places each of the child's strong and weak points into one of the child's categorical dimensions. If any dimension carries more negative than positive traits, it is considered a *dimension of danger*. 5) The multiple free services of BLCFFM focus on reaching the needs represented specifically in these *dimensions of danger*.

Specific Plan for Analysis of 21 Case Studies

Once the historical profile is completed, the researcher can begin the SWOT analysis: S=Strengths (attributes of the child that are helpful in achieving positive objectives), W=Weaknesses (attributes of the child that are harmful in achieving positive objectives), O=Opportunities (external conditions of the child that are helpful in achieving positive objectives), and T=Threats (external conditions of the child that are harmful in achieving positive objectives), (Wikipedia, 2008, 12:39pm). By using all these life incidents, an account of the child's strengths and weaknesses as it has emerged historically may be formulated.

The next step is to identify environmental opportunities and threats. Here the researcher has applied all information the researcher has learned on children and their macroenvironments, to analyze the environment the child is confronting. Of particular importance are forces in the stages of the child's life. Which factors in the macroenvironment have appeared salient depends on the specific child being analyzed, since all children are different. All are unique. All respond uniquely to their surroundings, be they girl or boy,

strong or weak, Christian or unbeliever. The tools of their understanding empower them differently for the conquests of life.

Having identified the child's external opportunities and threats as well as his internal strengths and weaknesses, the researcher needs to consider what the findings mean. That is, the researcher needs to balance strengths and weaknesses against opportunities and threats. In this specific analysis, the procedure entails a presentation of the free services that are provided for the BLC population. These free services, provided for every single one of the students, can be identified to correspond in part or in total, with the specific needs that are represented by the CS, with the assistance of the RUBICS, since many of the strengths and weaknesses have cancelled each other out when placed over the RUBICS matrix in their respective dimensional counterparts. Overall, is the child in a strongly competitive position? Can he continue to pursue his current homelife/church/school-level strategy realistically? What can the child do to turn weaknesses into strengths and threats into opportunities? Can he develop new functional, realistic, or homelife/church/school strategies to accomplish this change?

To analyze a child's homelife/church/school-level strategy, the researcher first needed to identify the child's mission and goals. Sometimes the mission and goals are stated explicitly in the case; at other times the researcher has had to infer them from available information. Often these goals are felt by the child, but only subconsciously. The information the researcher needed to collect to find out the child's personal strategy in approaching life (since the child himself may not even know it) includes such factors as his family's occupation, the attitudes and accomplishments of siblings, and personal desires. Is sibling rivalry present? Are there emotional gains to be achieved from synergy (striving to work together without conflict)? Alternatively, is the child just developing a variety of talents and interests, for his personal sense of integrity and worth? Then, using the researcher's SWOT analysis, conclusions are possible to determine the merits of this strategy, whether it appropriate, given the environment the child is in, and if there should be a change in homelife/church/school strategy provide the child with new opportunities.

Chapter 4

SUMMARY, ANALYSIS, IMPLICATIONS, PRESENTATION AND INTERPRETATION OF DATA

Analysis of the data of the 21 case studies.

Categorically, the 21 BLC case studies reveal the following CARR data. (See Figure 4, 5 and 6 Frequency Tables and Charts). The levels at which CARR is represented in our 21 case studies is: 0%-10%:0,11%-20%:7, 21%-30%:7, 31%-40%:6, 41%-50%:1. The highest incidence of CARR is in the realms of 11%-40%. The top and bottom categories are almost insignificant.

There are characteristics that BLC children have in common. They are tough in facing the present conflicts in their home, in spite of the problems. They choose not to be affected and always find comfort through friendship at school. They are also determined to continue in their studies no matter what. They express their emotions or sometimes pour out to their friends and teachers at school. They are focused on their schooling even if they have no food. Their hearts are open for training, correction, and guidance from anybody who wants to offer help. Most of them are branded to be mischievous jokers because of their misbehavior. But as you get to know them better, you understand that they are doing it to get attention. They are attention seekers, because they want you to fill in the emptiness they have inside. You eventually get to know that they are friendly. They always want to make friends, to explore, to feel another kind of environment and to have fun and get out from their shell. The best tool in helping these children is to make friends with them and not yell at them, nor embrace them in front of other people. Get their trust and let them feel welcome, loved and comforted. If you already have their heart, start telling them what they did was wrong.

These children differ from one another. Some find comfort at school or with friends and classmates, some show misbehavior to get attention and some just accept the fact that they belong to a troubled family. They differ in responses they make to conflicts they experience at home. Some react to the bad influences they see at home, a product of a broken home and lack of love. These have different affects in their lives. Some want to follow the footprints of their fathers, uncles or mothers, and some are deprived of experiencing the joys and wonderment of being a child because of responsibilities at home.

FIGURE 3: General Frequency Table of 50 CARR Criterion in 21 BLC Cases Studied

LEGEND: (+) = Those children whose CARR characteristics are favorable (not at-risk)

(-) = Those children whose CARR characteristics are unfavorable (at-risk)

50 CARR Criterion: # Represented Overall in this category (add + & -)

Column A (+: not at-risk)	Column B (-: not at-risk)	Column C (Total Balance/ Imbalance)
1. Female (+)8	Male (-)13	(-)5
2. Dual Parents (+)3	Single Parent (-)18	(-)5
3. Not involved with gangs (+)18	Gang Member (-)3	(+)5
4. Attends Church (+)17	Unchurched (-)4	(+)13
5. Involved with Positive Clubs (+)2	Not involved with PC(-)19	(-)17
6.Maintains grades of B or higher (+)12	Grades are below B (-)9	(+)3
7. Has not repeated any grades (+)20	Has repeated at least one grade (-)1	(+)19
8. Does not plan to drop out of school (+)14	Plans to drop out of school (-)7	(+)13
9.Not a discipline problem at school (+)19	Has broken rules at school (-)2	(+)17
10.Has not had confrontations with police (+)21	Has had confrontations with police (-)0	(+)21
11.Raised by a male authority figure (+)14	Raised by a female authority figure (-)7	(+)7
12.Child's original parents are together (+)12	Parents are divorced or separated (-)9	(+)3
13.Child has no imprisoned near relatives (+)20	Child has at least one near relative imprisoned (-)1	(+)19
14.Child's family lives in a home (+)20	Child's family lives on the street (-)	(+)19

Column A (+: not at-risk)	Column B (-: not at-risk)	Column C (Total Balance/ Imbalance)
15.No family members play Bingo (+)19	A family member plays Bingo (-)2	(+)17
16.Entire family are tea-totalers (+)9	Alcohol (to drink) is (-)3 present in the home	(-)12
17.The child's neighborhood is almost crime-free (+)19	The child has a crime-ridden neighborhood (-)2	(+)17
18.There are no Lotto cards in the home (+)17	Lotto cards are present in the home (-)4	(+)13
19.Radio and/or TV is on 2 hrs or less each day (+)11	Home's radio and/or TV is on over 2 hours daily (-)10	(+)1
20. Child is pre-teen (+)14	Child is a teenager (-)7	(+)7
21. The child has not been molested (+)20	The child has been molested(-)1	(+)19
22. The home is cigarette-free (+)11	There are cigarettes in the home (-)10	(+)1
23. The home is drug-free (+)20	There are drugs in the home (-)1	(+)19
24. Child has no gay near-relatives (+)21	Child has at least one gay near-relative (-)0	(+)21
25. Family reads the Bible together daily (+)7	Family does not read the Bible together daily (-)14	(-)7
26. Household has less than 5 members (+)7	Household has 5-7 members (-)14	(-)7
27. Household has less than 8 members (+)16	Household has 8-12 members (-)5	(+)11
28. Household has less than 13 members (+)19	Household has 13 or more members (-)2	(+)17
29. Child's lifetime goals are good (+)19	Child's lifetime goals	(+)17

Column A (+: not at-risk)	Column B (-: not at-risk)	Column C (Total Balance/ Imbalance)
	involve violence or crime (-)2	
30. Any video games present in home are discreet (+)18	Brutal video games present in home (-)3	(+)15
31. Music in home is not loud (+)13	Home filled with loud music (-)8	(+)5
32. Home has indoor CR and/or running water (+)10	Home has no indoor CR or indoor plumbing (-)11	(-)1
33. Household income is over 50 pesos per day (+)17	Family income is less than 50 pesos per day (-)4	(+)13
34. Home has electricity (+)17	Home has no electricity (-)4	(+)13
35. Household has no step-parents (+)17	Household has a step-parent (-)4	(+)13
36. Home has a play yard(+)	Home is built right up against other homes (-)8	(+)5
37. The house has a Bible present (+)20	House has no Bible (-)1	(+)19
38. Child is not adopted (+)21	The child is adopted (-)0	(+)21
39. Parents and child have no tattoos (+)17	The child or at least 1 parent has at least one tattoo (-)4	(+)13
40. Child's hair is proper length (+)21	Child's hair: Boy: very long/girl: very short (-)0	(+)21
41. There're no suggestive pictures in the home (+)21	Suggestive pictures are in the home (-)0	(+)21
42. Family hasn't moved more than once in the past 12 months. (+)20	Family has moved 2x or more in the past 12 months. (-)1	(+)19
43. Child was never abandoned (+)12	Child has been abandoned	(+)3

Column A (+: not at-risk)	Column B (-: not at-risk)	Column C (Total Balance/ Imbalance)
	(-)9	
44. Child has no near relative who is a prostitute (+)21	Child has a near relative who is a prostitute (-)0	(+)21
45. Parents assist child with homework (+)14	Parents do not assist child with homework (-)7	(+)7
46. Child is not a bastard (+)12	Parents were not wed when pregnant (-)9	(+)3
47. All child's friends/relatives still living (+)19	Child's close friend/relative has died (-)2	(+)17
48. No witchcraft paraphernalia in the home (+)21	Home has witchcraft paraphernalia (-)0	(+)21
49. Home is made of cement (+)4	Home is not made of cement (-)17	(-)13
50. Home is rural or suburban (+)2	Home is in urban environment (-)19	(-)17

FIGURE 3: General Frequency Table of 50 CARR Criterion in 21 BLC Cases Studied

The General Frequency Table of the 50 CARR Criterion in the 21 BLC Cases Studied reveals in Column C: that higher negative (-) numbers represent a category of common weakness, while higher positive (+) numbers represent a category of common strength. Column A represents its totals with a plus sign (+) to show that these individuals are not at-risk in these categories. Column B represents its totals with a minus sign (-) to show that these individuals are at-risk in these categories. Column C adds together the totals from Column A and Column B to reveal the Balance/Imbalance representative total.

The main characteristic of children in these case studies is that we have identified that their behavior is at-risk. Their behavior towards peers, elders and people is tainted by the negative examples set by those who live in their homes. These negative examples provide bad influences and violence that they often see. While some have learned to earn an income at a young age to overcome poverty, others have lost their self-esteem and confidence.

Often the children feel trauma from pains and abandonment. This causes them to feel a deficit of love. Their difficult behavior reaches out in ambitions of hopes for a brighter future. They often lack support from their parents. They even find education uninteresting and an unnecessary tool, because at a young age they are already earning an income. Their behavior strives toward what is truly important in their eyes: what will give their own family its present needs of food, clothes, a roof over their heads and a future. Without any other influence to tell them otherwise, they learn only that what is real is the bad example they have from their parents. Although they do not like it, they tend to mimic it.

Of all these cases, the ones that are of the highest risk are those who are abandoned because of other women in the home, live-in relationships, broken families and bad influences from the vices of their fathers. These are treacherous circumstances in that they hit the child in the crucial relationships which are supposed to be his most valued: those between parents and their kids.

The remedial measures that BLC is providing to protect these children include nurturing activities and procedures used by the school. We have programs for the following: feeding, health, Bible memorization, and a counseling program. The school offers free feeding every day from morning until the afternoon to provide food to those children who have nothing to eat. We also seek to overcome the rate of malnourishment at school, especially for the sponsored children. The health program involves a monthly checkup from the school nurse to monitor the students' health. BLC provides vitamins daily to those who are malnourished. In the Bible Bee program, every Wednesday the school hosts a chapel time when they hear stories about Christ' love. They learn Christian songs, whose messages place in their minds the need to trust God at all times: both good and bad. To motivate the children to memorize Bible verses, I give away prizes to those that can come up onto the stage and recite the Bible verse of the week. In their classes the teachers add-on additional information about the points that are mentioned in their Christian Education class. As to personal Christian counseling/guidance sessions, frequent follow-up and counseling from Dr. Ayoc establishes

openness and friendship. This gives them chores and responsibilities to motivate them in the idea that life is not really that bad. BLC teaches kids to have fun while they are young, and build a foundation that will carry them into a responsible future. Then afterwards teachers give them candy or chocolate in reward for a job well done. Also teachers and staff are instructed to make constant follow-up of the students and establish friendships with them, letting them feel they are welcome.

The Children of the BLC: The Rubics Cube

The theoretical framework utilized for this study is Carandang's (1981) Rubics Cube Approach. Since what a child does often speaks louder and clearer than what he says, this approach (as seen in the Appendix, Table B) perceives the child in four dimensions including: (1) Horizontal: the child as a total person, (2) Vertical: the child in terms of his developmental stage, (3) the contextual dimension: the child in terms of his contextual environment, and (4) the phenomenological dimension: the child's world view.

In his first dimension, the child has aspects of development, involving his physical, intellectual (cognitive), socio-emotional, world moral or spiritual facets of development. In his second dimension, he maps out strategies for his approach to life's events, propelling the child toward his next stages of growth. The third dimension establishes for the child his understanding of background information, including the quality of his family life, community/peers, culture/street life, rehabilitation experiences and the child's will. Finally, the fourth dimension develops the clinical-psychological child, determining for him how he sees the world.

The "horizontal" dimension views the child from a total perspective, that is, as a person having physical, intellectual or cognitive, socio-emotional, and moral or spiritual facets of development. The second dimension (or "developmental perspective") is otherwise known as the "vertical" dimension. It defines where the child is at in terms of his developmental stage. It injects an element of hope because it helps map out strategies that can propel the child toward the next stage of growth. The third dimension (or the "child in context") views the child within the context of the family, community and culture. The child's "context" in this

study includes important background information such as quality of family life, peers, street life, rehabilitation experiences, and will. The Fourth dimension (or the phenomenological dimension), as the final dimension, forms the underlying basic concept in the clinical-psychological approach. This dimension looks into the child's point of view and how he sees the world. (Araneta-de Leon, p. 99)

SWOT

Of the 21 case studies, the highest instance (mode) of specific delinquency traits (of the fifty listed in the CARR) are present in 19 out of the 21 case studies. These are the traits of not being involved in positive clubs (CARR#5), and also living in an urban environment. The second most common deficiency trait involves living in a home made of non-cement materials (CARR#49). The third most common trait (present in 14 CS) is a tie between CARR#25 (Family does not read the Bible together daily) and CARR#26 (Household has 5-7 members). The least common delinquency-debilitating traits include confrontations with police, having gay relatives, being adopted, having hair of improper length, having suggestive (naked, or scantily-clad) pictures/posters in the home, related to a prostitute, and/or having signs of witchcraft paraphernalia in the home. Since these traits are not found in any of the BLC students, we then went to the next least common traits in the CARR. Of the 21 case studies, the second lowest instance of specific delinquency traits (of the fifty listed in the CARR) are present in only one each of the case studies. These are the traits of having repeated at least one grade (#7), having at least one near relative imprisoned (#13), living on the streets (#14), having been molested (#21), living in a home with drugs present (#23), Having no Bible in the home (#37) and having moved very often (#42). The average percentage (mean) of CARR is 26.76%. The highest CARR in our study is 50%, and the lowest is 12%. Due to the fact that these 21 CS are the worst (based on their CARR) of those 450 students presently enrolled at BLC, and that the lowest CARR of the 21 CS in our study is 12%, it is understood that the remaining 229 BLC students are therefore below 12% CARR. None of the 450 students at BLC represent all 50 of the negative characteristics in the study. Thus nobody falls into the 100% CARR category, or even relatively close to it.

In reference to these findings, let us make them more personal by looking at the particular children they refer to, without attempting to evaluate the children in any ethical way.

The highest instance of specific delinquency traits, which are present in 19 out of the 21 case studies, include a tie. First of all, the trait of not being involved in positive clubs (CARR #5) was exemplified. This trait was shared by all of the CS except CS#16 and CS#21.

CS#16 are the twins, Paul Ariel and Paul Avril. Being only five years old, they might not yet have had much opportunity to join clubs. CS#21 is Victor, who is also very young, at 6 years old.

In a tie with CARR#5, is the trait of living in an urban environment (CARR#50). This trait was shared by all of the CS except CS#3 and CS#16. CS#3 is the ten year-old girl Candy. It is fortunate for her that she does not live in the city, for the wild bananas that her family is able to pick in the countryside are often the only food she eats during the day (except in the BCL free-food program). As to CS#16 (the twins), it is also fortunate that they do not live in an urban environment, since the mother's self-admitted problems (vices) revolve around the night-life of urban nightclubs.

The Second most common deficiency trait in this study involves the trait of living in a home made of non-cement materials (CARR#49). This trait was shared by all of the CS except CS#16, CS#19 and CS#20. CS#16 are the twins. Although they are poor, their support comes from the uncle and grandparents, which has made a non-cement house possible. CS#19 is the 11 year-old girl Sally. It is fortunate that Sally's father can still afford to house his children well, after his wife died and the family's residence had to be sold. Their house rental has alleviated the misery that the children feel, due to the loss of their mother to cancer. CS#20 is the thirteen year-old teenage boy Tim. It is fortunate that Tim has a strong house, since four families live there. A tiny place of nipa or wood could get quite crowded. This sturdier type of home is also possible for Tim because of the added income of so many additional occupants.

The third most common trait (present in 14 CS) is a tie between CARR#25 (Family does not read the Bible together daily) and CARR#26 (Household has 5-7 members). CARR#25 is shared by CS#s4,7,10,11,12,13, and 15, while CARR #26 is shared by CS#s 2,10,11,12,14,15 and 21. But it would go beyond the parameters and purpose of this report to delineate the parameters and connections of these nine CS and their interaction with the CARRs of Bible reading and/or family household size. Our aim is to glean from the 21 CS and their CARR, the data to determine the extremes on campus and present the BLCFFM which

are counteracting those of said traits that are imbalanced in the RUBICS/SWOT matrix.

That being said, it is worthy of mention that none of the 21 case studies have the delinquency-debilitating trait of confrontations with police. None have gay relatives. None were adopted. None have hair of improper length. None have suggestive pictures in the home. None are related to a prostitute, and none have signs of witchcraft paraphernalia in the home.

The least common traits in the CARR of the 21 case studies include the second lowest instance of specific delinquency traits (of the fifty listed in the CARR) being present in only one each of the case studies. These are the traits of having repeated at least one grade (CARR#7) (CS# 8), having at least one near relative imprisoned (CARR#13) (CS# 1), living on the streets (CARR#14) (CS# 15), having been molested (CARR#21) (CS# 2), living in a home with drugs present (CARR#23) (CS# 8), Having no Bible in the home (CARR#37) (CS# 8) and having moved often (CARR#42) (CS# 17). Let us look at CS#8. He carries three of the least common traits exemplified by the 21 BLC CS studied. CS#8 is the 8-year old boy Harry. Harry has repeated at least one grade, is able to see drugs present in his home, and has no Bible in his home. Since his large family of ten siblings lives on the Felcris farm, his parents are not able to spend time with him on his homework, since they are always busy planting and harvesting. The design of the anti-squatter requirements of the employer makes it impossible for neighbors to help with homework, since there are no neighbors. There is also nobody to read the Bible to him, even if there was a Bible in the home. The fact that drugs are visible, but a Bible is not visible in the home, presents a skewed value system to the children in the home. It is fortunate that Harry, at 40% CARR, has a teacher who is teaching him Bible verses and praying with him. This counterattacks the negative influence of bad language in the home with a positive role model. She is helping Harry fulfill the desires of his mother that he will one day fully graduate from all six grades of schooling and lift the family out of the downward spiral of poverty.

CS#1, the 7 year-old boy Andy, has at least one near relative imprisoned. It is fortunate that Andy, who is prone toward enacting violence upon his classmates, has a positive role model such Dr. Ayoc to counteract the negative heroes in Andy's mind who try to convince him that violence is good. CS#15 is the eleven year-old girl Opal (18% CARR). She lives on the streets. Actually, she does not live there yet, but is about to be evicted, due to the loss of her mom's caddying job. Since the family is not willing to live with the grandparents

who are domineering, the only real home and place of stability for Opal is BLC. While the family may roam the streets in the evening, there is food and shelter and clothing (school uniform) at BLC. CS#2, the 8 year-old girl Betty (34% CARR), was molested. Her mother's introducing many different men to their place of residence has built this horror into the memory of Betty. BLC's loving and caring Christian influence is so soothing to Betty's family, that they are often able to be seen on the grounds at BLC, even outside of operating hours. In fact, many of the mother's pedicure and manicure customers are at BLC. CS#17 is the five year-old girl Queenie (28% CARR). She has moved often. The father's negative influence of having multiple lover partners has partly resulted in the need to move around a lot. Yet the sense of stability at BLC is that it is a place to come "home" to each day, for classes. While life is often confusing for Queenie, BLC is a controlling influence on her turbulent life.

Let us then view the child with the greatest CARR, and also the four (4) specific characteristics of most common representation in the 21 CS. We have viewed these in light of SWOT, RUBICS and BLCFFM. The child with the greatest CARR is CS #20. CS #20 is a teenager being raised by his father and relatives. Therefore there are many people occupying his home. His violent actions in school have led to his need for discipline by the BLC administration. In SWOT terms, his Strengths (attributes of the child that are helpful in achieving positive objectives) are in categories #3,4,7,8,10,11,13,14,17,21,23,24,32,33,34,35,37,38,40,41,42,44,47,48&49. These are considered positive, and not negative categories, in that, of the fifty CARR categories, he scored non-delinquent in these areas. Of these positive categories, those which were of great Weaknesses (attributes of the child that are harmful in achieving positive objectives) in other CS (those falling into the four most common categories, #5,50,2&49, listed above), his greatest comparative strength is in category #49, that of living in a sturdy cement home. Yet since this could be considered an External, not an Internal, strength, we must evaluate which of the CARR are internal and which are External. Internal traits would be those where genetics or personal choice has determined the condition. These include #1,3,4,5,6,8,9,20,29,38,40,43&46. Of these, the categories of #3,4,8,38&40 would apply. The instance of these five traits among the other CS is #3-3x,#4-4x,#8-7x,#38-0x,&#40-0x. Of these, the one Strength of CS #20 which stands most common as a Weakness among the other CSs is CARR #8 (planning to drop out of school), with an instance of seven CSs who plan on

doing so. Therefore the relatively (in relation to his other schoolmates) greatest Strength of CS #20 is his willingness to stay in school (#8).

The SWOT category we will next view in reference to CS #20 is his Weakness/es. His weaknesses are in categories #2,5,6,9,12,15,16,18,19,20,22,25,26,27,28,29,30,31,36,39, 43,45,46&50. Of these negative categories, none of them fell into the second-greatest strengths (those falling into the seven least common categories, #7,13,14,21,23,37,42, listed above), of the total 21 CS. Therefore those weaknesses of CS #20 which were of the third greatest strengths in other CS (those falling into the six categories, #9,15,17,28,29&47), are in the categories of #9,15,28&29. Therefore his greatest comparative weaknesses are in these six categories, those of breaking rules at school (#9), family members' gambling at BINGO (#15), living in a crime-ridden neighborhood (#17), having over 13 household members (#28), having personal lifetime goals which involve crime or violence (#29), and having a close friend /relative who has died (#47). Since CARR #1,3,4,5,6,8,9,20,29,38,40,43&46 are internal, we are left with #9 & 29 being comparative weaknesses of CS #20.

The next step in the SWOT analysis includes Opportunities (external conditions of the child that are helpful in achieving positive objectives). As mentioned above, this would include one category, that of his greatest comparative strength being in category #49, that of living in a sturdy, dependable home. The final step in the SWOT analysis includes Threats (external conditions of the child that are harmful in achieving positive objectives). As mentioned above, this would include the traits of #15,17,28 & 47. To summarize the SWOT analysis of CS #20, S=#8, W=#9&29, O=#49, T=#15,17,28&47.

Let us now visualize CS #20 in light of RUBICS. Let us look at the strong and weak points of CS #20, identified through SWOT, through each of the four dimensions of RUBICS. We see which dimensions cancel each other out, with both positive and negative CARR elements included in the same RUBICS quadrant. The final step has been to see how BLCFFM has met those of the four dimensions in the life of CS #20 which are seen to be weak (more negative than positive aspects). We have listed these "SWOT/RUBICS danger quadrant identifications" as "BLCFFM Considerations #1-?." Each of these "BLCFFM Considerations" correspond with the quadrants which carry the different endangered CARR #'s identified for CS #20 in SWOT (S= #8, W= #9&29, O= #49, T= #15,17,28&47). Apportioning each of these CARR #'s identified for CS #20, we can see that they fall into the

four RUBICS categories as follows: First Dimension (the child as a total person): (#47) (#49). Second Dimension (his developmental perspective): (#9). Third Dimension (the "child in context"): (#17) (#15) (#28). Fourth Dimension (his phenomenological dimension): (#8) (#29). This breakdown of information for CS #20 sees his (positive) SWOT Strengths and Opportunities (#8, 49) in the First and Fourth Dimensions, while his (negative) SWOT Weaknesses and Threats (#9, 29, 15, 17, 28 & 47) fall into all four of the dimensions. His negative qualities triple his positive qualities on a ratio of 3:1. Yet the "pairing" of positive and negative traits balance each other out (positive #8/negative #29; positive #49/negative #47). His strongest two dimensions therefore fall into the two quadrants of the first dimension (RUBICS #1: the child as a total person), and the fourth (RUBICS #4: his phenomenological dimension). Therefore it is especially important to concentrate on the negative aspects of CS #20 which have no positive counterpart within their corresponding RUBICS dimension. These would include the two quadrants of dimensions #2 (his developmental perspective) and #3 (the "child in context"). Graphically, a SWOT/RUBICS chart for CS #20 would look like the diagram in Figure 6, Rubics Multi-Dimensional Chart With SWOT Input Data.

Perceiving CS #20 in his first "dimension" (the child as a total person), his "horizontal" dimension views him from a total perspective, that is, as a person having physical, intellectual or cognitive, socio-emotional, and moral or spiritual facets of development. The balance of positive and negative elements is favorable in the first dimension of CS #20 as a total person. Therefore, BLCFFM need not place a high priority on identifying a consideration for the first dimensional characteristics.

Viewing CS #20 in his second "dimension" (his developmental perspective) is otherwise known as the "vertical" dimension. It defines where he is at in terms of his developmental stage. It injects an element of hope because it helps map out strategies that can propel the child toward the next stage of growth. The imbalance of positive and negative elements is unfavorable in the second dimension of CS #20 in his developmental perspective. Therefore, BLCFFM needs to place a high priority on identifying a consideration for the second dimensional characteristics.

FIGURE 6: Rubics Multi-Dimensional Chart With SWOT Input Data

FIRST DIMENSION (balanced)		SECOND DIMENSION (imbal.)	
(+)CARR #49	(-)CARR #47	(+)**NONE**	(-)CARR #9
THIRD DIMENSION (imbal.)		FOURTH DIMENSION (balanced)	
(+)**NONE**	(-)CARR #15,17,28	(+)CARR #8	(-)CARR #29

FIGURE 6: Rubics Multi-Dimensional Chart With SWOT Input Data

Using Carandang's Rubics matrix, we have analyzed the most at-risk BLC student's most imbalanced dimensions. These are seen in the fact that the second and third dimensions do not have positive characteristics to balance out the negative characteristics present in the person (CS #20).

In his third "dimension" (the "child in context"), CS #20 is viewed within the context of his family, community and culture. His "context" in this study include important background information such as quality of family life, peers, street life, rehabilitation experiences, and will. The imbalance of positive and negative elements is unfavorable in the third dimension of CS #20 as a "child in context". Therefore, BLCFFM needs to place a high priority on identifying a consideration for the third dimensional characteristics.

Finally, in his fourth "dimension" (his phenomenological dimension), we see the underlying basic concept in the clinical-psychological approach. This dimension looks into his point of view and how he sees the world. The balance of positive and negative elements is favorable in the fourth dimension of CS #20 in his phenomenological dimension. Therefore, BLCFFM need not place a high priority on identifying a consideration for the fourth dimensional characteristics, since he is strong in this area. Therefore he sees the world in a positive way, with a proper balance between positive and begative influences. He is not easily overcome by extemporaneous, unplanned events.

Interpretation of BLC Intervention Measures

Now that we have identified the second and third RUBICS quadrants as the high-risk danger zones for CS #20, we no longer consider the specific SWOT #s, and instead focus on the general RUBICS Dimensional quadrants which these high-risk SWOT identities fall under. The purpose for this is so that each high-risk child will not be labeled in his mind, nor in others' minds (including those of his parents, classmates, and/or BLC staff) as delinquent. Instead, in our presentation of BLC's services to the student body as a whole, we can see how the high-risk quadrants of each child is being met through the services of BLCFFM. Thus this study presents the introduction of what BLC is doing, not evaluation of BLC's effectiveness.

The BLCFFM includes four approaches for meeting the overall needs of its student body. The BLC logo, which is on every letterhead, every monthly exam, every official communication between the school and the parents, every report card, and even on the front of the school, above the door, includes the four-fold approach for BLC to achieve its mission to meet the needs of children: Spiritual, Mental, Physical and Social. Each of the services that BLC provides for free to its students falls under one or more of these four emphases. We now

consider the services of BLCFFM which meet the specific needs of the two RUBICS quadrants which we have identified as being at-risk for CS #20. As BLC meets these needs, it stands between the CAR aspects of CS #20 and the potentiality of CS #20 becoming a CICL.

BLCFFM Consideration #1: RUBICS Quadrant #2, the Second Dimension (his developmental perspective). It defines where he is at in terms of his developmental stage. It injects an element of hope because it helps map out strategies that can propel the child toward the next stage of growth. The imbalance of positive and negative elements is unfavorable in the RUBICS Second Dimension of CS #20 in his developmental perspective. Thus the BLCFFM is meeting this need in the following areas. Spiritually, BLC is meeting the developmental perspective needs of its student body through considering strategy implementation, or the way the children try to achieve their strategies. Each child is required to attend Sunday School at Faith Alliance Fellowship Church, whose classes are held in the same classrooms on Sunday as the basic educational curriculum classes are held on weekdays. Analyzing structure and control systems, the aim of these classes is to provide an analysis to identify what structure and control systems the children are using to implement their strategies and to evaluate whether those structures are appropriate ones for each of them. Different homelife/church/school and interest strategies require different structures. For example, does a child have the right level of vertical differentiation (for instance, does he have the appropriate number of levels in the hierarchy or decentralized control?: who makes and enforces his rules, if anyone?) or horizontal differentiation (does he use a functional structure when he should be using a result-based structure)? Similarly, is the child using the right integration or control systems to manage his actions? Is he being appropriately rewarded when he does right? Are the right rewards in place for encouraging cooperation among energies? Are the rewards coming from man, or from God? Who is each child serving, ultimately? These are all issues that BLC considers through its implementation of spiritual emphasis on each child's relational aptitude with his Creator.

Mentally, BLC is meeting the developmental perspective needs of its student body through an understanding that the child's personal strategy changes over time. Therefore each child at BLC not only receives free multiple textbooks for his classes, but also quarterly report cards to record his progress. Each child at BLC is challenged to develop rationale for any changes. Analysis is made of the child's interests or goals to assess his situation and identify

which energies contribute the most to or detract from his competitive advantage. Teachers and staff also explore with each child how he has built his "portfolio" over time. Progressively, a child acquires new external interests, and he internally draws out of himself. All these factors provide clues about the child and indicates ways he can improve his future performance. BLC analyzes interest-level strategy, and shares its findings with the parents in regular parent-teacher conferences throughout the year. If a child is a "single-interest" child, his interest-level strategy is identical to his homelife/church/school-level strategy. As BLC children are involved with many interests, each interest has its own interest-level strategy. Therefore BLC provides differentiated additions to the basic-educational curriculum, including home economics, industrial arts, and science laboratory courses, as well as music tutoring in guitar, drums, tambourine and drama, which which talents the children can perform during Sunday worship and/or regular monthly school-wide presentations. BLC identifies each child's generic competitive strategy differentiation or focus, and his goal attainment strategy, given the child's relative competitive position and the stage of his life cycle. Each child also displays skills using interest-level strategies. BLC gives a full account of each child's interest-level strategy to show how he competes.

Physically, BLC is meeting the developmental perspective needs of its student body through identifying environmental opportunities and threats. In this respect, BLC keeps records of all information it has gleaned on its children and their macroenvironments, to analyze the environment the child is confronting. Of particular importance are forces in the stages of the child's life. Which factors in the macroenvironment appear salient depends on the specific child being analyzed, since all children are different. All are unique. The free school medical clinic provides free vitamins and monthly checkups, as well as emergency services and thorough annual dental and medical checkups and two different forms of free health insurance for each child. Plus, in dire life-and-death circumstances, BLC covers the bills of hospitalization and/or prescriptions through its Children's Emergency Medical Fund (EMF). Each child responds uniquely to his surroundings, be he girl or boy, strong or weak, Christian or unbeliever. The tools of his understanding empowers him differently for the conquests of life. To be sure that all students are on a somewhat equal ground of opportunity for education, every day the school feeds each BLC child for free. If a child still wants more to eat beyond what they are given or bring onto the campus, a canteen and kitchen are available on campus for purchase of additional food. BLC is a need-based system, without using any

predetermined model. When we started in 1998, we viewed the environmental needs of Davao's poor children, and over the years have refined and revised our approach to meet those unique needs. There was no model which we followed. Instead we made our own model, based upon the guidelines that the situation has warranted, based upon those required by the Philippine Department of Education, and prayer.

Socially, BLC is meeting the developmental perspective needs of its student body through a belief that emotional gains are achieved from synergy (striving to work together without conflict). Thus the students meet together in classroom settings, and not in separate cubicles (except occasionally in the computer lab, where a child needs to have a separate computer unit which he trains from). Alternatively, each child develops a variety of talents and interests, for his personal sense of integrity and worth. Therefore many "team identifications" that he needs are provided for free. For example, each BLC child receives official membership into the Boy Scouts of the Philippines, Girl Scouts, Twinklers, Star Scouts, Kab Scouts or Kid Scouts. The children are also challenged to diversify from their core interests into new interests for variety, in case some should fall short of personal, educational and/or familial expectations..

BLCFFM Consideration #2: RUBICS Quadrant #3, the Third Dimension (the "child in context"). CS #20 is viewed within the context of his family, community and culture. His "context" in this study includes important background information such as quality of family life, peers, street life, rehabilitation experiences, and will. The imbalance of positive and negative elements is unfavorable in the RUBICS Third Dimension of CS #20 as a "child in context". Thus the BLCFFM is meeting this need in the following areas. Spiritually, BLC is meeting the "child in context" needs of its student body through analyzing each child. BLC gears the analysis toward the most salient issues. For example, organizational conflict in a child's family/church, personal feeling of power or powerlessness, and family politics are important issues for some children. BLC analyzes why problems in these areas are occurring. Do they occur because of bad strategy formulation or because of bad strategy implementation? BLC meets this need on two levels, that of the children and also that of the parents. The children are provided Christian teaching on a daily basis in every classroom. Each administrator, each teacher, each secretary, handyman, janitor and guard at BLC believes wholeheartedly in the philosophy of BLC's unique Christian "non-residential community"

form of education. While many community-associated aspects of social activity (religious upbringing, family nurturing, inter-generational interaction) are present in the BLC/FAF community, the families nevertheless have the privilege of going home after a day at BLC/FAF and enjoy their intimate nuclear family units as well. Therefore when on campus, every student is confronted with the Spiritual focus of education wherever he turns on campus. When taught Science, he sees science from a positive Christian perspective, and not from a negative, errant evolutionist-humanistic emphasis. Imagine the difference of attitude for the child who believes that he is a beloved child of God, rather than a mistake in evolution's development from a monkey! Further, BLC assists its students in self-teaching from the Master Universal Manual for Life and Practice (the Bible). Every Wednesday at BLC the student body has a half-hour chapel time in the BLC gymnasium, in which a child-friendly Christian message from the Bible is taught by one of the BLC staff, as well all 500 children singing together with the BLC staff in energetic Christian choruses. After the ten-minute message and also the ten-minutes of singing, I, as the BLC School Founder and President, lead in the Bible Bee weekly challenge. All students are invited to participate in reciting the Bible verse of the week. When a child recites through the microphone word-perfect the verse of the week, he receives a five-peso coin and then receives applause from his 500 schoolmates before returning to his seat. Yet not only the students are taught Christian truths from the Bible. For every child enrolled in BLC's free sponsorship program, a parent must attend a weekly, twenty-minute, one-on-one discipleship meeting with the designated staff person at BLC. In these meetings the parents are learning the Bible at the same time as their children. When they get home, they can share together their deeper understanding and relationship with Jesus and with each other.

Mentally, BLC is meeting the "child in context" needs of its student body through assisting him in his personal strategy (consciously or subconsciously). The child's structure and control systems are then stressed to match his strategy. When a child feels love from various sources, his control system is in place and he sees more accountability in his life for the correct and incorrect decisions that he makes. Often the sponsors of BLC kids send special treats for their kids. These have included birthday gifts, Easter gifts, Valentines Day gifts, Christmas gifts, etc. Also churches and individuals throughout the world have sent their used shoes, toys and stuffed animals for us to give the BLC kids. The children also provide hand-made Christmas and Valentine cards for their sponsors. Even if the child is in a disrespectful,

difficult family, these delightful Christan sponsors worldwide provide for them a sense of happy belonging to the worldwide Family of God.

Physically, BLC is meeting the "child in context" needs of its student body through an understanding of the kind of homelife/church/school-level strategy pursued by the child. Since his monthly tuition and enrollment are already covered for free, the burden of worrying if he will need to drop out of school is not present. He can focus on doing his best in education, with the knowledge that he will be in school until he graduates from sixth grade.

Socially, BLC is meeting the "child in context" needs of its student body through identifying the functional strategies that BLC children pursue. This builds a competitive advantage through superior efficiency, quality, innovation, and responsiveness and to achieve each child's interest-level strategy. Since each child receives a free BLC uniform, and also a Boy Scout or Girl Scout uniform, he feels a sense of identification with others. A wealthy child can sit side-by-side with a poor child, and not sense a difference. Each can learn together on an equal par. Pursuing a differentiation strategy successfully requires a very different set of competencies. BLC children are directed to develop the right ones. As they do this, they determine how they can "exploit" them further. Each child is, in effect, challenged to ask himself, "Can I pursue both a low-diversion and a differentiation strategy simultaneously?". He has the freedom to determine his own destiny, expanding "outside the box" of his family's socio-economic confines. Organizational family change is an issue in many cases because the children are attempting to alter their strategies or structures to solve strategic problems. Thus, as a part of the analysis, BLC suggests action plans that the child in question could use to achieve his goals. For example, BLC lists in a logical sequence the steps each child would need to follow, to alter his interest-level strategy from differentiation to focus. Since "car pooling" is free for the poor children at BLC, each child has the freedom to stay after school to increase his aptitude in felt interests in specific research and development projects, the divesting of certain interests, a change from a strategy of unrelated to related diversification, an increase in the level of integration among energies by using task forces and teams, or a move to a different kind of structure to implement a new interest-level strategy. The strategy might contain a timetable that sequences the actions for changing the student body's strategy and a description of how changes at the homelife/church/school level will necessitate changes at the interest level and subsequently at the functional level

This study has inquired into the characteristics of Children-At-Risk; in particular, the 500 children presently enrolled at the BLC. The study found the profile of the causes of juvenile delinquency through analyzing related literature which presented studies of theories and case studies in the field of juvenile delinquency. It gave the characteristics of the children at the BLC that predispose them to delinquency, based on CARR, through a multivaried case study analysis of the entire student body of the BLC, pinpointing the most at-risk child at the BLC. This process was accomplished via the complex CARR/SWOT/RUBICS/BLCFFM matrix. Finally, this study also itemized some of BLC's early interventions among children whose life experiences predispose them to delinquency, through presenting all of the BLC's interventions in the setting of CS #20's areas of weakness, as determined via the CARR/SWOT/RUBICS/BLCFFM matrix.

Sooner or later, all being well, a child will acquire a conscience: a system of ideas, attitudes, and inner controls that decree what is right and wrong and what are his duties and responsibilities. RA #9344 may come across to the observer as a tool to develop a conscience in the child by providing avenues for positive reinforcement of values in rehabilitation centers. Yet since the LGUs lack funding to carry out the requirements of RA #9344, the incidence of crime among juveniles is increasing instead of decreasing, since the passage of the Act. "At-risk" is a term that, in its severest sense, refers to the child whose tendencies, environment and/or decisions have already led him or her into a place where conflict with the law is likely to become a reality. *Labeling Theorists* have focused on the *process* of deviance, rather than its *causes.* Labeling theorists say that deviance is relative. Deviance is seen as in a socially constructed scale. Rather than the scale being two-dimensional, with cause-and-effect factors, it becomes three-dimensional, with counteracting forces, when positive aspects (of church, school and clubs) are introduced.

Summary and Conclusions

Studies have been made to determine what factors can be identified to determine whether a child is potentially a CAR. Some of these studies have been extreme, in that they have stereotyped specific children as always being exclusively potentially delinquent. Such conclusions are unfair and even untrue, based on further studies that have been made. Successive studies have proven many exceptions to the theories that have been put forth by these ideologists. A key factor is the discipline, love and guidance that a child needs. If a child

cannot find these three elements at home, he may find them at church, school, clubs (like scouting), or even in a youth rehabilitation center. A child in the worst of circumstances may nonetheless find avenues of obtaining the discipline, love and guidance that he needs to avoid becoming delinquent. Therefore it is unfair to label all children in specific settings as being CAR. Instead, it is essential to determine, based upon his personal record, how each child has reacted in the past to opportunities for avoiding evil and choosing the good.

This study has inquired into the characteristics of Children-At-Risk; in particular, the 500 children presently enrolled at BLC. We have seen, through case study analysis, by examining with our chosen sociological tools of SWOT, RUBICS and BLCFFM, that while the causes of juvenile delinquency vary from child to child, specific traits have been noticed by those juveniles who are in prisons. These fifty traits have been identified and tabulated for the SWOT analysis (internal Strengths, Internal Weaknesses, External Opportunities and External Threats). As children are analyzed wholistically in these fifty categories, they receive a CARR score. This score, when compared and contrasted with others in their specified environment, will determine who is at the greatest risk, and who is the least at-risk. In order to build a wall of protection between the children at greatest risk's present status of CAR and CICL, the other tools are to be instituted. The second tool to be used is Carandang's RUBICS dimensional chart. By categorizing the CAR's strengths and weaknesses, it is determined that some positive aspects of a child may balance out some negative aspects. After this is determined, specific quadrant/s may be determined to be of the greatest risk for a child. Once this is done, it is the practice of BLCFFM to provide specific free services to the child, to build the figurative wall between the CAR and his potential position of CICL. If these means are ineffective, due to unforeseen circumstances or dire sudden changes in categorical representation, and if the child does pass the barrier between CAR and CICL, the same tools aforementioned will apply in the BLCFFM under the alternate setting of the FHF, to rehabilitate the juvenile delinquent, revising favorably his situational SWOT position and CARR.

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TABLE C

RECORDS INVOLVING THE CICL BEFORE AND AFTER THE IMPLEMENTATION OF RA 9344

The following are the findings and conclusions that can be derived relative to the implementation of RA 9344:

1. **Women and Children's Concerns Desk- Investigation Division and Management Section (WCCD-IDMS) of the Davao City Police Office (DCPO)**

   The following are the charts that show the upsurge of crimes before and after the implementation of RA 9344:
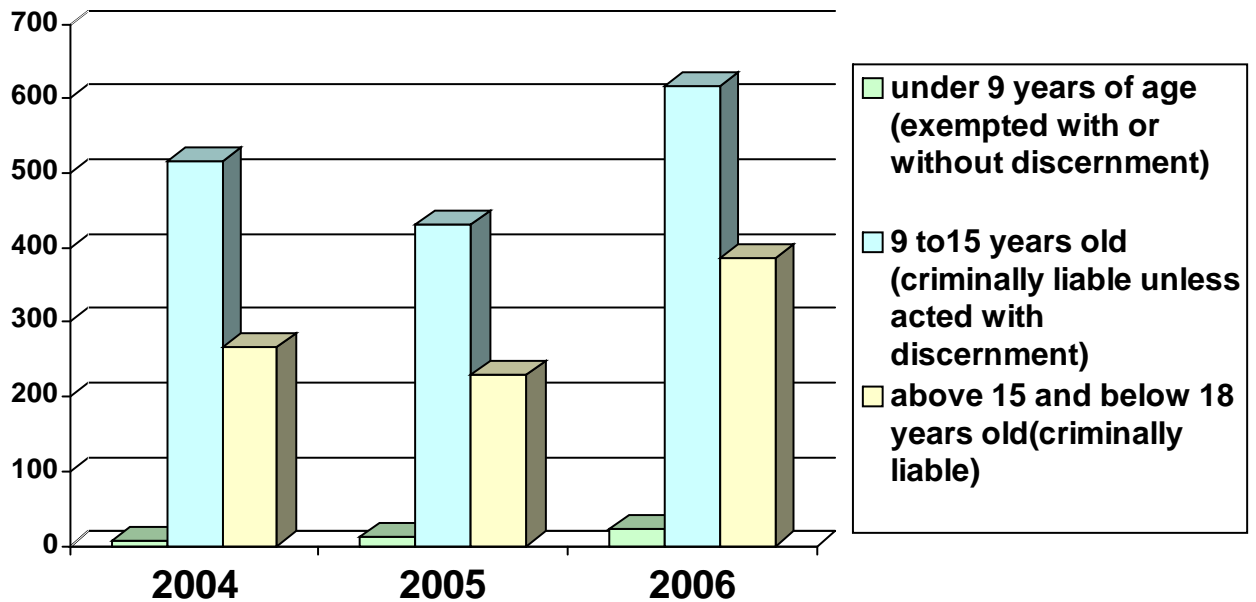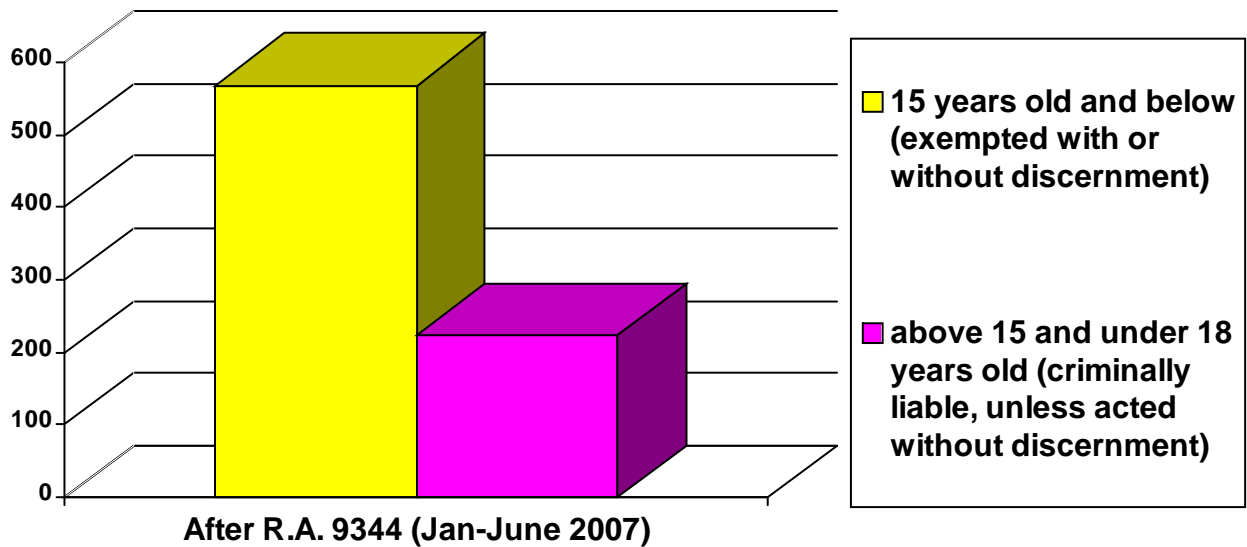
Figure 1

Before R.A. 9344

Figure 2

After R.A. 9344

After R.A. 9344 (Jan-June 2007)

Legend:
- ☐ **15 years old and below (exempted with or without discernment)**
- ■ **above 15 and under 18 years old (criminally liable, unless acted without discernment)**

Figures 1 and 2 show a large number of minors aged nine (9) to fifteen (15) years old committing crimes or offenses based on the statistical data of youth offenders that increase yearly from the year 2004 to 2007. Moreover, minors aged above fifteen (15) to below eighteen (18) years old also comprise a large number of offenders. It fails to escape the eye that the number of offenders has increased comparatively after the effectivity of the said law.

Before the implementation of RA 9344, in the year 2004, only **7** youth offenders under nine (9) years of age were exempted from criminal liability and **516** youth offenders aged nine (9) to fifteen (15) were also exempted unless found to have acted with discernment as mandated by Article 12 (paragraphs 2 and 3) of the Revised Penal Code. There were also **266** youth offenders aged above 15 and below 18 years old. A copy of the statistical data of the WCCD-IDMS of the DCPO showing the number of youth offenders of the year 2004 is hereto attached as Annex "C-1". In the year 2005, **11** youth offenders under nine (9) years of age are exempted from criminal liability and **430** youth offenders aged nine (9) to fifteen (15)

are also exempted unless found to have acted with discernment. **230** youth offenders aged above 15 and below 18 years old were also penalized. A copy of the statistical data of the WCCD-IDMS of the DCPO showing the number of youth offenders of the year 2005 is hereto attached as Annex "C-2". In the year 2006, **22** youth offenders under nine (9) years of age are exempted from criminal liability and **617** youth offenders aged nine (9) to fifteen (15) are also exempted unless found to have acted with discernment. **386** youth offenders aged above 15 and below 18 years old were also penalized. A copy of the statistical data of the WCCD-IDMS of the DCPO showing the number of youth offenders of the year 2006 is hereto attached as Annex "C-3.

After the implementation of RA 9344, that is from the period of January 01 to June 30 of 2007, the figure shows that **569** youth offenders or CICL aged 15 years old and below are exempted from criminal liability and **223** youth offenders or CICL aged above 15 and below 18 years old are also exempted unless found to have acted with discernment.

As a conclusion, the rate of the CICL has increased after the implementation of RA 9344 compared to the rate of youth offenders before the implementation of RA 9344. From an average of **14** CICL aged below 9 years old exempted from criminal liability prior to the effectivity of the law, the rate had now drastically increased to **569** CICL aged 15 years old and under exempted from criminal liability.
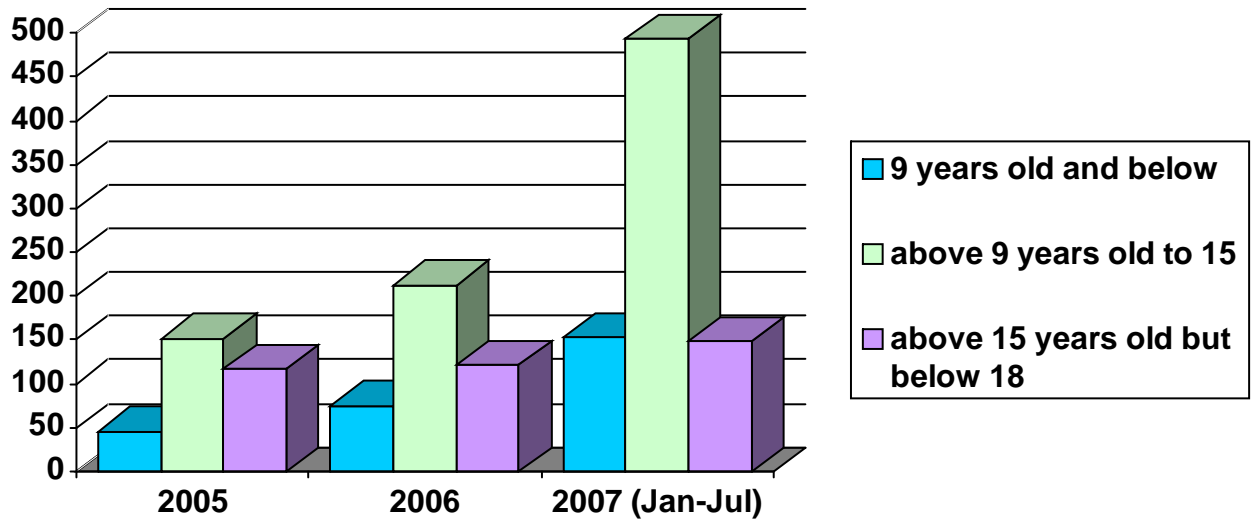
A copy of the statistical data of the WCCD-IDMS of the DCPO showing the number of youth offenders from January 01 to June 30 of the year 2007 is hereto attached as Annex "D".

2. **Barangays**

The data procured from the different Barangays of the City facing rampant cases of gangsterism and juvenile delinquency also show, as presented in the chart below, the large number of youth offenders within the age range of above nine (9) to fifteen (15) years old and above fifteen (15) to below eighteen (18) years old.

Figure 3 below shows that there is an increase of rate of children in conflict with law in 2007, after the implementation of RA 9344, as compared to that in 2005 and 2006.

Figure 3

In 2005, the figure shows that there are **46** youth offenders aged 9 years and below, **152** youth offenders aged above 9 to 15 years old, and **117** youth offenders aged above15 but below 18 years old.

In 2006, the figure illustrates the increase of CICL since there are **75** youth offenders aged 9 years and below, **213** youth offenders aged above 9 to 15 years old, and **121** youth offenders aged above 15 but below 18 years old.

In 2007, it can be seen that for a period of seven months, the figures have drastically increased. It shows that there are already **153** youth offenders aged 9 years and below, **493** youth offenders aged above 9 to 15 years old, and **148** youth offenders aged above 15 but below 18 years old. By reason of the law, **646** youth offenders aged 15 years old and below are exempted from criminal liability in the first seven months of 2007 compared to an average of **61** youth offenders aged 9 years old and below exempted from criminal liability in 2005 and 2006.

To conclude, the barangays have recorded a radical increase of children in conflict with the law exempted from criminal liability in 2007, the same having been resulted after the implementation of RA 9344 compared to the number of CICL in 2005 and 2006.

A copy of the statistical data attained from the different Barangays of the City showing the number of CICL IN 2007 is hereto attached as Annex "E".
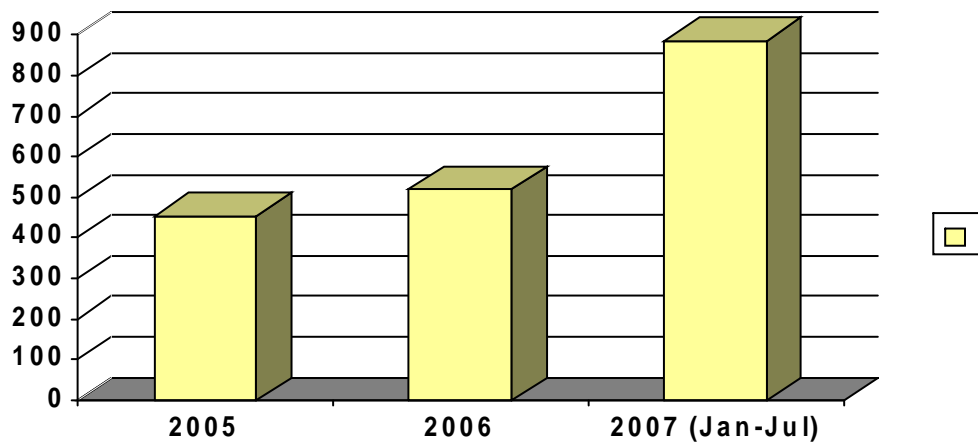
3. **Philippine National Police Region XI**

Based on the data gathered by PNP Region XI, hereto attached as Annex "F", it also shows that there is an upsurge of crimes committed by minors after the implementation of RA 9344.

As presented in Figure 4 below, there is a total of **454** and **519** crimes, respectively, committed by the CICL in 2005 and 2006, whereas in the first 7 months of 2007, a total of **886** crimes have already been committed by the CICL.

Figure 4

Children in Conflict with Law (Records of PNP Region XI)

A copy of the output of Region XI major stakeholders in the implementation of RA 9344 during the Coordinating Conference of July 12, 2007 is hereto attached as Annex "J". (Dayanghirang, Committee Report, 2007)

APPENDIX C:

BLC: INTERNATIONAL STUDENT SPONSORSHIPS

The International Sponsorship Factor

It is such a blessing when poor families realize that they are not alone in their struggles. Someone, somewhere on this planet is praying specifically for them, and paying for their child to be able to attend BLC. It really is very much like an extended family. This "adoption" covers many aspects:

4. **"Adopting" Students Through Finances**

The most obvious way that sponsors are helping the poor families is through paying $25 a month for their schooling. This is done in many ways. Some people send a check directly to us through the mail. Then we deposit it in our BLC dollar account and cover that student's school expenses. Others give through Christian Aid Mission, which sends us these funds in bimonthly checks throughout the year, sending receipts to the givers. Others deposit directly into our New York account. However they do it, they aggressively commit themselves to thinking about their sponsored child by sending the required funds every single month. When they get their paychecks and pay their bills, they remember to send that check as well. We have in this small way created a factor of "global community".

5. **"Adopting" Students Through Prayer**

When someone approaches us and lets us know they would like to sponsor a child, we assign them a boy or girl, depending upon their preference. Since we have already interviewed the student who is on the waiting list, we take the child's picture and list pertinent information on their family situation. They really have to be poor. My wife Elvie is the principle and also the one who interviews all the sponsored kids's parents. She has turned away many who wanted to be sponsored but were not really financially needy. She'll ask them, "Are you sure that you want to steal the sponsorship from a truly needy child?" They understand, and sometimes even go ahead and enroll in the school by paying the enrollment themselves.

The sponsorship card and letter that we send to the sponsors is of sturdy paper, so it stands up by itself on their desk or mantle at home. Many sponsors regularly pray for their sponsored kids. There are Sunday school classes that take special offerings to sponsor children. These have many who together pray for the sponsored child. When there is an emergency in the family, I let the sponsor know right away (if they have email) so that they can pray for the need, be it spiritual, physical, financial or social.

6. **"Adopting" Students Through Hosting Representatives**

Another aspect of sponsorship that some have chosen is to provide us lodging as we travel and find sponsors. Some speak to their pastors about us and set up a time for us to speak at their churches. This is invaluable, for even if the family cannot afford sponsorship, they may be providing the opportunity for many who can afford it to hear of the opportunity. Instead of one sponsor, we could get two or three sponsors from that one speaking engagement.

7. **"Adopting" Students Through Gift-Giving**

Since the information card that the sponsor received from us has the birthday of their sponsored child on it, we often receive gifts in the mail for the children. Their eyes brighten up when I knock on the door of their classroom and the teacher points out the "birthday child". Sometimes there will be a gift, but usually just a card with lots of stickers inside that the child can share with his classmates.

Occasionally a sponsor will send $10 for a birthday gift for their "adopted" child. We then will use that money to buy a second uniform for that child. Only one school uniform (plus one scouting uniform) is included in the sponsorship, and it has to be washed every day. So this extra "birthday outfit" is really appreciated by both the kids and the parents…especially the mom!

Since Christmastime is Jesus' birthday, everybody gets a gift. We have a Children's Christmas fund, and whenever anyone gives funds for a Christmas gift for their child, the money goes into that account. To avoid jealousy, all the children receive the same thing. Last year they received play outfits (colorfully decorated shorts and T-shirts), as well as their very own Bibles, a stuffed animal toy and Christian coloring book. The year previous they received watches.

Since people give all year long, we give gifts to the kids every few months as well. Toothbrushes, toothpaste, vitamins, toys and clothes are the usual fare. We make sure that, whenever they receive a gift, they write a thank-you note to their sponsors. Then I process the letters, arranging them in envelopes addressed and stamped to go across the seas to welcoming hands. They are so thrilled when they go to their mailboxes and pull out a letter with a Philippine stamp on the outside! Sometimes the kids draw pictures, and almost always they include the words, "Thank you! I love you!"

APPENDIX D:

BLC as a Prototype

We are seeking the overall plan of having BLC be a prototype which will be cloned in other areas which need schools. This will be possible as the sponsor base grows exponentially. The idea can be both duplicated and also extended through the "Mother-School" approach.

A. The Mother-School Concept

A mother does not abandon her child after giving birth. Rather, she feeds and nurtures the child to a diminishing degree for the rest of that child's life. Likewise, we seek as an institution to reach out to the areas which are further from our school, by providing teachers for them, and by building the institution from the ground up. This will be possible in future years when we build, by the Lord's will, a teacher training college.

B. The President's Appeal: "Give us more Schools!"

A few years ago it was the president of the Philippines who made the appeal that there were not enough schools to go around. Many Filipino children were learning out under mango trees or in libraries, community buildings or barangay halls. "Can you help us?" was the appeal from Malacañang Palace. The offer was even made to sponsor children in a school (similar to the voucher system that has succeeded so well in the USA) where no government school exists presently. We can reach the poor and the abandoned and the remote families through this BLC school system, and also present the gospel to bring about social transformation in their areas. Unevangelized, war-torn areas will now be open to the Gospel of Jesus Christ through the new BLC Paradigm for peace in Mindanao.

C. Mindanao as a Global Prototype

Mindanao is not the only area of the world where people live in poverty. As this system of evangelization and education succeeds in Mindanao among the squatter families, it can extend tot he aborigines of Australia, the Indians of North America, the Aids children of Africa and the orphans of Russia. One day our successors will look back and exclaim, "What hath God wrought!"

APPENDIX E

Interview Form for SK Applicants

BARNER LEARNING CENTER, INC. (BLC)

PMBMI MINISTRIES: BARNER LEARNING CENTER, LAVERNA CHURCH, CHURCH PLANTING MINISTRIES, BIBLE COLLEGE TEACHING, POST OFFICE COMMUNITY OUTREACH, BIBLE LITERATURE, EMERGENCY MEDICAL FUND FOR THE POOR, INTERNATIONALSTUDENT SPONSORSHIPS.

"EXPECT GREAT THINGS FROM GOD, ATTEMPT GREAT THINGS FOR GOD."

MISSIONARIES: REV. PAUL AND ELVIE BARNER

REQUIREMENTS:

BIRTH CERTIFICATE

MARRIAGE CONTRACT

PREVIOUS REPORT CARD

SCHOOL DEPED FORM 137

DATE:

(PLEASE FILL IN THE APPROPRIATE BLANKS)

RE: SPONSORED PUPIL PROGRAM- BIODATA

NAME OF PUPIL:

NICKNAME:

LEVEL:

ID#:

BIRTHDAY:

RELIGION:

FATHER:

OCCUPATION:

MOTHER:

OCCUPATION:

SIBLINGS:

CATEGORY (CIRCLE ONE): CAMACOP/LAYMAN

WORK ORDER (CIRCLE ONE): JANITOR/TEACHER'S AIDE/INVENTORY/LIBRARY/GUARD/SUPERVISOR/PLAYLAND MONITOR/CAMACOP/OTHER (SPECIFY):

SPONSOR:

AUTHORIZATION:

DATE AUTHORIZED:

GUIDELINES

GUIDELINES FOR THE 2007-2008 INTERNATIONAL SPONSORSHIP PROGRAM AT BARNER LEARNING CENTER:

1. ATTENDANCE:

Every Sunday each pupil and at least one parent (preferably the entire family) will be present at the Faith Alliance Fellowship Church (FAF) at 9:00 in the morning (or earlier, based on the local time of services). In case of a lack of sponsors, those with the entire family attending will be given a higher priority and possibility of enrolment than those with only one family representative. The responsibility of transportation is up to you. If you can make it to school every day of the week, there is no reason why, on **The Lord's Day,** you cannot come on time to church. Attendance is taken weekly at the church NO EXCUSES! As the SK Co-ordinator hears of any attendance absence, he will place that child's family on probation from the school immediately, unless he can determine a valid excuse for the absence. If there can be no valid explanation found, the second offence will lead to immediate expulsion from the school. The child will never be allowed to return to the school until his family repays the school for the entire year's financial responsibilities, as any normally paying pupil would. Exception to this rule will only include a readmission potential after three years of absence from BLC. Attendance also includes participation by at least one parent in one of the weekly Bible studies at the school.

2. INVOLVEMENT:

It is the responsibility of every pupil's family to participate in a function of the church, to assist in its ministry. The BLC SK Parents' Association has determined that this ministry will be any expertise to assist the school, as authorised by the administration: carpentry skills, masonry, plumbing, janitorial duties of the school, landscaping, etc., for one hour each week, for each child enrolled. The one-hour each week will be registered on the school's time clock, with a punch card for each child's family or representative. Every school day the school will be cleaned after classes are over, and also be made ready for classes in the morning, as directed by the SKA in charge, in co-ordination with the SKA president.

3. MEMBERSHIP:

It is the responsibility of at least one parent of every sponsored pupil to be a member of one of the BLC/FAF SK Bible study/Prayer Meetings at the school or one of its other locations. These meetings are on Wednesdays at Laverna and in alternate schedules at other locations. It is also the responsibility to attend the one-on-one discipleship Bible study.

4. MORAL CHARACTER:

As a representative of the school and the church in the midst of many unbelievers, it is crucial that you uphold the highest moral calibre. The SK coordinator will personally follow-up any rumors pertaining to stealing, insubordination to the imposed rules and regulations, and/or moral deviations from Biblical law, either on or off campus. If good and upstanding moral character is not followed, probation and immediate expulsion from the school will follow.

5. ACADEMIC:

Your child must come to school every day and should abide by all school rules and regulations that are being imposed on all other paying pupils, as this affects our school's accreditation standing with the government. If the child is sick, the parent should submit and excuse letter every time the child is absent. Failure to abide by the school guidelines will result in expulsion from both the school and the school's sponsored children program.

NOTE:

Please be reminded that your child's enrolment at the Barner Learning Center us supplied financially by many individuals world-wide who have entered into a **sacred trust** with the management of the school that your child's family will be the **spiritual responsibility** of the school. **If you fail us now, then you have broken this contract.** We will have no recourse but to expel your child from the school if the aforesaid agreement is not signed and adhered to.

Is your child's education and future aptitude worth it? We think so.

We look forward to this school year to be an exciting and enjoyable one as we adhere to these responsibilities.

CONTRACT OF AGREEMENT

I, _____agree to adhere by the aforesaid responsibilities.

The members of my child's family all agree to these terms, and are as follows (each please sign):

Father:

Mother:

Siblings:

Pupil:

In contract with:

SKA Coordinator:

SKA President:

Rev. Paul M. Barner, School President:

Mrs. Elvira E. Barner, School Principal:

In effect from today's date and onwards until the pupil graduates:

Today's date:

BLC SPONSOR KID'S PARENTS PERSONAL DATA SHEET

PERSONAL DATA:

Name of Husband:

City Address:

Provincial Address:

Date of Birth:

Citizenship:

Occupation:

FATHER'S EDUCATIONAL BACKGROUND:

Elementary School:

High school:

Vocational:

College:

Course:

Special skills:

PERSONAL DATA:

Name of Husband:

City Address:

Provincial Address:

Date of Birth:

Citizenship:

Occupation:

MOTHER'S EDUCATIONAL BACKGROUND:

Elementary School:

High school:

Vocational:

College:

Course:

Special skills:

Number of Children:

Name of Child/Children Enrolled in BLC:

1.
Age:
2.
Age:
3.
Age:
4.
Age:

Name & Date of Birth of Children:

1.
2.
3.
4.

APPENDIX F:

"AIM" COMMITMENT

BLC is quite popular with the middle-class and wealthy, since it is in close proximity to their homes and also has a local staff. Plus the air-conditioned rooms make for a comfortable and safe environment for their children. Because the staff is relatively small, the fees are quite reasonable as well. We tell the parents every year that this is not a business, but a ministry. In fact we are tax exempt, non-profit and non-stock.

Even though the cost is quite reasonable, there are nonetheless many families who are poverty-stricken and therefore cannot afford even the pittance that BLC charges for enrollment. I love to keep in contact with friends from college, high school, childhood, and former churches that I have pastored or attended. In fact, the list is quite impressive, with thousands of names, addresses and email addresses. When I mentioned to some of these buddies about the case of the poor who couldn't afford schooling, the sponsorship program got off the ground. Today hundreds of sponsors from six different countries sponsor BLC kids. More than half the student body is made up of sponsored children.

Although they do not have to pay anything to come to school, they do however have the responsibility of filling certain requirements, beyond being morally fit and regularly attending classes. Every year a few drop out of the sponsorship program, due to unwillingness to comply with the rules. These rules involve the acrostic "AIM": Attendance, Involvement, and Meetings.

1. Attendance

All sponsored families must attend church each Sunday. If they are not pastoring a church somewhere, then they must attend the church that I am pastoring, Faith Fellowship. It is easy to find, since it meets in the BLC gym every Sunday. An attendance book is signed each week and the children must attend as well. Why do we do this? Because we feel spiritually accountable for these families. How are we supposed to know what is being taught in other churches? Plus, we could not possibly keep track of every church, and contact every pastor to find out if the family was present that Sunday. We are making and revising an ongoing church directory with a listing of all 200+ in the church so that I can regularly pray for each and every one of the parishioners.

2. Involvement

The second requirement of all sponsored families is that they put in "sweat equity," similar to that of Habitat for Humanity (yet we do not require that they build a house!). An hour a day must be given to the school in cleaning, assisting in classes, filling secretarial responsibilities, etc. Most of the parents of the younger children would just be waiting around in the school for their children to get out of classes anyway. Plus this extra substantial work force helps us to keep the school very presentable and immaculate.

3. Meetings

Although the parents are attending church every Sunday in community worship, we want to be sure that the parents are also personally growing in their Christian walk. Every week they should be getting to know Jesus in a deeper way. The best way to do this is to learn about Him and to study his Word, the Bible. Also to pray. And to learn how to lead others to receive the gift of eternal life. Thus we have hired a lady chaplain to make up a chart and personally interview a representative from each family at least 20 minutes per week. Dozens have become born again, baptized and members of the church as a result of these discipleship meetings. Quite often they will be in tears as they pray together for their needs and see miracles done and answers to prayer.

APPENDIX G

Principal's checklist for SK interview questions

1. How many children are in your family?

2. What is the husband's occupation? Laborer? Construction worker? Driver?

3. What is the wife's occupation? Laundry woman? Caddy? Yaya? Cook?

4. Where do you live?

5. Do you own your house? Rent? Squatter?

6. With what materials are your house made? Cement? Plywood? Rice/flour sacks? Other materials?

7. What is the household income?

8. What bills does the family have? Utilities: Water, Electric? Rental? How much?

9. What are the ages of the children? What grade levels?

10. What is your religious background?

11. Are you willing to comply with AIM?

<u>**APPENDIX H**</u>

BARNER LEARNING CENTER, INC.

INFORMED CONSENT FORM

(for research purposes)

I, _____ the parent/guardian of BLC student _____, do hereby allow Barner Learning Center to use information from my child's permanent files, as well as interview information, to be used for the purpose of Rev. Paul Barner's Master's Thesis Sociological Research Project. I understand that there will be no financial expense nor remuneration on either my part, nor on the part of the researcher, nor school. I also acknowledge that my child's free schooling at BLC will not be jeopardized in one way or the other, whether I sign or do not sign this form, nor are my child's grades dependent upon the answers given to the questions posed in this project. Further, I understand that neither my child's, nor my name will be used in this study, but that all names will be changed to maintain the anonymity of us, the respondents.

Respectfully Submitted,

_____

Parent/Guardian of BLC Child Signature
   DATE

Appendix I

LIST OF OFFICERS OF THE FATHER'S HOUSE FACILITY FOR CICL.

Approved by the Philippine Securities and Exchange Commission (SEC), this newly-incorporated institution had its first board meeting on February 2, 2007 with the following all-Filipino members:

CHAIRMAN

Attorney Wendel Avisado (Davao City Administrator)

VICE CHAIMAN

Napoleon Concepcion (Pilot and retired military)

SECRETARY

Rev. Joel Cabilles (CAMACOP MDD District Superintendent)

TREASURER

Elvira Barner (Principal of Barner Learning Center, Inc.)

BOARD MEMBER

Rev. Carlos Ayoc (BLC Administrator)