

Her over-protective upbringing gives clear evidence that she is not being brought up to carry responsibility, and she only eludes school, the one place where she has to accept authority and fulfill obligations. At twelve years of age, she is still so pathically directed that she cannot adequately explore cognitive learning assignments.

Seventh visit

During this visit it was evident that much had been gained by the conversation in the previous visit. She had so much trust in the pedotherapist and experienced so much safety and security that she was ready to venture with the already mentioned exploratory media (e.g., the Rorschach ink-blot), the results of which have already been reported in the introduction. Because she is twelve years old, play therapy cannot be continued every day and, thus, image (i.e., drawing) and conversational therapy also were used. The aim always is to attain a higher play and image level and thus an adequate actualization of the essentials of play. Image-communication, just as play, provides her with a safe detour. Also, with image therapy, the assistance given is characterized by the fact that the anonymity of her problem is maintained.

She was calmly involved with the difficulties presented by the "image". When she accepted a solution for the problematic "image", she experienced this image as reality. Her task was to draw anything at all with colored pencils. In figure 21, she decided to draw a dancing girl in bright colors and not the somber, helpless, passive girl previously drawn. This was followed by two little faces (See figure 22)--a boy and a girl happy about a present they received.



Figure 21. Dancing girl
in bright
colors.

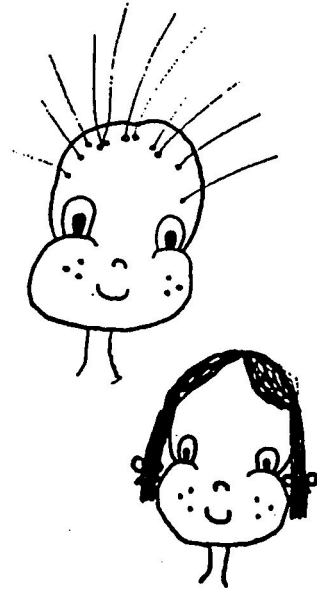


Figure 22. A boy & girl
pleased about a present
from their Grandma.

Generally, a different attitude is evident and a different meaning of life is expressed in the more cheerful images (drawings) she created.

Eighth visit

During this visit, she was allowed to draw what she wanted, and she decided to draw her **teacher** (figure 23). What is particularly meaningful is her use of color; of the 24 colors at her disposal, she only chose dark, somber colors, namely black and dark peach. On the previous day, when she had drawn a dancing girl, she used bright colors. Now, when she drew her teacher, she used somber colors.



FIG. 23. Haar onderwyseres in donker, somber kleure gekleur.

Figure 23. Her teacher in dark somber colors,

Thus, she experiences her involvement with her teacher as a problem that also gives rise to anxiety. Through a conversation, the value of a teacher was brought home to her by the pedotherapist and no additional tasks were presented to her.

Ninth visit

After a friendly greeting, she decided again to draw her **teacher**, but this time in the classroom with two children in front of her and with a history test which the teacher has written on the blackboard (figure 24). She used lighter colors and a vase with brightly colored flowers was also in the classroom. This indicates that she has overcome her passivity by venturing with a history test which the teacher has written on the blackboard. Where she was terrified in the play situation and began to cry when confronted with the classroom situation, during image therapy, she was calm and proceeded to draw; continual support from the therapist along with the actualization of the essentials of play led to this.

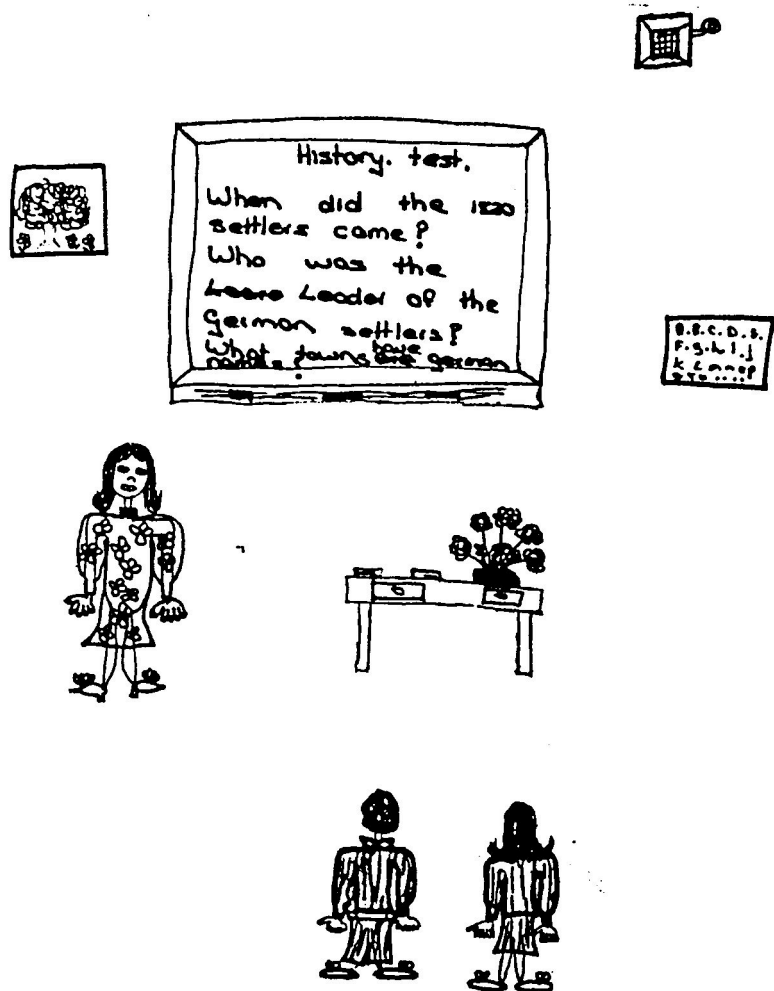


FIG. 24.
 Onderwyseres in helder kleure geteken met twee kinders voor haar.
 Geskiedenis-toets op die swartbord.

Figure 24. Teacher in bright colors with two children in front of her.
 History test on blackboard.

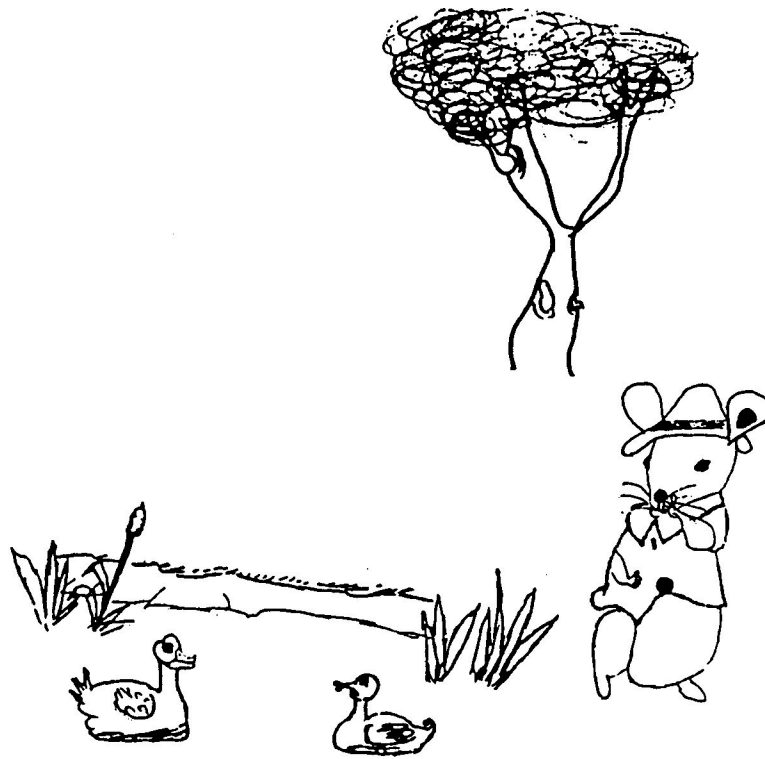


FIG. 25.
 Deprojeksie: vrolike hasie en eendjies op die water.

Figure 25. De-projection: happy rabbit and ducks in water.

Tenth visit

She was still disposed to draw but she projected no more problems, and it was clear that de-projection had occurred. In figures 25, 26 & 27, she has drawn a singing bird and a happy rabbit with bright, happy colors. All of her drawings indicate sensitivity and infantility. A twelve year old girl who chooses little birds, rabbits, bees, and flowers as themes has not yet achieved the level of becoming which she should have achieved.

From the letters she wrote to her sister during their stay in Pretoria while she was receiving pedotherapy, it is evident that she was