



FIG. 10.

'n Park op die dorp. Die Oupa en Ouma heel regs.
 Die Pappa en Mamma met 'n babatjie voor hulle. Sy hunker
 daarna om klein te wees. (Vergelyk ook in ander projeksies die
 gebruik van „Little“.)

Figure 10. A park in the city. Grandpa & Grandma far right. Papa & Mama
 with baby in front of them. She longs to be small (Compare use
 of "Little" in other projections).



FIG. 11.

Let op die posisie van die dogtertjie: klein en tussen haar ouers.

Figure 11. Indicates position of daughter: small and between parents.

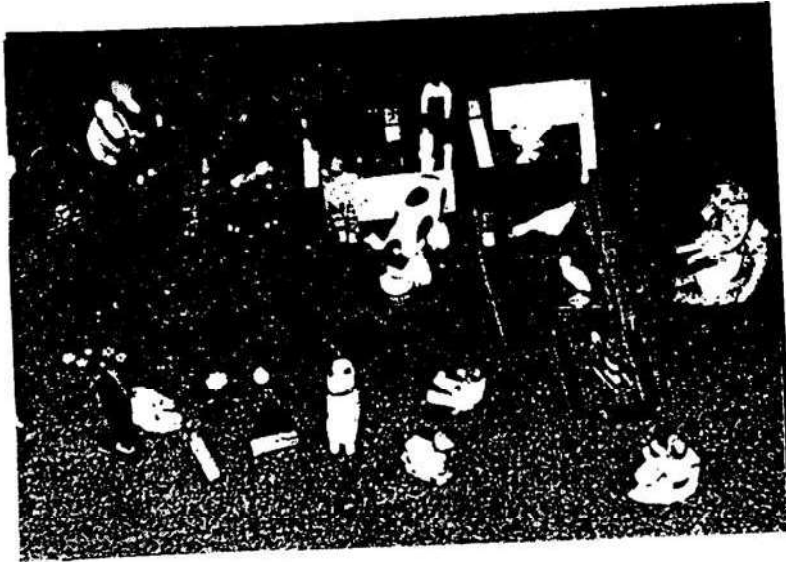


FIG. 12.

Dieretuin. Die Oupa en Ouma op 'n bankie heel links. Die Pappa en Mamma heel regs.

Figure 12. Zoo. Grandma & Grandpa on blanket far left. Papa & Mama far right.



FIG. 13.

Die Oupa en Ouma in die dieretuin saam met die Pappa en Mamma. Die dogtertjie sit 'n ent daarvandaan.

Figure 13. Grandpa & Grandma with Papa & Mama in the zoo. The daughter sits at a distance from them.



FIG. 14.
Kinders in die dieretuin.

Figure 14. Children in the zoo.

Second visit

She stepped into the playroom alone, providing that her mother remained within her reach. She still didn't speak and showed an interest in no other play media than the Von Staabs. In figures 10 and 11, she built a park in the city which had trees and flowerbeds. Benches, birds in the trees, and a swan in a little pond created a tranquil and pleasant place to go and relax. The very first thing she did was to place her grandpa and grandma on a bench under a tree. Next, she placed papa and mama on a bench, and a little way from them, there is a little girl with an ornament in front of her.

From this visit, the following deductions are made:

- (1) she still does not accept her grandfather's death, and designs a play world in which this fact is avoided;
- (2) she designs a park in the city where there is peace, which points to her pathic directedness, and the cognitive tasks of the school still escape the adequate actualization of the essentials of play, and do not yet occur;
- (3) as far as distancing is concerned, progress is shown in that she sits alone on a bench, still near, but not between her parents. She is still passive, and looks at the ornament, but is not involved with anything.

Third visit

The same play medium still directed an appeal to her, and she was willing to remain in the playroom without her mother. She was not willing to carry out any more formal tasks (e.g., draw a person, incomplete sentences). In figures 12, 13 and 14, she built a zoo with a variety of animals in separate pens. Flowerbeds, trees, and benches create a peaceful atmosphere enticing to a person. Grandpa and grandma sit and look at the animals, while papa and mama sit at a distance from them, and she is at an entirely different pen eating a banana.

(1) On this visit, the play shows that grandpa is still in their midst; his death, thus, is a traumatic experience which she cannot yet resolve.

(2) The distancing from her parents progresses well, although she still shows a pathic directedness. She is already distanced from the farm (in play), although she is still together with her parents in town. She no longer cries in the playroom and allows her mother to stay in the waiting room. Her participation in actualizing the essentials of play is thriving.

Fourth visit

Upon entering the playroom, she asked if she again could build a zoo. She was more spontaneous, and sociable, didn't cry, and asked when she could come back. There also was a noticeable change in the play situation, and content. Grandpa was no longer with the family at the zoo. Grandma remains with papa and mama, and the little girl is at one of the animal pens feeding an animal.

(1) The corrective educating and redefining through play had now begun to take a favorable course, i.e., she realized that grandpa must be absent because he is dead.

(2) The distancing from her parents continues to progress, and she feeds the animal rather than sitting passively, and looking on; activity, which is necessary for actualizing the essentials of play, begins to appear.

Fifth visit

As with each therapeutic visit, she began with the Von Staabs play medium. In figures 15, 16, and 17, she finally designed a school ground, but not yet the school itself with classrooms. The teacher is placed under a tree and chats, such that she can watch so the children will not get hurt. The children sit in a single file under a tree and are busy eating their lunches brought from home.

A very favorable deduction made is that she is now away from her parents on the farm and has ventured to the school ground. She doesn't experience the teacher as threatening, but as directed at protecting the children on the playground. However, she still experiences herself as isolated, and the children do not play together, but sit on a bench under a tree and eat.