

### **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, i.e., 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.



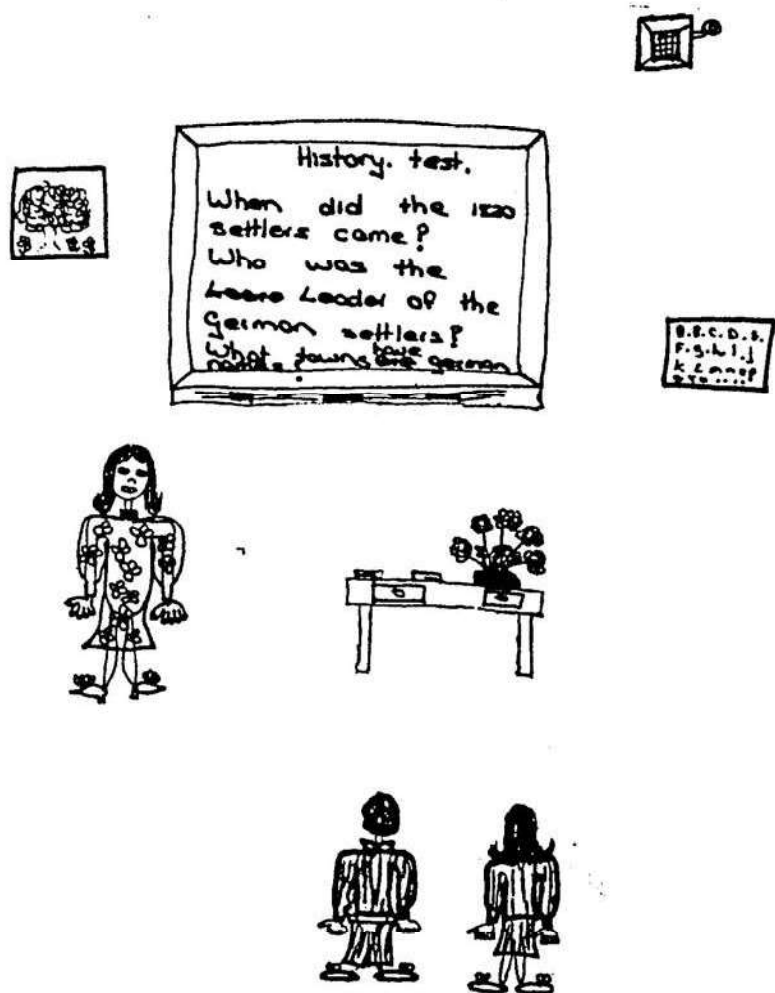
**FIG. 23.** Haar onderwyseres in donker, somber kleure gekleur.

**Figure 23.** Her teacher in dark somber colors,

Thus, she experiences her involvement with her teacher as a problem, which 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.

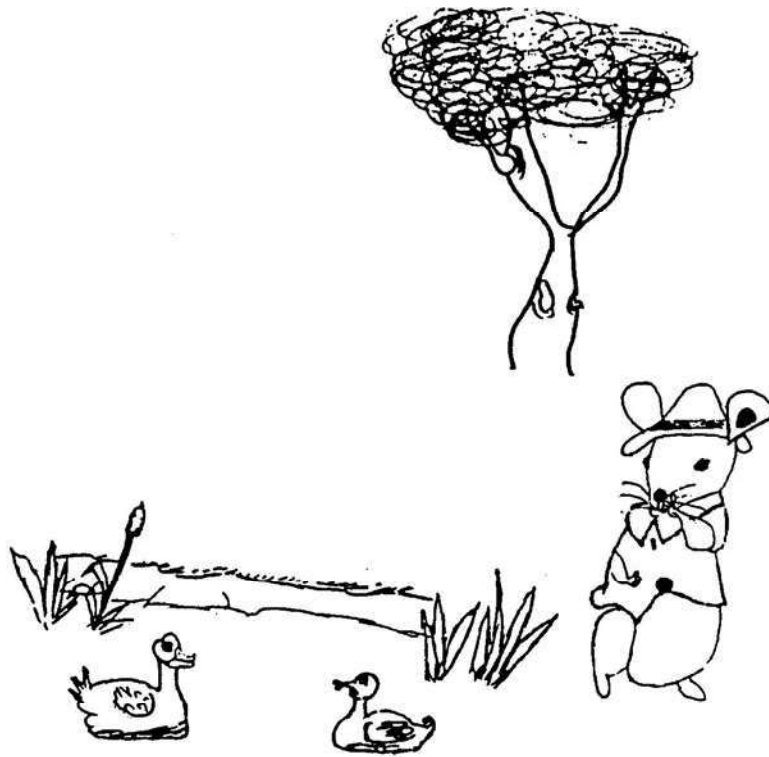
### **Ninth visit**

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.  
 Geskiedenisstoets 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.

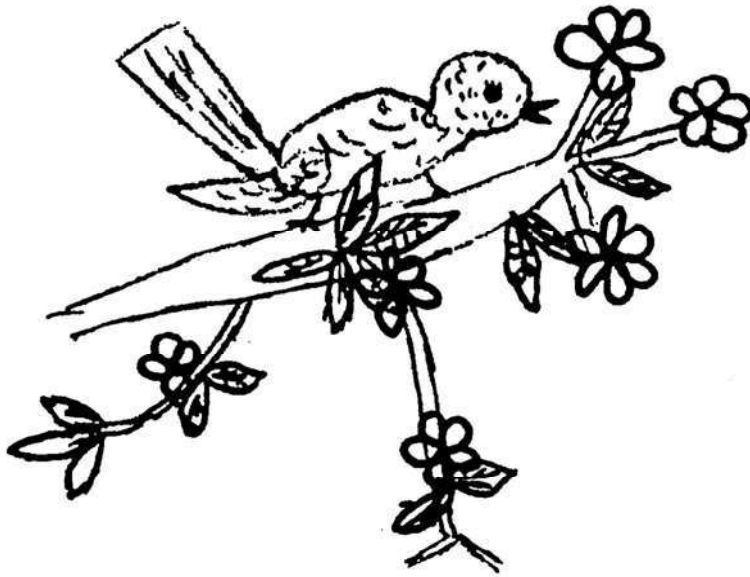
**Figure 25.** De-projection: happy rabbit and ducks in water.

### 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 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 ready to go back to school; hence, she began to worry about catching up with her overdue schoolwork as quickly as possible. She even began to wonder how things were going with all her friends, and she yearned to see them again. (Compare the essentials: understanding of future, of demands of propriety, of the demands of being human, of responsibility). While giving pedagogic

support, and during pedagogic approval (intervention), she was taught to take a new way so she could persist in doing the approvable without the presence of the pedotherapist.



**FIG. 26.**  
Deprojeksie: Singende voëltjie.

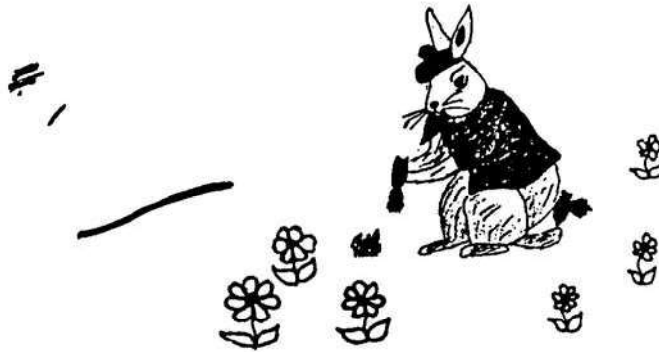
**Figure 26.** De-projection: singing bird.

Now that she has given notice in a letter to her sister that she wants to go to school, and that she will walk along a new path, the pedotherapist knew that she must increasingly distance the girl from her so she can become free to respond independently. This means that the pedotherapist had to create opportunities for her to actualize the essentials of play, in the absence of the pedotherapist. To this end, the pedotherapist had already taken care that, after each visit, she brought home assignments to be completed, e.g., writing letters to her sister, as well as sharing drawings.

After each parting salutation (saying good-bye), the invitation was given that she may come back the following day. This is because she must experience that even though after saying "good-bye", the pedotherapist is not **by** her, but she is still **with** her and all that an encounter implies, continues to remain in force.

There also was care that the visits did not conclude suddenly and unexpectedly. During pedotherapy, periodic breaking away was arranged by the pedotherapist more often and with increasing duration. A clear understanding of which obligations are consistent with living according to the demands of propriety during periodic breaking away had to be brought about. Then the pedotherapist could risk terminating the therapy and establishing a periodic breaking away of a very long duration, but the prospect was always presented to her that she may write, telephone, get in touch, and, when needed,

she could visit with the pedotherapist. In this case, the breaking away has continued for more than a year. Thus, a very gradual distancing from bonding had to be accomplished which eventually would lead to morally independent choosing and acting (pedagogic aim structure).



**FIG. 27.**  
Deprojeksie: Vrolike hasie tussen blommetjies.

Figure 27. De-projection: Happy rabbit among flowers.

## References

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- (3) Langeveld, M. J., **Ontwikkelingspsychologie**, Sesde druk, J. B. Wolters, Groningen, 1964.
- (4) Vermeer, E. A. A., **Spel en speldpaedagogische problemen**, Utrecht, 1955.
- (5) Pretorius, J. W. M., **Die problematiese opvoedingsituasie**, McGraw-Hill, Johannesburg, 1976 [Reference not in the book; it was added by G. Y. to help clarify Vermeer's levels of play].
- (6) See Garbers, J. G., **Die Wartegg Interpretasie volgens Kinget, G. M.**, The Drawing Completion Test.
- (7) Von Staabs, G., **Der scenotest**, Vierte Auflage, Verlag Hans Huber, Bern, Stuttgart, Wien, 1964.