

what has happened during her absence. If you hit your brother, he will say, 'Jack hit me again' and that will be the truth. Then you will be the one who is to blame, and you will again have that feeling which makes you so unhappy. But if Tony refuses to make your bed, that would not be wrong; however, it would be nice of him to make it once in a while, and if he refuses, he will be in the wrong. Your conscience will be clear and you will feel happier".

His face lit up and he tried very hard to think it over. Then he hit the table with his hand and exclaimed: "From now on, there will be no more fights!"

This conversation took place nine days after he had received the chart. Punctually, as agreed upon, Jack brought the chart again after a week. He spread it on the table and there were no fights marked on it. This same thing happened the following week. And actually, the second and third chart came back to me without any marks on them. Jack had given up hitting his brother.

We figured out whether we would need another chart. I suggested to Jack that instead of calling it "Diary" we could call it "Progress Chart", because it recorded the progress of his behavior toward his brother. Jack said, "Just continue to call it "Diary" because if I do not fight and everything goes smoothly, how can there be a progress?"

His comment confirmed my opinion that to call the progress chart a diary is right; for generally, adolescents like to keep a diary. The experience of assuming responsibility produces great satisfaction.

Discussing another bad habit with Jack, I suggested to put in an additional line in the chart. But he refused with these words: "I think I can do without the chart now." This indicated his growing self-reliance.

The good results of this experiment with the chart encouraged me to use the remedy more often. The results were positive. In many cases it led to the complete abandonment of bad habits; in others to their reduction.

The effect of the progress chart in individual cases plays a very important part in a child's development: Watching his own behavior, checking it on the chart, and having discussions with the psychologist, the child experiences that he can be without his misbehavior. Furthermore, as it depends entirely upon himself to put marks on the chart, his sense of responsibility improves. In this process the child comprehends the psychological cause of his failure and tries to overcome it. The use of the chart is not only a help, but a remedy. Every failure can become a habit; with the help of the chart, the child can get used to living without this habit, or even acquire a good one.

* * * * *

CHILD - HOME - SCHOOL

A "Successful" Child

Annie Heinrichs

(From Ida Loewy's records.)

The regular session of Ida Loewy's child guidance clinic is open to everyone.

Ida Loewy, greeting her audience, takes her place at a small table. Mary (10 years of age) looks as if the greeting were meant particularly for her. She, wriggling on her chair, has been sitting in the first row.

Ida Loewy: "Hello, Mary. I see you brought your books along. Do you want us to see your homework?"

Mary, tiny and frail, walks quickly up to the table, opens her book, turns page after page. Her finger indicates emphatically on each paragraph a red Roman numeral one. (This is the highest mark for work in Vienna's schools, equivalent to an A plus).

Ida Loewy silently and full of interest follows the child's gestures. Mary expects the usual routine of surprise and praise for her excellent work, and she can hardly wait to be commended. Astonished, she asks, "Don't you see the red Roman one? I always get Roman ones."

Ida Loewy, "I certainly did notice it. But tell us, Mary, what are you going to do with the big red mark? Can you make use of it?"

The child, accustomed to work only for high marks, is taken by surprise, and prickles up her ears.

Ida Loewy, "I think your fine handwriting and good spelling will give pleasure to everyone. You will find them useful. Your letters, for instance, will always be welcomed and answered."

- - - - -

Thus Mary learned and experienced that high marks are not a "goal", that spelling is a "means" to build and to develop social interest. The audience - children, their parents, teachers and students - who observed this little scene, had also expected praise for Mary's outstanding work. Perhaps nobody had thought of deviation from a commonly accepted method of acknowledging the achievement of a "successful" pupil.

Ida Loewy had opened a "new road". The remark, intended for a little child, and heard by an eagerly listening audience, might have induced the adults to turn through pages of experience, finding that they, too, had been working for a small red mark, which had blocked their way toward "social interest".

* * * * *

I. P. ANECDOTE

Billy, nine years old, is a very good boy. He helps his mother with her housework, is very conforming, and tries his best to substitute for his deceased father. Emaline, two years younger, is a "bad" girl. She doesn't obey, is untidy, lazy, and causes her mother a lot of trouble. In a frank talk with both children, Emaline admitted that she thought that her mother doesn't like her as much as Billy. I explained her mistake, and she admitted that her mother would be perhaps nicer to her if she would do more to please mother. Then I asked Billy whether he would like Emaline to be a good girl and help at home. He immediately answered, "No!". Asked why not, he said, "Oh, she wouldn't do it anyhow." - "Let's imagine she would conform at home - would you like it?" Billy thought it over a while, apparently uneasy. Then he agreed, "Oh, yes, it would be fine". "I wonder, Billy, whether you would like it. I still think your 'No' was more honest. But why wouldn't you like it?" Billy really became thoughtful, and after a short while he said merely, "Because I want to be better".

How many of us are good only at the expense of someone else! There is no fun in being good, if there is no one who is worse.

Rudolf Dreikurs, M.D.