

ficit, and which would give us a start toward the new season? This fund should be made by voluntary contributions. +)

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It was nice to have had contact with you for this year, and we are looking forward to hearing from you in the Fall again. Each name on our mailing list, in our file, or on the envelope, is like a kind regard from some one who thinks of us. We in turn are following you with sincere interest, sending you best wishes for an enjoyable summer, and much luck for the coming Fall, which will definitely confront all of us with new and more difficult tasks.

The Editor

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THE "PROGRESS CHART"

Elvira F. Kaufman

An aid to the child in recognizing and abandoning his erroneous attitudes, and achieving the right ones.

Jack, 12 years old, used to get angry and, upon the slightest provocation, hit his younger brother. All efforts of his parents, teachers, and friends to stop these sudden rages, were in vain. It was not difficult to realize that he was suffering under the competition with his brother, and since he remained in the same environment, it would take too long to change his whole attitude, which obviously caused him and his brother pain. I therefore decided to experiment with the following device: A chart, which we called "Diary", covering a period of four weeks, was drawn, containing squares numbering 1 to 8. Each day was marked at the bottom, and each day had a different color.

Confident that the boy wished to improve, I explained to him: "This chart will enable you to watch your behavior more easily. Maybe it will help you to improve your attitude toward your brother. When you have a fight, mark it in this square, and mark how many fights took place. If there is no fight, put a mark in the zero square. You keep this Diary, and bring it back to me two weeks later." Jack grasped the idea and seemed to like it. I asked his mother not to take notice of the chart under any circumstance and to consider it as the personal concern of the boy. Unfortunately, she did not keep her promise, and thereby endangered the effect of the chart. But fortunately, it was possible to save the situation. On the second day after receiving the chart, Jack flew into a rage and hit his brother. His Mother said to him: "Now you can put a dot into your square and you will get your punishment by Mrs.K." Naturally, the child's reaction was that he did not use the chart at all. To counteract the mother's remarks, it was necessary to discuss the chart before the two weeks were over. When he came in for his regular conference, I asked him how the Diary was getting on, and he answered: "I did not put a dot in, but I know that I should have done so; I haven't forgotten." He took out the chart and showed it to me. He then marked a fight on the third day, and one on the eighth day. I emphasized: "Jack, the first time you had no fight for two days, and the second time, 4 days passed without a fight. This is a great improvement. Soon you will spend 8 days without a fight." Jack, who had expected a scolding, was obviously relieved. Then I asked, "Tell me, how did the last fight start?"

J. "I asked Tony to make my bed. He refused and said to me, 'Do it yourself; you have done it before.' So I got mad and hit him. Mother was not there."

Mrs.K. "Look, you know that when your mother comes home, both of you usually tell her

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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.

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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?"