

(ALVA)

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GLOSSARY

Air Bands	South Group invention: involves enacting pop stars and groups, mouthing songs to tape-recorded lyrics.
Big Blocks	Large, hollow blocks used in Group I for dramatic play.
Big Room	Large area used for dramatic play, dance, movement and gymnastics; also for Assembly and dramatic performances.
Blackberry	Pet rabbit.
Central Park East	New York City School. A class visited Prospect (South Group) in 1984-85 and children from Prospect have CPE pen pals.
D'Ari	Parrot.
Fence	Rail fence on the playground; used as a "cooling off" space when there are altercations on the yard.
Group	This word or "circle" is often used without its context to designate group discussions or meetings.
Hezekiah	Boa Constrictor.
Hot Rod	Pet rabbit.
LaVerne	School cat.
Little Bears	Small, jointed bears; very popular in the school since about 1975.
Little Blocks	Standard, floor blocks used for construction by all Groups; the designation differentiates them from Big Blocks.
Little House	Designation of dramatic play/dress-up room for Group II.
"Marty"	A stuffed, child-sized monkey; a possession of Group I teacher (T.D.).
Mess Room	An inelegant designation of the work/art room which is a part of each Group's class space.
Patrick	Guinea Pig.
Sizzlers	Small, battery-powered cars used by the children in racetracks, chutes, etc., constructed in Little Blocks.

Slats Narrow strips of wood available through a local manufacturer and used for construction.

South Group
"Days"
(Strange,
Punk, etc.) Days on which the whole class agrees to dress in a particular style

Upstairs Principal's office; library; other offices; sun porch; adult seminar room and library.

West, East &
South Groups In 1983, it was decided to re-name the class groupings in order to emphasize the school's commitment to mixed age groupings. West = Group I; East = Group II or II-III; South = Group IV or Middle School.

Yurt Asian structure made by Middle School students circa 1971.

Child's Pseudonym (Alva)

Entered Prospect School 1976

Narrative Records Span 1976-1985 (9 years; ages 5;5-14;2)

SUMMARY OF GROUP PLACEMENTS

Group I	1976-77	age 5;5-6;2	Teacher(s): (K.A.)
Group I	1977-78	age 6;5-7;2	Teacher(s): (T.D.) intern teacher: (W.N.)
Group II	1978-79	age 7;5-8;2	Teacher(s): (Y.B.) observer: (T.D.) dance volunteer: (F.B.) music/poetry volunteer: (M.B.)
Group III	1979-80	age 8;5-9;2	Teacher(s): (U.F.)
Group III	1980-81	age 9;5-10;2	Teacher(s): (U.F.)
Group III	1981-82	age 10;5-11;2	Teacher(s): (M.M.)
Group IV	1982-83	age 11;5-12;2	Teacher(s): (U.F.) art volunteer: (B.B.) parent volunteer: (V.T.)
South Group*	1983-84	age 12;5-13;2	Teacher(s): (U.F.) parent volunteer: (V.T.)
South Group	1984-85	age 13;5-14;2	Teacher(s): (U.F.)

*The class grouping for the oldest children in the school has been called Middle School, Group IV, and South Group; the age span is generally 11 through 13, although on occasion 10 year olds have been included.

File edited by: Jane Katz
May, 1986

(Alva)

Teacher(s): (K.A.)

Group I 1976-77

Age 5;5-6;2

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8-10: Small, sometimes looks a little lost, but really busy--painting, drawing, gluing, rug games, big blocks the first day; likes plasticene, books, sand. Liked watching (Merce) and talking to him while he painted.

SEPTEMBER 13-17: Looks more comfortable. Painting, drawing. Outdoors (plays) catch. Food colors and water play. Paid close attention to both experiments--displacement and flame (water), though she did not do either--enjoyed watching. Finger weaving (knew how); sewed pillow--good sewer, with (Leo). Books, string macaronis (with) (Linda).

SEPTEMBER 20-24: Talkative, good sense of humor. Bean bag. Really likes Hot Rod. Watched experiment of making water rise in a jar. Finger weaving with (Ina) and Hot Rod. Jail tag, rattle, gluing, walk to woods, drawing.

SEPTEMBER 27-OCTOBER 1: Walk; Hot Rod fairly often, lots of water color painting and printing from it. Candyland, finger painting, baked brownies, finger weaving, drawing. Spunky.

OCTOBER 4-8: Holding Hot Rod; lovely water colors; leaf printing, which she enjoyed. Candyland with (Lisa). Baked oatmeal cookies, drawing.

OCTOBER 11-13; 18-22: Nice playing with (Linda), watched the burning experiments, drawing. Candyland (with) (Ina). Baked cornbread, puzzles, holding Hot Rod. Painting and stringing beads, straw weaving.

OCTOBER 25-29: Lots of time with (Linda). Hot Rod, painting, baking cupcakes, rug games, petting guinea pigs. Out one day. Great looking witch for Halloween.

NOVEMBER 1-5: Parent conference--hard time waking up in the morning, yelling. Fine at school, sometimes looks upset. Giggly; close with (Linda)--it's new for her to have friends. Sewed hand puppet and glued in face. Painting, books, rug games, finger weaving--learned how to weave on four fingers. Watched tissue papers/glass experiment.

NOVEMBER 8-12: Out all week.

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NOVEMBER 15-19; 22-14: Back (to school) just 22-24--cheerful. Often with (Linda), but not dependent. Lots of drawing, collage, looking at books; footprints. Still saying "Don't tell" to kids at story who tell the ending before it comes.

NOVEMBER 29-DECEMBER 3; DECEMBER 6-10: Brought in a knitting jenny. Glued with slats, liked listening to records. Wrote the alphabet, drawing, glued a sign saying "don't go over this bridge." Clothespin airplane, finger weaving, pendulum painting. Very chatty. Ironed crayon design.

1976-77

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Alva)

Date: January, 1977

Age: 5;9

By: (K.A.)

(Alva) approaches her play with good humor and a down-to-earth friendliness and busyness. She has tried a number of things this fall, among them drawing, collage and gluing, plasticene, playing in the sand, and cooking brownies, oatmeal cookies, and cupcakes. She has painted with tempera and water color paints and with the latter did a large series of prints--she was very interested in leaf printing and has done footprinting. She has finger painted and done pendulum painting. (Alva) likes handwork such as finger weaving and sewing. She is appealed to by the social elements in activities--she likes to chat, talk, and tell stories. (Alva) also likes to play in the big block area and to dress up. She likes to hold and pet the rabbit and guinea pigs.

(Alva) kept a sharp eye on all the science experiments which we did. These include experimenting with air, burning heat, static electricity, and simple displacement. Although she has rarely tried these at school, she pulls a chair right up to the experiment and comments on the action. She has tried playing with food colors and water. (Alva) likes to play tag on the yard, and likes to go on walks.

(Alva) has one good friend in the group, but does not seem to be dependent on this relationship. They seem to have a very good time though when they are together, and can become quite giggly. (Alva) occasionally seems pre-occupied or tense, a feeling which is present mostly in her gaze, the way she holds her body, or a grouchy tone of voice. She sometimes wanders at these times. (Alva) seems comfortable coming to me for help or conversation. She approaches me very much as an equal, and I enjoy that very much.

(Alva) is a good group member. She likes to hear stories very much, and is attentive to them as well as offering comments on them.

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WEEKLY DESCRIPTIVE RECORDS

JANUARY 13-FEBRUARY 11: (Alva) (is doing) some watching that I find unproductive--so I've been insisting on a little more involvement. Lots of Christmas decorations, drawing and cutting paper; likes to bake; holding guinea pigs; active with rice and funnels, collage. Lighting bulbs and going in the bathroom for shadows and also setting up fort under a table with (Ina), (Gina), (Suzanne). Tie-dye, cornstarch, water and food colors. Made pom-poms; sewed bunny. Paper mobile; mostly with (Linda), but others, too.

FEBRUARY 14-18: Drawing. Planted cuttings; some simple silk-screening. Spent a long time with (Linda) painting paper towel tubes and stringing the tubes together. Cheerful.

FEBRUARY 28-MARCH 4: Made a doll using spools and paper, folding (them) into a spring kind of form. Baked bread; drew on popsicle sticks with (Linda). Lots of play with (Linda) this week--painting paper plates. (Linda) and she often like to work alone, just with each other. Nice week--cheerful, kept very busy.

MARCH 7-11; 15-18: String and nail constructions; drawing; painting plaster molds and then, with (Linda), using them in small worlds with the rocks and shells. Good week, great sense of humor.

MARCH 21, 22, 28-APRIL 1; APRIL 4-8: With (Linda), papier-mache--tunnels and plaster landscape. Rug games, weaving from a spool loom. Baked pretzels, drawing, water colors. Funny.

APRIL 11-15; 25-29; MAY 2-6: With (Linda). Likes a hug when she comes in first thing in the morning. God's eye, painting acorns, water colors, drawing, and gluing. Walk to the playground; holding mice; baking.

MAY 9-13; 16-20: Along with (Linda), complaining about clean-up. Drawing, made a bubble in a bubble; holding mice; making candles; holding salamander. Needs a hello hug every morning and a farewell hug every home time.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Alva)

Date: June, 1977

Age: 6;2

By: (K.A.)

(Alva) has continued to try a lot of craft activities. She has done collages, tie-dye, made baker's clay, made dolls, done simple silk-screening, and sewn a stuffed bunny. She enjoyed making candles and wax casts of her hands. Yarn has great appeal to her, and she has woven on various looms, made god's eyes, and she especially enjoyed making pom-poms. (Alva) has made a landscape using papier-mache and plaster, and she played with corn-starch with water and food color. (Alva) loves to paint with water colors and tempera, not only pictures, but a variety of objects--popsicle sticks, acorns, paper plates, plaster molds. She spent several days painting paper towel tubes and stringing them together. (Alva) likes to start with scrap or odds and ends materials and then invent ways in which to use them. She is very self-sufficient as she plays, but she usually prefers to be with a friend so she can talk and play at the same time.

(Alva) still likes science experiments, watching and sometimes trying them. She was very active in lighting bulbs and taking them into a dark room to make shadows. She also set up a fort indoors under a table when she would go to light bulbs. (Alva) also enjoyed playing with bubbles, and making a bubble within another bubble. She spent a lot of time playing with rice and funnels.

(Alva) liked to hold the guinea pigs and the mice. She was very careful with them. She also held salamanders. (Alva) went on walks whenever they were offered, and she enjoyed planting seeds and cuttings. She was active in fort-building on the yard. (Alva) liked to draw and to cut paper. She did some dress-up and block play, and I think she would have liked to do this even more than she did. She also was active in small worlds play. (Alva) really liked to cook and bake, and to look at books.

(Alva) had one very good friend in the group, and they often liked to sit by themselves and play. She talked with and played with many other children in the group as well, and was interested in and curious about them. Her sense of humor and her directness made her very well-liked within the group. She seemed to need a hug from me first thing every morning to set her on an even keel. It really seemed to help her relax, physically and emotionally; she became increasingly affectionate towards me. She sometimes complained about clean-up, but was very responsive to being teased

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and joked by me about it. She can really tell when an adult has a sense of humor in general, and towards her, in particular.

(Alva)

Teacher(s): (T.D.)
intern teacher: (W.N.)

Group I 1977-78

Age 6;5-7;2

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 6-9: Mostly drawing, but it seems like a social event for her. Very Chatty, especially with (Ruth). Lost on Friday when (Ruth) left. Talks a lot to me. Serious, "businesslike," but cheerful. Also friendly with (Linda). Very silly in afternoon, doesn't finish, talks constantly. Responds to reminders, but then forgets. Attentive at (group) meetings sometimes. Sits near and touches people--(Pearl) mainly. Active in the yard.

SEPTEMBER 12-16: More a part of the group. Strong bond with (Linda). Attracted to the gerbils. Picks them up--only one in class so far who does. Drawing--seems to be a real interest; works for days on same one--designs, a birthday party. Still very talkative, serious, has lots of information. Much better in afternoon--has decided she "loves writing." Extremely agile on rope swing--climbs to the top.

SEPTEMBER 19-23: Spent the week (morning) building and revising small buildings for gerbils and guinea pig. (Linda) sometimes joined, but (Alva) also worked alone. Focused, very involved, talking to animals. Has begun making critical comments to other kids, unpleasant tone, trouble sharing. Began "an" words; eager to read. Remembered them in a list, but struggled with them in simple sentences. Wiggly, restless. Has also begun simple number work; coming easily. Works long time on her drawings.

SEPTEMBER 23-30: "Bossiness" is really coming out. Pays attention to what everyone is doing. Corrects and reprimands them, orders people around. Having a "love-hate" relationship with (Linda), who will take just so much and then refuse to play with (Alva) and will also cry. This makes (Alva) even bossier, more sullen; she'll never apologize. The other side is that she can be helpful but not bossy--tying shoes, finding lost jackets, etc., and is for the most part accepted; although (Linda) is the only one who works with her for extended periods. Especially likes to organize games in the yard and announce who can't play. Much giggling and whispering with (Linda) about kissing--(Merce), (Ben). (Jonah) involved in this. Holding guinea pig and gerbils all week--building for them. Drew the guinea pig, wants to draw all the animals.

OCTOBER 3-7: Animals, leaf printing, wax. Seemed sad often, alone more this week. (Linda) is being more firm about not following orders. (Alva) doesn't initiate contacts with others. Spends a lot of time watching, talking, but not tuning in.

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OCTOBER 10-14: Out Tuesday-Friday. Monday, started a doll; wax. Bad fall from bars in the yard. Cried very hard.

OCTOBER 24-28: Monday, wax resist. Out rest of week.

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Summary of Staff Review: November 1, 1977

Name: (Alva)

Age: 6;6

Time in TPS: In second year

Presenting Problem: Relationships and problems with friends.

Profile

Physical: Small and dark with a noticeably round face. She is neat and clean, but not fussy. Agile. Orderly about possessions. She takes a long time to get things done, is often the last one out at lunch, and takes a long time to get ready to go.

Social and Emotional: She is outgoing and talkative with a large vocabulary. Likes to converse with adults and children and is often directive and critical with children. Tells them what to do and how to do it. Bossy sometimes. She reprimands people for inappropriate actions and corrects their information and grammar, often in an unpleasant tone. She often backs up (T.D.) if someone doesn't follow up immediately. Talks a lot of who likes whom better. She could be considered "priggish." When someone hit her, she immediately reacted with irritation, self-justified righteousness. When she was reprimanded, she looked ready to fight. She jerked back, with chin up, arm out, with intensity. It is hard for her to share; she wants the most, first. She is surprisingly restless and non-participative at group. She is concerned about who will sit with her. The kids often address this, saying (Alva), take care of yourself. (Linda) and (Alva) were together with (Alva) leading early in the year. (Linda) began to argue a lot, became upset in the relationship, and broke away, leaving (Alva) alone. She has begun a relationship with (Cindy), but is largely not sought out by other kids. Her disposition is enthusiastic, intense, involved, bouncy. Can get very angry; screams and stamps, almost physical. Does not cry, looks sullen and sad about reprimands. Will not apologize for hurting feelings. Businesslike and factual in work. No fantasy. Eager about learning to read. Wants to be right.

Interests: Enjoys the smaller animals, has done some sewing and liked the wax. Draws and works on her pictures a long time. Does not leave anything unfinished; spends time watching and talking. Her work shows colorful, thoughtful designs--houses and people, herself. She has drawn the house where she lives, the party she has been to, things that have happened to her. It takes her a long time, with no great volume. Painting is largely experimenting with color and fold painting. She is a good observer; started drawing animals on her own.

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History

Last year she was active and involved in everything, but largely worked on crafts, printing, painting, science. She was friendly and enthusiastic. She had generally good relationships, with (Linda) particularly. She seemed preoccupied and tense periodically. She was a good group member; liked stories. Last year her relationship with (Linda) looked quite different; they were close, laughing bubbly. (Alva) was not irritable last year, and was especially good dealing with (Tony), an especially difficult and new group member who left early. She dealt with him directly, and matter-of-factly, but with humor. She was really interested in him, contrary to most of the group members. She was extremely attracted to (K.A.); the transition may have been difficult. She is between six and seven and may be experiencing a developmental shift.

Summary

She has definitely changed from last year. This could be developmental and have to do with the internalizing of standards. She enjoys the practical, things that have happened. Her painting is experimental. She is a good observer.

Discussion

She is very motherly and helpful, tying shoes and finding things, but it borders on condescension. When cleaning up, another child asked, "Aren't I doing a good job?" and (Alva) replied, "Oh, yes, you're being a wonderful help." She has a warm-seeming nature and is affectionate to adults. The design work seems to go along with the high standards and some rigidity. It is sparser than representation and less visible; hence shows less to be judged. She does a little dramatic play; has made houses and mazes for the gerbils and assigns them roles, makes little villages. She does not have working relationships around projects. She would like to have people to work with, but can't pull it off.

Recommendations

Books; maybe the Frances series.

The directiveness, righteousness, and irritability would be good to focus on; but could be treated differently.

Try humor around the righteousness.

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Make direct statements about her standards and their relationships to others.

Use her observing skill to develop a sense of variation and experimenting.

Try weaving as a precise, soothing, and conversational activity.

Encourage activities without a product or standard; activities that require co-operation.

Miming back her expressions might be useful.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Alva)

Date: December, 1977

Age: 6;8

By: (T.D.)

(Alva's) general approach to things is energetic and enthusiastic, balanced by a steady, even pace and an unwillingness to be rushed. She is precise and extremely orderly and organized in all that she does, and has a strong adherence to fact.

Relationships either flow very smoothly for (Alva) or they are uneven and fraught with arguments--there seems to be no middle ground. Temperamentally, she is passionate and intense, and things matter deeply to her. When relationships are not going well for (Alva), it is usually because she is being particularly bossy and critical towards her friends. Her manner and tone of voice can become quite unpleasant, and sharp words often escape her before she realizes it. When she is in such a mood, things often begin to "snowball." The circle of people she affects by her bossiness and reprimanding grows, and (Alva) is often unable or unwilling to apologize. When she is reprimanded for her behavior by me or the teacher intern, she can become sullen and defiant, but will eventually engage in a reasonable and thoughtful discussion of the situation. She often pretends and in fact says that she does not care that she has offended someone and isn't concerned about how people feel about her, but it is obvious by her face and actions that she does.

She has a strong need to be right. Underneath all her "blustering," her self-confidence is not too strong. She has always responded well to praise and affection, and in return is warm and continually willing and eager to try all sorts of things.

She can be helpful and supportive to others in many ways and can always be counted on to find a lost jacket or tie someone's shoe. She enjoys situations in which she can be motherly.

She approaches reading and math activities in a businesslike, serious way. From the first, she has been strongly motivated to learn to read, and is progressing quickly and easily. She is using a basically linguistic series, and has learned the "an," "ad," and "ag" word patterns. She is also able now to read many of the other beginning readers in the room, and is always anxious to have someone hear her read. She is enjoying writing in her diary, although she sometimes has trouble thinking of what to

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write. Work with numbers has come easily to her--she learns process quickly and works accurately. She is working on addition and subtraction of numbers from 1-20, writing numbers to 100, and counting by 2's, 5's, and 10's.

She prefers activities which allow her to converse with others. Her desire for conversation sometimes diverts her attention from her work, but her overall productivity is high. Her observational skills are strong, and she enjoys watching, holding, and building structures for the animals in the room. Drawing is something she chooses frequently. She puts a lot of thought and care into her drawings, and often works on them over extended periods of time. They are usually about something which has actually happened to her. She has done some sewing and weaving, and is attracted to experimenting with materials such as wax and clay. She has done some lovely water colors and crayon-resist paintings. She likes small world activities involving dramatic play, and also likes to cook. (Alva) is physically active and quite agile and adventuresome in the yard, and enjoys music and movement activities. She is a talented singer and shows promise as a dancer.

In group discussions, she is participating more actively and always appreciates the humor in any discussion or story. Her ability to be purposeful and focused in her activities and her delightful enthusiasm combine to make her a vital member of the group.

1977-78

WEEKLY DESCRIPTIVE RECORDS

DECEMBER 12-16: Absent 15, 16. Candle on Monday. (W.N.) said she was quite co-operative with her.

JANUARY 7-13: Drawing, wax, sand, with (Linda). Friendly, cheerful--no sign of bossiness or ill humor. Made a "prairie" in the sand--she and (Linda) took parts from Laura Ingalls Wilder books. Reading coming very well.

JANUARY 16-20: Wax almost all week, with (Cindy), (Linda). Some drawing--mostly designs. Takes a long time in afternoon for diary, folder work.

JANUARY 23-26: Drawing, wax, "Marty" (stuffed monkey)--much involved again with (Linda)--the two of them a bit at loose ends--not really involved in anything. Procrastinating in afternoon. Would not try ice slide.

JANUARY 30-FEBRUARY 3: Have been insisting that she finish her doll. Her "dawdling" has been really bothering me lately--she always has to be last--to finish getting coat on, to finish snack, diary, lunch, etc. Sometimes I think she can't help it; sometimes I think she does it on purpose. Told her on Friday she had to finish thank-you card to Middle School even if I had to drive her to day care. She stopped chatting and finished with dispatch. Also did "Marty," wax. Plays the mother in "Marty." Has been getting along very smoothly with (Linda), also with (Cindy) a lot, and somewhat with (Gina).

FEBRUARY 6-10: "Marty"--usually takes part this week of "injured child." Plays part well--lies on back "unconscious." Continues to direct play while doing this. Finally finished doll--I made her stuff it during one clean-up time. My attention to her slowness has made her speed up a bit. Has begun writing independently in diary. Reading coming nicely.

MARCH 6-10: Not as "mellow" lately. Snippy, bossiness is coming back. Involved in making environments for baby guinea pigs with (Linda). Still takes her forever to do anything.

MARCH 20-24: Absent.

MARCH 27-31: Drawing, sewing, water color. Cheerful, affectionate, very co-operative all week. Chatty. Wants to read to me a lot.

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APRIL 9-13: "Marty," drawing, sewing--finished doll, decorated the dress with a felt flower--her own idea. Returned interested in little blocks, building things for the guinea pigs and also for stuffed animals. Still mainly with (Linda), sometimes (Cindy).

1977-78

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Alva)

Date: June, 1978

Age: 7;2

By: (T.D.)

(Alva's) approach and interests have remained amazingly consistent this term. Dramatic play has really emerged as a favorite of hers, and is something she has participated in a great deal. She often is the director of the plot and action, and usually assumes the role of mother, big sister, queen, or an injured child. She can still direct the activity while pretending to be unconscious. When we were reading the L. I. Wilder "Little House" books, (Alva) and (Linda) became very involved in making a prairie in the sand table assuming the roles of the characters in the books and then acting out the stories. She has done more work with wax and clay, and has continued to enjoy building shelters and environments for the animals in the room. She finished sewing her doll, and added the unique touch of decorating the dress with tiny felt flowers. She has done quite a bit of drawing, which usually evolves into making things for people, small books, cards, or short notes. She is a bit resistant to dictating or writing about her drawings, but the stories she has done have been imaginative and fun.

She enjoys making collections and saving things, and likes to look for insects, rocks, and flowers. She appreciates the unique, and loves the beauty of natural things.

Her tendency toward being bossy and critical has smoothed out enormously and consequently the quality of her relationships has improved. Her capacity to be supportive and understanding became apparent to other children, and she became a sought-out participant in many groups and now has a wider variety of friends. Her one preferred friend, however, continues to be (Linda).

Academically, her progress with reading and number work has been strong. Her self-confidence has improved, but she still hesitates if she feels that she might fail. Her pace continues to be slow and accurate. Sometimes I feel as if she is deliberately procrastinating, and I have been pressing her a bit more to finish. She has read the first two books in the SRA Linguistics Series, and many of the easy books from a variety of other series as well. She likes to read the same book over many times for practice. With numbers, she has continued doing addition and subtraction

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and has worked with two-digit numbers, columns of numbers, and supplying missing numbers. She has also done simple multiplication.

During group discussion, she is quiet but interested. She frequently adds comments about things she has done or places she has been. She has been most attentive and enthusiastic about group stories. (Alva) is loving and affectionate, and has been a dependable and eager member of the group.

(Alva)		Teacher(s): (Y.B.)
Group II	1978-79	dance volunteer: (F.B.)
		music/poetry volunteer: (M.B.)
Age	7;5-8;2	observer: (T.D.)

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 5: Subdued. Attached to (Linda) and sometimes to (Ruth). Has largely done drawing and a little painting. On Friday, asked to make pom-poms with (Linda). (Grace) showed them how, and they seemed to have a good time. Likes the caterpillars. For writing, started practicing her name, and practiced her family's names, including the dogs. Prefers to stay in at recess.

SEPTEMBER 11: Absent a couple of days. Joined (Ruth) for house making and independently went off to burning,* though joined by (Ruth) finally. Quiet at group; seems solid in routines.

SEPTEMBER 18: Does a lot of quiet drawing and stenciling with (Linda) and (Ruth), if they will, or with (Cindy). Also enjoyed listening to the record player. One day was in the sand and water perforce, because both (Linda) and (Alice) wanted it. When (Linda) put her hand up for sand and water (Alva) said, "You don't want to do that"--but (Linda) said, "Yes," she did, so (Alva) went along, with quiet pleasure.

OCTOBER 10: Enjoys the sand and water more and more, with (Alice), this time. And helped make butterflies for the mural. Looked at books on Friday, and has trouble finding something to do. Beginning to write a story, but inclined to write in tandem with (Linda) and so can't tell whose idea is whose.

OCTOBER 23: Drawing and looking at books--hard for her to settle into a project, or think of what to do. Was in "Great Claus and Little Claus," but I don't know in what capacity. Drawing designs, horses, houses. Started another story about a horse.

OCTOBER 30: Seemed to enjoy the felt, fur, cloth collages, but had to be urged into them. Did some drawing and then back to the pattern blocks. Reading Stories to Remember--needs a project.

NOVEMBER 6: Enjoyed the gerbils and making the crabs a better home--was in the dress-up room with (Linda) and (Cindy) and is eager to continue. Also in sand and water a couple of times. Quiet at group. Writes stories now, often with the same beginning as (Linda), but different ends.

*Burning various substances in aluminum foil to observe how they change.

1978-79

NOVEMBER 13: Remembers more from the Indian discussions than I thought she would; has been volunteering some comments; also said she and (Linda) wanted to be "townsfolk" at the end of the play. Worked with (Duane) and (Linda) on a gerbil maze that got too complex, and also did wet-paper painting--working steadily through her reader, Stories to Remember.

NOVEMBER 27: Seems a little more involved--asked to have a part in the play. Doing a restaurant play in the dress-up room with (Ruth) and (Cindy), as well as (Linda). Added (Virginia) at the end. Went to work on the play mural; drew a town.

DECEMBER 4: More activity--joined (Ruth) to make cut-outs; made a charming collage of a Christmas tree. Enjoyed tiny part in play (huge smile, laughter).

DECEMBER 15: Dress-up room. Paper chains and cut-outs; a dip candle to be wrapped just so; some sewing.

PRE-CHRISTMAS: Poems with (M.B.); candles; and the assistant robber in a play.

JANUARY 4: Starting a small house with the saw; also a layered candle. Continues Storyland Favorites; tells the story with verve.

JANUARY 10: Made a layered candle, did some painting, rich color; with (Linda), joined (Ruth), (Duane), and (Ben) for a play. Was nervous but supportive. Was the good witch, accepting direction from (Ruth), her servant. Wrote her first long story.

JANUARY 15, 22, 29 (Quarterly Review and snow days): Some candles, poetry with (M.B.); several days with clay--a bear house, a frog. Drawing and design work. Making mouse-houses for her mouse with wings. Some painting--lots of color. Wrote another story as a continuation of the first. Generally more active and visible--pulls (Linda) a little.

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OBSERVATION 1

(Alva)

December 14, 1978
8:45-9:45

The Prospect School
(T.D.)

(Alva) has been out sick for several days and arrives late. The class is already dispersed and doing various activities. (Alva) hangs up her coat, comes on to rug area with a large bag, and tries quietly several times to get (Y.B.'s) attention. (Jack) says, "(Alva), it's amazing you came back." (Alva) smiles, saying nothing. (Y.B.) notices her. (Alva) says, "I brought butter." (Y.B.) thanks her and directs her to the kitchen with it. She returns to the rug area and stands behind the doorway looking at children making Christmas decorations at a table. So far she has spoken to no one.

(Y.B.) comes by and says, "What are you going to do this morning, sweetheart?" (Alva), firmly but smiling, "I don't know!" She goes to the coatroom to remove boots and put on her slippers and comes back to the same doorway to watch the Christmas tree decorations. (Y.B.) comes by again, hugs and kisses (Alva), and says again, "What do you want to do, ducky?" (Alva), again firmly, "I don't know!"

(Virginia) and (Mia) come to (Y.B.) while she is standing with (Alva) and say that they need another person--a robber--for the play they are doing in the dress-up room. (Y.B.), "How about (Alva)?" (Virginia) and (Mia) ask her if she would like to join them. (Alva), "Alright." (Not very enthusiastically.)

In the dress-up room, (Jack) hands (Alva) a cap and a crutch. The other children, (Virginia), (Jack), (Ina), and (Mia), are well into evolving the action of the plot and are elaborately costumed. (Alva) stands in the center of the action, wearing the cap and leaning on the crutch. She smiles, giggles, looks embarrassed, tentative, alert, but very quiet. (Virginia) points to everyone and assigns parts. "(Alva), you're the helper robber, how about that?" (Alva) smiles, alternating with blinking, a sort of embarrassed grimace, but makes no comment. (Virginia) begins to announce the parts and title of the play. (Alva), "Wait. We're not ready." She sits in a chair. (Virginia), "You're not supposed to sit there." (Alva), "I know. I'm gonna get up" (said a bit angrily).

(Alva) moves to a chair that is hidden behind a rack of hanging dress-ups, still watching intently. She occasionally glances at me. Meanwhile, the others have been busily discussing the action, and (Virginia) begins again, announcing, "The Two Robbers that Stole the Kingdom." Then there

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is a heated discussion about the title. How could that be? How could only two robbers do that? (Virginia) prevails, says everyone line up. They do, including (Alva), who has been quiet but alert throughout the discussion. (Alva) announces that she is the "helper robber." The action begins in the robber's house, with (Jack) busily plotting to steal the queen's money. (Alva) nods all the while. (Jack), "Any questions?" (Alva), "No."

(Jack) goes to knock on the door of the castle. (Alva) follows with small steps, hands under her chin. She keeps looking at (Jack), giggling, blinking, rubbing her eyes. They gain entrance to the castle, steal some money and run away.

(Alva) is involved in grabbing things, and giggles delightedly when the queen and princesses discover the robbery. The queen and princesses come to the robber's house to get the money back. (Jack) does the speaking. (Alva) stands quietly, but says, "No" firmly when the queen says, "Give it back." (Alva) is beginning to make comments to (Jack). "Get your hat. Put that jacket on."

She asks him what she should wear. He hands her a jacket, and she puts it on. There is much other dialogue going on, but (Alva) is mostly quiet. Then the robbers go to rob the castle again. There is much discussion this time about whether they should kidnap a princess. (Alva) still remains quiet, watching and smiling. They decide to kidnap the princess.

(Jack) says to (Alva), "You get to marry her."

(Alva), "Ugh."

(Jack), "It's not my duty."

(Alva), "It's not mine either."

There there is a somewhat hectic kidnapping scene, with many cries of "help" and "let me go." (Alva) becomes very lively and animated, and much involved in trying to grab the princess. Her response to the "let me go" is "No, nevah"--an attempt at using an accent.

Then the princess faints. (Alva) exclaims, "Now you'll never get her." They go back to the castle to negotiate the terms of the princess' return. (Jack) again becomes the main spokesman. (Alva) stands quietly behind him with her hands on her hips. (Jack), "(Alva's) hardly doing anything." (Alva), "I will!" loudly, angrily.

The princess has meanwhile sneaked back to the castle. (Jack) and (Alva) once again become involved in kidnapping her. (Jack) says, "C'mon (Alva)" a few times. She becomes quite involved in the capturing, laughs, looks

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quite animated. But alas, the princesses and the queen overpower the two robbers and kill them with swords. (Jack) and (Alva) fall down. (Jack) argues about whether he's really dead because he has a magic stick. (Alva) lies still and quiet until someone shouts "The end."

Then there is a decision to show the play for some of the class. (Alva) goes off enthusiastically with the others to recruit an audience. About 10 children return to watch. They ask if the play is long or short. (Alva) says giggling, "There's sort of some wrestling in it."

The play begins again. This time (Alva) is much more involved. Her face is flushed and more expressive. She smiles occasionally at the audience. She is beginning to direct some of the others. "(Ina), you keep forgetting your part." When it is over, she says to (Jack), "There, that was better that time!" As the audience leaves, she grabs a few and hugs them. She says, "Let's show it to some other people." They show it a second time, and a third time they move to the Big Room, a much larger room where they show it yet another time. I don't watch either of those performances, but (Alva) does remain involved until the end.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Alva)

Date: January, 1979

Age: 7;8

By: (Y.B.)

(Alva) has had an increasingly productive fall, in the last month particularly beginning to invest in activities that were typical of her last spring--dramatic play and inventing things. In the early fall she stayed extremely low key, attached to her friend (Linda), and while engaged in drawing, pattern blocks, books, or listening to records seemed to be seeking to be unnoticed and often had nothing to show for her efforts. She did become interested in the burning experiments, the sand and water, collage, and wet paper painting, but often only at the urging of me or of (Linda). She has now developed a substantial group of other friends and enjoys dramatic play and dressing up, as well as activities such as cutting out, collage, and candlemaking. At first refusing a part in the group play, she subsequently asked for a small part which she seemed to enjoy tremendously. As she has expanded her friendships, she has also expanded her modes of expression and is once again lively, merry, and chatty. I think it took (Alva) a long time to adjust to me, to her new status (as one of the youngest), and to her perceptions of what might be new and possibly unreachable standards.

Along with other areas, (Alva) is now more active at group time. In general, she has been consistently interested in discussions focusing on natural objects (such as the caterpillars in the fall) but is now showing both more retention and more comment to other topics such as Indians or ways and means for the dramatic productions. In other formal work, (Alva) has been most serious about her reading. She completed several easy little books, Stories to Remember, and is now working on Storyland Favorites. She likes to read things several times over. When discussing the story with me, she is always aware of the logic of the action--why things happened as they did. I anticipate she will be moving into simple novels soon. In both her drawing and her writing, (Alva) has been hanging back a little. It has been hard for her to complete drawings, often they are elaborately thought out but unfinished designs or else extremely simple stick figures, which also look unfinished. Writing has come slowly. She preferred initially to write about shells and stones, often starting a good image, but again not completing. Lately, she has been writing stories and as in many other areas, has been showing more fluidity and ease. Initially reluctant to show her work, she is now eager to share it and to receive help with it. Her most recent and most lengthy piece has

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been a description of her relationship to (adult friend) and her house. Numbers seem to come easily to (Alva). She has been doing step-counting, increasingly complex grouping, and adding and subtracting patterns. She has also participated in exercises of weighing, measuring, graphing, counting money, patterning, and games of logic, such as Kala and Checkers.

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WEEKLY DESCRIPTIVE RECORDS

FEBRUARY 5: (Alva) worked on valentines all week--for the horses, for her parents, for kids; lots of cutting, layering, little drawings; helped with the valentine box. Is beginning to show the directive side--has a hard time when I ask her not to; responds "but they're supposed to ... "

FEBRUARY 19: Lots of wax hands, fairly directive, but also enjoying the feel and process. Spent a couple of days "watching" because she didn't know what to do. Finished By George Bloomers, handling it well. Began a story by herself, about a horse who lives in the city but wants to go to the country.

FEBRUARY 27: Continuing the horse story, and has been inspired to make it quite long. Continued all week with the wax hands, making different ones and putting them back. Remembering more (or speaking up more) at group. Drifting at odd times--not sure what she wants to do.

MARCH 12: Largely into cork-popping, watching and commenting, as well as doing her own. Much excitement and pleasure. One day of drawing--a bar with a beer mug, which took a long time and much care. Finished Open The Door, apparently enjoying very much.

MARCH 26: Has carried out a batik with great pleasure; also did some painting. Reading George Washington's Breakfast--commented that if only she had read this book before, it would have been handy for the discussion.

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OBSERVATION 2

(Alva)

April 3, 1979
10:50-11:05

The Prospect School
(T.D.)

(Alva) is called to read with (Y.B.). (Y.B.) asks her to bring her folder, reader, and bookmark.

The book is called George Washington's Breakfast.

(Y.B.) begins by asking (Alva) several questions about the book. (Alva) is smiling, giggling, can answer all the questions. She looks (Y.B.) right in the eye. They are sitting next to each other, so she must turn her head and body.

More discussion about the book. (Alva's) legs jiggle constantly.

(Alva): Can I read? (Anxious to get started.)

The book is on (Y.B.'s) lap. (Y.B.) has her arm around the back of (Alva's) chair. After (Alva) begins, she loses her place immediately. Says, "Where am I?"

(Y.B.) gets a marker to use under each line, and moves it down the page as (Alva) reads.

Her reading is fluent and expressive. The only word she needs to be given is "dictionary."

She sounds out "griddle"--says "we had one when we lived in our other house."

She is moving, wiggling a lot, especially her legs. Sometimes she taps her foot to the rhythm of the words.

She finishes the book. Says, "I need a new reader." (Y.B.) suggests Anthony's Father.

(Alva) gets up, looks at me, and says, "Now where is Anthony's Father?" Begins looking for it as group time is announced.

(Page that Alva read)

George went to the dictionary. He looked under *H*. "Hoecake. A cake of cornmeal and water and salt baked before an open fire or in the ashes. At one time baked on a hoe."

George's grandmother put on her apron. "I've cornmeal and water and salt," she said. "I guess I can make some hoecakes."

George's father built a fire in the fireplace.

George's mother filled a kettle with water for tea.

George said he'd get a hoe, but his grandmother stopped him, "You don't want me to cook these things on a *hoe*, do you?" she asked.

"That's what the dictionary says."

"The dictionary says *at one time*. That means when hoecakes first came out. Long before Washington's day."

"How do you know?" George wanted to do it right.

"Did you see a hoe in Washington's kitchen?"

George said there was no hoe there.

"All right then," his grandmother said. "Did you see any griddles?"

George said that he had.



"That's what we'll use," his grandmother said. She mixed cornmeal and water in a bowl. She added salt. Then she made it into little cakes.

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WEEKLY DESCRIPTIVE RECORDS

APRIL 23: Continued with batik, enjoying the different phases and interactions, helpful; sometimes didactic to others. Went to the gym with (F.B.) and came back very enthusiastic. Was a robber in a little play with (Carla), (Gina), and (Mia). Several days before going to (state)-- had little to do, but seemed relaxed and cheerful about it; began a little construction. Read Anthony's Father with great appreciation and flexibility of expression.

APRIL 30: Absent two days. In the dress-up room with (Lucy), (Carla), (Gina), as the assistant; (Gina) being her assistant. Goes to dance with (F.B.). Pattern blocks and listening to stories with (Gina). Reading John Billington. Drawing slightly more. Wrote poems about sun, rain, and wind.

MAY 4: Some dressing up, some clay. Went to dance. Hanging around. Absent a fair amount.

JUNE 4: Thrilled by her two small parts (one with a line) in "Snow Queen"--a flower and an Angel (sun). Worked conscientiously on props. Had an upset with (Gina): (Gina) informed her that she, (Alva), was to stay over at (Gina's) house--This was unexpected and upsetting to (Alva), who lashed out at (Gina), and incidentally, (Alice)--who both retaliated. By the time I got to (Alva) (an hour later), her first words were, "I won't talk about it." I assured her no one had to talk who didn't want to--she relaxed visibly. I asked her simply to confirm the truth of (Gina's) statement to me, which she did, and was then able to talk some. She needs not to be pushed to speak.

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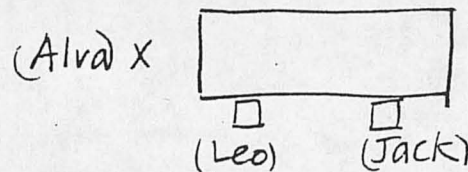
OBSERVATION 3

(Alva)

June 8, 1979
1:00-1:50

The Prospect School
(T.D.)

(Y.B.) gives (Alva) her folder and tells her she will be doing writing. (Alva) goes to the writing table and opens her folder to a story she started several weeks earlier. She had chicken pox and was out for 2 weeks, and the story was begun before that absence. She reads the beginning outloud, "The mouse was in the house eating dinner." She is sitting at the end of the table, with (Leo) and (Jack).



She closes the folder and sits staring into space with her pencil in her mouth, as if thinking. She glances over at me and says, "Oh, darn, I forgot the story I was going to write." I smile. (Alva), "I don't know what to write. It's been so long, I started it so long ago I can't remember ... "

(T.D.), "Maybe you should start over."

(Alva), "No, I want to write about what I started, but I can't." She closes her folder again and looks at (Jack) and (Leo).

(Alva), "I don't like writing. I don't like writing at all! It's too hot to do anything." She begins drawing on the front of her folder. After a few minutes, she gets her story out and looks over the words already there. She seems to begin reworking them--erasing and re-writing the same ones.

(Jack) to (Alva), "How do you spell 'soon'?"

(Alva), "S-O-O-N. Good thing you asked me. I don't know how to spell it myself."

(Jack), "Is it right?"

(Alva), "Yes, it's right, it's right" with a slight tone of annoyance in her voice.

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(Y.B.) looks over at (Alva), "(Alva), do you need help getting started?"

(Alva), "I don't know what to write."

(Y.B.), "That's what I thought. Come to me."

(Alva) takes the story to (Y.B.) who reads it aloud to her and then questions her about it. "Is the mouse hungry? Did she go to bed? Did the cat eat her up?"

(Alva), "Hmmm. I know what I'll write."

(Y.B.), "Okay, if you need a word, come back."

(Alva) returns to her seat, writes a few words, looks at me, and smiles. She seems aware today that I am watching her.

(Jack) to (Alva), "How do you spell name?"

(Alva), "N-A-M-E."

She is now looking through her folder for her word list, mumbling to herself. She can't seem to find it, but eventually does. She scribbles out the old words on it, writes a new one, and takes it to (Y.B.). The word she wants is "heard." She has spelled it "haerd." (Y.B.) corrects it, (Alva) takes it back and copies it on to her story.

(Jack), "(Alva), how do you spell 'said'?"

(Alva), "S-A-I-D."

(Jack) begins reading his story aloud. (Alva) stands up to listen and comments loudly, "hippopotamus"?

She writes another word on her scratch paper and takes it to (Y.B.). She has spelled "noking." (Y.B.) corrects it to "knocking" with a discussion about silent "k." (Alva) resumes writing. She seems to hold the pencil very tightly and press down hard. Her tongue is sticking out. She erases frequently, and her lips sometimes move as she writes. She is very involved for a few minutes. She goes to (Y.B.) for another word. It is "first," and she has spelled it correctly. Returns to her seat. Says, "Good, I got it right that time." She continues writing. Stamps her feet and snaps her fingers saying, "th, th, th, th" loudly.

(Leo), "I can't think of anything to write."

(Alva), "Me either." But she keeps on writing. Goes to (Y.B.) for another word, "went." She spells it "want." She goes by me with an "oh,

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well" look on her face. She writes went on her story and goes back immediately for another word, "make." She has spelled it "maek." Returns to her seat with the same "oh, well" gesture. Sighs when she sits down and says, "Oh I hate it."

Goes past me to (Y.B.) for another word. Looks at me as she passes and says, "I think this is right."

(T.D.), "What is it?"

(Alva), "Sure." She has spelled "sher." I tell her it sounds like "sh" but it's sure.

(Alva), "Strange!" with a smile. Resumes writing.

Clean-up is announced. (Alva) goes to show (Y.B.) what she has written. She has added "She heard a knocking at the door. She went to the door to make sure it was not a cat."

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OBSERVATION 4

(Alva)

June 13, 1979
10:00-10:40

The Prospect School
(T.D.)

(Alva) is the last one to leave the room after doing tie-dye. She skips down the steps and goes to the rainbow bars. She climbs them and perches on the top to watch a game of jail tag which is in process in the field next to the bars. There are about 18 children from her class involved in the game. She watches for about 3 minutes, rocking back and forth. She has a dreamy, far-away expression on her face. She turns to face the frisbee game, which is taking place on the far field.

The jail tag game moves across the yard. (Alva) stays alone on the rainbow bars. She hangs upside down and swings for a few minutes. Then she gets down and wanders slowly to watch the frisbee game. Her hands are on her hips, and she positions herself behind two trees to watch. The frisbee comes toward her, she ducks and runs, and then notices, (B.), a 2-year-old in the yard with his father, who is talking to (U.F.), Group III teacher. She runs over to the three of them, stands very close, and looks intently at (M.Q.) and (U.F.) who are having a conversation about rashes. (Alva) says, "That's what I had--chicken pox." She is standing right between them, staring and smiling. They seem unaware of her.

She wanders over to sit on the fence and watch jail tag again. The same dazed, far-away look is on her face. She sits for about 5 minutes, then wanders over to the side line as if to join in the game. She makes a few tentative running gestures. Hesitates, says outloud, "I'm not going." She finally runs when the field is clear, close to the edge of the field.

She sits down at the other side, as if to watch the game again, and becomes involved with a bug crawling up her arm. Watches it, seems to talk to it, brushes it off, and follows its path through the grass for awhile on her hands and knees.

The jail tag game is loud and wild, lots of running back and forth, screaming. (Alva) is not involved in this at all. She stands up after awhile and makes many tentative gestures of running across the field. She finally sneaks across the edge. She notices me and runs over. "(T.D.), I took a short cut under the trees. Nobody saw me, that's why they didn't get me."

She goes over to (Suzanne) and tells her that if she gets caught, (Suzanne) should be the one to rescue her. She runs across again, and

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gets caught this time. She gets rescued by (Duane) in a few mminutes, and comes back by the short cut under the trees. She has been basically quiet, hasn't entered into the wildness of the game.

She continues running on the edges, staying to herself. She seems to calculate when to run--always when the field is empty, always alone. The "its" rarely try to get her, hardly seem to notice her. It's almost as if she is playing by herself. She never varies her path across the field, and manages not to be caught again until "in-time" is called, at 10:40.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Alva)

Date: June, 1979

Age: 8;2

By: (Y.B.)

(Alva) has been distinctly more visible this spring, continuing largely productive. She does have periods of watching, drifting, or not knowing what to do, but seems ready to share this feeling with me, as a problem but a humorous one. She has done some dramatic work as a good witch, a robber, and an assistant, and has accepted a small part in the group play. She has done some painting, which she enjoys, but into which she must be coaxed. She especially gets involved in mixing rich color. She made some candles, and spent quite a bit of time making wax hands. She has made small articles of clay, carried through a batik project, and became quite involved with the cork-popping. She continues to enjoy the record player and the pattern blocks, and also enjoys drawing patterns and designs. Several times she has begun gluing and construction projects, but somehow they lose interest for her, and she does not complete them. (Alva) goes to dance with (F.B.), a college volunteer.

As she has gained confidence and visibility the directing side of (Alva) has re-emerged. She quickly grasps and retains the "correct" way to do something, and corrects people when they are "wrong." It is almost impossible for her to control this tendency, though I notice her trying very hard. Equally, she can be supportive and helpful through this same capacity, when the situation is right. (Alva) also has a hard time herself being corrected or rebuked and only accepts this (however reluctantly) from those whom she considers duly authorized. Other people have a hard time.

She has continued to be active at group time, staying on top of what is discussed and offering many comments of her own. As a reader, (Alva) has developed very quickly. She is now reading novels, grasps the sense of the story quickly, as well as the detail, though she sometimes needs help addressing the underlying motivation of a character. She has read By George Bloomers, George Washington's Breakfast, Open the Door, John Billington, and Anthony's Father. Equally (Alva) has become much more fluent as a writer, seems to have more confidence of her spelling, knows how to get help, and generates her ideas easily. She writes about horses and kittens, also about little girls who run away and are sorry. In numbers she has been doing more complex grouping, subtracting patterns, and

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beginning place value. She has also participated in exercises involving counting and adding money, charting, geometry, weighing, and measuring.

(Alva)

Teacher(s): (U.F.)

Group III 1979-80

Age 8;5-9;2

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 5-7: Very much in background. Friends--not many. Was alone a lot. Worked with (Virginia), (Ina), (Grace). Giggly. A lot of screwing up of face saying, "I don't know what to do ... what to write ... what to draw, etc." Quiet at groups. Math--place value. Reading is solid--Horse Named Doodlebug. Activities: collage (simple, flat designs), drawing (labored at length over a cat two inches long).

SEPTEMBER 10-14: Friends with (Virginia) mostly. Often alone. Sometimes with (Abby). Very undemanding. Doesn't come and get me. Sits with hand raised for minute upon minute quietly waiting. Also works well with (Grace). Did sewing and dress-up room. Loves dress-up. Puts self down a lot. Hard for her to write--can't think of things to say. Sometimes has difficulty making choices too. Loves (E.V.) (Group I teacher). Likes physical affection. Likes the animals.

SEPTEMBER 17-21: (Virginia)--main pal, but also with (Ruth), (Abby), (Grace), and (Polly). Very genuine. Solid reader--finished second short book; loves to read, but still needs support. Absent this week. Sewing and cooking seem to be main interest. Writing--needs a lot of help starting. Hasn't done any of that scrunching up of face and saying "I don't know ... " Seems to know now. Doesn't demand much of my attention--easy to overlook. A good speller, but doesn't trust herself with it. Math--needs support.

SEPTEMBER 24-28: In play with (Ruth), (Virginia), (Abby), and (Mia). Minor role--few lines--in background. When enters in morning, first one she greets is D'ari (parrot). If I don't say hello to her, she makes no greeting and sits down with (Virginia) usually. Writing is slow. Repeats things over and over, no story line yet. Spelling is fairly accurate. Reading--loves; goes through a lot of books. Thinking of starting her on a reading log. Activities: not real involved this week--chose drawing a lot, but that is mainly social choice. Been with (Ruth) and (Abby) a lot. Connection is mainly with (Ruth). Numbers--beginning carry.

OCTOBER 1-3: Still don't have much contact with her except around academic things. Stays in background. (Alva), (Ruth), and (Abby)--all keeping their distance--can get silly, and (I) am wondering exactly what goes on when they're together--(I) don't get the sense their conversation is very positive--silliness often. Still greets D'ari first. Unless I greeted her, she wouldn't greet me. Is affectionate at times. Certain "adulthood" about her. Writing--slow, needs lots of support. Reading is

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coming fine--reads independently lots of different books; still needs help with certain words. Math--needs a lot of support. Not demanding of me at all, except to help her spell words.

OCTOBER 8-12: Sick two days. Tight with (Abby) and (Ruth), and they tend to hide her from view. Can be very stubborn. Distanced still from me. Certain amount of sophistication. Brought in walrus called "dandelion fur." Not very visible to me. Don't know her very well yet. Writing is coming--she's enjoying it more. Reading--loves it and reads lots of books. Math--slow--doing carrying. Picks activities according to (Abby) and (Ruth)--(I am) not sure what (her) real mediums are.

OCTOBER 15-19: Incident this week. (She) dropped and broke big bowl in kitchen. (Abby) said something to someone else when asked what happened, and (not in a mean way) said (Alva) had been fooling around and dropped it by accident. (Alva) blew up--swore at (Abby)--and went and sat by herself in little house. (She was) still fuming when I got to her--said I'd talk to (her) when (she was) calm. (She) proceeded to swear at (Lucy). (I) had to get stern with her about anger and how to deal with it--not to swear, etc. Finally, (with) tears, (she) came and said (she was) afraid (Abby) and (Ruth) wouldn't want to be with her anymore. (It) got patched up--but (was) revealing of someone who has been in background. Whole lot of anger seething beneath surface. She's really into her reader Monster's Room. Math and writing--slow but coming.

OCTOBER 22-26: Can be brusque and insensitive--accusing of others--impatient. Can be talked with about these things and comes around. Stubborn though in certain things. Always with (Ruth) and (Abby)--not always good. Has helped her writing--flowing more easily--getting closer to story line. Math--needs time--and takes it--slow--but good understanding. Very involved with her reader The Monster's Room. Takes her time reading--slow, choppy pace--but solid.

OCTOBER 29-NOVEMBER 2: Did popcorn business with (Ruth) this week. In background this week and not much direct contact with me. Read with her twice--loves her book--reading is slow but sure. Did clay a lot this week--really enjoys it. Still very tight with (Ruth) and (Abby)--not much expansion at all. Need to think of ways to support her--and help her visibility to me. Good at remembering her lines for the play. Writing is still very repetitious--but is expanding somewhat with (Ruth) and (Abby's) influence. Math--needs a lot of support--but has solid meaning. Groups--(is) invisible; seems like she's not taking much in, and I don't know how to find out if she is.

NOVEMBER 5-9: A lot of anger here. Explosive. Can be dogmatic and stubborn--can get very unpleasant. Rarely seeks me out. Very little conversation with her. Likes to stay distant from me. Writing--a little bit--but (Ruth) and (Abby's) influence is beginning; she's writing more--

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simple animal stories. Math--solid--needs support, but gets it--borrowing. Reading--choppy--but lots of meaning; Monster's Room still. Started on doll house construction with (Abby). Helped with popcorn business.

NOVEMBER 12-16: Had a conference with her and her mother and father. (Mother) said she was having a lot of trouble. Said she thought (Alva) had forgotten how to talk to people. (Alva) talked about certain incidents with people--main problems with (Mick), (Abby), and (Ruth). Told her she should tell me these things at time they're happening. Told her I thought we should talk more. Seemed relieved. Needs help learning how to relate and how to handle anger. Worked on Thanksgiving costume and weaving project. Writing is slow.

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WEEKLY ACADEMIC RECORDS

Date	Reading	Writing	Numbers	Other
Sept. 5-7	Horse Named Doodlebug	story--king & queen cats	sub. patterns, groups of ... , 1/2's, 2 pl. add.-sub.	collage
Sept. 10-14	Horse Named Doodlebug	story for (Kit), king & queen con't.	measuring. math games, groups of 2, 3 groups in, fract.--1/2	quilting dress-up monoprints
Sept. 17-21	Henry's Dog Henry	end royalty--cats with picture	absent for folders, measuring--body, games--Battle- ship, Stratego	guinea pig thumbprints cooking
Sept. 24-28	Smig in the Snow	rain, sun, wind-- chants, sing-song	add; carry; place value; groups of; count by 3, 5; measure with string; games	cooking dress-up drawing
Oct. 1-5		Mars story, journal--short recordings of doings	place value, sub.--2 place, groups of ... , carry	blocks (Polly's) play
Oct. 8-12	Monster's Room	Mars story	carry, count by ... , measure--circum- ference, games	doll house furniture, (absent 2 days), ink drawing

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Date	Reading	Writing	Numbers	Other
Oct. 15-19	Monster's Room	Mars story-- cont'd, journal--record of events	games, sub. patterns, count by ... , carry, sub.--3 place	games cooking drawing silk-screen
Oct. 22-26	Monster's Room	end of Mars story, journal--short stories about her animals	place value; count by 4; add, sub. pat- terns; borrow; add 8 <u>+4</u>	cooking, blocks, dress-up-- (Polly's) play
Oct. 29- Nov. 2	Monster's Room	story--Halloween-- 3 girls	count by ... , sub. patterns, sub., borrow, liquid measure	clay popcorn blocks
Nov. 5-9	Monster's Room	story--Halloween	count by ... , place value, times, pattern--sub- traction, linear meas.	clay, straw painting, doll house (Margot), drawing
Nov. 12-16	Monster's Room	story--king & princess--sad--Mom & Dad dead	count by 5, 6; times 2, 3; borrow--OK; sub.--needs practice; spread out mult.: OK	woodworking-- doll house, costume-- Pilgrim, weaving, place cards

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Date	Reading	Writing	Numbers	Other
Nov. 26-30	Monster's Room	story--princess meets a beautiful man, punctuation is good	borrow 0's 3 place, carry 2 place, mult.--spread out, all fine, sub.	miniature Christmas decorations, yarn doll
Dec. 3-7	Monster's Room	Prince & Princess-- getting married	count by--fine, spread out-- mult., place value-- grid--OK	cooking dress-up candles
Dec. 10-14	Monster's Room	Christmas stories in journal, prince & princess fall in love 	place value-- thou. OK	ornaments candles games
Jan. 14-18	Monster's Room	 cont'd-- they tell the king they will marry	spread out--OK, place value-- thou.	blocks drawing sand and water
Jan. 21-25	Monster's Room	finishing Christmas story in journal	patterns OK, add sums OK, 3 place carry OK, place value-- thou.--needs practice	draw, spear, costume, sand and water, woodworking

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Alva)

Date: December, 1979

Age: 8;8

By: (U.F.)

(Alva) has been involved in a wide variety of activities this fall. Her interests are many. She loves to cook and has baked all kinds of cookies, cakes, and breads. Her small handwork is very strong. She is a competent sewer. She also makes all kinds of little things; for instance, she just made a miniature Advent calendar. She was involved in making all kinds of doll house equipment. She and two other friends are very adept in this area. Their inventions are striking. (Alva) likes to express herself with paint. She has done straw painting, leaf painting, monoprinting, and silk-screen. Always her products are notable and express something unique that is only hers. She has a real sense of color. (Alva) is capable of becoming extremely involved in an activity and of sustaining herself all the way through it. She really enjoys dramatic play. She has directed and starred in a couple of plays. The plots she chooses are always very different and stand out for their originality. Her latest play was about Count Dracula. In the end she killed everyone by biting their necks and then announced the end of the play with a sweep of her cape--very effective. Also recently, (Alva) has done some beautiful candlework. She knew exactly what she wanted to do (though everyone around her was caught up in another kind of candle) and got very involved in dipping, shaping, and experimenting with different color combinations as she worked.

(Alva) has taken awhile to settle in this year. It has also taken me quite awhile to get to know her, as she has remained somewhat distant. It took (Alva) some time to find the friends she has now. Early in the fall she often worked alone. She had trouble focusing and would often tell me she didn't know what to write about. It took her a long time to finish her number work. There were bursts of anger and stubbornness over seemingly little things. Then she got very close to two girls. This relationship was very good for her and provided her with a sense of secureness in the group, which I felt she was seeking. However, this trio is not without its problems. There are plenty of stormy times due mainly to the fact that they are three powerful personalities all with definite ideas and quick tempers. (Alva) was also having trouble in other relationships which I was largely unaware of until one parent conference. Since that conference, things have continued to improve. (Alva) comes to me now regularly with things that bother her, which is a definite switch from the past. She seems generally much more open, cheery, and content.

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I am much more tuned into the trio she is involved in and more able to help through the hard times. (Alva) seems like she's really trying to find more positive ways to deal with her anger. She is really a delight to have in group right now. She's full of enthusiasm, ideas, and involvement. At groups she is generally quiet, though seems very attentive. I wonder sometimes how much she is actually taking in. In our play she has several one lines and was very quick to learn both the lines and their cues. In our next play I would be interested to see what she would do with a larger role.

(Alva) has been reading the same book since the beginning of the year, The Monster's Room. She has surprised me by maintaining her interest all this time and continues to very much enjoy this book. Her reading is solid. When (Alva) reads aloud, it is somewhat choppy. I think she reads by phrase. She stops mid-sentence, then out will pop 5 or 6 words in a row. She gets such meaning from her reading that it makes her really fun to read with. There is lots of conversation and laughter about her book. (Alva's) writing needs support. It takes (Alva) a very long time to write. She labors over it. Her spelling is really very good, but she doesn't trust it and often comes to me for words that are already spelled correctly. The plots of (Alva's) stories are simple and sometimes repetitious. She has only written 3 or 4 all year because of the amount of time it takes to write just one. She can get stuck in her writing and say, "I don't know what else to write." She is open to help and conversation about her writing, and it will become more fluent with time. In math, (Alva) is very competent, more competent than she realizes. In fact, this seems to be characteristic of all (Alva's) academic work. Really she is very capable and competent, but she doesn't trust it herself. As long as (Alva) can remain focused in number work, she gets a lot done very independently. But she is easily distracted. She gets stuck on one little thing and instead of getting me for help, she waits until I eventually get to her and so wastes a lot of time. She has worked with complex borrowing and carrying, one times two digit multiplication, 2×24 , place value, liquid and linear measure, and memorizing times tables.

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WEEKLY DESCRIPTIVE RECORDS

JANUARY 14-18: Seems much better about talking things through. Much more available to me--comes to me more. Did sand and water with boys--(Mick) and (Skip); went fine. Community and boats for "smurfs." Quiet at groups still, but hears. Anger still there, but much more understanding of it and not as stubborn. Talks to me more about things. Reading is very, very interesting--can get hard words--comes out with them all at once--choppy, slow reading--but able to get it if given enough time.

JANUARY 21-25: Very involved with play. Bringing things from home to add to it. Brought in books to read for story. Talking to me a lot more. Needs affection. Much easier for her to talk about her anger or upset-ness--much less exploding. Reading is the same--keep waiting for it to smooth out and it doesn't. Still loves to read though. Writing is still slow, too; but a lot of it is just her style. Did sand and water and woodworking this week--really enjoyed it.

JANUARY 28-FEBRUARY 1: Made striking comment at group about our play. Everyone was saying what they liked about it--this part or that part. She said she liked "the effort everyone put into making the play." It was very deep and true blue--especially coming from someone who never says anything at groups. It was great. Friday, she came to school as a mouse--a round piece of green felt on her nose with strings and a piece of material stuck in the back of her pants.

FEBRUARY 4-8: Real pokey time for her. Needs lots of hugs and affection. Transitions of any kind are hard for her right now ... takes her a long time to complete them. Last one to leave at end of day. Did painting, clay, and cooking this week--all very excitedly. Finished Monster's Room, is now reading Winter Pony.

FEBRUARY 11-15: Hard to start or go anywhere. Complains--(now with humor) about not wanting to do whatever is next. Hasn't been much anger lately. Much better about resolving conflict. Wrote a story and drew a picture with (Mia) for whole group on Valentine's Day--it was beautiful--a story of two horses.

FEBRUARY 25-29: Genuine. Had an argument with (Polly)--both had part in it and both readily accepted it. Did a lot with craypas this week--lovely things. Hard for her to take criticism about her work--need to do it gently with lots of reassurance. Spoke at group this week--during map discussion, very easily; only a few words though. It's taking her awhile to learn the times tables. Reading seems slightly more fluent--Winter Pony. Real love of horses.

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MARCH 3-7: Moving faster and more responsive. Spoke again at group this week--a speculative thought. Her insight is keen and unusual--wisdom. Genuine--everything she does is her. Writing is thoughtful--takes time. She needs time for academics. Reading is still in phrases. Writing is improving mechanically and charming thematically--mostly about horses.

MARCH 10-14: Got in a couple tussles this week--getting angry easily--but big thing is that she can listen to her own mistakes and accepts responsibility for them. Sang a song with (Polly) in front of the whole group that her mom had taught them. It was great! Took a lot of guts. Was very articulate about fact that she really liked idea of singing in front of group--but was perplexed that nervousness played role in decision about whether or not to do it. Writing--very slow--but flavor is stronger.

MARCH 17-21: Has lots of little animals, both stuffed and china, that mean a great deal to her. Often has them around. Had a couple blow-ups this week when she just says "shut up" to someone in anger. Easily reached and apologizes in her own time with sincerity. She and (Ruth) are "outer space monkeys" on yard. Full of imagination--takes her a long time to get it on paper though. Did marble prints, plaster, and cooking. Great job cooking and enjoyed it immensely.

MARCH 24-28: Brought in a pacemaker today to show--fascinating to rest of the group. Also had three little stuffed animals with names--charming. She and (Ruth) do a lot together. Has started to make small plaster work for dolls, etc. Reading is pretty much the same--stop and start--but gets all the words. Needs attention--need to reach out to her deliberately--can fade into background. Loved gathering sap on sugaring trip. Enjoyed seeing how much we got. Still takes a long time to get going and to get home. Genuineness is refreshing. Does little jokes with eyes wide at end, waiting for a response.

MARCH 31-APRIL 4: Decorated eggs a lot this week. In cave, was timid; went back out with me. Climbed hillside; very bouncy and explorative. Talked cheerfully the whole time. Writing needs expansion--did a little more last week under pressure. Friendship with (Ruth)--positive--not as explosive. They reassure each other.

APRIL 7-11: Had trouble with (Mick) last part of week. They got angry with each other. Not hard to resolve on short term, however. Almost always has something, several things, to show at sharing time: rocks, china figures, seeds. In dress-up, has real command in certain way--knows what she wants to have happen. Reading--smoother. Writing is flowing more readily--but still slow, but full.

APRIL 14-18: Trouble with (Mick) this week--she kept coming to me and telling on him about things that didn't directly affect her. Anger was present in her. Could be reasoned with--humor important to relieve some

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of tension in her. She felt like he was getting away with something. She, (Ruth), and (Abby) held hands in the caverns--and really enjoyed it. Reading Black Stallion. Brought in some more of glass animal collection to show.

APRIL 28-MAY 2: Sad this week. She and her mother are moving soon--source of unrest for (Alva). Not unreachable though--affectionate and, when angry, still open to reason. In a play, she and (Polly) are "rootin', tootin' cowgirls." They sang a little song by themselves at the end which was charming. Reading is smoother! Writing is coming--writing about boy and girl meeting and marrying.

MAY 19-23: Got into conflicts with (Mick). Had to be quite firm with her on a couple of occasions about her part in tussles. She took it and also was able to come around. In car on trip, got very silly with (Ruth) and (Abby) towards the boys. Had to put a stop to it. Loves horses. On trip, loved anything to do with them--ornate saddles, carriage, etc. Can get into whining and complaining and needs to be told to be a good sport--she can do it. Thanked me for the trip--very appreciative.

MAY 26-29: Volunteered to do marble painted books for fair. Tried to back out; had to force her. Lots of whining, clinging, complaining. Lots of fights with (Ruth) and (Abby). She was able to recognize during one of (the) arguments (we were discussing why all of a sudden there were so many again)--(Alva) said, "Because I'm having a bad day." So much more approachable in this way--able to accept her part. Needed lots of hugs and reassurance this week.

JUNE 2-11: Working on her batik little by little. Very careful and very specific about what she wants done on it--it's of little flower and a sun. Writing continues to be simple and similar--but rich quality--pictures add a lot. Not very happy hiking back from camp out--whined non-stop--had to be spoken to; then sulked. Has made strides in area of anger and "moodiness," but still has to work on it. Creative dresser--wears "costumes" to school.

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WEEKLY ACADEMIC RECORDS

Date	Reading	Writing	Numbers	Other
Feb. 4-8	Winter Pony	2 horses on a farm meet, cursive, finishing Xmas story in journal	3 place borrow, carry, mult.--3x	water colors clay cook
Feb. 11-15	Winter Pony	gift to group of horse story, cursive, Xmas story end!	borrow-carry-- good! place value OK thou., Roman no.--good	valentines all week
Feb. 25-29	Winter Pony	cursive, punctuation, couple gets mar- ried--king jumps for joy	borrow-carry-- pretty solid, 24 <u>x2</u> OK Roman nos.--30 OK	plasticene, dress-up, finger painting, craypas
Mar. 3-7	Winter Pony	couple on honeymoon, pigs play in mud together	Roman nos.--50, divide \div 5-- needs practice	painting dress-up bookmaking
Mar. 10-14	Winter Pony	pigs & horses--and friend--play to- gether	divide--short, borrow or carry-- Roman nos.--50 hard	singing for group, stencils, bookmaking,
Mar. 17-21	Winter Pony	big bear story-- loved a little girl, horse--boss	word problems, carry-borrow	bleach painting, cooking, paper marbling, plaster

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Date	Reading	Writing	Numbers	Other
Mar. 24-28	Winter Pony	bear story (cont'd) sugaring & "Henry V"	map making	dress-up woodworking wax hands plaster
Mar. 31- Apr. 4	Winter Pony	Tom & Kate--bear love story, The Big Bear	24 x3 OK divide, carry-borrow 3 place, word problems	decorating eggs, wax hands, plaster hand, bear kites, dress-up
Apr. 14-18	Winter Pony, Black Stallion	Tom & Kate get married, cave	fractions, divide, mult. with carry, 3 place borrow, carry	rubbings, wax feet, dress-up, wax feet, dress-up cowboy
Apr. 28- May 2	Black Stallion	Bill & Kate story-- marry	maze--fairyland, long division, mult. with carry	blocks--horse stable, dress-up-- rootin', tootin' cowgirl, slats--horse stable, wax
May 5-9	Black Stallion	short stories-- about relationship	4x - 5x, games, long division, mult. with carry, sub.-borrow--0's	wax feet, rubbings, wood slats

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Date	Reading	Writing	Numbers	Other
May 12-16	Black Stallion	Big Bear--meets a friend--happily ever after	long division, 4x, 5x, mult, with carry, money--change	slats--house sewing
May 19-23	Black Stallion	horse named Boss met Tammy, Mr. Mouse has no house--but has 2 horses	2 $\overline{)46}$ good, borrow & carry review, mult. with carry	sewing slats dress-up
May 26-29	Black Stallion	horse story, thank you note	divide 2 $\overline{)48}$, 9 \div 3 = (thank you's)	dress-up saddlemaking marble painting bookmaking
June 2-6	Black Stallion	mouse story (cont'd)	mult. 26 $\begin{array}{r} \times 2 \\ \hline \end{array}$ beg. 2 pl. mult., add-sub. review	batik--all week
June 9-11		Camp Out & Last Day		

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Alva)

Date: June, 1980

Age: 9;2

By: (U.F.)

(Alva) has continued to be strong dramatically. She enjoys herself immensely any time she is involved in a play production in the Big Room. (Alva) has a natural feel for what it takes to have a performance go smoothly. Her sense of ending and beginning are strong, and often she adds very unique touches to these parts of performances. Wax and plaster have been another area of major interest for (Alva) this semester. She mastered the wax hand technique and was able to make some of the most unusual hands I've seen. The wax process was followed by a plaster cast of both her hand and foot. Clay is another material that (Alva) is drawn to. She very much enjoyed many-colored plasticene and used it to make many different things, from miniature brownies to a coaster for cups. Miniature things are another interest of (Alva's). She and a couple of friends often invent teeny things to make for their dolls or little bears. Recently they made tiny tissue paper kites that actually flew. They have very imaginative and inventive miniature ideas. (Alva) is a present-giver, and often her products from activities turn into presents for friends or relatives. All kinds of different painting and printing activities are very enjoyable to (Alva). She almost always picks these activities when they're offered. She has done bleach, marble, and water color painting, finger painting prints, and stenciling. Other activities (Alva) has been involved with are bookmaking, slats, blocks, cooking, sand and water, craypas, drawing, and rubbings.

(Alva) has maintained a close relationship with the same two girls this semester. The relationships have continued to be very positive. The stormy nature which characterized them in the fall has largely dropped out. The three of them are very productive together and very supportive of each other. (Alva) and one of the girls have a charming fantasy going on the yard. They are outerspace monkeys. It is delightful to watch them and chat with them about their experiences while they are these extraterrestrial beings. (Alva) has made great progress in dealing with her anger. She is much more able to cool down and be reasonable. Conversation about upsetting incidents is very possible. She much more is able to recognize her part and to accept responsibility for her actions toward others. Overall (Alva) has been full of cheer and chattiness this semester. She has become a much more visible group member. At showing time she often has something to show and talk about. She is still timid at

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regular group meetings, but her comments and opinions, when she makes them, are always keenly perceptive. It has been a pleasure to have (Alva) in group this year.

Academically (Alva) is making steady progress. Her reading has recently seemed to become smoother orally. She continues to get great meaning from whatever she reads. Horse stories are her favorite. She has read Winter Pony and is now reading in The Black Stallion. (Alva's) writing is coming right along. She has needed less and less help thinking of things to write about. She writes short stories about horses, people, and imaginary creatures. Her plots are very simple, and again in her stories, as in her drama, the endings to her stories are often very charming. In numbers (Alva) has become increasingly independent. Processes seem easier for her to grasp though she still often needs reminders. She has worked with long division, multiplication with carrying, three and four place carrying and borrowing, fractions, mapping, and money.

(Alva)

Teacher(s): (U.F.)

Group III 1980-81

Age 9;5-10;2

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8-12: Saddle-making all week with (Alice) and (Peggy). Invited (Peggy) to her house Friday. Brought plastic horses in for showing time. Writing more--but same simple plot. Reading is smoother--Crazy About Horses--appropriate title (for her to read). Math--plugging away. Glad to see her spreading out in relationships. Wrote with (Alice) also.

SEPTEMBER 15-19: Still involved with saddlemaking. Beautiful work--so well crafted and detailed. One of the last ones to finish math papers. Buddies with (Peggy). Hard to notice. Writing is still slim plot--two animals make friends or get married--takes her a long time to write one paper--but she's improved a lot. Doesn't demand much of my attention.

SEPTEMBER 22-26: Involved with Beartown tack shop, grain store, and stable--doing it with (Peggy). Did dress-up--a rich lady--good dramatically--matter-of-factness to (her) actions. Writing is still minimal, but she works at it fairly concentratedly. Can get into being angry at people--has relationship with (Gary) and (Mick)--and they can get very down on someone or something. On yard, tree climbing with (Peggy).

SEPTEMBER 29-OCTOBER 3: Had a run-in with (E.V.) on yard. Was rude to him. I spoke to her about it later, and she was close to tears--felt remorse and apologized sincerely to (E.V.). She's excited about using her ponies in jousting scene. Called me at home to tell me it was all right. Making Beartown tack shop still.

OCTOBER 6-10: Worked on costume this week with characteristic deliberation. Didn't need much help. Is very competent. Math is easy for her--rarely gets stuck and when she does, it's easy to explain to her. Pals with (Ruth), (Peggy), somewhat (with) (Alice)--(Gary) and (Mick). Sticking around to talk to me more. Appreciates recognition and my efforts to make her more visible to group.

OCTOBER 13-17: Did costumes most of week. Great job. So precise. Exacting and focused on things--has drawers and magic markers as clean-up job; cleans some drawers absolutely perfectly--but never gets to all drawers. We had times tables review (1-5x)--she forgot to study and almost missed two. Has direct connection to her work--real focus and concentration are possible.

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OCTOBER 20-31: Was a bag of horse feed for Halloween. Liked her costume. More openly affectionate--more visible. She and (Grace) are going trick or treating and spending night together. Nice combo. Did her costume most of week. Some drawing. Great in movie, small parts, but plentiful, and carries them off with poise.

NOVEMBER 10-14: Having some of old troubles--gets angry, and then starts threatening people or swearing at them--especially with (Mick), (Gary), and (Ruth). Picked slats all week--building stables with (Peggy) and (Alice). Enthusiastic about selling raffle tickets. In movie--likes to be a lot of small parts and has real poise in them.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Alva)

Date: December, 1980

Age: 9;7

By: (U.F.)

(Alva's) interest in horses has had a direct effect on her involvement during activities. For our group project, Beartown U.S.A., she is building a tack shop, a grain store, and a stable. Her construction capabilities with the wooden slats (which are being used for Beartown), have continued to increase. She is able to figure out some tricky engineering problems with greater ease. What stands out even more, in this project, than her construction ability is the creation of miniature saddles and bridles to hang or sell in her various shops and buildings and to fit onto her plastic horses. The handwork required to make these bridles and saddles is of quite a sophisticated nature. She puts tiny details on them and makes them as much like the real thing as possible.

For the movie (Alva) decorated actual bridles and blankets for real horses we were using to film certain scenes. After the movie needs calmed down and (Alva's) costume was finished, she chose to construct stables out of slats and has been working on these with two other girls for the past week and a half. Another major project (Alva) has naturally been involved with is the movie. She worked on her costume with characteristic deliberation. She needed little help and was focused on and exacting about her work. Her sewing skills are very precise. Also for the movie, she helped paint the Holy Grail boat and make a helmet for herself out of chick wire and papier-mache (the latter of which was a valiant effort, due to her revulsion of the material!). Another example of her talent with miniature work is the miniature god's eyes she made for the craft fair using toothpicks and embroidery thread. (Alva) has continued to enjoy cooking and dramatic play. Her work in drama remains strong. She has a matter-of-factness and poise in her stage presence which is striking. In the movie she has had a large number of small parts, all of which she has carried off very effectively.

(Alva) has been able to spread out slightly in her relationships this year. This has been a very positive thing for her, and I've been glad to see it. Her relationships with one girl and two boys from last year continue. But she has also had a great deal of contact with three other girls, one in particular who shares a horse passion with (Alva). Most of the time she is with this new friend and her girlfriend from last year. They eat lunch together, often climb trees together on the yard, and

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frequently do activities together. (Alva) continues to need the security of a constant companion of some kind. It need not be the same person, but she always likes to have someone to be with. (Alva) also continues to struggle with her temper. What happens often is that her anger gets triggered; she loses control of it, and starts threatening or name-calling. This does not help her relationships or her place in the group. However, she is available to discussion about it and has, on several occasions, been able to work through the anger to feeling very badly about what she's done and sometimes even has gotten to the point of tears. I see this as a very positive sign of growth. In the past it was easier for her to be stubborn and hold onto her anger. Now she seems ready to let go which leaves her much more open to being able to work through her relationships to others.

At group times she remains a quiet but participative member. Showing times are the times she volunteers to verbally contribute in a group situation on a regular basis. She often brings in horse paraphernalia or something from her china collection which everyone loves to see. I always enjoy the contact I have with (Alva) and find her to be a very direct, affectionate, and genuine member of our group.

Academically (Alva) continues to show steady progress. She remains very deliberate in her work and does things one at a time. Sometimes she has a hard time and gets caught up talking to a friend rather than working. Other times she can be completely focused and concentrated on the work at hand and accomplish a great deal. This latter thing happens most often during number work and least often during writing time. In number work, (Alva) has surprised me with the amount and quality of her work. It made me realize that she needs definite expectations, and then she has little trouble fulfilling them. She knows all the number work in her folder must get done by Thursday, so she does it. Memorization of the times tables has come fairly easily to (Alva). The only problem here seems to have been finding the time to practice, but even when she hasn't practiced, she has surprised herself at how well she did. In math, she has mastered complex carrying and borrowing, simple division, 1 digit x 2 digit multiplication, complex place value, and word problems using all these operations. She is ready for division with remainders and 2 place multiplication. (Alva's) reading seemed to have gotten smoother over the summer. She reads faster outloud without so many pauses and hesitations. The book she is reading is appropriately titled, Crazy About Horses. She loves it and reads a little out of it every day. In writing (Alva) has begun her first longer than one page story! It is a story based on the Chronicles of Narnia. She continues to get stuck frequently and not know what to write about next. But all it takes is a brief discussion of possibilities and she's off. She writes slowly and deliberately. She pays close attention to her handwriting--too close--it slows her up. Her punctuating is very accurate, as is her spelling. This desire to write a longer, more

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complex story is a big move for (Alva) and shows growth in her in terms of writing ability.

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WEEKLY DESCRIPTIVE RECORDS

JANUARY 19-23: (Alva) has formed an attachment to me. Writes me notes and makes me cards. Her temper is still a problem for her and her relationships. But in our class anyway, with my support, she is able to deal with it. Her apologies are sincere. Pals are (Ruth), (Alice), (Peggy). Some trouble with (Alice) and (Peggy). (Alice) mainly--asking (Alva) to exclude (Peggy). (I) spoke with all three--it seemed to help. Did drawing--making cards--magic marker and used some stencils. Beartown tack shop. Dress-up--a turkey (great!).

FEBRUARY 2-6: Made an adorable weensy batik today--first one to think of doing it. Sick almost all of last week. Doing batik all this week. Getting stuck on her writing--not doing enough--pulling the line "I can't think of anything." Late for school often. For showing--showed miniatures. Has a way of snapping angrily at someone--whether it's to correct them or disagree.

FEBRUARY 9-13: Complex triangle with (Alice) and (Peggy). She was being excluded--mainly by (Alice). Had a talk with three--seems better.

FEBRUARY 23-27: Triangle conflicts seem to have subsided. Spent more time with (Ruth), and sold raffle tickets with (Virginia). Hates to be bossed--got into "fight" with (Grace) because (Alva) felt like (Grace) was bossing her. Temper is still a problem--a lot of anger. Rude to (parent volunteer who helps with math) this week--had to apologize. Did batik all week--a girl's face with black hair; primitive and nice.

MARCH 9-13: Snappiness in tone of voice towards peers continues. Hard for her to break through it. Broken out of tightness and conflict with (Peggy) and (Alice). Spread out in relationships--nice to see. Spending time with (Gina) and (Virginia) a lot--(Ruth) too. Chose to read for activities--a horse book. Reading soothes her. Did drawing, batik, and some Beartown. Made miniature batik--shows miniatures for showing times, too. Affectionate with me--likes to chat. Still slow of motion on getting in and out of school--and in getting from one place to another. Writing--not much.

MARCH 23-27: Still has that quality of being able to disappear. Entered one morning, and I watched her--said "hello" to no one, looked for books to read. Isolates and insulates self to a degree. Temper makes others shy away from her in a certain way--she's available to conversation about temper, however, and wants to change. Did some movie editing this week--very capable. Also working on Beartown project in earnest, and shop--beautiful work. Did macrame--some of the time simply lounged on rug--said she was glad (volunteer) wasn't there "to make me" do the macrame.

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APRIL 6-15: Temper is still a problem--it doesn't show in extreme ways in the classroom, but her peers know it's there, and they keep their distance. (Alva) (is) really working at it, however--really trying. Relationships are expanding--include several different groups of girls now--it's good for her. Better for her to have lots of different relationships right now. It keeps her visible and gives her the space to work through things she needs to. Did macrame and liked it a lot. Took her forever to finish her report. Just doesn't focus on work at hand--distracts herself. The way she talks all the time, reminds me of distraction. She's a real thoughtful thinker though, and a lot of what she says is interesting. Beginning to acquire a big vocabulary--likes big words.

MAY 4-8: Loved the trip--overwhelmed by things. Kept her pace up with everything--but still last to finish eating. Enjoyed everything--appreciative. Came to me for a hug every now and again--got tired towards the end. Sang and danced on the trip--in cars and on the ferry. Talks non-stop--I have to cut her off often--she gets carried away. What she starts out with is interesting, but she needs to know when to end. She thinks out loud. Sees many points of view--all facets of something. Likes big words and knows what they mean. Sophisticated humor.

MAY 11-JUNE 12: Absent for about a week altogether--sick. Still late a lot. Anger remains--hard for her to accept reprimands. Continues to make charming drawings as gifts to me. Friendships seem steadier--(Ruth), (Alice), (Virginia)--not much with (Peggy) though. In play--knows exactly what she's supposed to do and when. Very responsible about her part. Enjoyed doing the play--full of smiles. When she gets excited, she talks a lot. Talked to me afterwards about our group discussion on relationships and sex. Mainly added her own affirmations about what had been going on in the group--and how it had made her uncomfortable.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Alva)

Date: May, 1981

Age: 10;1

By: (U.F.)

(Alva) has been mainly involved with our two group projects--a batik quilt and Beartown, U.S.A.--and drawing and cardmaking. She spent weeks on batik and made two lovely squares for the quilt. (Alva) is quite capable with whatever medium she chooses to work in. She was able to grasp the somewhat complex technique of batik with ease. The process became so natural for her that she was able to extend herself beyond the quilt requirements and made some darling miniature batiks as gifts for people who owned little bears. A lot of what (Alva) undertakes to do gets translated into the miniature realm. Beartown U.S.A. was a perfect project for her in this way. It allowed her to embellish and elaborate in miniature to her heart's desire. She constructed a tack shop and a card shop. Both very appropriate for her, as they express two keen interests of hers--horses and cards. (Alva's) small handwork in both these shops was quite striking. Her card shop was especially evocative of the kind of charm and quality much of (Alva's) work has. The cards and drawings that (Alva) is very invested in making share these qualities. They are so very much an expression of who she is. Some of the things she draws are dressed up animals, nature scenes, birds, rainbows, and hearts. She likes to use cut out techniques and also used stencils for awhile. She labors over these cards and drawings, and it is not unusual for her to spend a couple of hours on just one small card. The products show the care with which they were made.

(Alva) has remained very involved with drama and continues to choose dress-up as a choice whenever she can. She does not limit herself in the roles she portrays. Some of these have been a wizard, a rich lady, and best of all, a turkey. She is very involved with our group play, "The Wizard of Oz," and has memorized the entire musical score for the production. Other activities (Alva) has worked on are macrame and editing our "King Arthur" movie.

(Alva) has been involved in some fairly complex relationships this term. She and two other girls formed a sort of trio for a time. But it seemed, as time passed, that the two other girls were quite actively involved in excluding (Alva). (Alva) never came to me directly with these problems. In certain situations she finds it difficult to ask me for help. That's unfortunate because, for one thing, it allows the situation to accelerate

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to a point it need not reach. I had several conversations with these three girls, and the situation seemed to relax somewhat. It has been a difficult trio to help resolve its difficulties because the three of them tend to stay out of my view and to keep their difficulties hidden. As a result of some of these troubles, however, (Alva) made a very positive move, and spread out in her relationships. She spent time with more regularity with several different girls and groups of girls. Though (Alva) has made progress in some difficult relationships this year and has reached out to new friends, there continues to often be a snappiness in her tone and voice to her peers. She has an irritated and somewhat domineering way of dealing with conflict or disagreement, and this makes her peers shy away from her. This is related to the anger she seems to have inside her, and it comes out in unkind tones to peers and sometimes genuine explosions of temper. She is earnest in her efforts to deal with her anger and is appreciative of any help I have offered her in this way. She is very able to apologize when she has misplaced her anger, and I often have admired the courage it takes for her to do this. (Alva) can also be a cheery, chipper, enthusiastic group member. She is often bubbling over with thoughts, ideas, and questions and is a very thoughtful thinker. The depth of her thought is great. I suspect she spends a great deal of time thinking and deliberating. She is able to see many sides to an issue and enjoys exploring many different points of view. She can get carried away with talking sometimes, and can use conversation as a distraction. But she has always been open to a simple direct statement from me that it is time to stop talking. (Alva) has a very deep sense of group and is a quiet but strong supporter of any group undertaking. Her warmth, cheeriness, and earnestness have made her a pleasure to have in group these two years.

(Alva's) reading is very solid. She has a real investment in reading now. When she reads with me most of what we do is talk about the meaning of what she's reading and what we think might happen next. I very much enjoy reading with (Alva) because she is so involved with her story that she makes it very interesting. She has also enjoyed reading with a partner and sharing books in that way. She recently finished Hold the Rein Free and is now reading The Doll House Caper.

(Alva) has had some trouble with writing this term. She began to complain again that she couldn't "think of anything to write." I began giving her daily expectations of how much she had to write, and this really helped her focus. She was able to get a lot more done and didn't have as much time to get stuck because of the pressure of time. Her report was a fairly painful experience. It took her a very long time to finish it. She agonized over it, but rarely came to me for help. She was very involved with her topic, gnomes, and enjoyed learning about them. But she had a very hard time being able to summarize information. To (Alva), everything was important. Her old problem of distraction also contributed to the report being very late, albeit thorough, detailed, and lengthy!

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The mechanics of her writing are solid. She uses punctuation regularly, and her spelling is excellent. She has enjoyed taking long words and experimenting with how they're spelled. Words interest her, and she has surprised me with the large words she has used in stories or in conversation.

In math (Alva) has mastered long division, many place multiplication, borrowing and carrying, the times tables, and addition and subtraction facts. She has a good sense of numbers and grasps new processes with ease. Her main problem in numbers is again her occasional distractedness. She has managed to be fairly regular about finishing her week's work. Other work she has done with numbers includes adding and subtracting fractions, equal fractions, money, measurement, beginning decimals, and word problems in all these areas.

(Alva)

Teacher(s): (M.M.)

Group III 1981-82

Age 10;5-11;2

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8: Generally a good week for (Alva). Some hysterics (?) at first--expressed her nervousness; my expressing mine seemed to help. Picked up during week. Enjoyed group times, though could get silly, especially when "on the spot." Some asking for special treatment--slight though. Seems pleased with curriculum. Activities: drawing/designs, puzzles, games, slats. A little leery of committing herself? Mostly with (Peggy), (Virginia), (Grace). Competent but self-conscious in academic subjects.

SEPTEMBER 21-25: Good week though some requests for "special consideration"; getting easier, though--appreciates clarity. Activities: "stained glass," play. (Play was) SLOW, but held attention. Really has her own pace, but can allow (it) to slow her further. Supportive of (Abby)--but could be exclusive to with (Virginia). Excited about trip--bottle drive! Numbers, writing hardest to settle.

SEPTEMBER 28-OCTOBER 2: Enjoyed trip; father came--nice for her. Very directive with other girls re sleeping arrangements, etc.--some organizing, but could be exclusive--(I) had to help here.

OCTOBER 5-9: More focused--activities, academics especially. Clear structures and time limits helping here. Seems balanced, but can be very hidden--hard to know where she is sometimes. Writing is hard--knowing what to say, sticking with it.

OCTOBER 13-23: Up and down--interested in the newspaper, curriculum, but social difficulties around both. Especially (Abby), (Grace), (Peggy)--temper here. Math going pretty well; writing needs limits (?). Cooking, batik, newspaper, main activities.

NOVEMBER 2-6: Hard to read. Seemed happy, interested in class but unhappy re "home" work policy. Clarifying with more math spelling? In group, quiet, but attentive, aware of tone. Writing time more productive--limits and required amount to do help a lot. Socially: (Abby), (Virginia), (Peggy), (Candy).

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NOVEMBER-DECEMBER: Into the Thanksgiving, Christmas stuff. Big help with the feast for Thanksgiving, into costume and decorations, too. The major mover in Christmas decoration and also in organizing "12 Days of Christmas"--really innovative and productive with few materials, little time. Did a beautiful Santa Claus mural with (Virginia), (Grace)--very special. Also quilling, cards, and decorations--god's eyes, paper chains, tree base, etc., etc., etc. Excited about secret elves--but good at keeping secret.

1981-82

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Alva)

Date: February, 1982

Age: 10;10

By: (M.M.)

As we discussed in our January parent meeting, (Alva) has had a productive and engaged fall. Some initial testing around limits and unhappiness concerning class tone and expectations have largely disappeared, and (Alva) seems at ease with me and with her place in the class. She has adjusted well to the new daily schedule, and seems pleased with the increased clarity and precision resulting from this. Social issues have been, and continue to be, a major concern for (Alva), but she is handling these with increasing assurance and grace.

Activities and interests have been varied, "small worlds" and cooking being real favorites. (Alva) has done some incredibly fine detailed work, and the small and more intricate it is, the more pleased she is. In the kitchen, she has cooked with assurance and enthusiasm, and has pressed for more complex recipes. She was involved in our hot lunch, and enjoyed this greatly. The class newspaper and work with wax were continuing interests and chosen with regularity. Special activities such as the (nearby) forest trip, swimming, square dancing, and holiday preparations were all exciting and engaging to her, and her organizational talent helped greatly to facilitate them.

Academically, (Alva) is solid and methodical. She has a good sense of her capabilities, and enjoys work that challenges her a little. She reads with understanding, and expression, and clearly discusses what she's read. In math, she has mastered computation, and has a good understanding of fraction concepts and operations. Decimals are proving harder, but she is determined to understand them, and will. In group she is a ready listener, but only rarely vocally contributes. When she does, though, her comments are astute and show a broad understanding of what is being discussed. Writing is mechanically solid, but she can get stuck on its "flow," and frustrate herself. Reminders of expectations coupled with attainable goals help considerably here.

Socially, things are pretty solid. (Alva) gets along well with others (with occasional frictions), but mostly chooses to be with four other girls. (Alva) treats boys as friends first, and can be irritated by silliness or flirtation between the sexes. Her relationship with me is good, although at times things can get tense--usually around a lack of clearly

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specified expectations. As noted earlier, this seems to be easing considerably. I am confident that she will have a productive and enjoyable spring.

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WEEKLY DESCRIPTIVE RECORDS

FEBRUARY 22-MARCH 5: Generally good and enthusiastic couple of weeks, though things got tense towards the end of the time. Tired of the play--being a good sport about it, but ready for something else! Liked wax activities as a "breather"--and for themselves. Very interested in problem-solving as part of balloon candles. Also liberal "detail" of the measure. Socially: (Abby), (Virginia), (Mia), some with (Peggy), (Gina).

MARCH 8-19: Very moody ... grouchy and irritable; blow-up over having to do log one afternoon. Tired of play--helpful in rehearsal and after school, though--and really together the night we did it. Week after seemed tired and out of pace--frictions with others continued--especially (Virginia). Some real blow-ups over pretty small issues. Glad to be back into curriculum--wanting to do other activities, though. Socially: (Abby), (Leo), (Virginia), (Grace), largely. Frictions with (Candy). Walks, dress-up, tie-dye.

MARCH 22-26: Much better week. Coming into the curriculum, also really engaged in activities, including tie-dye, fabric painting, tracing, small worlds. Very busy in the tie-dye, especially making small things full of color and detail. A beautiful get well card for her mom--got EVERYBODY'S signature--happy doing this. Relationship with me is much more easy and happy, too. Still keeping her distance from (Virginia), (Abby), though not so unhappily--"taking a breather" now.

APRIL 19-23: Good week. Much more settled and productive, especially towards end of week. In activities, a lot of watching but drawing/designs at the end of the week. Report is going well--needs lots of support from me with "translation" from encyclopedia. Subject is stained glass. Personal contact with stained glass activity helped a lot with motivation and sustaining interest. Quiet at group--though attentive and focused. Socially (Abby), (Virginia), (Mia), (Gina), (Mick).

APRIL 23-30: Another good week--again activities the place of least focus, though wax and paper marbling on Wednesday, Thursday, and square dance on Monday really held her interest. In group, interested in race, women questions. Presented report on Friday--nervous and self-deprecating but relieved to have finished in time. Wants to do a follow-up, too. Socially, same groups, but more constant with (Gina). Relationship with (Mick) is very nice, natural and easy, good friends--support each other a lot.

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MAY 10-14: A little shakier--May 2-5 could get very coy and refusing to settle--this eased this week but still was stalling. Testy at these times. Having difficulty with algebra--(Grace) is helping which (Alva) appreciates. In group, seemed a little distracted--not rude, just not wholly attentive. Group relationships issue seemed to "bore" her--would rather get on to the "meatier" stuff.

MAY 17-JUNE 11: Good period. More active and engaged, though activities involvement is still not what it could be. Wax, candles, paper marbling, cooking, square dancing, doll furniture and clothes; games such as Scrabble, cards. Glad we dropped Mary Poppins; wasn't into it anyway. Doing well in math with help from (Grace)--also finally got going somewhere on her journal, too. Very productive and involved in trip, fair activities; cheery and happy when doing this stuff. Socially: (Virginia), (Abby), (Grace), (Leo), (Al), though some frictions with all but (Leo) at times. Easy with me.

JUNE 14-18: Nice week--loved the (beach trip)--big "thrill" was being caught in a rip tide--she and (Grace), (Virginia) did a mural of this for Friday's presentation. Quite involved re the nuclear power plant and new alchemy. Good in the hostel--very helpful and aware of what needed to be done; volunteered to do more. Nice good-bye--made me a neat card.

1981-82

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Alva)

Date: July, 1982

Age: 11;3

By: (M.M.)

(Alva) had a good spring. Faced with a sometimes trying and conflicting class situation, she maintained her balance and continued to be, on the whole, engaged and involved in curriculum and friendships. Despite occasional difficult periods, she was supportive both to the group and to her friends. She made solid progress in math, writing, and reading, and continued to be a quiet but attentive member of group discussions.

(Alva's) involvement was most tenuous in the area of activities. She frequently found it difficult to make an activity choice, or to stick with one once it was made. This seemed largely due to a shortage of activities that really "grabbed" her, and a shortage of friends who were interested in the same activities. (Alva) is very skilled with her hands, but needs clear and specific instruction when learning a new skill; sometimes my own lack of expertise in some activities of interest to her could prove frustrating. Nevertheless, she did some very nice design work, and continued to put a lot of energy and enthusiasm into group projects and activities.

(Alva) showed her interest in and talent for design and color in her involvement with tie-dye, paper marbling, valentine and Easter cards, and candles. She particularly enjoyed the tie-dye and wax activities, not only for their colorful results, but perhaps even more for the dramatic processes involved in these unstable media. (Alva) really enjoyed experimenting with different dyes, waxes, temperatures and techniques, and seeing how they affected the outcome of the process.

She was also involved in drama, and she took an active and constructive role in helping to "bring off" our class play. (Alva) quickly learned her lines, and was good at helping others remember theirs. She was also helpful painting sets, helping backstage, and even after school. Her awareness of what needed to be done helped to smooth things out and to boost the general morale.

Other activities choices were varied, and frequently made according to the choices of friends. Among the most frequent were card games, Scrabble, sewing, miniatures, watching "Dungeons and Dragons" or dramatic productions, and cooking. In the kitchen, (Alva) was always energetic and very competent. She enjoyed helping with holiday feasts and cooking for trips.

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(Alva) took a very active part in fundraising for our trip and proved to be a very compelling salesperson at the bake sale. She really enjoyed the trip, particularly the time spent at the beach and in the water. At meal times, (Alva) was enormously helpful and did more than her share of serving, cooking, and cleaning. She was a delight to have on the trip and contributed a good deal to its success.

In academics, (Alva) made steady progress in all areas. She read several books this term and enjoyed and understood them thoroughly. Humorous stories about relationship were her preference, and included Hot Lead and Cold Feet, Katie for President, and Pippi in the South Seas. (Alva) also read Farmer Boy and a variety of fairy tales. She reads well aloud, although a bit nervously, and can talk about her reading in great detail. (Alva) seemed to really enjoy discussing her current book, as it brought it out to her in greater richness.

In writing, (Alva) made substantial progress, particularly with her non-fiction work. She wrote a carefully researched and well-organized report on stained glass which was complete with meticulous tracings and stained glass designs. She also wrote pieces on spring, pollution, and human rights which were well-written, and clearly the result of some careful observation and thought. (Alva's) story about Kate and Jane continued during the spring. It was well-written and beautifully illustrated, but grew long enough that it became hard for her to figure out where the plot should go next. Although she got really stuck in a few places, she continued to be able to think of more to write and could keep working on it next year.

Mechanically, (Alva's) writing is excellent. She has a sure sense of punctuation and sentence structure and is a strong speller with a good memory for new words and rules. She quickly picked up the information in spelling lessons and had no trouble in applying it to her daily writing. She is still a little unsure about paragraphing, but this is only a matter of practice.

In math, (Alva) continued to consolidate her computation, but also ventured into some higher mathematics. She worked more with decimals and fractions, and also with bases, Roman numerals, fractioning, areas, perimeters, volumes, angles, and simple algebra. A lot of this was unfamiliar and somewhat intimidating but on the whole, she handled it very well. She will need to review her computation and decimal work and will need more sustained help with geometry and algebra. She seems to be at ease with the basic concepts involved in geometry, but will need more practice to really feel comfortable. In algebra, she seems less sure of the basic principles. I suspect that she is a "natural geometrizer" and that higher math should be approached through this more visual means.

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In group, (Alva) was generally attentive but quiet. She seemed interested in the discussions of rights, values, pollution, nuclear weapons and power, and much less so in those of group dynamics and behavior. Discussion of group projects and trips evoked interest and enthusiasm, and (Alva) was always among the first to volunteer to organize a group event. She has a natural talent for organizing and has gotten much better at doing this in a way that doesn't "put others off." (Alva) is very aware of her occasional tendency to be domineering and short-tempered, but has worked hard and successfully on this.

Socially, she was friendly with most everyone, but close to a group of three girls and two boys. (Alva's) relationships were characterized by imagination, enthusiasm, interest, and occasional flare-ups. Her relationships to boys were particularly refreshing in their ease and naturalness. She was also very supportive of an old friend who went through some social difficulties this year, and could give me constructive advice about how best to reach him.

(Alva's) relationship with me has been good. We surmounted some initial difficulties and came to understand each other sympathetically. She is an enthusiastic and exciting group member and a kind and supportive person. I have enjoyed teaching her, will miss her, and will think of her often.

(Alva)		Teacher(s): (U.F.)
		art volunteer: (B.B.)
Group IV	1982-83	parent volunteer: (V.T.)
Age	11;5-12;2	

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 7-10: Pal'd up right away with (Virginia)--accepted (Peggy) into friendship with ease, and the three were together most of the time. Did linoleum block print of a star, cooked applecake, and drew. Took her a long time to think of what to write, but once decided, conscientious about finishing required amount of writing. Very chatty with me. Philosophical. Quite a talker. Has lots of theories or philosophies about why certain people get along and others don't, why things happened the way they did, etc.

SEPTEMBER 13-17: Absent two days. Helped (Virginia) paint mural, after moaning about it--got totally involved in it--especially enjoyed mixing colors--and of course--constant stream of conversation relating to her activity. (Virginia) fully enjoys (Alva's) constant and thoughtful conversation. Lots of laughter and merriment between them. (Alva) in play briefly as a weird cop--in her part--poised and funny. Needs help focusing academically.

SEPTEMBER 20-24: Working on little bear bed quilt--skilled with small handiwork. Did pastels on Monday--enjoyed photography. Best pal--(Virginia)--though is very open to group--supportive, yet quiet--taking everything in. Conscientious about academics--checks with me to see if she's done enough. Sat with (George) and (Candy) for writing (assigned seats)--lots of laughter and chatter--nice.

SEPTEMBER 27-OCTOBER 1: Absent two days--sick. Very supportive of me and all the group discussions we're having about the group. But she herself can get caught up in fooling and complaining--comes around fairly quickly though. Takes pride in her work and takes it seriously. In dramatic role in a play as spaceship driver and child guardian--remarkably good--(I've) never seen her act so well and naturally. Did acrylics--loved. Also sand and water with (Margot) and (Candy).

OCTOBER 4-8: Conflict with (Candy)--trying to resolve it. They both acknowledge and seem to want to try to work things out. Did a great job directing play she was in--the one of the overnight--full of ideas and instructions--also did an excellent job of her part. Got bossy as director--and hard for her to take my telling her so. Complains and doesn't seem to realize--when I remind her, she withdraws. Often comes up and gives me hugs--often right after I've had a trying encounter with someone. Loved doing tessellations.

1982-83

OCTOBER 18-22: Has to work on her tone of voice and lack of tolerance. Voice often harsh and pushy. Had trouble with (Margot) this week--got very annoyed with her--but was able to talk about it and make up. Gave (Margot) a hug at end. Doing acrylic painting of the stars and comets. (B.B.) introduced her to the notion of drawing and painting them as she sees them, not as symbols. She was really taken with the idea and is trying to achieve a painting with the feeling of a night sky. Helped at bake sale. Loves to run things and be in on group projects. Feels comfortable around boys--is very much herself--they accept her and like her.

OCTOBER 25-29: Had a couple run-ins with (Margot)--gets annoyed with (Margot's) dependence on her--rightfully so, but deals with it very harshly and angrily. She acknowledged her part in it, and it seemed to get somewhat better, though (Alva) still tends to take a strongly domineering role with (Margot)--hard, because in some ways (Margot) encourages it. (Alva) still (has) trouble with her temper, anger, and tone of voice. But fairly available and knows it as a weakness. Was Olivia Newton-John (rock singer star) for Halloween--enjoyed herself. Moves deliberately--watches everyone. Had fun roller-skating--friendly to all.

NOVEMBER 8-12: Working on a lacquer box for Russian activity, with (Mia). Began acrylic painting--is extremely tentative about it and needs tons of reassurance about "just doing" it. Labors over every color and stroke practically. New relationship with (Mia)--very positive. Conflict with (Margot) still present--but more in background. Very affectionate with me, and supportive. Her work on Russian history review was outstanding--very thorough understanding of material--surprised me. Inflexible in certain ways--if (B.B.) tells her she needs to loosen up in painting, her response was "No, I don't." Unsure--yet opinionated--interesting combo. Well-liked--good relationships with the boys--they like her. She's very friendly with them.

NOVEMBER 15-19: Finished acrylic painting--gorgeous--of a progression of daylight to darkness with stars as white pinpoints and moon as a white sliver--lovely--she was very proud and pleased. Friends with (Mia)--genuine--call each other nicknames. Full of thought--a thorough thinker--thinks everything through. Affectionate. Everyone likes her--lots of friends who are boys--very friendly with everyone. Temper still a potential problem--but open about it.

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DECEMBER 6-10: Dramatically has really blossomed--(I) wish she'd had a bigger part in "Everyman"--bold, loud, and expressive. Friendship with (Mia) continues--also with (Candy), (Virginia), (Peggy), (Margot), (Kirsten), and boys. Very friendly. Quiet at groups but very attentive--full of opinions--a real thinker--thorough. Costume, dress-up, quill, drawing, cooking, lacquer box. Her writing has come a long way--essay on year 2082--real neat--inventive. Affectionate--likes hugs. A group organizer.

DECEMBER 13-17: Helpful--asked if there's anything she should bring for the open house. In her part as "Kindred" in play, she did the best I've ever seen her--most expressive--strong and clear. Discusses with people the correctness of their statements--likes to argue. Finished box with (Mia) and gave it as present to me. Likes to dance--likes to play music during activities. Friends--(Virginia), (Peggy), and everyone really.

JANUARY 10-14: So friendly and helpful. Reached out to (Harley)--new boy--in very matter-of-fact and genuine ways. Excited about all her lines for the play. Lots of work with color--homemade rubber stamps, salt jars, and ink painting. Did a four page Russian story, when only required to do two pages--got very involved with it. Lots of friends, (Peggy), (Meg), (Candy), (Margot), (Virginia), (George), and (Mick).

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WEEKLY ACADEMIC RECORDS

Date	Reading	Writing	Numbers	Other
Sept. 10	Watership Down	story about Watership Down, story of family living in a cottage	timed sheets-- avg. 4:00, needs practice	cooked linoleum blocks
Sept. 24	Watership Down, reading journal is good	dream poem--dreams are never what they seem, news article on Pope John Paul and PLO	3 place mult. OK, word problems-- borrow/carry OK, base 5 OK	sewing--bear quilt, pastels, dress-up--weird cop
Sept.	Watership Down Watership Down	research on continental drift, quotations, prefix-suffix, contractions	linear measure, measuring hand-spans	
Oct. 1	Watership Down Watership Down	continue boa constrictor poem, story of (?), essay--autobiography, suffix--sentences	mult. of 10 0's OK, 2 & 3 digit divisor long division OK, linear measure	acrylics photography sew sand and water
Oct. 8	short books-- finished Watership Down	recopied boa constrictor poem, essay--earliest memory--snowstorm	practiced x, tessellations	tessellation dress-up clay states
Oct. 18	The Cave of Time	worked on story of poor boy--generosity, sharing, cooperation, relationship, good character descriptions	polyominoes-- careful work, tetraminoes	blocks, cook, painting, craypas & paint thinner

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Date	Reading	Writing	Numbers	Other
Oct. 25	The Cave of Time	continue poor boy story--enjoying it	polyominoes--deliberate, rounding numbers & estimating	quit photography frame--acrylics states
Nov. 5	The Cave of Time	play--with variety of endings--done with (Mick), Dungeon & Dragon (?)	protractor & compass use, angles, polygons, quad., triangles, perimeter	frame & canvas card for (B.B.)
Nov. 12	Cave of Time	continuing story about family and boy's birthday party--gifts he gets	pup.	acrylic on canvas, lacquer box
Nov. 20	Mystery of Screaming Clock	journal--log of own choosing--personal	lots of work? copy of area of tri., parell., rect.; copy tri--3 ways; pup.	monoprints with oak lacquer box
Dec. 6	Mystery of Screaming Clock	journal--personal log, descriptions of objects	fractions--reducing, equal; decimals--ordering, add, sub.	lacquer box cooking quilling
Jan. 10	Mystery of Screaming Clock	fairy tale--story about a little girls' imagining of talking unicorn	decimals--divide, multiply, multiples of 10	salt jar ink painting rubber stamp

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JANUARY PARENT CONFERENCE FOLLOW-UP NOTES

The Prospect School
North Bennington, Vermont

(Alva)

Date: January, 1983

Age: 11;8

By: (U.F.)

(Alva) has continued to pursue her interest in color by becoming involved in any painting, printing, or color-related activity the group is exposed to. Her acrylic painting was a major triumph. She seemed to love working with the paint and creating different shades of color. Another interest of (Alva's) which is also emerging as a potential strength is drama. She has been more bold and forthright in her acting with dramatic play this year than ever before. In our group play, "Tom Sawyer," she wanted a large role--quite a switch from other years.

In relationships (Alva) has seemed to be able to work through a couple of conflicts with two girls and now is on good terms with both. (Alva) is well-liked and has a lot of friends. She is equally at ease with the boys and the girls in the group.

I have been struck on several occasions with (Alva's) deep and thorough understanding of material discussed at group meetings; for example, the science and Russian history. While she was very quiet during group meetings about Russia, on the review work her understanding of the events and persons discussed was really quite remarkable. In academics, she is very competent in all areas. Her writing is full and expressive. She is a very capable reader and picks books of depth to read. In math, she has a fair grasp of processes and is very lucid about what she doesn't understand.

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WEEKLY DESCRIPTIVE RECORDS

JANUARY 17-21: Painted all week--three days of water color and one of sponge. Lovely work--water colors like Japanese flower paintings. Very involved at group meeting, but not verbally. Can be stubborn and angry still--but much improved. Impatience with others and situations that aren't going her way. Generous, friendly, inclusive. Knows all her lines--bold and powerful in roles. Main pal at moment--(Peggy).

JANUARY 24-28: In play written and directed by (Virginia)--did a superb job--what stage presence! Very aware of her audience. Did water colors today--seems less tentative and more sure of herself with it. Lots of friends. Takes everything in. Playful--friendly. Loves to swim--invents all kinds of things to do in the water. (Peggy) (is) main pal it seems right now.

JANUARY 31-FEBRUARY 4: Worked hard on the hot lunch--helped organize, cook, and clean. Had a wonderful time cleaning up--singing at top of her lungs all the songs from "Tom Sawyer"--with rest of clean-up crew--she was excited and exuberant. In play run by (Mick)--getting better at feeling her part as Susan in "Tom Sawyer." Bossiness cropped up several times in her efforts to organize hot lunch--argued a fair amount--hostile to any help from me--not openly but comments made in response to my own had an edge to them. Finished water color--gave it to (B.B.)

FEBRUARY 8-18: Very even and somewhat invisible presence in the group. Keeps a low profile--yet is totally "there" and alert--also always reaches out to me. Chats. Hugs. Talks. Friendly. Main friends, (Meg), (Margot), (Peggy), (Virginia). Supportive of the group and group doings. Excellent in the play still--exuberant in singing of songs. Often breaks into song with pals spontaneously. Did ink drawing two days with (B.B.)--beautiful work. Made valentine box for group. Dress-up with (Margot) and (Meg)--funny costumes.

FEBRUARY 28-MARCH 11: Hasn't been well--has carried around a cough and a cold for awhile. Got a haircut--very becoming. Can get caught in gossip and whispering about others in a not good way. A big help with the scenery--enjoys mixing colors and getting just the right shade. Her relationship to (B.B.) seems important--appreciates (B.B.'s) expertise in art. Supportive of the group. Lots of friends. Remains involved. Short temper continues--admits and works on. Clashes with (Todd), but tries to work it out, too.

MARCH 14-18: Can be covert and secretive--has happened on more than one occasion that I have come upon her with others and a silence has fallen upon the room--giving me the feeling that either I was being discussed or someone else was in a not nice way. Confronted her with it--she knew what

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I was talking about--seemed shocked I thought it was me, and think I helped her see that danger of that kind of indirect communication. Very supportive of the play. But her pace is so unable to be accelerated that (she) can get in people's way. She just loves to talk--and has little notion of what HURRY means--nice to have someone like that in the group in a lot of ways--but not when (we) need to get things done or meet deadlines. Worked hard with her on her acting--she really appreciated and tried hard to get more into her part. (She) thinks we're all doing great.

MARCH 21-25: Her tone with others right now seems harsh. Have been trying to remind her of it every chance I get--but it's hard to cut through. (She) yells at others, "no, don't do that--you have to do it this way." Seems discontented--yet is productive and cheery in conversation with me. Supportive (very) of play process--volunteers to do extra and work extra all the time. Clashes with (Todd). Went selling raffle tickets with (Margot) Friday.

MARCH 28-APRIL 8: Loved doing the play. A real supporter of it. Did a great job with her part--more open than I've ever seen her be. Has trouble opening up. Keeps a very close guard on her feelings. Uses anger often, defensively. Had to be on her a lot in past few weeks about her tone of voice and the way she's dealing with peers. A combination of a very affectionate--hugging--type person, and someone who seems remote and hidden in other ways. She takes everything in. Intellectually powerful. Loves paint! Did clay this week--fast food--hamburger, fries, and shake.

APRIL 11-15: Cooked with (Candy)--nice combo--also did sand and water with (Candy) on Friday--they had a wonderful time--imitated boys' activity of volcano building and destruction. Did ink and water colors rest of week--will do anything involving paint. Sticks to pretty similar themes in her work--usually mountain with sunsets--hard for her to take the risk and do variety--experimentation needs a lot of support for her. Tone improved--less hasty and harsh with peers. When confronted with tone--often admits by saying she was "just in a bad mood," and that's why she snapped. Report on Mexican food--slow but sure.

APRIL 25-29: Has become close friends with (Peggy)--as a result of (Alva's) birthday party. (They) share interests and can share feelings. (Alva) can be catty--talked about (Mia) behind her back at her party, and it came out in school. When I spoke with (Alva), she was very embarrassed--but kept control--said she didn't like (Mia). I reminded her of how they had spent some time together at the beginning this year. She also could come up with nothing she didn't like about (Mia). This is not the first time (Alva's) been involved in this kind of behavior, and it concerns me about her. It reminds me of her crossness--the way she gets so sullen and angry and seems so discontented. Cooked with (Merce)--said to me when I passed through kitchen--"You know (Merce) and I get along O.K. together"--(she) seemed surprised.

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MAY 2-13: Had conference with her. Seems to be aware of what I mean about "behind the back" stuff and has improved. Haven't noticed any of it lately--she's even reaching out to (Mia). Best pals with (Peggy) still--but lots of other contacts continue. Helped at bake sale. Stayed the whole time. Loved to cook--helped a lot for bake sale. Started loom with (V.T.)--small rectangular loom.

JUNE: Had a hard time on trip. Got very grumpy and upset over what she perceived as a clique. (She) handled (it) poorly--talked behind others' backs--called names--ended up in near tantrum and tears. Resolved when (we) got back--and was OK on trip after initial upset. Loved (city)--had a wonderful time. Was pretty close with (Margot) on trip. Got a short haircut on last day of school--was real pleased with it. Trip made her more visible in the group--much more contact with many different people. Can be stubborn and relate to people in not-very-nice ways--like backbiting. Hard to cut into--needs a firm hand.

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WEEKLY ACADEMIC RECORDS

Date	Numbers	Writing	Other
Jan. 17	fractions--common denominator, add-sub., mixed no.--imp.	research--musicals	
Jan. 31	fractions--mult., divide; word problems	letter--Olivia Newton-John	
Feb. 11	ratio and proportion	recopying letter	
Feb. 28	percents, math facts--none under 3 minutes	recopying story--unicorn--magic--talks--source of magic--kids discover	
Mar. 28	review of percents; percents to fractions, decimals; fraction to percent	articles for news-paper--survey of siblings,	
Apr. 15	review of fractions, fractions review--good job, math history	3 pg. story--present giving, report--Mexican food--slow going, but well-organized	
Apr. 29	equations--algebra, solve for 1 variable, values of 2 variables, scientific notation	continuing story of boa constrictor planet and dialogue of approaching astronauts	

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Date	Numbers	Writing	Other
June 1983	integers fractions prime nos. no. theory-- all good	boa constrictor story, (cont'd) with map	

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Alva)

Date: May, 1983

Age: 12;2

By: (U.F.)

(Alva's) main areas of interest have remained consistent throughout the year. Painting, drama, and cooking are the central ones. She will do anything involving paint. She loves color and loves making pictures and experimenting with different mediums. Often she makes gifts of her painting creations. Themes when she paints pictures are very consistent-- mountains and sunsets. She needs support and reassurance in order to be able to vary her themes. Related to painting, but also to drawing, is the work she did with ink. Her ink drawing of the downstairs area was quite striking for its quality of line. I noticed the same natural quality in the drawings she did for her report on Mexican food. They show a real eye for detail. (Alva's) dramatic involvement grew steadily all year, from a new openness and boldness expressed early in the fall, to her roles in "Tom Sawyer" as Susan and the prosecution lawyer. This is an enormous switch from previous years of bit or background roles. In her parts in "Tom Sawyer," she was clear, loud, and poised. During rehearsals she was eager for acting directions and was able to adjust her acting according to the direction with ease. Another very powerful aspect of (Alva's) involvement with "Tom Sawyer" was her willingness to do extra, to offer extra time to work on sets, rehearse, and to do the not-so-attractive but necessary jobs. She was a real supporter of the play all the way through. She always thought that we were "doin' great"!

Cooking continues to be a real interest of (Alva's). This term she has cooked regularly and has recently been a catalyst for trying all kinds of new recipes with different ingredients. She made a delicious buttermilk spice cake that was a real hit. Whenever there is a hot lunch, she is always involved in some part of it. Once she was part of a tremendously exuberant clean-up crew who sang all the "Tom Sawyer" songs at the top of their lungs throughout their duties. (Alva) was a main instigator of this musical recital! It should also be noted that (Alva) loves swimming. She is very playful in the water and often invents games to play and routines to do with her friends. Other activities (Alva) has been involved with are clay, sand and water, and the newspaper.

(Alva) has maintained consistent relationships with several of the girls in the group all year. There is a circle of about five girls with whom she is most involved. She's gone in and out of being closest to different

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ones of the girls at different times during the year. Right now she is very close with one girl in particular, with whom she shares a passion for horses and an ability to confide and express their feelings to each other. At various points during the year, (Alva) has also had conflict with a couple of girls in particular. She was, however, able to work both these out and is now on friendly terms with both girls.

(Alva) still struggles with a lack of tolerance or impatience in her relationships. This can be expressed in bossiness, anger, or opinionatedness. She has been working on this area of vulnerability all year and is very open about acknowledging her problems in this way when conflicts arise because of it. At the end of March until about mid-April, I became concerned with a harshness of tone I was noticing in her voice when she dealt with her peers. I started commenting to it every time I heard it, and it eased up. It was as if she didn't realize how she was sounding when she made comments like, "No, don't do that. You have to do it this way." (Alva) can also be an initiator of and get caught up in gossip that hurts others. I've spoken with her on several different occasions about this behavior, and she is usually contrite and willing to make amends. While this is (Alva's) area of fragility, her strength is her group spirit, her ability to be generous, inclusive, and friendly to all. She knows everyone in the group and has some kind of relationship with all. She's an astute observer and seems to know just how to offer entries for various people to join different activities or conversations.

At group meeting, I continue to be struck with how much (Alva) takes in of the discussions without speaking a word during them. I think she does this in general--takes in everything that goes on around her, which probably is one of the reasons why she's such a good group facilitator.

Academically, (Alva) continues to be very capable. In everything she does, she's very thorough. Her ability to focus on the work at hand seems to have greatly improved, as she rarely has incomplete assignments now, and almost always finishes her homework on time. (Alva) likes to read and chooses books of a fair amount of sophistication. These books don't seem to be over her head, as she is able to discuss the complexities of what she's reading with surprising ease. Some books she's read include The Memoirs of Sherlock Holmes, Captain Grey, and Mystery of the Screaming Clock.

(Alva's) writing continues to be full and rich. She recently wrote a continuation of her earlier "boa constrictor" story. I read this new sequel aloud to the group and was struck (along with the group) with the cleverness of and humor in her story. She is very strong with dialogue and created some very funny conversations between the boa constrictors. Another story she wrote this term dealt with magical roses, unicorns, and the relationships between 3 boys and girls. For her report (Alva) chose to do Mexican food. She had a natural feel for organizing and working her

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report and did a very complete job. In math, (Alva) has mastered all the basic computational processes--complex multiplication, long division, complex borrowing, and carrying. But she hasn't mastered her math facts yet in under 3 minutes, so this can sometimes slow her down. She has a good grasp of the fraction work we've done, which includes common denominators, reducing fractions, and adding, subtracting, multiplying, and dividing. She also has a solid understanding of how to manipulate decimals in the various computational processes, how to find and work with percents and averages. Recently she has been working on beginning algebra and will be moving into number theory at the end of the year.

(Alva)

Teacher(s): (U.F.)
parent volunteer: (V.T.)

South Group 1983-84

Age 12;5-13;2

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 1-9: Did lots of color work this week. Did dress-up once with (Candy) and (Virginia)--seemed to have fun though no finished product emerged. Friends seem to be (Candy) and (Peggy). Gaze on face can often be disturbing to me--a self-righteous grumpiness--still potential "talk behind the backer." Think I might like to staff her--or just talk about her. When she clashes with people, it's upsetting. I think she holds grudges, but I'm not sure. Writing a story about the "crabbies"--creatures that go after people and make them feel grumpy and snap at people. Complains and whines too readily--expects me to change things for her.

SEPTEMBER 12-16: I'm having a hard time with my relationship to her. Her comments are often uncomfortable to me--they grate on me. So often they have an edge to them--either a plea, or a complaint--wants things how she wants them too, or else has a hard time dealing with things. Stormy--but aware of it. Feel the need to be very firm with her, but haven't been as firm as I'd like, because she receives it so poorly--reacts extremely and drags down the tone. So many things are private--(I) often find her behind closed doors--not open with me. Being very productive--and can be very cheery--friendly to all. Watches everything and everyone. Writing a story about "The Crabbies" and likes the art curriculum. Closest with (Peggy). Powerful.

SEPTEMBER 26-30: Still tight with (Peggy). Sick one day with flu. Weaving, sand and water, cooking. Helped (Evan) some with the newspaper because she could "see at this rate it'll never get done!" Nervous when she has to speak at group like French--but always right on the mark with her comments. A group person. Seems much more even than earlier in year--more open--more supportive. Still bosses too much. Stepped in for part as an old lady in "Punk Rocker" play with (Peggy), (Emma), and (Mia). (Candy) bowed out because (she) didn't want to show it to the group. (Alva) was great--funny in costume and dialogue.

OCTOBER 3-14: Blocks with (Ryan) and (Mia), weaving and macrame. Lots of friends--mainly (Peggy). Seems to be getting along with others much better. Really reaches out to everyone. Making a real effort to be positive and cheerful. Having some difficulties with (Candy), but isn't being catty about it. Seems much less secretive and hidden--more out front and open--more content. Loved the (city) trip--helpful and appreciative. Very perceptive of paintings. Tired easily. Pals with (Peggy), (Mia), and (Emma).

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OCTOBER 17-21: I am so struck with how well she is handling herself this year. She's much less "grumpy" and keeps her spirits up with deliberate-ness it seems. She's making such an effort to be amenable--it's really a big change. Hardly any of that covert stuff going on. Doesn't seem as hidden. Productive. Was in an hysterical play with (Meg) and (Virginia)--she and (Meg) dressed up as tourists and were "leaf peepers"--(Alva) was a riot--bold, and funny. Been weaving--also working on a thank-you for (parent)--a collage/sculpture with tile, pipe cleaners, etc.--also playing with lights and bulb for a street light for collage. Tight with (Peggy)--also (Emma) and (Mia).

OCTOBER 24-NOVEMBER 4: Still generally very cheery and friendly--lots of friends. Likes to work out problems in relationships--is good at it. Helped (Meg) this week who was upset about friends--got it all straight-ened out with no help from me. Calligraphy and weaving, main activities. Likes to exchange and went to West group on Friday to help (D.W.). Got a haircut and came in looking very grown-up--lovely. Never speaks at groups--during French lessons, she rarely speaks up, but is cheerful when it's necessary that she does.

NOVEMBER 7-18: Absent two days--flu. Working on her weaving--keeps up a fairly good attitude about it. Friends with (Peggy)--but lots of friends--friendly to all. In a play called "Ronald Reagan's Big Mis-take"--she was Nancy Reagan and did just an amazing job with it. She was so funny, expressive, and inventive: "Ronnie, you've done it again!" Reading L'Engle trilogy about Austin Family--loves them. Has a hard time dealing with (Candy)--gets annoyed with her quickly.

NOVEMBER 28-DECEMBER 2: Absent two days--got braces on all her teeth. Still not used to them, and defiantly not smiling as much as she used to. Her weaving is coming along nicely, and her attitude about it is too. Cooked on Thursday with (Evan)--only one tussle and fairly easily resolved. Loves doing Secret Elves. Less vocal--(I) think, it's the sore teeth--more laid back than usual.

DECEMBER 5-9: Good shape. Seems more used to her braces. Affectionate--humorous. Positive and supportive of her peers. Haven't seen her angry, stubborn side in a while. Got pouty when I asked her to sew a pillow for the couch upstairs--but she did it. Loves group events--loves the Wednesday "Tie Day" or whatever day, thing. Lots of friends--(Peggy), (Emma), (Mia), (Meg). Has contact with everyone in the group. A conver-sationalist.

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WEEKLY ACADEMIC RECORDS

Date	Reading	Writing	Numbers	Other
	Meet the Austins	poem and drawings--very nice	graphing on x-y axis--coordinates--good, equations harder, not much done though	weave sand and water water colors
Oct. 3-14	Meet the Austins	recopying story about rabbits, recopied poems	graph (cont'd) good	weave macrame
Oct. 17-21	Meet the Austins	(city) description--nice impressions--detail	equations--solve for variables--needed lots of support	weave, collage, dress-up--leaf peeper
Oct. 24-Nov. 4	The Cat Ate My Gymsuit	Crabby story--content very full--complex--death, promise, betrayal, emotion	geometry review, formulas	weave calligraphy
	The Week Mom Unplugged the TVs by Terry Wolfe Phelan	story about "The Crabbies"--thing that makes people snap and be angry; journal--great	review--took it home	dress-up painting
	Meet The Austins by L'Engle	"Crabbies" (cont'd), humor; a man meets a Crabbie and gets mean, addresses reader directly	review of mult. and div. fract., review of integers, division with remainder as a fraction OK, division with decimals OK	sand and water water colors tissue paper

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Date	Reading	Writing	Numbers	Other
	Meet the Austins	"Crabbies" (cont'd), complex plot--relationships--feelings	decimals to fractions, exponents, scientific notation	draw weave
	Meet the Austins	story about rabbits--doe uprising turns into simply a need to talk--complexly written--lovely use of dialogue	prop. of add. & mult. OK, order of operations--got confused but seemed to grasp place value to	cook weave

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JANUARY PARENT CONFERENCE FOLLOW-UP NOTES

The Prospect School
North Bennington, Vermont

(Alva)

Date: January, 1984

Age: 12;9

By: (U.F.)

(Alva's) main areas of involvement during activities have been cooking, drama, and weaving. She completed a small tapestry while working with (V.T.) on and off all fall. (Alva's) dramatic ability continues to become more and more pronounced. As the doctor in "Man of La Mancha" she is powerful and convincing. In the spontaneous plays (Alva) is part of, she is almost always the director and seems much more able to handle this role without becoming domineering.

Though at group meetings (Alva) continues to maintain a low and quiet profile, she remains a powerful group member. (Alva) has lots of friends amongst both the boys and girls in the group. Her natural friendliness and openness make her a sought after group member.

Academically (Alva) continues to be strong. She is now reading The Moon by Night by Madeline L'Engle, and has read the following books this fall: Meet the Austins, Summer of the Swans, and The Cat Ate My Gymsuit. In math she is working on complex word problems and has a solid command of fractions, decimals, and plane geometry. (Alva's) writing, while sometimes hard for her to get out initially, remains full and lively in content. She is very good with dialogue and uses it in great amounts in many of her stories.

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WEEKLY DESCRIPTIVE RECORDS

JANUARY 16-20: Small, but solid. Short hair--likes a stylish haircut. Clothes conscious. Brown eyes--round face. Expression on face is often studied--it always looks like she's thinking or watching--which she usually is. Got braces. Lots of dress-up--she likes to direct, and she's good. In a play called "Phantom 5"--about a crime organization that kills people for a fee. Really gets into costuming--looks very glamorous usually. Batik, cooking. Can get into gossip too much. Very conscious of rock 'n roll and music world. Pals with (Peggy) mainly.

JANUARY 30-FEBRUARY 3: So funny on Wednesday--"strange day"--came dressed in green chiffon dress--looked like an old prom dress from the 50's. She loves to dress up. She really gets into it. Lively all day. For activities, she, (Candy), and (Meg) made a play called "The Invasion of the Sewer Rats." It was wild, boisterous, well-timed, clever, and funny. Pals mainly with (Peggy). (Candy) and she went over each others' houses--they told me about it and said "can you believe it?"--meaning considering the rough times they've had with each other in the past. Cooked with (Candy). Also swept ice patches clear for recess with (Candy).

FEBRUARY 6-17: Absent one day--came back and told me it was nerves--that her stomach gets upset when she gets nervous ... Doing dress-up like mad. Latest production was "The Musical Punks"--she, (Mia), and (Emma) did it--(Alva) was the directing force. She choreographed dances and songs for it. Used a new audience technique--had us sit between the sawhorses--and used table top as a flat sliding door that came across in front of us at scene changes or during different "takes" of the movie being made in the play. They were three daughters of Tom Selleck (star of T.V. show "Magnum P.I."), who were very rich and bored for the summer. They decided to make a movie about being punk--(Alva) had such presence in singing the songs. I was very impressed with her. She's also fabulous as the doctor in our play.

FEBRUARY 27-MARCH 9: So involved in social happenings. Focused on relationships and goings on. Has fallen in love with a movie (and probably the star, too) "Footloose." She's seen it, at last count, five times, and was going to see it again this weekend. It's a movie about a boy (high school age) who moves to a southern town where dancing and drinking have been outlawed. The preacher of the town is the strongest proponent of these laws, since he had a son who was killed in a car accident of teenagers after a high school dance and drinking. Preacher has a gorgeous daughter--boy crusades to get dancing and rock music back into town--boy falls in love with daughter in process. Happy ending--lots of music. (Alva) has the boy's poster. She, (Peggy), and (Candy) dressed up with "make-up and everything" to go see it last time. (Alva) had a run-in with (Evan) and me, in that order. She, (Emma), and (Candy) had decided to do

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a mural together, and (Evan) wanted to join. I said fine. (Alva) made it so uncomfortable for (Evan) that he graciously decided to do his own drawing--choking back the tears. When I told (Alva) what effect she'd had on (Evan)--(There was) no relenting. Had to isolate her. She fumed for quite awhile. Focused her anger on me. Came around--apologized to (Evan) on her own. We patched things up between us. In play--very good. Has trouble with voice volume.

MARCH 26-APRIL 2: Doing superbly with part in play--absolutely striking, the amount of poise and confidence she exuded singing her solo. Commented often about--"Wow, my first big part--AND my first solo--all in one play!" So pleased with herself. Gave her a lot of self-confidence. She sang "Only Thinking of Him"--in one performance her cape got caught on her chair, and (she) had to throw it off and go on to sing song without it as if nothing had happened--wonderful!! Impressive. Was sick the whole week before the play--but didn't phase her performance or ability to perform. Relationships are complex--still confusions, excluding, feeling left out, leaving others out--(Candy), (Emma), (Peggy), and (Mia) are people it goes on with. Major breakthrough occurred this week. Had a conference with me, (Alva), (her mother), and (E.V.) (principal). (Alva) had been holding lots inside. Felt I cared for her less than others in the group, felt I gave special privileges to others, and felt I didn't know her as well as she thought I did. Was hard for me to hear--but I feel really good about it, because it was (Alva) saying she wanted to get closer, be more open--be more known and appreciated. Now I think there's a way in. Also afraid of her own anger--and felt like I invalidate things she said because of her anger. Felt like she couldn't say what she needed because of it. We decided to set up a regular conference time for us to go over specific incidents together that had bothered her--and for her to have an avenue to express herself. Also set up time to meet with (her mother) to make sure things were working and what (Alva) (was) saying at home was closer to what she was saying at school, too. (Alva) holds a lot in and feels like she has to handle it herself. Need to help her learn she doesn't have to.

APRIL 30-MAY 4: Have had conferences with her two times a week for past two weeks--in response to her discomfort with our relationship. Seems to have really helped. She's also gotten very angry with me a couple times--and though that's hard for me to deal with--I know it's really good that she's expressing it. We always talk about it afterwards and that helps. She hasn't brought up any new incidents of injustice--but has brought up difficulties with relationships. The conferences are helping me to know and understand (Alva) better. I always knew her pace to be slow and deliberate, but now I can feel myself connecting with it--gaining a deeper understanding of that pace and seeing (it) in more of a variety of contexts. (E.V.) helped me to see that she is slow in giving trust--and that that's what needs to be established between us in order to weather conflicts that arise. I also realized that I don't always trust my own

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responses to her and that that undermines my relationship to her. She picks that up, and we both feel uncomfortable. We'll continue with our conferences. Cooked like crazy this week for bake sale and was one of main organizers for it. Also in "bar scene" play as bartender.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Alva)

Date: June, 1984

Age: 13;2

By: (U.F.)

(Alva) remains involved in a wide range of activities. Her main interest this year, however, has been drama. In reviewing (Alva's) records, I was struck with how often she chose dress-up as an activity and with the number of plays she has created and participated in. Early in the Fall she played a "leaf peeper" dressed in a very funny and outrageous costume and playing an older woman tourist who was obnoxiously overwhelmed by the trees and scenery. Another Fall performance of striking nature was in a play I mentioned in my January report, "Ronald Reagan's Big Mistake," a satire on the Lebanon crisis. In (Alva's) dramatic work the power of her personality is clearly visible. Not only does she often direct and choreograph her plays, but while on stage achieves such a poised and strong presence that it is almost overwhelming to watch her. One play in which this occurred was one called The Musical Punks. She not only invented new stage techniques using a door to represent a new "take" in the movie being made in the play, but she also invented songs and dance steps to go with them. It was a very impressive performance. Another play she did seemed to grow out of the energy she generated wearing an old green chiffon "prom type" dress for one of our dress-up days. She was so lively and cheery that day and in the afternoon created a play called "The Invasion of the Sewer Rats." It was a wild, boisterous, clever, and well timed play about rats that take over New York City but are done in in the end. These are just a few of the plays (Alva) has done. I could go on and on but suffice it to say that some of the other roles she has played include a college girl in "Mommy, I'm Not Your Baby Anymore," a cat in a play about a gang of cat murderers, and the leader of a gang called "The Phantom 5." One more word needs to be said, however, about her central part in our group play "Man of La Mancha" for which she played Doctor Curazco. This was a major step and accomplishment for (Alva) in more ways than her growth dramatically. She took on the largest role she ever has and also did a solo. She herself commented to this when she said, "WOW! My first big part, and my first solo--all in one play!" Again, the power of her person shone through loud and clear as she portrayed with great strength of stage presence a very wicked man, and sang a solo with incredible poise and confidence.

(Alva) continues to enjoy writing with a range of color media including water colors and pastels. She has tended towards the softer colors this

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year and seems to be developing a preference for them. She has begun an acrylic painting which she'll either take home to complete or finish next year. Cooking also remains an interest of (Alva's). She cooks up a storm for any of our sales and continues to enjoy the warm, social atmosphere which the kitchen allows. Sewing crafts such as weaving and macrame are still very important to (Alva), but she has done them less frequently this year partly because her dramatic interest has been so strong and taken so much of her time. Other activities (Alva) has done include collage, calligraphy, blocks, sand and water, and math. It should also be noted that (Alva) has a strong interest (passionate might be a better word than strong) in rock 'n roll and movie stars. She collects pictures of the stars and loves rock music and dancing.

(Alva) continues to be a central, friendly, and powerful group member. Group events are very important to her. She helps think of them, organize them, and run them. She sold lots of raffle tickets and candy bars. For every bake sale, she baked and stayed at the sale for its duration. She is extremely strong in group organization and seems to gain a great deal of satisfaction from her involvement in the occurrences. At group meetings (Alva) continues to maintain a very quiet stance. She rarely speaks unless called upon. But she is always alert, focused, and is thinking about everything that is said. When she is called upon to speak, her comments or responses are always right on target, and I am continually impressed with the keenness of depth of her perception.

Socially, (Alva's) relationships continue to be plentiful and filled with complexity. This year she has moved in and out of feeling all kinds of upheaval in her relationships, to feeling quite settled and comfortable with her friends. Her main focus continues to be in the realm of relationships. She is very good at working things through with her friends and seems to enjoy this kind of communication with people. A difficulty which came to my attention this year in relation to (Alva) is a tendency to hold everything inside and a feeling she has that she needs to do it all herself and not ask for help. Some of the feelings she was holding in were related to injustices she'd felt in the way I dealt with members of the group. It was very difficult for her to express these feelings, and I was quite moved and impressed with her ability to finally tell me how she felt. As a result of this, we set up regular conference times together in order to give her a consistent avenue through which to express her feelings. It seems to have helped. A couple of times she was able to bring up conflicts in her relationship with others and get them resolved. The conferences also gave us both an opportunity to go over misunderstandings which had arisen between us. In general things feel much more open with (Alva) in her relationship to me and the group. She has seemed more comfortable showing her anger over situations. This has been good because it has helped her to get through the anger and has helped her with others to see things more clearly afterwards, which wasn't happening when she was feeling that she had to hide her upset.

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(Alva) is a very powerful person and continues to explore ways of expressing this power. She can still tend towards bossing and demanding her own way. But she now seems to know this so well about herself that she mediates it much more easily than in the past. If she sees something as only working in the vision she has, she sometimes gets angry and needs time to cool off. But she is now always available to conversation about it afterwards, and responsive to clear, firm statements about negative ways of dealing with situations of conflict.

There are many ways in which (Alva) contributes to a positive and productive group tone. She is aware of everyone in the group and makes frequent gestures to those not immediately involved in her main group of friends. She is quite a conversationalist and has lots to say to other people in the form of opinions, thoughts, and comments about topics by discussion. She is a very warm and affectionate person. There continues to be a true genuineness and sincerity about her as a person which is invaluable to the group. Through the depth of her feeling and the power of her personality, (Alva) is able to give a great deal to me and her peers.

Academically (Alva) continues to be competent in all areas. She is very thoughtful and serious about her approach to all academic subjects. She is responsible and conscientious about completing assignments. She is an avid reader. Books she seems to enjoy most involve stories about relationships, mainly male/female and ones related to adolescence. She is deeply interested at present in books by S. E. Hinton, The Outsiders, Tex, Rumblefish, and That Was Then This is Now. These are all stories involving teenagers and their relationships to each other, their families and the world. Other books she has read include Meet the Austins, Moon by Night, Summer of the Swans, and The Westing Game.

(Alva's) writing is very strong. She wrote a story about creatures called "The Crabbies." These creatures' mission in life was to go after people to make them grumpy and snap at people. A lot of the power of her story rested in the dialogue between these creatures and also her way of addressing the reader which were very funny. She didn't want this story read aloud to the group, but I pressed and once she saw how well it was received she asked to have it read to its completion. Right now she is writing a story very much along the lines of the books she is reading. It's about a group of kids who are mainly on their own because of various tragic parental situations, and about the warmth and love that grows between them as they struggle to survive. This story (Alva) requested to be read to the group--a real switch for her.

In math (Alva) is also very strong. She catches onto new processes quickly and is very careful to make sure she understands the meaning behind what she is doing. She has a solid grasp of all the basic computational skills and has done a lot of work on percents, decimals, fractions, and problems, integers, and beginning algebra.

(Alva)

Teacher(s): (U.F.)

South Group 1984-85

Age 13;5-14;2

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 4-SEPTEMBER 7: Seemed somewhat withdrawn upon entry to school--but slowly unfolding. Need to remember to have a conference with her this week. She needs an outlet. She keeps a lot inside. Pals with (Yvonne) all week. They had weekend plans--mainly for (Alva) to see (Yvonne's) new horse. Lots of conversation with (Yvonne) all week--chatty and comfortable seeming. Little contact with (Peggy), (Candy), and (Meg)--noteworthy. Wonder if this will continue--wonder how she feels about it. Picked drama to do straight off--made play with (Yvonne) and (Lydia)--she ran the whole entire show--what power. The story line was too complex--but (Alva) managed all the dialogue almost single-handedly. Wants to sew a baby quilt. Some reticence in choosing for activities. Fashion conscious. Saw "Footloose" for the 8th time.

SEPTEMBER 10-14: Have resumed weekly conferences with her. She still seems to benefit from them, and so do I. Had seemed withdrawn somewhat--not much contact with old friends, (Candy) and (Peggy) especially. Came out in conference that she had unresolved feeling toward them both. Met with (Peggy) and (Alva)--both feeling like the other one didn't want to have anything to do with the other. (Peggy) reassured (Alva) about wanting a relationship with her. The area of more difficulty appeared to be with (Candy). Tension in this relationship. (Candy) doesn't want to be as close as they used to be. They talked about this some and made some headway--but still not much contact with each other afterwards. (Alva) still sticking very close to (Yvonne). Seems nice, but would still like to see (Alva) more involved with whole group. Did dress-up again with (Yvonne), (Iris), and (Lydia). A play about three girls being shoplifters--nice techniques of them posing as mannequins and then stealing stuff. (Alva's) plays often involve sophisticated issues like stealing, drinking, partying--sneaking out of the house, going to college, etc. Be interesting to keep a record of all her plays. She expresses a great deal through them. Cooked for Open House.

SEPTEMBER 24-28: Seems back in the pink, so to speak. Pals with (Peggy) again--spent time with each other over weekend. Says she and (Candy) are trying. Sat outside Thursday with whole girl group--full of lively, good-natured, funny chatter--high spirits. Conference with her weekly still--no complaints this week. Said relationship with (Yvonne) got a little hard though--didn't know how to handle (Yvonne) "following her around." But is handling it with grace, it seems. Making an applique pillow--also collage with acrylic painting.

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OCTOBER 1-12: Still some reluctance and unsureness expressed during activity time. Started a long-term project--an applique pillow--but hard for her to sustain. Often doesn't know what she wants to do for activities. She needs a drama crew--not many people choosing dress-up at all--she's not getting to do it much. That is definitely her mode--last year she did it usually twice a week. She's joined the quilt project and made a pillow on the sewing machine. Seems to enjoy learning how to use the machine. Writing lots--story about street gangs in the city. Such a gracious hostess and conversationalist. Answers visitors' questions with accuracy and poise--loves to do this. Friends--(Candy), (Peggy), (Emma), (Meg)--mainly (Peggy) usually. But often alone also--alone but situated so that conversation is available and plentiful.

OCTOBER 22-25: Absent all week, gone to (state). Still having weekly conferences with her. Relationships remain at a point of difficulty--mainly with (Candy). Been sewing and knitting.

OCTOBER 28-NOVEMBER 2: Somewhat up and down seeming. Came in late one day--teary-eyed. Her mother brought her in and said, "The key is not to ask her what's wrong." So I didn't. She was OK the rest of the day. On the outside of (Emma), (Peggy), (Candy) trio. But good relations with (Peggy)--but not with (Candy). Had (Yvonne) over this weekend. Think I'm finding it easier to see her--whenever we talk seriously, she acts jolly and chatty--often a cover for nervousness about talking about serious feelings. Hard for her to reveal her inside feelings. Her focus on movie stars and a "hip" way of talking is off-putting to her friends. They don't know how to deal with it--they say she's "not being herself"--hard to breach this with them and with (Alva). Did a lot of sewing and knitting.

NOVEMBER 19-30: Knit a lot this week--also got involved making origami cranes--of all sizes--teeny ones. Did a pastel, acrylic, magazine pictures--collage/mural with (Yvonne). It's beautiful--full of life and motion. Wrote a very lovely and sensitive essay on what drama has meant to her in her years at Prospect. Seems nervous about next year--sat with her when we went to see "West Side Story" at (local) high school--and she made several comments about--"Oh--this is where I'm going to be next year??" Seemed to very much appreciate group discussion on exclusion and cliques--afterwards sat with (Oscar) at the rug--he was sewing--she was knitting--and chatted non-stop about lots of things. I realized then--I hadn't seen her do that in a long time--sit somewhere and chat visibly with someone--has kept a quiet profile this year. Still has yet to go swimming.

DECEMBER: Knitting a lot. Swimming--none--uncomfortable about it. We're trying to figure out an internship for her for Tuesday mornings--she's excited about the idea. Relationship with (Yvonne) getting stronger again--doing lots of activities together. Major step--requested a

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conference with me! Had several issues she needed to raise--one, she didn't like the way (Meg) was always in West Group--two, (Derek) (the new boy) seemed to her to be showing off--and three, she didn't like the way (Emma) was acting like her teacher even after her day as teacher (was over). We discussed all three issues--and she was very reasonable in discussing them. I pointed out to her that aside from these things she was raising, that the most important thing was the fact that she brought them up and out into the open--that that was extremely positive, and that I was very happy to see it. She seemed pleased also. Wonderful as Jacob Marley in the play--perfect timing--imaginative.

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JANUARY PARENT CONFERENCE FOLLOW-UP NOTES

The Prospect School
North Bennington, Vermont

(Alva)

Date: January, 1985

Age: 13;7

By: (U.F.)

At our parent conference we discussed the fact that (Alva) seems to be in the process of transition. There are several things which point to this. One is the shift in her relationships. Another is her response to activities.

(Alva's) friendship patterns of last year went through a major change this year. She has broken away from old relationships, established a new sense of independence and re-established old relationships on new ground. From the outside it looked to be a rather tumultuous process, but in actuality it seemed to be a very natural process for (Alva) as she approaches, enters, her own adolescence and the coming transition to a new school. She handled these shifts with a notable amount of grace.

(Alva's) involvement with activities has ranged from highly active and engaged, to repetitious, to being at a loss for something to do. The repetitive nature of some of her work seemed to very much relate to the changes taking place in her and in her relationships. The repetition seemed to be a comfort, a rhythm-keeper, something to count on, when she has been very active. She's continued her work with color, drama, and sewing. When she's at a loss she is open to prodding, but sometimes chooses to sit and talk with the group with something minimal to do. This seems a very valid activity for (Alva) to pursue at this time.

We spoke of her impending transition to (the local) high school next year and the level of nervousness she is experiencing, which ranges from high to manageable it seems. We talked about the possibility of setting up a visit for her to the high school with one of her ex-classmates to show her around. I need to follow up on this.

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WEEKLY DESCRIPTIVE RECORDS

JANUARY 28-FEBRUARY 1: Much more cheery and full of conversation. Not so withdrawn and alone. More involved--more talkative/friendly. Much more talkative to me and affectionate. At group discussions lately, has made some very interesting comments. At one about talking at groups, she said she thought she learned more by listening. I agreed with her--it was a real insight she had about herself--she's an observer. But at the next group meeting about belonging/not belonging she offered several comments. Her perceptions are strong, astute, complex, and deep. Still doing dress-up a fair amount. Is very funny and lively. Did one about ants at an insane asylum. She was Don Quixote de la Mancha, Errant Ant. She and (Yvonne) did this dance kick step that was very funny to watch. Has been knitting and doing macrame. When had a choice between clay, painting, blocks, and drawing, she chose clay. Is making a flower.

FEBRUARY: Still working on her own invention of a cloth project--using embroidery hoop to make circular craypa designs on piece of large white cloth. Also got deeply involved with air bands. Is strikingly good at it--powerful. Has been doing it with her band "Lost and Found" since Valentine's Day and is still very much enjoying it. Often invents a little dramatic or dance routine to go with her performances. Maintaining sense of independence in group--while sustaining several on-going relationships. Pals with (Peggy) on and off--often does things with (Yvonne). Has been very interested in learning the countries and the continents of the world. Works hard at it. Learned almost all of Africa. Also enjoying algebra--working with (Emma) and (Peggy) on it. Depth of feeling and thought are very apparent at group discussion times. It's her turn to teach soon--had to be encouraged to do it.

APRIL 1-12: Went through a hard spell lately. Found herself in charge of the new love birds and the deli service all at one time. The birds were a donation to the group by a friend of her mother's--so (Alva) naturally took charge of them, since she knew the most about them. She took them into the kitchen, usually with (Yvonne), (Iris), and (Lydia) and "trained" them--i.e. let them fly around, land on her finger and her head. She became very attached to the birds and one of them died while the (visiting) kids were here. The other one, we have to nurse back to health--(Alva) became very upset one morning because the living bird was "spazzing out" as (Alva) put it. The bird was flying around in its cage rather frantically--and (Alva) didn't know what to do--so she got angry--because she felt like no one would help. She began to feel the same way about the deli--like no one was helping. But I pointed out to her at a later time that while both her complaints had some grounds, alternate situations were definitely workable--she had to realize or try to understand how she had gotten herself in the position of assuming too much responsibility. She said she did it because "no one else would do it"--and I pointed out the

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trap that that way of thinking can lead to. After one conference about all these issues, (Alva) seemed much relieved. She is really excited about the play and supportive. Friendships are fluid, yet stable. Enjoyed very much the (exchange visit of city school). Talked quite awhile afterwards about conversations she'd had with various kids.

APRIL 29-MAY 10: Has seemed a little out of sorts these past couple weeks. Felt her swallowing her anger several times. Was sick Thursday and Friday of this week ... Had a brief conference with (Alva) on Wednesday ... she said the only thing wrong was her relationship to (Candy)--that (Candy) was acting like a "know it all," etc. We were going to have a three-way conference on Thursday, then she was absent. (Alva) still enjoys doing air bands and is very good with her solo for the play. When I ask for lots of energy from the play characters, (Alva) loves it and really lets go. She's great. Friends are mainly (Iris), (Lydia), (Yvonne), and (Meg). But also has sporadic contact with (Peggy) and (Candy).

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TRANSITION REPORT

(Alva)

Date of Birth: March, 1971

Date of Entrance at The Prospect School: September, 1976

Date of Termination at The Prospect School: June, 1985

Date of Report: Spring, 1985

(Alva) is a deep and thorough thinker who maintains a steady and deliberate pace for herself. In her relationships she is both very affectionate and strong-minded. She has many talents and is highly respected by her peer group. Prospect School will feel her absence very strongly next year.

Social Relationships & Emotional Tenor & Disposition: Group Membership

In her years at Prospect, (Alva) has never been at a loss for friends. She has maintained a pattern of having several close friends with whom she is comfortable. As all relationships do, hers have sometimes run into stormy times. Problems (Alva) has consistently centered on in regard to her relationships include a tendency to be extremely strong-minded and to insist on her own way. (Alva) has also had to contend with a somewhat fiery temper. In all these areas (Alva) has gained a great deal of knowledge about herself and how to deal with the difficulties she sometimes encounters in relationships. She is open and eager for change and very good at discussing her feelings with others. By her own account, sometimes (Alva) has the feeling she must handle problems all by herself. At these times she needs and appreciates prodding from concerned adults. But the adult needs also to be aware that (Alva) has her own pace which is unshakable and needs to be respected. She needs space and time, at the same time that she needs concern and support.

(Alva) has moved between two different groups of girls this year. She went through somewhat of a transition this year and withdrew somewhat from a group of relationships she had previously been involved in. During this time of withdrawal, she seemed to become increasingly independent. She later re-established contact with this group on new and more comfortable ground. At the same time, she increased her involvement with another group of girls with whom she became quite close. (Alva's) ability to mediate and establish relationships for herself has grown consistently this past year. On several occasions, (Alva) requested individual or small group conferences with peers in order to work through various

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issues. She is a loyal friend and values her friendships highly. Relationships are very important to her, and she spends a great deal of time thinking about and nurturing them for herself.

At group meetings (Alva) is usually quiet. (Alva) described her own learning style at one of our group discussions in this way, "I think I learn the most by listening." This is a very accurate statement. One year we did a study of Russia. (Alva) was virtually silent throughout the discussions--but it turned out she had listened intently to all. At the end of our study I gave the group a series of questions to answer in an effort to review with them what we'd studied. (Alva's) paper stood out for its comprehensive thoroughness. She had indeed been taking in and remembering everything we discussed at group meetings. (Alva) is interested in almost anything and spends a great deal of time ruminating over and thinking about issues and people. (Alva) is a supporter of group projects and endeavors. She loves holidays--and the various activities the school engages in every year at these times. She has often been known to remind me if I've forgotten some piece of tradition.

Interests and Activities

All of (Alva's) work has a very rich quality about it. Her work is uniquely her own and full of personal integrity. For many years she was very involved with miniatures of all sorts. She made miniature houses for her stuffed animals and miniature saddles for her plastic horses. Often she translated regular size work into tiny work. For example, she did several batik squares for a quilt we were making to raffle off. Then she made some tiny batik squares for her little bears or mice. Though this interest and involvement with miniatures has greatly decreased over the past few years, it still crops up occasionally. For example, this year we were doing a fair amount of origami in the group at Christmas time. (Alva) got very caught up with it and especially enjoyed making the crane. She made multiple cranes of all different sizes, from fairly large to minuscule. Always she has been very involved with color media, be it paint pastels, or food coloring. She enjoys painting and did two acrylics on canvas this year. In addition to her work with acrylics, (Alva) has done a lot with water colors. She has enjoyed creating abstract designs in both media. Pastels and craypas are another favorite of hers.

Another activity (Alva) has pursued consistently in her years at Prospect is sewing. This year she learned to use the sewing machine and worked on an applique pillow and the group quilt using her new skill. She also spent some time doing macrame and knitting. Her hand skill is highly developed, and she takes to any new form with ease.

An interest that continued to grow for (Alva) over the years has been drama. In earlier years at Prospect (Alva) was somewhat reluctant to

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participate in spontaneous dramatic play. But as the years progressed she became more and more relaxed and took part in this activity with greater interest and regularity. She participated eagerly in group production but chose small roles for herself. I found out later that usually she knew everyone else's lines as well as all the music involved in the play. In the past few years her work with drama has vastly increased. Last year she was involved in spontaneous drama work on an average of twice a week. She was often the mastermind behind these productions, and sometimes carried most of the dialogue herself. This dramatic medium was very good for (Alva), as it enabled her to express and work through her own questions and issues in a safe setting. In our group plays in the past two years, (Alva) has taken on major roles, both with solos to sing. In "Man of La Mancha," she was the evil Dr. Curazco, and in "Really Rosie," she was Bubbles, Rosie's best friend. In both these portrayals of characters, it was wonderful to see (Alva's) increased self-confidence, grace, and poise. Her accumulated personal growth over the years was quite visible and striking. Other activities (Alva) has enjoyed pursuing while at Prospect include clay, cooking, and wax.

Formal Academics: Reading, Writing, Natural and Social Sciences

(Alva) is a conscientious and thoughtful worker. She spends a great deal of time and care on any assignment. She works diligently on homework assignments and almost always gets them done on time. She has especially enjoyed assignments dealing with the natural world or geography. She loves maps. This year she set herself the task of memorizing all the countries in Africa and Europe. Next year she says she wants to learn Asia and South America. The natural world has always meant a great deal to (Alva). When she was younger she would return from walks to the woods with armloads of rock, leaf, and plant collections. She enjoys the study of nature and in the past couple of years has done some detailed observational drawings of mushrooms and plant life.

(Alva) is a well-rounded student. She demonstrates strength in all three areas of math, writing, and reading. This year she has seemed to especially enjoy her work with geometry and algebra. Her thorough way of thinking helps her to grasp mathematical process on a deep level. It is rare for (Alva) to forget a math concept. Once she's learned it, she's got it. She has also worked with decimals, fractions, ratio, and percents. She has mastered complex forms of addition, subtraction, multiplication, and division. (Alva) very much enjoys the logical, step-by-step process of thinking a math problem through.

(Alva) has written a very lengthy story over the past two years, about a girl named Valerie and her "gang." It is written in the first person and is rich in dialogue. (Alva) develops the relationships between her characters through dialogue and description. The relationships are warm and

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humorful, while the characters' lives are full of conflict. It is a powerful story. (Alva) is deeply invested in her story and is still in the process of writing it. Writing is an important medium for (Alva). She keeps a journal in which she records the events and feelings of her life. The ease with which she is able to express deep feeling through writing is a real talent.

(Alva) is an avid reader. Often she has two or three books going at the same time. She reads a variety of books, including stories about street life and gangs, mysteries, and ghost stories. She's also read several novels by Madeleine L'Engle involving adolescent relationships and families. Some of the titles of these books are Danny Rowley, The Bleeding Man and Other Short Stories, The Ring of Endless Light, and Camilla. (Alva) reads with deep understanding and involvement. She is able and willing to discuss any aspect of her work, including characters, plot, or style.

Transition

(Alva) is a person of deep thought and feeling. She has immense talent, both in the artistic and academic realms. She is a great conversationalist and gracious hostess. While having gained a great deal of self-confidence and poise this year, (Alva) continues to have a tendency to carry everything on her own shoulders. She needs the support and conversation of caring adults to encourage her to continue to discuss and work through her thoughts and concerns outloud.