

PART II

Narrative Records

(LEO)

THIS BOUND TYPESCRIPT OF NARRATIVE RECORDS IS PART OF THE REFERENCE EDITION OF THE PROSPECT ARCHIVE; MICROFICHE AND SLIDES ARE AVAILABLE.

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 (Leo)

Entered Prospect School 9/10/75 Age 4;11

SUMMARY OF GROUP PLACEMENTS

Group I	1975-76	age 4;11-5;8	Teacher(s): (K.A.)
Group I	1976-77	age 5;11-6;8	Teacher(s): (K.A.) observer: (V.L.)
Group II	1977-78	age 6;11-7;8	Teacher(s): (Y.B.) volunteer, music: (M.B.)
Group II	1978-79	age 7;11-8;8	Teacher(s): (Y.B.) teacher intern: (W.N.) observers: (S.A.), (J.B.)
Group III	1979-80	age 8;11-9;8	Teacher(s): (U.F.)
Group III	1980-81	age 9;11-10;8	Teacher(s): (U.F.)
Group III	1981-82	age 10;11-11;8	Teacher(s): (M.M.)
Group IV	1982-83	age 11;11-12;8	Teacher(s): (U.F.) teacher intern: (O.A.) teacher intern: (Q.V.) volunteer, dramatics: (K.K.) classroom ass't.: (B.B.) principal: (E.V.)
South Group*	1983-84	age 12;11-13;8	Teacher(s): (U.F.) staff member, higher education: (H.A.) science volunteer: (H.M.) principal: (E.V.)

*The class groupings were redesignated in 1983; South Group was formerly called Group IV or Middle School.

Records Edited by Patricia Carini April, 1984

Records Updated by Patricia Carini March, 1986

(Leo)

Teacher(s): (K.A.)

Group I 1975-76

Age 4;11-5;8

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 10-12: Busy, friendly with (Todd). Chose sand, sewing, big blocks (some silliness there).

SEPTEMBER 15-19; 22-26: Chose big blocks, sand, little blocks (made a tower), and drawing (one of boys dreaming). Was with (Todd), (Ralph), (Gregg). Also did painting plasticene, drawing, toy and stuffed animals and the felt board.

SEPTEMBER 29-OCTOBER 1; OCTOBER 6-10: Had a parent conference; some parent concern about how (Leo) is treating his sister. There are not many children near at hand for him to play with. Other questions of boundaries. I suggested that clarity of what is acceptable might be helpful and also asked (them) to keep in touch. I said that (Leo) is doing well at school; big blocks, drawing, kickball, sewing a pocketbook, gluing, banana bread, tinker toys, puzzles, sorting buttons, vegetable printing; with (Todd), (Ralph), (Gregg).

OCTOBER 13-17: Looked away when I was explaining rules for raking leaves; has done finger puppets, paper plate puppets, painting, drawing, some dictation (of stories), kickball, gluing, big blocks...

OCTOBER 20-24: Did a great drawing of a dinosaur eating some letters; gluing, playing with the telephone in the cubby, painting rocks, little blocks--roads and towers, chutes and ladders game, drawing on the mural, (looking at) books.

OCTOBER 27-31: Had a nice week. Stuffed a dummy with (Brad)--then looked through books with it, played with it outside, and played big blocks with it. Also did little blocks and made up a recipe with (Brad). Airport, clown cardboard box, and drawing--(which is) growing more detailed; really enjoys it.

NOVEMBER 3-7: (Made) clothespin planes; (did) big blocks with (Ralph), (Todd), (Brad), (Duane) and then with (Gregg), (Mick), (Lewis) and (Todd). (Went on a) walk, looked at books, (made) cardboard plane, more big blocks--(Todd), (Ralph), (Gerald)--wearing the clown suit, drawing,

1975-76

cards, peg board.

NOVEMBER 10-14: (Both) little and big blocks, chalkboard, gluing, drawing, and crystals with (Todd).

NOVEMBER 17-21: Lots of drawing, Big Room, gluing, little blocks; still with (Todd), but likes other children--(such as) (Ralph). I have been separating (Todd) and (Leo) a little; still (has) a great sense of humor.

THROUGH DECEMBER 13: Big blocks, drawing, pulleys, gluing, straw painting, cooking; with (Brad) and (Ralph) as well as (Todd). Left (early) for a (trip to another country).

1975-76

The Prospect School
North Bennington, Vermont

Name: (Leo)

Date: January, 1976

Age: 5;2

By: (K.A.)

(Leo) has a great sense of humor about everything he does. He is very friendly and talkative to children and adults alike, and has kept busy doing a number of things this fall. Building in the little blocks area was of great interest. (Leo) made towers, roads, towns, and houses. He played a great deal in big blocks, not only building larger structures, but also dressing up in the coats, shoes and hats. Occasionally, (Leo) went to the big room to make up a play. (Leo) tried painting and printing, liked very much to play in the sand, and made several puppets. Sewing appeals to him. He stuffed a huge dummy, and then proceeded to look through books with it. (Leo) likes to glue and do collage, as well as cut out and paste paper. He made some simple model airplanes from clothespins, and played with pulleys. He likes to cook and bake, and is very active on the yard playing Batman, Robber, cowboys, ships and chase games. He likes to play kickball with other members of the group.

Although (Leo) tended to play with one other boy in the group, he began to seek out other children, too. I encouraged this very much, as I think he has many possibilities for friendships within the group. At times (Leo) likes to sit by himself in the cubby and look through books, play with the stuffed animals, or talk on the toy telephone.

(Leo) seems to be comfortable in most situations. He is a lively and often funny contributor at group times. He has an engaging way with words and can tell a story. On a couple of occasions I have seen him pressed or angry and he tends to become fairly red in the face. He accepts adult help and suggestions at these times and recovers very quickly.

(Leo) likes to draw very much, be it with pastels on the chalkboard, on large mural paper, or drawings he does at a table. His pictures are colorful, or action packed and often both, and his choice of subject matter is quite personal to him -- monsters, cabins on fire, his friend building a tree house, or a dinosaur who is eating some

1975-76

letters of the alphabet. Sometimes (Leo) likes to dictate a line or two about what he has drawn.

I very much enjoy having (Leo) in the groupw and I missed him while he was away (on a trip).

1975-76

THROUGH FEBRUARY 13: Crying more easily recently; still with (Todd) but showing signs of independence, although still very fond of former. Drawing in usual personal way (rabbit tracks leading to its house, for example); big blocks a lot and bringing small teddy bears to school with him. He's very generous with them and lets many other children use (them); little blocks with teddy bears; cubby; valentines; tracing and coloring himself; Big Room; house for his teddy bears with tiles; telephones; candyland (game); candles; looking through books--still that lovely sense of humor.

FEBRUARY 16-20: (Leo's) father called--seemed worried, but wasn't specific; wanted to know how (Leo) was in school. Lots of play with spool dolls and shoebox house which he worked on for two days. A great deal of play with (Duane)--bears, drawing, big blocks--(most) contact with (Duane) over bears; plays with (Todd) who follows him.

MARCH 1-5: With (Todd) and some with (Duane). Went to the Big Room but got angry. Still some easy crying or (getting) red in the face. Drawing; teddy bears still; big blocks.

MARCH 8-12: Teddy bears still, big blocks, mural drawings. Made a nice board game, cubby legos, little blocks; with (Duane) and (Todd).

MARCH 15-19: Worked on (construction of) the robot. Drawing, legos. Wouldn't play in little blocks unless he could have one of the fire trucks. With (Todd), (but) also others--(Duane)--and also plays alone.

MARCH 22-26: Sewed a pillow and made a cloth blanket (?) in a shoebox--seems to like houses and things for houses and his own little animals. (Did) little blocks twice with (Millicent) and once including (Dwight), (Brad); (also) legos, drawing.

MARCH 28-APRIL 2: Baked bread; drawing with (Abby); (did) little blocks a few times. When he draws he often draws PLANS of things (particularly with (Todd), and talks about the plans (e.g., for a treehouse, for a spooky house); legos, big blocks, small clay eggs. Once close to tears over not getting his way but accepts alternatives from me. (Is) showing some affection towards me--a kiss, hug, stroked my face.

THROUGH APRIL 30: Big blocks, drawing songs--drawings are involved and very personal; still plans, diagrams, schemas.

1975-76

Little blocks often with (Brad), sometimes (Dwight).
Legos, painting, papier mache dragon, Big Room, watching
D'Ari, checkers.

MAY 3-7: Drawings are intricate and personal--ghost zoo,
haunted houses, picture of (Leo) as a baby. Also rug
times, big blocks, little blocks, and sand. With (Todd)
but not exclusively; contact with (Ralph) in the block
areas.

1975-76

The Prospect School
North Bennington, Vermont

Name: (Leo)

Date: June, 1976

Age: 5;8

By: (K.A.)

(Leo) has had a very busy Spring. His activities, and most notably his intricate drawings, are marked by enthusiasm, talking, and a sense of purpose. He has often chosen to draw in the mornings, and his subject matter and style show inventiveness and a wealth of ideas; ghost zoos, haunted houses, rabbit tracks leading to a car, a jelly factory, battle scenes, and one of himself as a baby. He likes to draw plans and a schema of how things will work, such as how to make a Frankenstein. (Leo) likes to talk about his drawings while he is doing them and after, and he gives the impression that he is explaining some kind of a puzzle.

(Leo) enjoys playing with stuffed animals, his own teddy bears among them. He made them a variety of pillows and blankets, and enjoyed making houses which were comfortable for them. He often used the shells and rocks to aid him in this. He was very affectionate towards them, talking to them in a high voice, as indeed he was toward the children and adults in the class. He was very generous in sharing these toys with other children. He helped make a large robot, and enjoyed painting a papier mache sea monster. He made some dolls using spools, and provided them with a shoebox house as well.

Big blocks and little blocks have continued to be attractive to (Leo), and he has pursued his building of forts, houses, roads, and so forth. He played in the sand, both indoors and outdoors, and was involved in some fort building on the yard.

(Leo) tried tye-dyeing, and made some candles. He worked with clay, and did some simple experiments. He seemed to enjoy watching the school's parrot.

One of (Leo's) favorite activities was playing with water filled with bubbles. He laughed, talked, and blew bubbles for an entire activity time. (Leo's) enjoyment of an activity can be infectious. Both his language and his face are very expressive of what he feels. There are times when he has initially wanted to have his own way at inappropriate points, but he continues to be flexible in

1975-76

accepting an adult's suggestions and alternatives.

I enjoyed all my contacts with (Leo), whether they occurred individually, or at group time. He appreciates good stories and jokes, and asks questions that are of interest to many of the other children. He has found many boys with whom he likes to play, and has broken away, substantially, from his best friend, although they still often play together. I am very much looking forward to having (Leo) in my group next year.

(Leo)

Teacher(s): (K.A.)

Observer: (V.L.)

Group I 1976-77

Age 5;11-6;8

PRESCHOOL MEETINGS; BRIEF DESCRIPTIONS OF RETURNING CHILDREN. (Leo) is big, cheerful and friendly. There are no troubles with relationships (either) with peers or adults. (He particularly likes) (Todd) and (Duane). Drawing (is preferred activity), and is fanciful, intricate. (Leo) (engages in) lots of conversations, (enjoys) puns, humor. Is interested in animals, blocks, small worlds, forts, dramatic play--tried lots of things. No writing yet; reading readiness? Angry a couple of times, cries, (but is) flexible. (Leo) (is) generous.

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8-10: Funny as ever and inventive; draws plans, did little blocks with (Duane), some with (Dwight); looks at books (TIN TIN); rug games; pattern blocks; legos; drawing; dictation and good copying (of dictation); knows quite a few letters; sorting buttons and eyelets; big blocks.

SEPTEMBER 13-17: Sewed a pillow--spending as much time talking and telling stories as sewing; small stitches. Played with the toy men with (Ben). Drawing--fires, but very taken with monster theme. Made pictures, did a book and worked on a mural ((Duane), (Brad)). Seems to do very well in a conversation with (Brad). Some crying when... he felt (Brad) was putting too much fire in the mural. The second time with (Brad) I cut him pretty short over it and he kept working, though he had to try hard to do it. Board games, little blocks (dynamite factory). Caught on to the two experiments we've done (displacing water; making water rise in a glass as a flame is smothered). Has a very reasonable way of telling you things.

SEPTEMBER 20-24: Some more crying on short notice in the little blocks--but I am not letting him since the things which provoke him are very small and have simple solutions. Some with (Duane).

OCTOBER 4-8: Exciting, detailed drawing continues, along with descriptions and conversation about it to me and his friends; smashing rocks, painting with water colors, baked banana bread, little blocks with pulleys. Was in an incident with some kids where he had done something wrong on the yard. When I asked him what he had done, he said "For the first time I don't know what to say"--but then

1976-77

managed to say.

OCTOBER 11-13; 18-22: Lots and lots of drawing and conversation--lively and funny. (Has done) burning experiments, layered chalked salt, looked at TIN TIN books, done little blocks, baked cornbread. With (Brad) and (Alex)--forts on the yard.

OCTOBER 25-29: Drawing; drawing and labelling a Hallowe'en book; Big Room; legos; out one day.

NOVEMBER 1-5; 8-12: Spending time with (Duane) on the yard--forts; doing legos; drawing; scratch drawings and painting; sewed hand puppets; did puzzles. Has had some sores...near his mouth and nose which seem to bother him. Drawing.

NOVEMBER 15-19: The sores are going away. I called his mother to ask if I could do anything--like give him his medicine at school. She said he at first wouldn't put anything on, but he had recently agreed to use some ointment. Has done legos, experiment with inflating balloons on bottles over a hotplate, little blocks, paper dipping, drawing. (Is) drawing a book of traps--upset when I said I needed a day to put the cardboard cover on.

NOVEMBER 22-24: Drawing, little blocks, book of traps, used the electromagnet, baked Sally Lunn; his face is clearing up somewhat.

NOVEMBER 29-DECEMBER 3; DECEMBER 6-10: Little blocks, lots of drawing, big blocks, baked spice cookies. Very much likes musical instruments. Made clothespin planes, did painted windows, looked at books, did pendulum painting, began an embroidery. I talked with (Leo's) father about some losses of temper, (but also) the reasonable tone, sense of humor and of language.

1976-77

The Prospect School
North Bennington, Vermont

Name: (Leo)

Date: January, 1977

Age: 6;2

Teacher: (K.A.)

(Leo) approaches his activities with an invaluable and unbeatable kind of serious purpose, appreciation of all kinds of possibilities, and good humor towards other children. He adds to activities not only through his personal inventiveness, but through his refreshing conversation. (Leo) can take any ordinary phrase and make it his own, original comment. (Leo) seems to have a sense of how things should be--for example, a fort, or a block structure--yet he has gained patience in accepting modifications on his initial expectations. His drawings, which are copious to say the least, reflect his love of planning and detail. He has drawn plans, fires, winter sports, ships, battles, monsters, monsters' workshops, Dr. Shrinker, farms, and a complete book of animal traps. He often spends an entire play time on one or two drawings. They are lively, exciting, and full of a sense of adventure and feeling for the scenes they depict. (Leo) loves to talk as he draws, and to re-enact in conversation with his friends the high points of his drawings.

(Leo) likes dramatic play. He builds in the little and big block areas, and likes to go to the Big Room. Outdoors is full of drama for him, whether on a walk to the woods, or building forts or squirrel traps on the yard. (Leo) has tried several sewing, embroidery, craft, and painting projects as well. He did some beautiful, colorful leaf prints, and along with his friends, came up with several new ways to make images with the inks. (Leo) likes to cook and bake. He likes to make masks, and enjoys using musical instruments.

(Leo) is very observant. He likes to see how things work and to guess at explanations for physical processes. He was very involved in taking apart a sewing machine, and has done a number of experiments. At group times, when experiments are sometimes shown, he can accurately describe such things as air displacement, or the action of baking soda and vinegar to extinguish a flame. He has done some work with an electromagnet and other magnets, and has done some measuring work with rice and funnels.

1976-77

(Leo) is active at all group times, and at story times. He is so interested in everything that goes on and eager to share his ideas. He has many friends in the group.

(Leo) has been doing some phonics work with me. He has a good and growing knowledge of letters and sounds, but does not yet seem quite ready to read. He likes dictating stories to his pictures and often asks for the spelling of labels and words, which he himself puts on his drawings. His writing is careful and well formed. (Leo) likes to look at many kinds of books.

(Leo) has been doing some number work as well, notating and counting.

(Leo) is at ease with adults. He senses an adult's appreciation of his humor and his involvement, and at times, can be quite modest when praised. I continue to feel lucky and pleased to have (Leo) in my group.

1976-77

FEBRUARY 11: Lots of wonderful drawing--monsters, cowboy and Indian adventures, flying, ships; also big blocks, embroidery, took apart a sewing machine, did rice with funnels, Big Room, tie-dye, cornstarch and water, cooking, little blocks with (Brad). Asks good questions; accepts praise with modesty.

FEBRUARY 14-18: (Has been) building towers and forts in little blocks with (Brad) and (Dwight). Lots of drawing and conversation. Began building an "invention" from scrap materials--based on a Rube Goldberg cartoon; put wood in a sock and attached it to a spring for the robot's arm. Made birthday and valentine speeches--as he called them.

FEBRUARY 28-MARCH 4: Lots of work on the robot--fixing up his insides and putting on the wheels; great results. Lots of drawing--battles, monsters, fires, cowboys and Indians. Outdoors, (he's) with (Brad) and (Duane) doing lots of damming with the melting snow. (Leo) had good explanations of why a balloon inflated when a bottle filled with dissolved yeast.

MARCH 7-11; 15-18: Did little and big blocks; drawing various dynamic and exciting pictures. Interested in books about Indians. Made rock candy. Damming and waterworks outside especially with (Brad) and (Duane); would much rather draw than dictate.

THROUGH APRIL 8: Began reading to me in 1A; he was nervous at first, but is now more relaxed. Said he was feeling "impatient" about how long it was taking to learn, but later said it was pretty easy, wasn't it? Drawing, Big Room, painting outer space monster carton with (Duane) and playing with it on the yard. Did very nice work on a papier mache tunnel and plaster landscape (Bat Cave), and painting a small box for a cave. Baked pretzels.

THROUGH MAY 6: Clay work, drawing, carved soap, water play, big blocks, baked bread, little blocks. Is sewing a pair of moccasins. When someone said you have a big foot, he said "They don't call me Bigfoot for nothing." Big Room. (Leo's) slowly going through 1B (reader)--seems relaxed, determined.

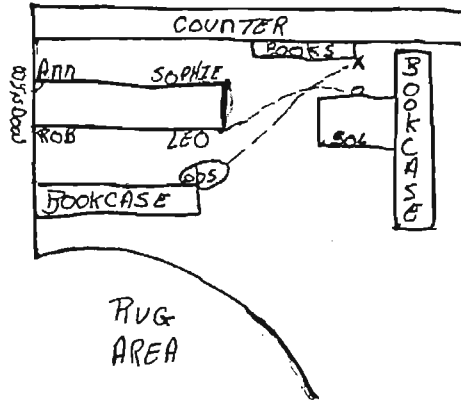
THROUGH MAY 20: (Leo) seems older these past weeks. Drawing, blocks, Big Room, moccasins finally finished. Went on walk to playground; ping pong, determined at kickball, but not agile. Cried when he lost at checkers.

1976-77

CLASSROOM OBSERVATION

The Prospect School
May 3, 1977. 10:50 a.m. - 11:20 a.m.
Group I. Teacher: (K.A.)

Observer: (V.L.)



(Leo) had an 18" by 24" piece of paper and was using pentels as drawing material.

Roughly in the center of the page was

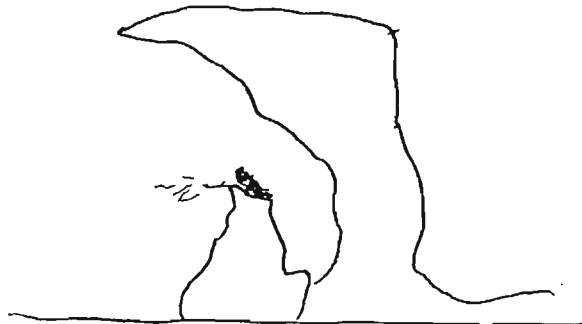
As I looked more carefully, there was a figure at the top.



To (Brad): ...you think how...cowboys got up the hill?
Ropes. They'd break all the bones in their body if they
fell down.

((Brad) says something about Evil Knievel and the Snake
Canyon jump.)

(Leo): ...would have been dead. If all your (bones
broken) you could never move.

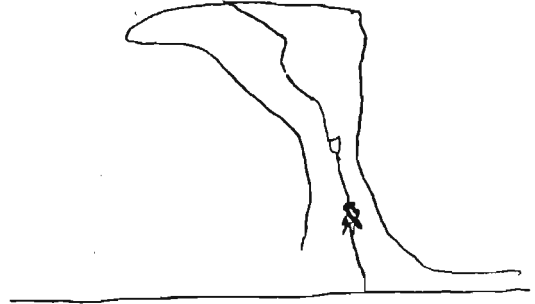


(Brad: ...except for your nose.

1976-77

(Leo): His nose? ((Brad) nods) I'm glad I'm not Evil Knievel. ((Ann) says softly to (Rob) that she has seen Evil Knievel.)

(Leo) adds a figure and line to the tall form.



Another rounder form was added to lower left corner of the paper.

(Brad) is drawing a boat. He is speaking to (Leo) and (Leo) informs him that he had a houseboat. He repeats: We had a houseboat. (then in reference to (Jon's) drawing) Is it a houseboat? It doesn't have a dining room. Where is it?

(Brad): I haven't drawn it yet.

(Leo) asks what some of the lines are and (Brad) responds that they are "strings to keep this up". He seems to be referring to what might be the smoke stack of the boat.

(Leo) adds another figure to the tall form and a sun in the upper left corner.



(Leo): Fourteen of the cowboys were up here.
(Conversation with (Brad) continues.)

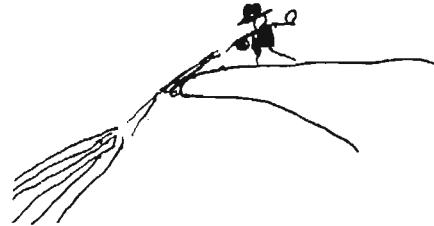
(Brad): We called it the kid's boat.

(Rob): I'm the steerer, right? ((Brad) affirms, (Leo)

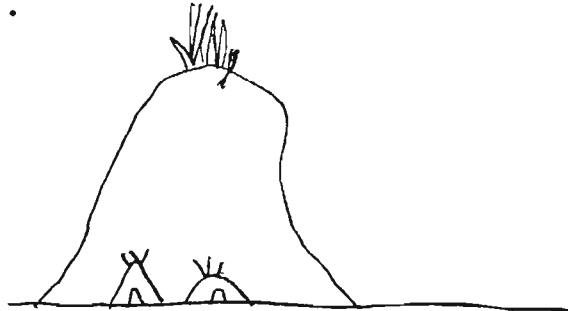
1976-77

comments and I can't hear.)

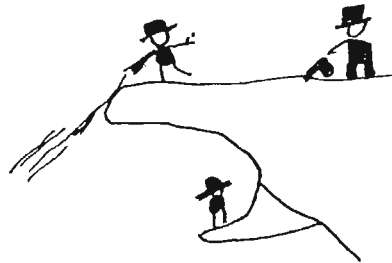
(Leo) adds a yellow shooting line to the cowboy figure he's just drawn. He makes a shooting noise as he draws it.



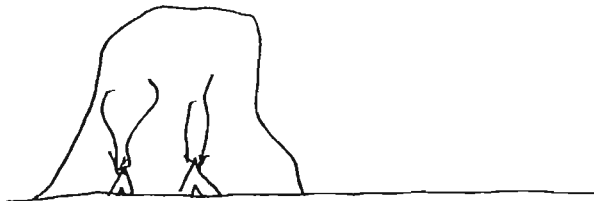
(Leo): One of the cowboys tried to get up (the hill). They (Indians) tied him to a post. He's struggling for his life. They light fire.



He then adds figures and adds a form to the tall cliff form.



(Leo) is watching and listening to (Brad). He extends the firing lines from the gun of the first cowboy. Then adds smoke lines from the Indian's tipis.



1976-77

(Leo): (Brad), I need the brown. ((Brad) continues to draw.) (Brad), I need the brown. ((Brad) continues.)

(Brad): There is my private airport.

(Leo): (Brad), I need the brown.

(Brad): I hear you, (Leo). (He continues to finish the cannon. (Leo) returns to his drawing and extends his hand in (Brad's direction.)

(Brad): Is there another?

(Leo): No. (Leo) uses the brown pentel to draw a third cowboy which he places between the first two. Then he draws a falling figure.



(Sol): Want to sit with me? ((Leo) shakes his head 'no'.)

(Leo) adds a blue gun to the cowboy figure standing on the projection he had drawn on the cliff.

(Sol), who had invited (Leo) to join him, goes over to (Leo) and whispers in (Leo's) ear. (Leo) then moves to a table on my right and I shift my position so that I can continue to observe his drawing. (See diagram at the beginning of the observation.)

(Leo): Mine's a little more done 'cause I started before you did.

(Sol):your soldiers....

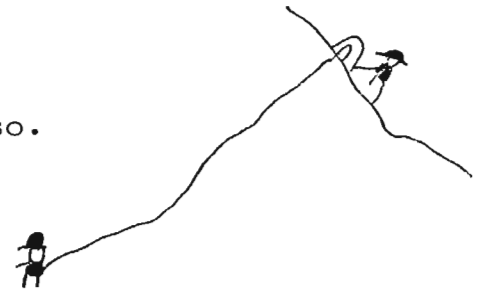
(Brad) turns around from where he's working, "Aw, come on Leo, come over here".

(Sol): Stay here.

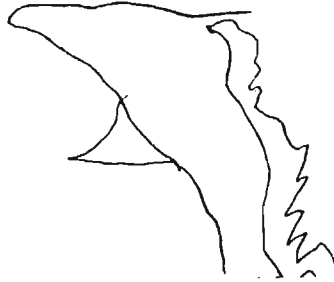
(Leo): One of the cowboys is caught by a lasso.

(Sol) makes an explosion noise.

(Leo) adds a jagged line to the cliff.

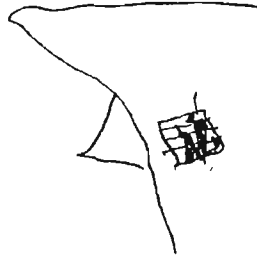


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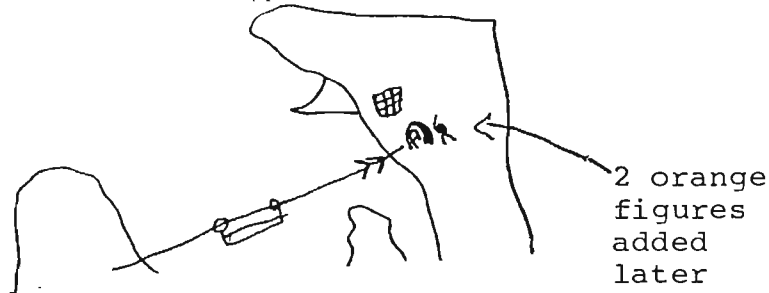


He watches (Sol), then returns his attention to his own work. (Leo) makes a "pssft" explosion sound and draws vertical lines on the hill.

(Leo): We have five of the Indians. The Indians were begging for their lives. We had them in a steel cage.



(Leo): (Sol), do you want to be on the Indian's side? We have a secret tent.



He draws a line between the hill and the cliff which is apparently how they sneak across.

(Leo): They thought we had plunger darts. They changed their minds quick.

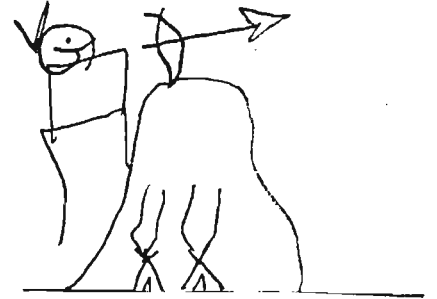
(Leo) leans back in his chair, looks down at his pants, presses first against his right pocket and then the left. He pauses, gets up, goes to the rug area, speaks to another child and returns with a white handkerchief. He says something to another child about his mother and it seemed that the handkerchief was hers.

At that point, while returning to his seat, he notices me and asks why I was there. I explained briefly that I was studying children's classroom activities. He offered information about their schedule and returned to his drawing.

1976-77

(Leo): We have little orange suits, they can hardly see us. (He draws two orange figures just below the 'steel cage'. They are indicated in the above illustration.) We have a pet giant. (He draws a figure at the left side of the hill that is taller than the hill. A large arrow is mounted at the top of the hill and an orange line extends from the tip of the arrow across the paper and bisects the top of the cliff.)

(Leo): ...broke the whole cliff off....then... explosion..



(Leo) goes to the other table, looks for and returns with a pentel. He adds a large blue arrow moving toward the cliff.

(Leo) then has an exchange with (Brad) which is secretive. (Brad) is sitting at his table, (Leo) comes and stands very close to (Brad's) left side. The only phrases that I heard were: "Couldn't give up....." and "He'll give me his potato chips for lunch and I'll give you a few...". (This may have been the solution to (Leo's) previous change of drawing partners.)

(Brad): (Leo), can I draw on this with you? (referring to the drawing (Leo) has been working on.)

(Leo) shakes his head "no".

(Sol): No, can't do that.

(Brad) asks again.

(Leo): I'll make a book with you on this kind of paper.

(Sol): No, you can't.

(Brad): I'll go ask (K.A.). Okay, (Leo)? (He returns with a clean piece of paper.)

Another child comes into the area and is asking everyone their favorite colors and writing them down. She asks (Brad).

(Leo) turns his paper over. (Brad) goes off and returns

1976-77

(Leo) turns his paper over. (Brad) goes off and returns saying to (Leo). "How about we make a book later?"

(Leo) and (Sol) have both begun new drawings and are talking of canoes.

(Leo) drew



(Leo) (to me): Look how big those waves are.
(The teacher has begun to go around and remind the children it's time for cleaning up.)

1976-77

The Prospect School
North Bennington, Vermont

Name: (Leo)

Date: June, 1977

Age: 6;8

By: (K.A.)

(Leo) has been as active as ever this term in his activities, and as interested as ever in everything around him. He has continued to build in big and little blocks - forts, towers, bomb factories, farms, houses, ramps, and roads, and he has often gone to the Big Room for dramatic play. He likes to give blow by blow descriptions of the action. This is true in his drawing, too, which is filled with adventures, scenes or people building ships and forts, or setting up battles, and pictures of robots and spook houses. His work, the ways in which he expands and embellishes it, and the deliberate conversation he carries on about it, reflect a strong sense of inner coherence. Everything seems to have its reason and its natural progression.

Beyond dramatic play and drawing, (Leo) has tried some craft activities. He likes to work with clay, water, cornstarch, and he used papier mache and plaster to make a landscape with a Batcave on it. He likes to work with wax and to bake. He sewed a pair of moccasins, with beadwork, and he tried some tie-dye.

(Leo) was very involved in making inventions and contraptions a la the cartoons of Rube Goldberg which appealed to him very much. He worked a long time on a robot - arms, legs, and inner workings, and likes the images of robots or machines. (Leo) was very active on the yard. He played kickball and was struggling for greater ease in catching the ball. His kicking improved quite a bit over the spring. (Leo) continued to build forts, and had several busy days doing waterworks, and digging dams in the mud. Traps, monsters and treasure are still major themes.

(Leo's) sense of humor and his cleverness take many forms. He often ponders things to himself and comes out with an observation that he knows is funny. At other times, his wit is very spontaneous. When someone said he had big feet, he said, "Well, they don't call me Bigfoot for nothing". He is very pleased about his own sense of humor and his sense of language and likes to be in formal

1976-77

situations with them, such as making a speech for someone's birthday or valentine's day. Towards the end of the year, (Leo) seemed to be coming into yet another stage in his own development. There was even greater deliberateness to his language and humor, as well as occasional greater fragility or crying in his responses to things that were not going his way. He needed more frequent adult support in settling things such as disagreements on the kickball field. In a positive sense, he was expressing more anger when angry, and was sticking up for himself more with his friends.

(Leo's) reading is also in a period of change. He seems to be able to make much greater sense out of the process. He has expressed impatience and nervousness about learning to read, but is now making comments as to its being easier. He is still in very beginning readers, but the important step of his gaining greater confidence and greater understanding of the process has been accomplished. He needs more experience in attempting to do his own writing. When asked to, (Leo) dictated exciting stories of some length and he began to sound out the words with my help. At other times, he preferred to draw and draw and draw. In numbers, (Leo) continued to work on counting and grouping, and he began to feel a greater sense of confidence in this area. (Leo) was an avid group member. He continued to offer surprisingly accurate explanations of natural phenomena - even when they were not accurate, they were ingenious.

(Leo) Teacher(s): (Y.B.)
Volunteer, music: (M.B.)
Group II 1977-78
Age 6;11-7;8

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 6-9: (Leo) has been drawing all week, apparently much invested and with lots of animation--with different people. He is quite active at group time and inclined to make jokes--sometimes inappropriately. Was substantially upset at forgetting his lunch and cried, but recovered quickly. Appreciates support for academic work.

SEPTEMBER 12-16: Some drawing (space wars) and loved the rocket constructions, on which he spent several days. Also enjoyed the leggos when he got involved. Likes to crack jokes and also tells long and involved anecdotes with a fairly ponderous point. Generally cheerful, eager to be cooperative and is knowledgeable about the ins and outs of things.

SEPTEMBER 19-23: Was in the blocks Monday and Tuesday with (Jed), (Gregg), and (Brad) making a space station. In the Big Room with (Jack), (Paul) and (Duane), dressing up and a monster theme. Some drawing (Star Wars and battles) and involved with the leggos with (Duane) and (Jack), building cars and planes. Trying to do his own spelling, but the stories come slowly.

SEPTEMBER 26-30: Did leaf printing, drawing (space and Star Wars), leggos with (Gerald) and (Ralph) and made a block zoo with (Jack) and (Brad). Quite solid and competent with numbers (grouping easily) and serious and hard working with reading. Making solid progress.

OCTOBER 3-7: All drawing or building, once in the blocks for the animals and then a complex airport with (Paul) using leggos and table blocks, with much activity. Moves very slowly in the square dancing until he is SURE he knows, then speeds up a little.

OCTOBER 10-14: Continues drawing and building; drawing castles and fights, Star Wars, too. Helped build the tunnels in the tower on the ladder. Retains story material and asks good questions about what is going to happen.

OCTOBER 17-21: (Leo) is enjoying all the humor in the Taran (book series) immensely--he chuckles a lot. He did drawings of Star Wars and castles, painted a space scene,

1977-78

being very careful to show the stars as constellations.

OCTOBER 24-28: Made a space station in the blocks with (Lewis), made the poppy seed cake with (Jack). Drew a castle and was eager to join in the construction of space vehicles. Has started 1A--continues with reading papers and has apparently retained many words.

OCTOBER 31-NOVEMBER 4: Reading is moving strongly; finished 1A, retaining most of the words--good at using context plus some phonics to get new words. Very engaged with the balancing towers (and roofing them with leggos) with (Alex), (Duane) and (Lewis). Did some painting and some drawing (castles and space wars). Never joins kickball--not even practice.

NOVEMBER 7-11; 14-18: Did blocks and some drawing with (Jack) and the frozen yogurt dessert for hot lunch (also with (Jack))--with great delight and seriousness. Has become quite involved with (Lewis) and the Indian Village (which originally involved (Jack) too). Stuck with it all week. Retains words in reading extremely well--read The Zoo. Drew a picture for the (bus driver) of the bus leaving the driveway with a remarkable amount of detail--as if you were standing in the school door; showed the ledge, the mansion, other people picking up kids, the stones lining the driveway.

NOVEMBER 28-DECEMBER 2: Worked with (Lewis) a little on the mural, finished up the diorama. Went to the Big Room with (Lewis), (Ralph), (Jack) and (Brad). Was the robot in a play combining several TV characters. Did some drawing (a castle at night) and enjoyed the sand and water table. Reading 2A--always knows which words give him trouble and is able to work with them phonically, well.

DECEMBER 12-16: Has especially enjoyed the marble tower chute with (Brad), working carefully and staying in from recesses to continue work. Was a ghost in the Big Room (play)--otherwise blocks all week. Finished 2A--continues to absorb words at a rapid rate.

1977-78

The Prospect School
North Bennington, Vermont

Name: (Leo)

Date: November 28, 1977

Age: 7

By: (Y.B.)

(Leo) has invested most of his energy in the two mediums that he has been using for several years, constructions and drawing. At the same time, he has tried several other activities and seems to be indicating that he is ready for a new level of project. He draws for long periods of time, usually drawings that are full of small figures each one with its own particular action. The drawings are usually battles, set in different times and places ranging from space (Star Wars) to castles (with elaborate sword fighting) to contemporary. For construction, he has used the blocks, leggos and junk materials to make space stations, various vehicles, rockets, towers and animal mazes. These mediums offer him great scope for both variety and detail. He can assemble or build the total effect, piece by piece, (figure by figure) and yet not lose sight of the whole. His latest project is a little different, though in the same vein: he is helping another child build a diorama of an Indian village, and is enjoying the potential for detail and authenticity which combines into a whole.

(Leo) has also done some painting, also with a great sense of the detail. For instance, in painting a picture of planets and stars, he made sure the stars were arranged as constellations. He has cooked several times - poppy seed cake and frozen yogurt dessert for the hot lunch. He has gone to the Big Room for dramatic play and has done some leaf printing.

(Leo) brings a great deal of seriousness and thought to everything he does. At the same time, he is alert to all the possibilities for puns and jokes that a situation holds. He likes to work with groups of people that enjoy joking and talking while they work, but never loses sight of the purpose of what he set out to do. He has a great fund of information and equally a capacity for combining his information so that it is enhanced or raises new questions to ponder. He is quite active in this way at group time - he is willing to consider any topic, add to it what he knows, and raise questions as they occur to him, usually about what seems to him to be contradictory pieces

1977-78

of information. He also contributes jokes and puns to group time. He follows the story times intently; here too, indicating by his chuckles that he has picked up often subtle and very understated humor.

(Leo) has a steadiness of pace coupled with a retentive mind that he is using particularly well in his academic work. As ever, he takes this work seriously and has grasped well not only what to study but how to study. His reading has made steady progress. His sight vocabulary has enlarged as have his word attack skills. He is also able to "guess" or anticipate new words from their context or obvious grammatical necessities. Having once gotten a word in this way, he seems to retain it as a whole. He has moved from teacher made reading papers to the "Lady Bird" reading series and has read 1A, 2A, and THE ZOO. Another pattern in (Leo's) progress is a deliberate, slow paced beginning, with gradually increased speed as his confidence builds. This is certainly apparent in his reading progress. He is beginning to be more fluent and relaxed. (This pattern is also interesting to watch as he concentrates on learning to square dance.)

The same steadiness of pace in numbers is allowing (Leo) to build his skills here with increasing speed. The patterns and processes of numbers are quite available to him. He is moving rapidly through grouping, step-counting, adding and subtracting patterns; he rarely needs to hang on to the concrete for very long. He has also enjoyed balancing and measuring exercises, patterning materials, and surveys and charting.

(Leo) writes slowly - his pictures are so complex that the thoughts do not translate easily into the written form, unless I take dictation for him which indeed I do. We have a number of combinations in which he spells some and I write some. He is willing to try the hardest words, but the vagaries of English spelling are hard on him. I expect to see the writing become easier as he learns to use his increasing reading vocabulary.

1977-78

JANUARY 3-6: Began work with (Lewis) on a model log cabin scene; really didn't want to, but had a hard time saying that. Has built a long low complex space ship in blocks with (Brad), with many hatchways and special conveniences. Made a model boat of junk materials on Friday with (Lewis).

JANUARY 9-13: (Leo's) reading is stronger and stronger-- finished THE STREAM, started LET'S FLY A KITE. Figures out most words himself, methodically. Was in the Big Room with (Paul), (Brad) and (Forrest). Was trying to be a farmer obliviously plowing, but wasn't supported by the rest of the cast. At other times he also played a mailman that crashes up and an old man. Several days in the blocks with (Munro) and (Lewis) making a city with road blocks, towers, houses.

JANUARY 16-FEBRUARY 3: Has been largely involved with the blocks--often with (Duane). They made a fancy hospital. Also with (Lance) and (Lewis) making the Martian City. He has been drawn off and on to the cork popping experiments and did paper marbling one day. He made grilled cheese sandwiches with (Lewis) for the hot lunch in a very business like manner. He presented me with this difficulty --that if we were going to have chocolate cake and grilled cheese we were going to have a problem in that one requires baking and the other broiling; thus, they cannot be cooked simultaneously. I allowed that I had considered that and asked what he would do. "Ah," he says, nodding his head, "you can cook the cake first."

FEBRUARY 6-10: Was in the Big Room with (Duane), (Mick) and (Brad). He was a hawk in the Zoo play. After the snow day, drew a detailed picture of people shovelling snow. Then in the blocks two days with (Brad) and (Jack) working on some buildings which had become by Friday a restaurant with a doughnut factory that transported its doughnuts by means of chutes and tunnels. Reading continues to be strong and serious. Has finished THE STREAM, FLYING KITES, AT THE FAIR, AT THE PARK.

FEBRUARY 13-17: Worked three days in the blocks on the solar energy/force field building which involved building on the ladder as well as creating lots of connections between buildings on the floor. Drew one day (battles and a forest fire)--then somehow got into the "Electricity Building" on Friday; (Leo), like (Brad) and (Jack), gets a lot of blocks.

FEBRUARY 27-MARCH 3: Naturally, lots of blocks--forts and power factories. Also drawings--UFO's, I think. Enjoyed

1977-78

the museum (trip) in general, but was powerfully caught up in the thought that there were "devices" to set off alarms. The writing is being held up--very small and halting content, but the reading is almost leaping, if one could imagine (Leo) leaping. Eager to help in hot lunch with (Lewis) and did a serious job--also solid in clean-up, if a little slow and methodical.

THROUGH MARCH 20: Was in the Big Room with (Mick), (Jack), (Lewis), and (Ralph)--evolved for himself and (Jack) the role of "Ancient Egyptian Siamese-Twin Ghost". On Friday, he ripped his clothes in the Big Room and broke down with embarrassment--fortunately, his father brought replacements. The rest of the week he worked on a papier mache egg, did some drilling and some blocks. Working hard in ONCE UPON A TIME, and reading has suddenly jumped--he's pretty much there. (Leo) is perfectly aware of the effect of slow, careful, sophisticated utterances and works for it --and laughs quietly at and to himself, I think.

MARCH 27-31: Was in a play as the farmer's son who gets lost and saves his sister (or he may have been the farmer--it was unclear). With (Virginia), (Mia), (Alice) and (Lewis) in (the play); (cast) was (Virginia's) choice. Finished up on the mural, enjoyed the sand and water with (Gaston) and (Duane). Went to music one day; (M.B.) says he had several suggestions about how to make it more orderly.

APRIL 10-14: Worked last week in the blocks with (Lewis) making a "building--well, a factory of some sort." Making a slat boat. Took (Forrest's) place in the Big Room as Little Claus and did a superb job--remembered complicated lines and enjoyed the humor of what he was saying as well as the understatement. Reading TALES TO READ rather rapidly.

APRIL 24-28: In the sand and water a little, also caught up in the molding of the sand and plaster bricks. Went to the Big Room as the largest dog in THE TINDER-BOX. Doing sizzlers on Friday with (Brad) and (Forrest). Has started another long story which is moving more rapidly than the last one.

MAY 1-5: Completed role as big dog; is the nine headed troll with (Jack) in the play. Sand and water, clay tiles, two days with blocks--an interesting series of square buildings interconnected with several bridges/walkways.

MAY 8-12; 15-19: Worked with (Brad) on his castle and

1977-78

later with (Gregg) on his mural, The Dragons, both of which were most interesting to him. Has done sand and water (caves) with (Gerald) and lots of blocks--a building with tunnels and towers, finally a space station (with (Lewis)). Went to music. Was the sea captain in Why The Sea Is--a pair of boots captured the quality completely.

MAY 22-26: Helped with the paper in the Big Room for the mural. Enjoyed the sand and water several times with (Gerald), (Gaston), (Jack) or (Brad). Did some tie-dying and was one day in the blocks with (Gregg). Has added a couple of jokes into his role of troll in the play.

JUNE 5-9: Blocks and drawing. Also helped at cleaning the Big Room. Became somewhat flustered in performance and did not come through as strongly, but still maintained himself well.

pt. c	X	D - rocket?	X 2's	Balance
		W - about Jupiter + many		
pt. 12	I like	D Balls	# fillins	Building
		W abt. a Ball		
pt. 19	I like	D star wars	finish fill ins and adding +2	Good Clackers Pullover w bos
		W star wars		
		D		
pt. 26	I like play fort	D Boat	groups of 2 Excellent	Kala
	like bike	W abt. ^A j		
	review			
pt. 3	Review and families	D Garbage monster	groups in 24	Building
	Review Candy/eat (big + little head work)	W abt. Robots		
pt. 10	Review + give friend	D Castle	X 2's on 1	(ABC) - Plus
		W abt. Castle		

10.17	Review - give leggo - andy	W Castles	T 1	
Oct. 24	Review + 1a Here dog	W abt. gourd	Ways to Make 20	Chinese Crackers
Oct. 24	1a - 30 Shop - top - hop	D Castle		
Oct. 1. 31	Sh Review 3d toy	W abt. shells	X	ABC
	Finish 1a - Play all	D		
Nov. v. 7	The Zoo Monkeys	W Star ways	X 3's	Pattern blocks
		D turtle	X 3's on 1	
Nov. 14	The Zoo Camels - sections finish	W abt. a Ship	X	Balance
Nov. 21	2a 10			X

	Reserve	W/ Parallel		Games
Nov. 28	2a 20 30	Pilgrims W abt Pilgrims D Castle at night	groups of 3	Kala
Dec. 5	2a 40	W abt. a Treasure		duidle
Dec. 12	2a 46 finish	W abt. the treasure D	groups in 25	Balance
Jan. 3	The stream 3. 7	W story starter. abt a monster D castle/house	Cont. w/ ways to make 25	Balance
Jan. 9	The stream 10. 14 finish	W cont story D underwater	4's	Games
Jan. 16	Kale 1. 5	W cont w/ story D	ways to make 21	Numerous patterns

Reading

W

Numbers

Words

Jan 23

Flying a kite

W

Jan 31

flying a kite
10. 14

D-

groups of 3

Type memos.

Feb. 6

flying a kite
finish

W Story
Stumble (slow)

X

Type memos

at The fair
3

D space?

Feb. 13

AT The fair
5. 9

W Cont w/
Washington

groups ~~of 3~~
of 3
cont.

Bones

Feb. 27

At The fair vowels
9. 10. 12

W Story

ways to make 30

Chip trading

D Ceramics

Mar. 6

At The fair
finished

W Story about
Man hunting

ways to
make 30

X words

D

W (Story)

	Reading	W	Numbers	Projects
Mar 13	Once upon a Time The little Red Hen	W Continues w/ hunting story	Groups of 3	Balance
		D Whale		
Apr 20	The boy + the goat Chicken little	W cont. w/ hunting story	Takeaway from 24	Patterns
Apr 27	Pancake The Little Old Woman + Pig	D Building on fire Short Circuit	100 ⁻³	Patterns
		W Cont. w/ hunting story		
		D		
Apr 13		W - cont w hunting story	Cont w 100 ⁻³	Survey
Apr 10	Tales to read Little Red Riding hood fox + grapes The man + lion Pumpkin cart	D W abt. a boy going away	Ways to make 32 Slow	Games
Jul 24	Gingerbread Man	W finding a pearl (Continuation)	Cont w/ 32	Power Drawing
		D light- ufo's		

Date	Reading	W & D		
May 1	The Little Bears The Bell on the Cat	W cont w/ magic pearl D	groups of in 26	Meas.
May 8	Tales to Read Finish wolf & cat	W abs.	by 4's ① absent	Balance
May 15	Story to remember It happened one day 3 little Pigs 27 It happened one day Lion & the mouse 35	D W cont w/ Pearl story D	by 4's ①	X-words
May 22	Lion & the mouse 42	W cont w/ Pearl story	Ext. notation ①	Balance
May 31	Lazy Jack		Place Value	
June 5	12 Sillyies	W	Place-value ①	
June 12	The Donkey & His Band			Patterns

1977-78

The Prospect School
North Bennington, Vermont

Name: (Leo)

Date: May, 1978

Age: 7;7

By: (Y.B.)

(Leo) has continued to give the bulk of his time to blocks. He uses the blocks for working out the different things currently interesting him, which vary greatly. For instance, he built a Martian city at one point, then a hospital. He has spent a lot of time with solar energy stations, "force field" buildings, electricity buildings, and power generators. He has also built forts and factories, and once a doughnut factory attached to a restaurant. Lately, he has been building sizzler tracks. As with everything he does, (Leo) is deliberate in the blocks, but experimental: always working out the next step, yet always interested in a new idea.

(Leo's) work in the Big Room has expanded considerably. He shows great capacity for dramatic expression, the well calculated effect. His capacity for grasping the whole lets him fit his part into the total action well. He has been a hawk, a farmer's son, an "Ancient Egyptian Siamese-Twin Ghost" with a friend (a wonderful example of (Leo's) humor). Lately he has taken on more extended and demanding roles: Little Claus in a recreation of Anderson's "Great Claus and Little Claus", and the large dog in Anderson's "Tinder-Box".

He has also continued to try a variety of other activities: sand and water, a papier-mache egg, paper marbling, soda and vinegar explosions, a slat board, molding sand and plaster bricks, and some cooking. (Leo) likes to cook in a social context and always is eager to help with the hot lunches. Drawing, of course, has continued to be a chosen medium, though not used as heavily as last term.

(Leo) continues to be active at group time both in contributing information and speculation, and in contributing jokes. (Leo's) sense of humor seems to have developed a new level of awareness in that I think he is sometimes poking fun at his own seriousness at the same time that he is making us all laugh.

In the period between the last report and now, (Leo) has virtually become an independent reader. He used a whole

1977-78

series of "little" books: THE STREAM, AT THE FAIR, FLYING KITES, AT THE PARK; and then read two collections of folk tales: ONCE UPON A TIME and TALES TO READ. He is also reading stories to other children. (Leo's) writing has also taken a strong turn to independent. He wrote a long story about a hunter (ending on a note of subtle humor) which took him many weeks of struggle. Having completed that, he has begun another long one about a boy and a magic pearl, that is proceeding much more smoothly and swiftly. His handwriting has become more legible, and his spelling has gained in strength as his reading has improved. He has continued strong in his numbers, increasing the complexity of adding and subtracting patterns, grouping problems and beginning place value and fractions. He has continued with exercises in weighing, measuring and patterning.

On the yard, (Leo) is engaged in dramatic play and also enjoys jail tag. He occasionally plays kickball, more especially when older children are not likely to be involved. He square dances well and enjoys our walks to the woods. He shows a fragility when something hurts his body or he rips his clothes. He tries to be matter of fact in explaining what is wrong, and then crumples into tears and needs privacy and a little time to recover.

1978-79

10:30 Reading Time

(Jack)
 (Duane)
 (Paul)
 (Rug Area)
 (Kit)
(Jonah) (Merce)
 (Ruth) (Y.B.) (Ben)

(Y.B.) to (Ruth): I think it's a little too hard,
 don't you? If you'd like to read
 it at Christmas time, you could
 do that.

(Ruth) agrees.

Cloakroom: (Ina), (Virginia) and (Carla).
 (I don't know if (Ina) started here.)

Dress Up (Leo) stretched out on stomach.
Room: (Ruth) (sitting on the floor).
 (Grace) (lays on the floor on pillows).
 No conversation.

Under stairs: (Forrest) and (Alex) (no talking).

11:12 Children begin putting books away.
 Several crowd around (Y.B.) who says, "OK - Circle."

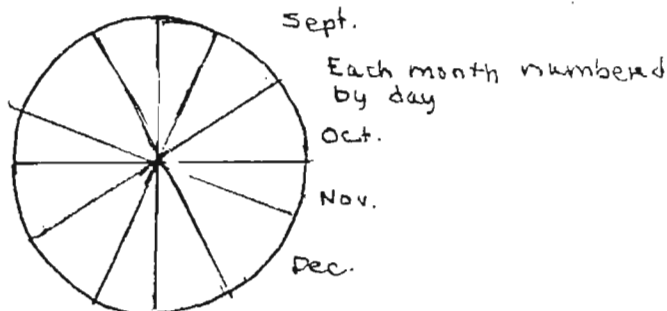
Rug Area:

(Alice)
 (Lucy) (Jonah)
 (Kit)
(Alva) (Mara) (Ben)
 (Lewis)
 (Merce)
 (Ruth) (Paul)
 (Leo)
 (Virginia) (Jack)
 (Duane) (Alex)
(Carla) (Gina) (Brad)
(Carla) braiding (Pearl) (Emma)
(Gina's) hair (Suzanne)
 (Y.B.) (Mia) (Forrest)

(Y.B.) to (Gina): "I must ask you not to sit next

to (Carla) if she's going to play with your hair. You, too, (Ina). (Mia) just appeared. She had been at the dentist.)

(Y.B.): "We are going to do the calendar. She goes through with the children what goes on calendar. (birthdays, trips, etc.) Calendar is a large circular one on wall in rug area.



(Y.B.) goes through each month. She identifies birthdays. She marks each on calendar.

(Jonah): "We get balloons?" (on birthday)

(Y.B.): "Yes, you get balloons."

Everyone looks intently at the calendar.

(Y.B.): "Something else happens in December. Anyone know?"

Some answer "equinox." "What's equinox?"

(Lucy): "Something about days getting shorter/longer."

Other responses: "shorter" - "no, longer."

(Y.B.): "It's when they're even."

(Y.B.) continues going through birthdays.

(Y.B.): "What day are we the longest away from?"

Guesses: September 6.

(Y.B.): "No, September 5 - It was just yesterday, so in one way it's a long way to August."

(Alex): You missed me. - I'm in April." (He is not

1978-79

sure of the date. (Y.B.) checks the class list.)

(Leo): "What about (marking) April Fools' Day?"

(Grins)

(Jack): "Yeh."

(Y.B.): "Do you want me to put it up?"

Several "yehs."

COMPLETE "FORMATION OF GROUP" OBSERVATIONS

DATE: SEPTEMBER 7, 1978

TIME: 12:30 - 1:30

OBSERVER: (J.B.)

TEACHER: (Y.B.) - GROUP II

12:30 Circle on rug after recess:

	(Merce)	(Leo)	
	(Ben)	(Paul)	
(Kit)		(Lewis)	
	(Jack)		(Mara)
			(Grace)
	(Brad)		
	(Jonah)		(Alva)
	(Mick)		
	(Alice)		
	(Mia)		(Emma)
	(Virginia)		(Duane)
	(Carla)	(Pearl)	(Forrest)
		(Gina)	(Alex)
		(Lucy)	(Y.B.)
		(Ina)	

(Kit), almost flying, comes into the room. He lands in the middle of the rug - sits on chair in corner. (No reaction from anyone)

(Y.B.) to (Brad): It's time to stop.

(Y.B.) asks (Virginia) to give her poker chips - lays some out on rectangular board (3 x 2) in front of her, asks "How many?"

(Mia): Ten. (Y.B.): Come count them.

(Mia) does. Guess was correct.

(Y.B.): If put into groups of two, how many?
(Leo): Everyone should know that.

Someone answers five groups.

(Y.B.) puts 3 stacks of chips. "How many?"
Asks (Lewis). Answer: 30
She tells him to count them. Counts 22.
(Y.B.): How many were you off?
(Lewis): 7
Someone else answers 8.

(Y.B.) takes 2 away. Asks (Forrest): How many?
(Forrest): 20.

(Y.B.): If put into groups of 4, how many groups?
She calls on (Jonah). (Jonah) counts out 5 groups.

(Y.B.): If put into 2 groups, how many?
(Virginia)?
(Virginia): 10

(Y.B.): Come do it. ((Virginia) does correctly)
Good.

(Y.B.) takes away one group. "How many?" (Lucy)?
(Lucy) hesitates - "10." (counts them)

(Y.B.) spreads a handful of chips out. (How many?"
asks (Leo).
(Leo): 20.
(Y.B.): Come count them.
(Leo) counts 16.
(Y.B.): How many were you off?
(Leo): 4.

(Y.B.) (taking one away): If I take this one away,
how many left? (Mick)?
(Mick): 15.

(Y.B.): How many groups of 5 in 15? (Several
answer 5).

((Forrest) cannot see chips very well from where
he's sitting.)

(Y.B.) (spreads out chips on board): How many?
(Virginia)?

(Virginia): 30.
(Y.B.): Count them.
(Virginia) counts 42 (children watch carefully as she does).
(Y.B.): How many were you off? (children hold up hands to answer. Someone answers 12.)

(Y.B.): What if we put the 42 into groups of 3?
(Mick)?
(Mick): 12.
(Y.B.): Come do it.

(Forrest) motions to (Alex) to move back so he can see.

(Mick) finishes - counts 14 groups.

(Y.B.): How many groups of 6? (Duane)?
(Duane): 12.
(Y.B.): Come do it.
As he finishes, several children say 7.

(Y.B.): Now - get yourselves tidied up.
(means have feet under you or folded in front, facing (Y.B.), sitting straight). Put them into four groups. (Lewis).
(Lewis) starts moving chips around, slowly, hesitantly.
(Y.B.) suggests he use 4 corners of board to separate them. He does (without counting) moves several chips into each corner. He has about ten left in the center.

(Y.B.): How are you going to make them even?

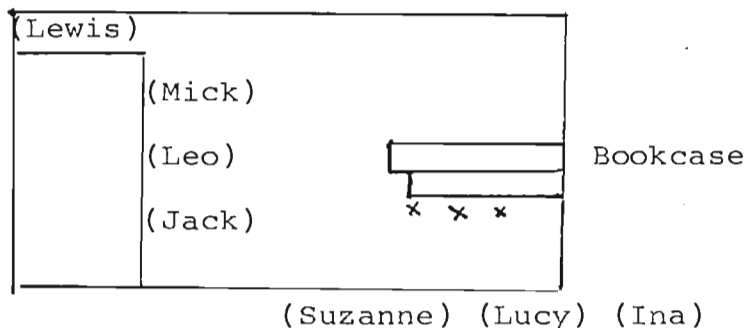
(Lewis) counts each group, adds two chips to each group (one at a time) and has two left over with ten in each group.

1:15 Sand Table:

(Ben), (Brad), (Leo), and (Jack) are all drawing.
(Ben) is drawing, making noises as he draws.
(Leo): He blew off one of our guns (makes gun noises).

Much talking among four. Hear "guns" and shooting noises.

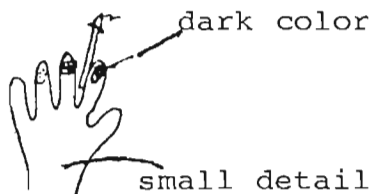
Working on bench behind bookcase: (Suzanne), (Lucy) and (Ina).



As I approach, I hear something about sitting in the "middle".

(Ina) is moving to the right of (Lucy) who is now in the middle.

Drawings:



(Suzanne):

(Suzanne) points "This is a boy's room."
 (to(Lucy)): "Which should be the girl's room?"
 (Lucy): Make the boy's room dark. (continued talking about rooms) (Hand represents a house; fingers, rooms.)

Dress Up Room:

(Mara) and (Alva) work quietly. (Mara) writing about shells. (Alva) looks like mainly dialogue on paper (names down left and side of paper).

Block area: sand table - (Ben), (Brad), (Leo), and (Jack) all have lines representing battles (shooting) criss-crossing drawings.

small detailed

(Y.B.) calls for "tidy up."
 Clean Up begins. Children move around immediately.

(Pearl), (Lucy), and ? talking in a group.
(Y.B.): You're supposed to be cleaning up and I see you telling secrets. Now do your jobs. (said sternly)

(Y.B.) calls (Kit) to follow her to animal cages.

(Emma) waters plants in window - stands on chair - barely reaching plants.

(Gina) - sweeping. ((Alva) helps with holding dustpan.)

(Kit) carries dirty paper from animal cage.

(Ina) and (Jonah) work with putting clean papers in animal cage.

((Y.B.) reminds several children of their cleanup jobs.)

(Paul) picks up paper off floor.

(Duane), (Brad) carry out trash bags.

As they finish and begin to gather on rug:

(Mara) to (Virginia): Where are you going to sit? Both walk to (Mia). (Virginia) to (Mia): Do you want a straw like hers? (Mara's). She leaves to get her one. All three hold straws in their mouths blowing into the air.

(Alex) (Jack) (Merce)
(Lewis) (Ben) (Emma)
(Leo) (Mia)
(Mara)
(Virginia)
(Ina)
(Suzanne) (Y.B.)

(Jack) by hand motions tells (Merce) he's saving a place for someone. (Jack) is very firm. (Merce)

1978-79

keeps laughing and starts a hand game with (Jack).
(alternating hands and then moving bottom hand to top.) Both seem to enjoy.

(Leo) to (Lewis): Don't forget the password.

(Merce): Tell me.

(Lewis): We're not going to tell you - you're the enemy (smiling). All laugh. Boys talk about forts
(Leo), (Brad), (Jack), (Merce), (Mick) and (Lewis).

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 5-9: Was in the Big Room with (Lewis); (Mia), (Ruth), and (Merce) also. Was the prince to (Lewis') king. Built with (Brad) a complex and elegant stilt-ramp with marble chute. Active at group time, humorous and reflective. We were discussing the care of spiders and how there was a book for kids on the subject; he wondered how publishers knew "on time" that such a subject would be interesting to kids. Lots to say about the caterpillar. Found the book he was reading last year, IT HAPPENED ONE DAY, and has proceeded.

SEPTEMBER 11-15; 18-22: Continues to enjoy the blocks, making elegant and simple structures, but enjoys sand and water even more. Lots of building in the sand, too. Did dress-up one day, also burning experiments. Was eager to help make the tomato sauce, and accepted jokes about his name with good humor. Took the humor a step further and announced he was boiling his sister which became a popular notion with the boys. Used the pattern blocks.

EXCERPTED CLASSROOM OBSERVATION

Observer: (S.A.)

(Jack, (Leo), (Forrest), (Brad) at sand and water table

(Leo): Hey, wanna see my shelter? Hey, that's my Noah!

(Forrest): Look it, look it, this is where he parks. My man's gonna be a slave.

(They are tilting the table from one side to another to create waves. They just lifted it and put blocks under one end so that there is lots of water at one end with none in the other.)

1978-79

"This used to be a graveyard." "This is a water speeder."
"I didn't know we had this much sand." "Oh neat." "War!"
"I covered these guys up." "It's caving in." "Do you
think the water is gonna get to this cave? There's a whole
bunch of men holding up my island."
"Why don't we kick out the blocks?" (They kick them out)
"Look it all the sand!" "Look it Noah!"
(very excited tone - high pitched noises - very involved -
very defined work areas)
"Gotta put repairs on my building."

OCTOBER 2-6: Several days in the blocks with (Kit) and
(Jack) making marble chutes. Also several days in the sand
and water. In the Big Room as king or prince and once as
"an on-duty guard and then an off-duty guard." Tries to
bring character to a role. Spent one day with the wax
dripping and another day making a felt Santa Claus all on
his own. Reading ROBINSON CRUSOE - a big step, and
enjoying it immensely. Several of (his) stories have the
Devil "popping out."

OCTOBER 23-27: Finished up his Santa Claus. Uses the
blocks a lot with (Jack) or (Lewis) and is quite caught up
with marble chutes; long ones or ones with big jumps. Was
the farmer in Big Claus and Little Claus; is the largest
dog in THE TINDER BOX--even though I offered him the
soldier; the dog appeals to him. Drawing castles, Star War
battles. Finished ROBINSON CRUSOE. Has been easily
brought to tears lately, especially over bodily hurts--but
also if (Lewis) says a harsh word. Quarreling with (Brad)
in "little" kickball.

OCTOBER 30-NOVEMBER 3: Did a marble chute on Monday and
Tuesday with (Lewis), (Jack), and (Alex). Then built a
slat fort. Worked alone on Friday in the sand and water.
(Both (Lewis) and (Jack) were in a play and I wondered if
he were lonesome.) He did a series of complex maneuvers
with the siphon; quiet, but quite intense.

NOVEMBER 6-10: Several days in the sand and water, using
the funnel as an outlet in the dam, and having the water
flow from one end to the other, wrecking the dam. Worked
on his Dog's Head with (Jack) helping. Had several jokes
to make about the amount of newspaper and the stickiness of
the glue.

NOVEMBER 13-17: Did some drawing, both castles and
Indians, and is enjoying Indian discussions a lot.
Finished his Santa Claus and worked on his Dog's Head. Was

1978-79

part of the group in the Big Room that couldn't agree on what to do, though I got the impression that he was among the more reasonable.

NOVEMBER 27-DECEMBER 1: Lots of work on the dogs and also on the mural in the Big Room. Also in blocks--a stilt building with a grid into which would fit a leggo construction.

DECEMBER 4-8: Invented a way of fitting leggos into a grid in the blocks so space ships could land. Also lots of tinker toy inventions. Was a serious dog.

1978-79

The Prospect School
North Bennington, Vermont

Name: (Leo)

Date: January, 1979

Age: 8;2

By: (Y.B.)

I am continually amazed at the amount of time (Leo) gives to blocks, in a quiet sort of way, at the same time staying involved and interested in a variety of other materials. This term his work in the blocks seems to alternate between building even more complex marble chutes, involving ramps, changing pathways, higher jumps, more complex turns and space stations, often built upon stilts, thus giving them an airiness and yet substantiability. He has developed a "grid" system which accommodates spaceships built of leggos, sliding in and out in a very effective way. Thus, his work in blocks combines an interest in mechanical/constructive principles with his other large interest - dramatics. (Leo) has considerable versatility and potential in this field. His sense of wholes makes it easy for him to fit his role to the need of the production, and makes it easy for him to take smaller roles without feeling diminished. From another point of view, he prefers smaller roles, "character parts", because they give more scope for his sense of humor. He continues his skill in costuming, managing to convey an impression with a minimum of equipment. This fall he has played several princes, a guard, and the large dog in THE TINDERBOX, one of his favorite roles.

(Leo) has done some work with the sand and water, exploring syphoning and funneling, building dams and castles (once again, combining engineering and dramatics). He has also worked with the tinker-toys and rubber bands to develop several interesting wind-up machines. Drawing has also continued, the most common themes being castles, spaceships, Indians and assorted battles.

In other assorted activities, (Leo) joined the burning experiments, did some wax dripping, helped make tomato sauce, made a slat building, a felt Santa Claus (completely unaided to his own pattern) and helped make his dog's head for the play.

(Leo) has considerable capacity for cooperative and friendly group action. I realized as I was discussing (Leo's) dramatic interests that I have never seen him in

competition with his friends (or with anyone). And yet, he always seems to have something substantial, that satisfies him, and that he can develop. He is usually able to bring a reasonable point of view to situations and often to pour oil on troubled waters. At the same time, he has a vulnerability to harsh words from his friends, the more so since he never intrudes on others in that way. Occasionally these disagreements reduce him to tears and seem to immobilize him temporarily. Equally, he is still highly sensitive to intrusions on his body - hurts and tears in his clothing.

(Leo) is still extremely active at group time continuing his reflective contributions, able to mobilize his considerable store of information to pose new and interesting questions and easy to interest in new fields of knowledge. As ever, he likes to intersperse his more serious comments with jokes. In other formal work, (Leo) is also serious and easy to teach. His reading is smooth. He enjoys what he reads and is able to discuss and appreciate it well. He finished IT HAPPENED ONE DAY, read a version of ROBINSON CRUSOE, and THE BOY AND THE BLIND STORYTELLER. He develops a dramatic strain in his writing, incorporating sudden shifts and changes, devils popping out, for instance, and houses changing suddenly. His spelling becomes increasingly sure, though his vocabulary is so complex that his spelling can't keep up with it. His writing is neater, but he continues to need work with that. He accepts all handwriting and spelling assignments, if not willingly, at least with humor. In numberwork, he has continued with place-value, borrowing and carrying, complex groupings, and beginning fractions. He has also participated in exercises involving weighing, measuring, graphing, counting money, patterning, and games of logic, such as chess and Kala.

1978-79

JANUARY 4-7: Blocks with (Jack) and (Alex)--space stations and leggos for space ships.

JANUARY 10-14: Enjoying the Viking topic, joined into (Lewis') mural, and is in the Viking play. Has lots to offer at group time. Has done some drawing and also made a layered candle. Continues with BOY AND THE BLIND STORY TELLER--reads with wonderful expression. Writing a Viking story.

THROUGH FEBRUARY 2: (interruptions for School's Quarterly Review; snow days) Made a candle. Largely caught up in the Viking Play, working on a shield, weapons, the mural and rehearsals. He was Eric the Red and the Bull--inclined to over-humorize his parts, but once started is full of expression and able to mime well (esp. as the bull). The dying scene was also well done. He is more inclined to do actual "looking up" of details than the others; for instance, finally concluded from close study of pictures that the shields were made of wood and hence the stripes. Has begun involvement with the underwater mural. Reading LEIF THE LUCKY and ADVENTURES WITH THE GIANTS (Norse myths).

FEBRUARY 5-9: Absent two days. Worked perfunctorily on the underwater mural and did lots of drawings--battles and castles. In the blocks one day making complex "trap" buildings. Finished LEIF THE LUCKY.

FEBRUARY 19-23: Absent all week.

FEBRUARY 26-MARCH 2: Something has been making (Leo) slightly more subdued all week, but I don't know what it is. Sober look, head on hands. Two days of solid block work--a substantial "hatchway" building, with marble chutes. Drawing knights, castles, battles. Was interested in George Washington play, and finally joined as a narrator. Reading THUNDER OF THE GODS.

MARCH 12-16: Some in cork popping experiments, but left it to work with (Jack) on a joint drawing of a city scene. Also working on a small spool robot with moveable parts. Started a substantial block building with (Jack) involving a center with mazes growing out of it; continued with the blocks even when (Jack) moved to crayfish. Other drawings, involving devils, people in chains, castles.

MARCH 26-30: Several days with blocks with (Lewis) and (Jack) making a solid looking, multi-layered "building--sort of a factory type." Then in the sand and water with

1978-79

the new plastic animals. Drawing one day--a Martian battle between the Greens and the Blacks--but the dead ones turn red.

THROUGH APRIL 23: Drawing has predominated the last few weeks--battles, space, town scenes (often joined to (Jack's)), castles. Also blocks ("trap" buildings) and some sand and water usually involving the animals, blocks and islands. Reads quickly and seriously now. Read WHITE SAILS TO CHINA. Went to the gym with (W.N.) and on the (museum) trip.

APRIL 30-MAY 4: Worked for several days with (Jack) and (Forrest) on a Martian settlement and in the blocks. Also writing a long story about space travel. Sorted pictures. Worked on building a small set of shelves out of slats. Reading THE STOLEN PONY.

MAY 14-18: (Is) the reindeer in the Snow Queen play and is also working on the mural. Sand and water (castle ruins) and drawing--knights and a space bar. Made a clay dragon. Absent with chicken pox.

JUNE 4-8: Finished the castle for the Snow Queen play. Quite humorous as the reindeer, adding many of his own lines. Took on some narration at the last minute, easily and well. Also sand and water and some drawing.

1978-79

The Prospect School
North Bennington, Vermont

Name: (Leo)

Date: June, 1979

Age: 8;8

By: (Y.B.)

(Leo) has done a great deal of drawing this term as well as maintaining his work with the blocks; he has also heavily engaged in the Leif the Lucky play for some weeks, as well as having a substantial role in the Snow Queen. (Leo's) drawing is quite detailed and covers a wide range of subjects. He usually draws in company, exchanging ideas as he goes, and sometimes collaborates with someone on a drawing. He uses color as an accent in his work, but works very much in line. He has drawn castles, battles, knights, city scenes, devils, prisoners, Martian battles, space ships, space-bars. In the blocks he continues to combine drama with engineering. He has made complex trap buildings, hatchways with marble chutes, mazes, a "sort of a factory type" with many levels, and a Martian settlement. He has also engaged with the sand and water making islands, docks, hills, and castle ruins.

(Leo) joined the Leif production with enthusiasm. This grew out of interest in the group in Vikings. He, like many others, allowed this interest to suffuse his work for many needs. He helped in the mural, drew pictures and wrote several Viking stories. He was especially concerned to get details correct in the production of props and went repeatedly to various books to confirm or enlarge his perceptions. He spent a lot of time going over various reference books and read The Time Traveler book. His roles in the production were as Eric the Red (who dies half way through) and then as the trouble making bull. In both, his sense of humor and capacity to mime were apparent, as well as his general dramatic capacity. In the Snow Queen (Leo) was the reindeer who ultimately gets the heroine to her destination. He approached this part with characteristic humor and independence, developing his own lines, and continuing to add jokes through the final performance. He also took on several pieces of the narration and read them well.

(Leo) continues to be a leader during group time, offering a balance of humor, observation, knowledge, and speculation. He has a quality of self-consciousness about his capacity to see puns and jokes and to use them to

1978-79

entertain well beyond his years. He reads deliberately and with care, and likes to have plenty of time to discuss and comment on what he has read. This term he has read LEIF THE LUCKY, various Norse myths, WHITE SAILS TO CHINA, the Time Traveler books, and THE STOLEN PONY. He has written several long stories, some about Vikings, and one about a space saga that had several independent but related episodes. (Leo) makes great efforts to keep his handwriting tidy, but it is still hard to read. His spelling too is still quite irregular, almost medieval in his use of "y". He works on these matters, though not much enthusiasm. The story is what grips him. (Leo) has moved easily with his number work, working on 3 place borrowing and carrying, fraction conversions, number bases, and word problems; he has also participated in exercises involving weighing, measuring, adding and counting money, geometry, and charting.

(Leo)

Teacher(s): (U.F.)

Group III 1979-80

Age 8;11-9;8

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 5-7: A genuine, likeable guy. Everyone likes him. Sincere and helpful. Interested in everything. There is some fragility--started crying when he told me his father would be late picking him up. Pals with (Jack). Lots of hugging between them. Independent, self-motivated --and knows what he likes and dislikes. Friendly, charitable. In activities--woodwork (making a house), sand and water. Reading A WRINKLE IN TIME--might be too hard. Writing is painful--tries to avoid. Writes a couple of sentences. Loves to draw--long explanations to go with it.

SEPTEMBER 10-14: Pals with (Jack); they can be exclusive--were a little this week. They fight like a married couple, but resolve tussles quickly. Made a picture for (Kit) of a Martian funeral. (Leo's) pictures are VERY, VERY expressive and full--has long explanations to go with them. There are lots of connecting passageways, tunnels, pipe construction. Made pipe cleaner dolls all by himself. Writing mechanics are rough--needs lots of work. Reading is solid. Has certain difficulty reading aloud, trips over words a lot, but comprehension is high.

SEPTEMBER 17-21: Often chooses to work alone. For activities is building a houseboat--none of the other boys are. Seems pretty content and got very involved in boat. Very affable--rarely involved in a conflict. (Is) very understanding and kind. Moves among a group of boys. On the yard gets very loud and funny. Sense of humor--interesting, and sometimes hard to understand. In writing, wrote an article for the paper. Handwriting and mechanics need WORK. Math--good grasp; carrying/borrowing review. Reading--good; out loud, skips a lot of words, is hard to hear. (Reading), A WRINKLE IN TIME.

SEPTEMBER 24-28: Worked often on his own for activities and for academics. Rarely fools around--very involved with work. Came in one morning loudly and laughing with a teddy bear bundled up in an ace bandage--bouncing him around. We were all a little taken aback. It was hard to react to in a way--overdone? Often gets loud on the yard--starts marching in (illegible), making loud sounds--acceleration of loudness; have to ask him to stop. Great at groups, full of information and comments. Drawing is FULL--long

1979-80

explanations to go with it. Reading--skips whole phrases when reading aloud and doesn't even realize it.

OCTOBER 1-3: He's so himself. Works alone a lot by choice --doesn't mind it at all. Gets very involved in his work, whatever it is--and it's always expressive. His drawings are complex--passageways or mechanisms. Very interested in construction. Fell three times in one day; cried every time and needed lots of attention--wasn't really hurt either. Has definite effect on kids when he falls apart. In some ways I feel he's a stable influence on the group and that others depend on him. He's very trustworthy and dependable. On the hike, he was a real picture. Arrived with a canteen strapped one way, binoculars another, a blue ski cap, hiking boots, a walking stick--"Hi, everybody!" Well-loved.

OCTOBER 8-12: Such a joy. Very kind--oil on troubled waters. Extremely sensitive and caring. Tolerant. Drawings--lots of passageways, pulleys, solar collectors, water systems. In blocks, too! Incredible. Mechanical (talent). Also likes "little things" as he puts it. Extremely drawn by war miniatures in a book. Wants to make own small army men out of clay. Likes to sew. Picks activities independently and is perfectly content to carry through on his own. HATES to be reprimanded--starts to cry. Cries over conflict. Jolly and boisterous. Reading and numbers--competent. Writing--flows and is full of expression but is difficult to read because of mechanics.

OCTOBER 15-19: Very independent and happy to work by himself--often does so for activities. If he sits with people when he is writing, there is almost a constant flow of conversation from him about what he is writing. Did dollhouse furniture a lot this week. Involved with making cartoons for the Baboon Press (newspaper). Very funny. Loves to make puns and plays on words. Works well with (Jack), but they can get into quibbles together. Appreciates others' work. Built a mono-rail in blocks! Mechanical (talent). Need things to support him here. Writing mechanics need work.

OCTOBER 22-26: By himself a lot. Super-sensitive; cries over little things--if reprimanded or if he hurts anyone, however accidentally. Full of interest and information. Got bored with A WRINKLE IN TIME; put him into DAY OF THE NESS--is enjoying it more. Full of independent ideas for himself--"curriculum" flows out of him. Doesn't follow the boy group--does what he wants to do. Friendly and kind to all. Math is fine; times tables. Writing is full and

1979-80

dramatic and illustrated--but mechanics need work.

OCTOBER 29-NOVEMBER 2: Had a science demonstration this week and (Leo) was EXTREMELY involved in it. Wanting to understand why, what are the principles. Needs more provided for him in this way. Has a woodwork project--a space base with guns on pivots; elaborate and his own invention. Spelling is very difficult. Writes a lot with diagrams and illustrations. Drawing is FULL. Reading DAY OF THE NESS--much better level for him and he enjoys it more. Math--times tables and carrying in billions; loves it. Very independent and self-sustaining.

NOVEMBER 5-9: There is force inside him. Comes out a lot in drama and in humor--which is often followed by dramatic movement. Voice comes out LOUD, and in drama, close to screaming or shouting. Was a riot today in a play with (Jack), (Lewis), and (Forrest). It was called the "Comic Roulette"--he changed into a "hospital gown" at one point, rolling up his pants legs and all, everyone howled. Very drawn to the bear house. Often puts his little bear in it just to sit--always has him by the hamburger at the kitchen table. He has a thing with food--can't figure it. Academics--all solid; writing mechanics and spelling need work.

NOVEMBER 12-16: Has started bringing pictures in for me from home that he drew. Friday he started making me something in woodworking. There's less distance now. He brought in things to show....When he answers a question at group it takes him a very long time. He talks a LOT. (It's) the same with explanations for drawings or story plots--lengthy. Did a mural with (Gary); there were clashes. Doesn't have any one person he's pals with. Not sure if this bothers him.

NOVEMBER 26-30: Inventiveness abounds. For activities, makes up his own project to work on. Needs help in following through and finishing it. Made a wooden-felt dragon. Making a star base, with pivotal cannon, own design. Interested in architecture and systems. Full of comments at group; always interesting, but sometimes long winded. Need to shorten him sometimes and he understands. No real pal, but friends with lots. Wonder about friend issue--if he'd prefer closer friends. Always sits in same place on rug. Is writing a story--really wants it perfect; hooray. Is correcting all his spelling and hand writing. Reading--fine. Math--place value of long numbers.

1979-80

The Prospect School
North Bennington, Vermont

Name: Leo

Date: December, 1979

Age: 9;1

By: (U.F.)

(Leo) is interested in anything to do with mechanics or construction. His block work is striking and a very keen interest of his. He builds intricate structures all of which have long explanations to go with them. One building of (Leo's) was so amazing that we invited Group II in to see it. It was a building on another planet complete with laboratory, energy sources, water systems, solar collectors, secret passageways with trap doors. (Leo) has a natural sense of balance and symmetry. He builds with sureness and precision. He is able to sustain himself easily alone on a block project. Following his interest in construction, (Leo) has become very involved with woodworking this year. He is very inventive with wood and thinks up very original projects for himself to do. He built a base for a star ship. For this he invented a pivotal cannon that could move up and down and around. It was very impressive because he had come up with the whole thing completely independently. He made a dragon out of wood and felt. He made a base for his jaw-wah's (Space creatures), as well as constructing the creatures themselves with felt and clothespins. They looked very authentic. (Leo's) drawings often express his mechanical interests. They are often cross sections of buildings revealing all the inner networks of stairways, water systems, energy systems, and structural supports. His drawings are striking for the detail and depth. (Leo) is also very interested in "little things", as he puts it. His little bears are very important to him. He enjoys making clothes for them and even built a little bear house for them. He loves miniature soldiers with army men. He wanted to make some himself. We couldn't at school because the tools and molds are costly, but he was very caught up with the idea. We have a book called WAR MINIATURES which has lots of pictures of little soldiers and various fighting in constructed setups and blocks and papier mache. (Leo) loves to look at that book. He also went through a period of doing a lot with collage materials and constructing small worlds with them.

(Leo) is very imaginative and creative. He frequently makes up his own activity and pursues it independently. I

1979-80

am often struck with (Leo's) ability to become totally involved in a project completely independently of me and his peers. (Leo) is respected for this ability to generate his own projects and to be self-sustaining.

(Leo) has been one of six children involved in a decorative arts project at the (museum). He has been very enthusiastic about this. They've learned about the decorations in the (museum), gone into the cupola of the house and into the little dollhouse. They have made all kinds of Christmas ornaments - Victorian style.

Another main interest of (Leo's) is science. He becomes extremely caught up in any discussion or demonstration of a scientific happening. He asks lots of very thoughtful questions and won't stop until he has understood the "principle behind it" to use his own words. Other activities (Leo) has been involved in are clay, dramatic play, sand and water, monoprints, sewing, vegetable printing and mural drawings.

At the beginning of the year (Leo) had one very close friend. They did everything together. There was lots of hugging and caring between them. They quarreled frequently and in my records I wrote they were like "an old married couple". This relationship lost some of its intensity as the quarrels increased and as the other boy became focused elsewhere (not as positively unfortunately). They still spend a lot of time together and are very productive together and supportive of each other. (Leo) now has no one specific friend but he moves among many boys and is a firm member of one certain group. He is very well liked and appreciated by all.

In (Leo) I have noticed some emotional fragility. He cries easily in certain situations whether he himself is hurt or if he hurts someone else. He is very responsive to gentleness and encouragement to calm down and is able to do so readily.

(Leo) is a very central member of the group. He gets along well with almost everyone in the group. He has a natural sense of feeling and is very sensitive to others. He is very accepting, tolerant and equitable. His peers appreciate his kindness and good nature. He is respected for his perception and insights at any group discussion. He is always brimming with speculation and questions and people admire his depth. (Leo's) sense of humor is full. He loves to make puns and play with words. He can become very boisterous, especially on the yard. He gets to

1979-80

marching and tooting and just general noisemaking, so much so that sometimes he has to be asked to stop (all very good naturedly). (Leo) supports any group undertaking wholeheartedly. We took a hike to the white rocks and he came totally equipped. He looked like a mountain climber. For our play he doesn't have as large a role as he would like and has been promised a leading role in our next production. However, he is very enthused about the play and loves to rehearse it. His sense of drama is immense. He acts his part of General Octavius superbly. And characteristically, (Leo) generated a few extra lines for himself. (Leo) is one of the main supports to the total group process. He is full of thought, enthusiasm, and consideration. This combination makes him a truly valued group member.

Academically (Leo) is very competent. He is reading DAY OF THE NESS. He reads well - almost fluently. He can read long unfamiliar words with little help from me. He gets great meaning from what he reads. He tried to read A WRINKLE IN TIME and stuck with it for a long period of time before giving up and deciding it was too difficult. (Leo's) writing flows from him. It is full of adventure and sound effects. Right now he is writing a story about little bears and their lives. He had recently finished a space adventure story. The mechanics of his writing need work. It is difficult to read what he writes. His spelling needs work. I have asked him to come to me more often for words. He doesn't like to do this and would much rather sit still and write independently of my help. He has some trouble with punctuation. He is working on quotation. He needs to space his words more. Often they run into each other, which makes it hard to know when one word started and another ended. (Leo) has a natural number sense. He grasps patterns and processes very easily. Usually I only have to explain it to (Leo) once and he's got it. He has worked on complex carrying and borrowing, place value, liquid and linear measurement, multiplying one digit times two - 3×12 , times tables and beginning division. (Leo) is very caught up with the idea of place value and the number google and the idea of infinity.

He is a pleasure to have in group and a real support to me and his peers.

1979-80

(The Spring WEEKLY DESCRIPTIVE RECORDS are missing from the file)

The Prospect School
North Bennington, Vermont

Name: (Leo)

Date: June 4, 1980

Age: 9;8

By: (U.F.)

(Leo's) drawings have continued to be striking. He is very interested in perspective and has mastered some of the technique naturally. His drawings are full of details--hinges on cabinet drawers, nails in tables, switches to turn lights on and off, etc. His are the kind of drawings that can be looked at for a long time in order to get everything out of it. The themes he chooses are charming and widely varied. He draws little bears, squirrels, rabbits, and space creatures and bloody battles, soldiers, cities, and more. He draws in pencil and rarely colors in his drawings. Construction has remained a strong interest. He has most expanded this interest in his work with the blocks. He has become involved with building a series of structures which affect each other in order to produce an end result. For example, one structure he built had a line of blocks which, when the initial block was touched, toppled all the others causing another set of blocks to fall and hit a block that was suspended in a see-saw fashion, which landed a marble in a final square of blocks. These structures are very impressive and often draw a sizable audience. (Leo) is also interested in maps and mazes. There was a labyrinth game in class for a while and he was very drawn to it. He began constructing his own maze game in the woodworking room and is still working on it. Mazes were very enticing to him. He drew several extremely detailed mazes on graph paper, one of his home and surrounding areas, and others of imaginary places and battles. Other activities (Leo) has been involved in are wax, murals, batik, rubbings, bookmaking, marble painting, cooking, plasticene, and stencils.

Socially (Leo) has continued to be friendly with a number of different boys. He always comes in each day full of interesting observations and conversation. (Leo) is never at a loss for words. His peers respect him for his wealth of interesting information and very much enjoy his good nature and full sense of humor. (Leo) continues to make choices for activities independently of his peers and

1979-80

usually works alone. For academics he finds it best to sit alone also. At group time he is one of the most interested and involved. His comments are keenly perceptive and he is not afraid to be explorative in his thoughts. He has a large vocabulary and is capable of understanding fairly complexly stated comments. (Leo) is a real thinker who also has a great amount of knowledge. The combination of the two is striking in him. I have often been taken aback by something he has said. He is capable of opening others' thoughts. His enthusiasm knows no bounds and is especially present on any group venture. He has been a real pleasure to have in group this year.

Academically (Leo) has continued to demonstrate competence in all areas. His reading remains strong. Whenever (Leo) tells me what his book is about, the high degree of meaning with which he reads becomes clear. His oral reading has improved. He has had to learn that when reading out loud it is necessary to read every word, whereas when reading silently it is fine to skip some. Before he would read aloud just as he did silently. Books he has read include THE SILVER CHAIR and WHITE FOOT THE WOOD MOUSE. (Leo's) stories are full of exclamation and adventure. He likes to write about animals going on trips and getting into sticky situations. Space creatures and space battles are another theme prevalent in his writings. His drawings lend a great deal to his writing. They enhance and sometimes describe the drama or setting of his stories. (Leo's) natural sense of numbers continues to stand him in good stead. He has worked with two-place multiplication, long division, fractions, word problems, money, and mapping. He picks up any new concept with ease.

(Leo)

Teacher(s): (U.F.)

Group III 1980-81

Age 9;11-10;8

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8-12: Working on a mural of Empire Strikes Back with (Jack) and now mostly on his own. Worked with (Skip) and went over to his house. On yard--broadcaster of football game and is now playing; doesn't catch much and hasn't passed much. At groups--very participative. He's excited about the movie, wants to be King Arthur. Is still inappropriately loud. I need to speak to him directly about it. He's coming to me for more words during writing --Great! Reading Narnia books still. In math some confusion about long division, but basically very competent.

SEPTEMBER 15-19: Always a kind word. The bears are back. Has been involved with (Skip) and mountaineering equipment. Has finished the mural which is more like a big drawing--doesn't stand out as a mural, but good drawing. Likes to read with me--Narnia books. Reading better out loud--not skimming over words as much. Also did construction with straw and (wire?). A group person.

SEPTEMBER 22-26: Had one day of really fooling around; can't remember when I've seen him like that--really silly and poking. When we went to the woods, he came in with a note from his father saying that he was "feeling low" and would need to "hang back." Writing mechanics still need work. Pals with (Jack) and (Skip)--Star Wars enthusiasts. Worked on mural of Empire Strikes Back.

SEPTEMBER 29-OCTOBER 3: Started a wooden building for Beartown; it's an art supplies store. Good work. Told me a joke at rug time--it was funny. Likes to be in on hilarity and joking. Pals with (Jack) and (Skip) mainly. Doing great work with times tables. Worked on part of his costume. He's Merlin in the movie. Is working hard on his writing--especially spelling.

OCTOBER 6-10: The Merlin costume is wild--wearing a sparkly blue pant suit and brown velvet cloak; made a beard for himself that makes him look like Santa Claus. Hopefully it's been improved on with gray dye. Often sits by my chair (at group time). Built a beautiful town with (Eva); the devil lived outside it. It had stairs and gardens and seagulls in a pond. He was very proud. Has

1980-81

become a great kicker at kickball--not too good in the field, however. Made a sword with a copper handguard.

OCTOBER 13-17: Helped a lot with painting of the boat. Can sometimes be very indirect. Instead of saying, "(U.), I don't want to go up to the attic to get the giant's head," he kept making excuses. He does this fairly often and appreciates it when I cut into it with humor. Has a habit of tugging at me when I'm talking with someone else. Can get almost whiney. Did a great job as Merlin in the movie. Dramatic presence.

OCTOBER 20-31: Was a beaver for Hallowe'en. Incessant talker. Has a thing with food. At Hallowe'en party got deeply involved with counting candy corns. Lots of costume work. Has made a great Red Knight costume--and excellent acting. Can be nagging. When pointed out to him, takes it to heart and is genuine. Sensitivity is immense.

NOVEMBER 10-14: Blocks all week. All his structures have something to do with energy and power sources. They always have height and lots of inner complexity. One day we filmed battle scenes, he didn't want to carry his Knight costume--so he was hardly in any. It's another example of his lack of willingness to exert himself physically--reminds me of him on the hike last year. Kindness and cooperation continue. Energy can be high-pitched; fooling. Not very responsible about his clean-up job--garbage.

1980-81

The Prospect School
North Bennington, Vermont

Name: (Leo)

Date: December, 1980

Age: 10;1

By: (U.F.)

(Leo) has continued to be independently productive this semester. His ability to generate his own projects and follow through on them is a great strength of his. An example of this came up during the costuming for the movie. Everyone else was making helmets out of chicken wire and papier mache. (Leo) brought in some sheet metal and crafted his own helmet. The same kind of thing happened with his sword. Most people were either making fairly simple wooden swords or using real metal ones. (Leo) decided he wanted a sword with a hand guard on it. He constructed one using wire and copper metal. It was stunning when finished. Right now he is very involved with another project he made up by himself, a miniature ship. It is about 4 inches long and has toothpicks for masts with cotton thread for rigging. (Leo's) hand skill is immense, as is his patience with detail and excellent craftsmanship. A major project that (Leo) is the author of is Beartown USA. This grew out of his collection of and attachment to little bears. It has grown into a huge group project in which everyone is involved in some way. He is building an art supplies store for it.

Another activity that continues to be a favorite of (Leo's) is block building. His buildings are complex and always have something to do with power or energy sources. Drawing continues to be an area of strength for (Leo). His sense of perspective and attention to detail lend a very sophisticated quality to his work. He spent a couple of weeks on a detailed mural of THE EMPIRE STRIKES BACK.

Drama continues to draw (Leo). He has a real dramatic presence and handles any part with a great deal of poise and ease. In the movie he has handled his part as Merlin and the Red Knight superbly. Another thing to note about (Leo's) involvement with the movie is his strong sense of group. He volunteered to do several group projects needed for the movie in addition to his own costuming.

(Leo's) sensitive nature makes a big contribution to the group and its tone. He is a highly respected member of the group. His constant kindness and understanding are a real

source of support to his peers. He is able to evoke kind words and a cooperative spirit in others. At group meetings (Leo) continues to be one of the main participants. His peers admire him for his wealth of knowledge and his interesting perceptions and questions.

(Leo) has many friends. He spends time with different people at different times of the day. He shares a Star Wars enthusiasm with a couple of other boys and these are the ones he is with most often. He spends a good deal of time on his own, working independently and intensely on a project or story. He has a hard time handling conflict and tears are often very close to the surface when he is faced with it. I sometimes wonder if this might have something to do with (Leo's) independent stance in the group. Another characteristic that makes (Leo) a very central member of the group is his humor. He has a knack for telling a funny story, or adding just the right comment at the right time.

Academically (Leo) has shown the most improvement in his spelling. He started coming to me much more regularly for words and this has made a big difference. Letter combinations are starting to make some sense to him and he is remembering some of the spelling rules. His handwriting has improved also. The actual stories he writes continue to be outstanding. He writes very descriptively and has a way with words that is striking. He knows naturally how to turn a phrase in order to get a dramatic effect. His themes are consistent with those of last year - space, animals and adventure. (Leo) has been reading the Narnia series and loves them. He continues to get a great deal of meaning out of what he's read and enjoys discussing the plot. His out loud reading seems a lot smoother. He is no longer skimming out loud. He is paying much more attention to each word when he reads aloud now.

Mathematically (Leo's) competence continues. He has mastered 2-place multiplication and can do 3-place multiplication with my support. He can do complex carrying and borrowing, simple division (long division with my help), complex place value and word problems involving all these operations.

1980-81

(The Spring WEEKLY DESCRIPTIVE RECORDS are missing from the file)

The Prospect School
North Bennington, Vermont

Name: (Leo)

Date: June, 1981

Age: 10;8

By: (U.F.)

(Leo's) main areas of interest continue to be drawing, construction and drama. In his drawings he demonstrates a natural sense of technique. He has done a great deal with perspective and has figured it out entirely on his own. Just recently, he did a drawing which amazed his classmates and myself. It was of the Metropolitan Art Museum's armour exhibit. He drew several armored men on horseback from a direct front angle. The perspective he is able to achieve is really quite remarkable. (Leo) is also very capable of creating an atmosphere in his drawings. One drawing of an ancient temple which he did recently using charcoal and pastel was extremely evocative of mystery and ancientness. It literally took my breath away when I first saw it.

Construction continues to be the area in which (Leo) spends most of his time. Block construction remains of special interest. He still uses his Star Wars Action figures as the actors and inhabitants of star bases he builds. This is his most frequent activity in blocks. The bases he builds vary widely in structure from tall stilt structures to low lying structures with very intricate interiors. (Leo) also very much enjoys building in the sand pile. He can become extremely involved with what he's creating. His creations always have lengthy and fascinating explanations to go with them. A group construction project that (Leo) was involved in was Beartown USA. Not only did he build an art supplies and toy store, but he was also responsible for designing a car for little bears. This design was used as a model for the rest of the group in order to construct their own cars. This design ability is very strong in (Leo). He seems very able to imagine what he wants and to represent that in concrete materials.

Drama continues to be an area of strength for (Leo). He is the lion in our group play, "The Wizard of Oz". (Leo's) stage presence is very strong. He sings two solos and does so with abundant amount of feeling and enthusiasm. The quality of earnestness and sincerity of expression is what

1980-81

most strikes me about (Leo's) dramatic ability. Any activity (Leo) undertakes to do, he does so with carefulness and precision. He has been extremely involved and remarkably productive in terms of activities over the past two years. Other activities he has participated in are batik, sand and water, woodworking, and electricity.

Socially, (Leo) has had a very good term. He made a very close friend about mid-year and these two have been virtually inseparable ever since. They share many interests, as well as a lack of interest in the social complexities that can go on amongst 10 and 11 year olds. On the other hand, (Leo) has had a larger amount of regular contact with several boys than he previously had in the fall or late spring of last year. He seems generally more involved and sought after socially. He has many friends and seems to be able to bring out the sensitive side of people he's with. He is generous in every way, with others' faults as well as giving of himself to others.

(Leo) has trouble being concise at group meetings. It takes him a very long time to say what he has to say. This creates discomfort on the part of those listening, but (Leo) is always open to a direct remark about making it shorter. In fact, I have been very struck with (Leo's) ability to be able to see weaknesses in himself, acknowledge them and agree that, yes, he does need to work on them. Another area (Leo) has some difficulty with is making too much out of very little physical hurts. His over-reaction suggests to me that there are questions in (Leo) around physical injury and how to handle it.

Overall, (Leo) has been an involved and productive member of our group in all ways. His earnestness and lack of inhibition in certain areas have had a very positive effect on his classmates and on me. He seems less afraid than many of us to make mistakes in front of the group. I credit this to his real ability to deal with and accept weaknesses in himself and others. His good humor and jolly remarks coupled with a deep sensitivity have made him a real pleasure to teach these two years.

Academically (Leo) remains very strong. He continues to be very much a reader and has an appreciation of books. He has enjoyed reading with a partner and sharing his thoughts about books he's reading. His reading is fluent. (Leo) is able to become connected to the books he is reading. He truly gets caught up in their meaning. He just finished SILVER ON THE TREE and is presently reading STUART LITTLE.

1980-81

(Leo) is very concerned with technique in all areas of his work. This remains true of his writing. He is conscientious about using punctuation and of asking questions regarding matters of mechanical techniques, such as paragraphing and quotations. (Leo) has a natural way with words and is able to use them very dramatically. Themes of his writing are space, small creatures, adventure and relationships. The illustrations he does to accompany his writing add much to the atmosphere of his stories.

(Leo) has made substantial progress in the area of writing over these past two years. His spelling and handwriting plus the increase of complexity of plot have been the areas of most dramatic growth.

In math, (Leo) remains solid. He enjoys the logic and pattern of numbers. He often discovers patterns in numbers that I hadn't noticed previous to his pointing it out. He has mastered long division, many place multiplication, carrying and borrowing. He knows all his addition and subtraction facts, as well as his times tables. Other areas he has done a lot of work on are fractions, decimals, money, measurement, graphing and word problems in all these areas.

(Leo)

Teacher(s): (M.M.)

Group III 1981-82

Age 10;11-11;8

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER (initial entry): Pretty good week for (Leo). Pursued writing in academic times. Mostly with (Al) and (Jack). Is excited about the group theme. In activities did slats, blocks and drawing.

SEPTEMBER 21-25: Another good week. Very involved in drawing--his map of Hoth is amazing!! Also involved in group--excited about maps and mapping and the (forest trip). Also involved with journal (story is going a little slowly but the details are fascinating). Close to (Al), (Todd), sometimes (Jack) and (Paul).

SEPTEMBER 28-OCTOBER 1: Enjoyed the (forest trip). Quite active--went on day hike; interested in first aid. Helpful and involved. Got cold but good spirited.

OCTOBER 13-23: A good couple of weeks. Is writing with (Skip)--"Escape from Atlantis"; good pair to work together. Number work is solid. Is enjoying the microscope work and also dissection with some reservations. Interested in discussions and is a stabilizing force in the group. VERY excited about the play and his parts (Narrator and Elrond). Already very "psyched" for the production.

NOVEMBER 6-20: A generally good period--a little disturbed by the noisiness of the group. His report on castles was hard for him to start--needed lots of support re approaches to material and ways to take notes. Got much easier by about the 18th. In math, some trouble around decimals but with support resolved it. In activities has done large drawings, dungeons and dragons, maps, his report--and lots of interest in Thanksgiving celebration. Socially, (Al) and (Skip)--but easy with all. Interested in tumbling and very disappointed when he had trouble (with it).

NOVEMBER 24-DECEMBER 18: Invested in Christmas--especially the decorations. Very involved in setting up the Big Room for Open House. He was disappointed that he couldn't do the tumbling well enough to be in the show. It's one of the few places where his size is a real disadvantage. But he's involved in the Christmas show all the same--"milking maids" and talked (Jack) into it too. Also, quilling, drawing on Christmas themes, decorations, getting the tree,

1981-82

preparing food.

JANUARY 11-15: Nice week for (Leo); he's very involved in all aspects of the curriculum: the play, math, discussions. Very knowledgeable at the latter but still able to do his own thinking. Intrigued by subject area. Very caught up in play preparations--has the most lines. Also, dungeons and dragons--loves it! A little uneasy about French, has spelling concerns--wants it to be just right. Reassurances about improvement helped here. With (Jack), (Al), (Todd) and (Jonah)--though some friction there and some with (Todd), too.

JANUARY 18-29: Hard couple of weeks for (Leo). He seems confused about his role in the classroom--skittish about things, particularly the last couple of days. Embarrassed by this--not knowing where his place is, what to do. But good times as well--particularly around the groups on current event issues--very knowledgeable. Also the play where he is the narrator. Enjoying this latter role a lot. In activity chooses some nice work around the play theme--working on large drawing, working on map for the Elf-King, also on swords and shields. Socially, (Al), (George), (Jack) and (Jonah) (a little)--there has been some conflict there. Reading LORD OF THE RINGS and loving it, although it's a bit of a stretch. Caught up in the story and loving this a lot--very into the theme. Also liking homework and math work around geometry themes. Liked the history curriculum too.

MARCH 8-12: A good week--though very nervous about the play. Did very well even though he was nervous. His professional style and seriousness really helped others to pull it together. SO relieved on Thursday night when it was done. Socially, (Al) and (George) but also extending some to the girls ((Candy, (Emma), (Alva), (Virginia), (Lucy))), with nice effects.

MARCH 15-19: Another good week. Engaged in new curriculum right off--had lots to share and contribute. Interested in the pilgrims especially. Saw relationship of this discussion to questions of rights, current events. Activities: Blocks, alot--doing neat fortresses and stilt building--and working from them to make space forts; beautiful design here. Mostly with (Al), (George), (Jonah), (Merce) in these themes; a connection to dungeons and dragons interests, also. Nice for (Jonah) and (Merce)--and a good expansion for (Leo). Watched dyeing with interest--wants to do some.

1981-82

MARCH 22-APRIL 2: Good weeks, but socially deluged. So popular and stabilizing to other kids--they seek him out. Wonder if this gets to be pressure for him. Tie-dye, BLOCKS, drawing (working on his big map again). More dungeons and dragons--suggested diorama as outcome for that --he's excited about the possibility. Math is going well; getting into simple algebra. Writing continues to be very slow--stories are great but it really takes him time--needs a daily or weekly line minimum to help him.

1981-82

The Prospect School
North Bennington, Vermont

Name: (Leo)

Date: March, 1982

Age: 11;5

By: (M.M.)

As we discussed in our January parent conference, (Leo) is having a generally productive and fulfilling year. While I don't have any major concerns about him, I am conscious of his sometimes not being fully challenged by the curriculum. As one of the older children in the group, (Leo) often quickly grasps what might take other children longer. However, he seems quite accepting of this difference, and has adjusted well to it. In math and group discussions we have done some small group work which has allowed for a greater conformity of various children's needs. In the next couple of months, small history and short story discussion groups should also speak to this question of challenge.

Socially, (Leo) is very settled and content. He has a small group of boys he chooses to be with, but gets along well with everyone else. (Leo's) infectious enthusiasm allows him to form his relationships almost wholly on the basis of shared interests, which gives them a vitality and genuineness that is truly wonderful. A recent re-establishment of a previous relationship with another boy has been nice in that it has extended the horizons of both (Leo) and his friend. I am encouraging this relationship, and trust that it will continue to deepen.

Academically, (Leo) is very solid. In math, he has worked on computation, decimals, fractions, mazes and puzzles, simple geometry, and a little algebra. He seems to be adjusting to the more formal approach of higher math, and I am sure that this will pose no difficulties for him. In writing, (Leo) has done stories that center on adventure and medieval themes, frequently with humorous touches. His mechanics are still somewhat shaky, particularly spelling; while (Leo) can learn spelling lists with relative ease, he seems to have difficulties in applying this to his daily writing. In group discussions, he is very attentive and interested, and frequently volunteers fascinating and pertinent information. At times this can become a little facile; however, if pressed, he can think deeply and originally.

In activities, (Leo) has varied his choices considerably,

1981-82

but has focussed particularly on drawing and construction themes. His work in detailed mapping and construction projects is outstanding, and has evoked strong admiration from his peers. In other areas, (Leo) has also chosen drama, cooking, woodworking, wax, clay, sand and water, and been involved in group drawings and murals. He has a major part in our class play, and is quite excited about it all. His competence and enthusiasm have really helped to sustain the class's investment in the production.

(Leo's) enthusiasm and commitment to social and academic growth make him an exciting person to teach and a very valuable group member. I enjoy him tremendously, and am committed to challenging him in both these respects. I would welcome any further feedback from you on these issues.

1981-82

APRIL 19-23: Seems a little at a loss. Not as engaged as he could be--particularly around activities. Working on a model castle--but the work seems more intermittent than it might be; perhaps he needs a more precise material. His report is also castle related--on dungeons and dragons--VERY technical and involved! In group is very interested in questions around race and religion and rights--has good comments and observations. With (Al) gone, mostly spending time with (Jack), (Jonah) and (Paul).

APRIL 26-30: Working hard to finish report--presented with somewhat confusing results. Enjoyed group discussions on sex discrimination, also on Hitler and war crimes. Interesting comments. Socially, is with the same group, though some frictions with (Jonah). Combined castles with (Paul)--but needs it to be more precise. Material will have to be fixed up.

MAY 10-14: A good week. Did some great comics late last week with a couple of the other boys--hilarious! Really interested in the solar energy curriculum--had good ideas about different ways to generate power. Doing well with algebra and "gets" it easily; enjoys the challenge of a new type of math. Likes his small but funny part, "the bird lady" in the play, too--and is a good supporter of the group in this.

MAY-17-JUNE 11: Agreed with the decision (to not produce the play), since the group wasn't pulling for it. Immediately very involved in the plans and preparations for the trip. Sold the most tickets--about 40 books!! Very supportive of our going. Then it turned out he couldn't go --but still behind the class. Such a wonderfully strong group member.

JUNE 14-18: Missed the trip. In (U.F.'s) room during this time--fit right in and enjoyed himself. Last couple of days were very nice--really involved in the assembly and the (picnic at the lake). All bounce and enthusiasm. For assembly did a hilarious picture of "a typical game of soccer." Got a big laugh--drawing was beautiful, too.

1981-82

The Prospect School
North Bennington, Vermont

Name: (Leo)

Date: July, 1982

Age: 11;8

By: (M.M.)

(Leo) had a good spring. He continued to be particularly close to one boy, but expanded his social circle to include a number of previous friends with nice results for everyone. On the whole, he continued to be active and enthusiastic in all areas of the curriculum, although he could get stuck in his story-writing. He is a very strong and supportive group member and did much for the spirit of the group.

In activities, (Leo) has been consumed by fascination for the Middle Ages, and his choices have centered around this theme. Blocks, "Dungeons and Dragons", drawing and drama have all been very engaging media in which to approach this material. In the blocks, (Leo) made stilt buildings, fortresses, castles, and then used them for long sieges and wars. Similarly, his drawing has mostly been of knights, castles, creatures and characters from "Dungeons and Dragons" and maps of their abodes. In drama, (Leo) took a large part in "The Hobbit" and played it with skill and professionalism. He was also quite involved in the production of swords, shields, costumes, props and sets necessary to the show and did much to help in rehearsals. (Leo's) involvement in "Dungeons and Dragons" has been intense and was the basis of many of his relationships this spring. (Leo) is a very skilled player and has been unflinchingly generous in helping others to "learn the ropes" of this most complicated game. He has also been involved in a number of other activities, including tie-dye, wax, clay, cooking and baking.

Physical activities have also been important to (Leo) and he has taken an active role in most all of the class games. These have included soccer, kickball, "Capture the Flag", wrestling, swimming, hiking, and skiing. (Leo's) good sportsmanship and enthusiasm always made him a sought-out teammate and earned him the respect and admiration of peers and adults alike.

In math, (Leo) continued to consolidate his skills in computation but also made considerable progress in higher math. He reviewed his multiplication and division,

1981-82

decimals and fractions, and mastered per cent, ratio, Roman numerals, and related story problems. (Leo) was also introduced to various number bases, the geometry of simple polygons, and algebra of three variables. He has a strong sense of number and grasped the meaning behind these processes as well as their form. (Leo) could see that it was very different to solve a problem using variables, and set himself to learning how to use these new tools. He will need to review the work he has done in geometry and algebra, but should have little difficulty, as the groundwork has been laid.

In writing, things have been slower. (Leo) has sometimes found it hard to stick with his writing, particularly when working on stories. His difficulty seems to stem not from a shortage of ideas, but rather from having too many of them. There are so many possibilities that things get confusing. Usually if able to try out the options on a sympathetic listener, he could sort things out and get underway again. (Leo's) stories are mostly tales of adventure, magic and intrigue, and characteristically are illustrated in detail. (Leo) has also written several non-fiction pieces, including a beautiful poem about spring, his opinions about the Declaration of Independence and a very detailed report on "Dungeons and Dragons". (Leo's) mechanics are improving, particularly in spelling. Learning spelling rules has been much more useful to him than learning spelling lists. He continues to have difficulty with sentence and paragraph structure and will need to practice these in the future.

(Leo) has read a great deal of fantasy this term. Besides THE LORD OF THE RINGS, he has whipped through THE WIND IN THE WILLOWS, WAR OF THE WORLDS, THE HITCHHIKER'S GUIDE TO THE GALAXY and the TARAN WANDERER series by Lloyd Alexander. (Leo) was always very excited about his reading and loved to discuss it. He has an excellent memory for details of plot and characterization and appreciates nuance, irony and humor. He reads well aloud, although a little breathlessly - probably because he's so excited! (Leo) also very much enjoyed our group stories and always listened intently.

In group discussions, (Leo) was interested in most anything and was correspondingly involved. He volunteered relevant and interesting material freely, yet was also very good at listening to others. Sometimes, (Leo's) vocabulary could be a bit overpowering, but he always explained himself fully and without a trace of condescension. He was particularly involved in our discussions of current events,

1981-82

energy policy and options, ecology, and rights and treatment of minorities. (Leo) was also very active in discussions of group projects and activities and always "came through" very strongly to ensure their success. One example is (Leo's) tirelessly selling raffle tickets for our trip to Cape Cod, even after he found out that he would not be able to go along. That sort of generosity and group spirit made (Leo) a very respected and influential member of the group.

(Leo's) relationship to me has been nice; full of conversation, cheer and enthusiasm. He is a wonderful person and an exciting student who does much to enrich a group. I feel lucky to have been his teacher and shall miss him next year.

(Leo)		Teacher(s): (U.F.)
		Teacher Intern: (O.A.)
Group IV	1982-83	Teacher Intern: (Q.V.)
		Volunteer, dramatics: (K.K.)
Age	11;11-12;8	Classroom assist., art: (B.B.)
		Principal: (E.V.)

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 7-SEPTEMBER 10: Introduced animation to the group. Showed all the other boys how to do it. Came up with a very funny idea for his animation--about a sexy sandwich who falls in love with a hero sandwich. He even went over to a nearby church to film some scenes. Very central to the group--everybody loves him. His humor is a real support to the group as is his tolerant and generous spirit. He is the Dungeon Master for all the dungeons and dragons play that goes on. He and (Paul) seem to be pals--but they can egg each other on into silliness. He's self-motivated; generates his own curriculum.

SEPTEMBER 13-17: Did blocks by himself for two days and with (Keith) for a third. Created incredibly complex passageways, and engineered gates and openings with cries of "It works! Yaah!" Dungeons and dragons still absorbs him. Is able to discuss its place in the activity curriculum (with difficulty). Lots of contact with (Paul); says he misses (Al). Is productive, friendly, humorous, supportive.

SEPTEMBER 20-24: Had a fairly lengthy group discussion about the group (relationships) during part of math. time. Had forewarned them that the discussion would take up part of it and not to worry about getting all their work done, that I would take that into consideration. (Leo) nonetheless, got very worried and anxious, asking when the discussion would be over. It was a very unsupportive remark; was receptive to hearing that. Started a needlepoint with (Paul)--a coat of arms; gets stitches confused periodically, but, in general, nice handwork. Lots of drawing--comic strip. Embarrassed to sing with the group--but when reassured said he wouldn't mind singing once every two weeks.

SEPTEMBER 27-OCTOBER 1: There was an incident around the overnight when we (all stayed at the Bleau House). Wanted to be able to go home in the morning to take a shower. When I thought about it, it didn't feel right. When on a camp out, he doesn't take one--and the purpose of the overnight was to keep the group together. If he went off to do that, it would be hard for others to see why they

1982-83

couldn't also go off to do something else. Also wondered if it mightn't be one of those things it is important for (Leo) to push through. So finally told him "no"--broke down, said he would have to go home. Then seemed to try to accept (the decision). Painted with acrylics, then broke down, was clutching at his chest, said he had pains. Said he had had them before. Finally got him to get up and to talk with me privately. Told him I guessed his pains were in response to being upset about (the shower issue). Told him that if it was that serious (to him), that I would explain the exception to the group. He then felt okay about it and came back up to paint. Made efforts to contact me directly for the rest of the day. Woke up next morning, it was foggy out--decided not to bother with the shower!! Is very involved with drawing. A lot of his stuff has to do with gore. Supportive of group; main pal (Mick).

OCTOBER 4-8: Snapped at (Paul) this week...(Paul) had by accident (I think, he claims) pulled (Leo's) cape which had a safety pin in it--hurt (Leo). Apologies were made--had never seen (Leo) that angry. People complain of (Leo's) slapping them too hard--being too rough during jail tag. The way he talks sounds a little "put on"; uses big words and sometimes puts others off. In general, well-liked and central. His tessellations were beautiful--made cards out of them. Still working on needlepoint. Was great in the play performed for Group II-III; was the good wizard.

OCTOBER 18-22: Did blocks like crazy--with (Keith). Built an incredible complex structure--blocks with a line of dominoes lined up through and around it. Rigged a pulley-dominoes mechanism which swung around a block and knocked the other dominoes down. Did a craypas sketch for acrylic painting; bright, vivid colors--natural composition. Humor still gets out of hand in loudness. General presence--open, sensitive, playful.

OCTOBER 25-29: At first he wasn't going to go to the roller-skating party--but changed his mind. Had a lot of fun. When they had couples skating he asked (Margot) once and (B.B.), the other--very genuine and serious about it; touching. Lots of fun and humor. Gets carried away though, can be too loud--but available to hearing it. So sensitive, too. Was a wizard for Hallowe'en--funny. Tone of voice can get a business-like quality to it that feels like a mask for something else. Is much better using "too big" words and slamming kids too hard. He and (Mick) make a nice combo; (they) sing a duet about a guy with "a bad reputation" that is very funny.

1982-83

NOVEMBER 8-12: Can be overly loud and humor can have an unintentional edge to it. Got this way when (Jack) (came back to visit). It's a form of silliness. Does REMARKABLE work in the blocks. Did his acrylic painting of a volcano erupting with a being coming out of it in one day. Bold, decisive work. Pals with (George) this week--making a game called "Iron." Still in photography and loves it. Central group person. Plays jail tag, capture the flag, and even kickball with real regularity.

NOVEMBER 15-19: Loudness and extremeness continues--spoke with him about it, but didn't seem to make much difference. Stops when I mention it, but keeps doing it. Inappropriate --seems to gain him a good deal of attention. Blocks--very drawn to and extremely skilled with. Verbal at groups but with a somewhat affected tone of voice. Pals with (George) and (Mick)--popular. Productive.

DECEMBER 6-10: Loudness and extremeness very much dropped out. Productive and positive--supportive. Can always see another's point of view. Doesn't like competition. In the Tom Sawyer play has chosen to be Aunt Polly. Likes to dress up as little old ladies he says. Is marvelous in "Everyman" as Fellowship--loud, boisterous and jolly. Lots of drawing--complex and intricate as are his block buildings. Lots of block building with (Keith). Becomes very animated and extremely involved--space ships, (?) and modern. Sometimes with diagrams.

DECEMBER 13-17: Very involved with "Everyman" play--but performance was TOO expressive. Needs to work on subtleties of acting. His gentleness continues to be a reassuring and sought after quality in the group. Pals with (Mick) and (Keith) mainly--also friendly with (Virginia); antagonizes (Peggy). Finished making chess set out of clay; did a remarkable job of it. Mysterious and gracefully formed figures. Still amazing work with blocks.

JANUARY 10-14: Very involved with blocks. Parents said he read his past parent reports and noted that everyone mentioned blocks as main interest. (Leo) commented that for all that work there aren't any photos of his buildings --so we're trying to remedy that. Took two photos of his work this week. He's interested in Greece and is thinking about writing a report on it. Pals with (Keith)--lots of pretend space fantasy together.

1982-83

The Prospect School
North Bennington, Vermont

Name: (Leo)

Date: January, 1983

Age: 12;1

By: (U.F.)

January Parent Conferences: Follow-up Notes

(Leo) continues his fascination with block building - of which photographs will begin to be taken so there is some visual record in his file of his eight-year journey with blocks! His skill and ingenuity with them has become quite remarkable. In addition to blocks, (Leo) has been quite productive in other areas of activity such as acrylic painting - which was both bold in its use of color and mysterious in theme; drawing - which he continues to do fairly prolifically with a great deal of skill; he did some lovely work in charcoal drawing and made a chess set out of clay, which was very evocative of myth and mystery.

(Leo) has many friends in the group and continues to be well liked and respected. His gentle, reassuring presence is a real support to the whole group. At present he seems to have two main friends with whom he prefers to spend his time but he is friendly and inclusive of many.

Academically, (Leo) is very strong in all areas. He is a competent reader and able to become very involved with books. Themes of the books he prefers to read are centered around his strong interest in Dungeons and Dragons and space and science fiction-type fantasy. (Leo's) writing, when he focuses on it directly is quite good. He has a tendency to get sloppy, both in content and form, if not focused on both. In math, (Leo) has a natural sense of number and logic and so is able to grasp new processes in areas of math with ease.

1982-83

JANUARY 17-21: Is fascinated with blood and gore. Likes to talk about it--does so with (Keith) mainly. I told him that it was upsetting to me the impersonal way in which he speaks of these things. It took him aback. Is going to have to work hard on his role as Aunt Polly--difficult to get his voice pitched high enough ...Did blocks, water colors--lovely; and drawing.

JANUARY 24-28: Was in (Virginia's) play as Russian shopkeeper--not natural, not believable. When he acts he often does caricatures rather than real acting. Did blocks with (Keith)--a fairy castle. Had two (former student) visitors in the group on Friday--(Grace) and (Janet); made a very visible gesture of welcome to both individually. Shook hands with (Grace) and gave (Janet) a hard time about the way she looked: "Are you the kind who hangs out in cafes?" That went too far and got embarrassing. Lots of drawing--gore is often a theme.

JANUARY 31-FEBRUARY 4: Blocks, photography, hot lunch and went to Group II-III to do wire sculpture. Was an enormous help during the hot lunch--helped clean up and had a riotous time as the whole crew sang the songs to Tom Sawyer over and over at the tops of their lungs. He thoroughly enjoyed himself. Is becoming more clothes conscious--came in very stylishly dressed two days in a row. Expressed concern along with (Meg) and (Margot) over the new relationship between (George) and (Peggy). Felt it was becoming exclusive and/or insensitive.

FEBRUARY 8-18: Had a conference with him. Discussed the way he gets out of control with humor and his fascination with gore. He appreciated my mentioning it and my concern...but also felt that we didn't get very far; haven't noticed any real changes in behavior. Still has to be reminded of both with regularity...Things have improved with (Peggy) and (Leo) somewhat--less teasing. Did beautiful water color mural with (George), ink drawing with (B.B.), phtotography. (Keith) is main pal right now.

FEBRUARY 28-MARCH 11: More aware of tensions in him than I have been in a while. When he does his solo in the play, his movements are stiff and awkward--has a hard time with it and seems unsure. Very involved with being "cool" in an interesting way. Humor often masks his real feelings. Says "it's cool" a lot. Helped with play sets. Did photography and lots of drawing. Began work on re-doing dollhouse--very involved with it. Main pals right now are (Keith) and (Paul)--mainly (Keith). They get together and

1982-83

the energy level gets high very fast. Lots of nervous laughter, jokes, "performances" for each other. Spoke with them about it--hard for (Leo) to take. Loves math. Did part of an interview with (E.V.) for the paper.

MARCH 4-18: My concern about his uncomfortableness continues. (K.K.) did wonders for him on Friday (with role in play); said his song was almost perfect--and what a superb job he did with his song. What a relief. Expresses worry over little changes and upsets that seems out of proportion with the actuality of what has occurred. Wants to be supportive and productive but seems almost as if he gets in his own way. Was at (Mick's) for an overnight and that gave him a lift; (Mick's) been so involved with (George) lately. Very involved in space fantasy still.

MARCH 21-25: Seems very uncomfortable--loudness of voice and overdoing himself physically. The way he chooses to use humor ALL THE TIME is uncomfortable for me--the volume and abundance of this humor doesn't feel right. He's very rarely serious anymore. Is at group discussion--there he seems to over-intellectualize things (if there is such a thing). Has thought provoking things to say too. There's a lack of focus--his actual work is often sloppy and careless, especially the writing. He likes (Peggy) and is following her almost every minute; he's plain over-doing it. Hard to cut through to (Leo)....

MARCH 28-APRIL 8: Uncomfortable with feelings... As Aunt Polly in the play did a good job. Enjoyed watching himself on the video; though was embarrassed and talked constantly. Though is very good dramatically, is having trouble being serious and that interferes. Worked alone this week on an ink and water color picture. Gorgeous. Worked on it lying on the sand and water table. Is remodelling the dollhouse with (Keith). Did sand and water on Friday. Loves construction. Wore dark glasses to school for two days... struts in like a "cool dude." Is acting like a caricature of himself.

STAFF REVIEW (summarized)

Child: (Leo)
Age: 12;5

Date: April 5, 1983
Entered: 1975

Presenting Teacher: (U.F.)
Chair: (Y.B.)

Presenting Question: (U.F.) is concerned, and has been for

some time that (Leo) seems masked--especially by an exaggerated humor. In fact, a lot of him seems exaggerated right now.

PHYSICAL PRESENCE AND GESTURE. The first word that comes to mind is uncomfortable. (Leo) is very large and awkward. Playing a game these days he has little stamina and is neither fast nor coordinated. Lately, his hands have become very visible. He cracks his knuckles and yanks at his hands a lot. (Leo) has thick beautiful hair, except there is too much of it and he flops it around. (Leo) has always been big and tall. Now he is growing very fast and is very tall. Because his height is increasing rapidly, his weight isn't as much of a problem as it can be. But he's aware that it can be and some days brings only fruit for lunch. He is maturing fast as the rapid growth would indicate. It embarrasses him some, especially since his sister brings it up in ways that aren't too sensitive. In terms of stance, (Leo) often stands, hands in pocket, shoulders a little hunched.

In terms of EMOTIONAL TENOR, again the word that comes to mind is uncomfortable. He was uncomfortable enough during our group discussions on relationships and feelings that he complained that we weren't leaving time for math or the Russia study. Yet he's helpful to the group. He's uncomfortable with feeling and tries to evade the topic... Now he avoids feeling by an overuse of humor. He's NEVER serious. I haven't wanted to call too much attention to it because of his sensitivity. When I do say, "whoa", it doesn't stick--and he IS funny. But it just goes on and on. Also, (Leo) can get so focussed on other people that he embarrasses them. For example, (Janet) visited and she was wearing "interesting" clothes (beret, loose jacket, etc.)--a young woman of her generation. (Leo) flopped down right in front of her and stared. Then he said, "Are you one of those types who hangs around in cafes?" She was embarrassed. He does that kind of thing to (B.B.) too. His focus on (Peggy) also makes her uncomfortable.

Another exaggeration is his enthusiasm for gore. I asked him to think about it and whether a real car accident was something he would like. He was aghast. He's actually so sensitive. Since then the gore has calmed down some.

Another exaggeration is the tendency toward caricature in both drama and drawing. He wanted to be Aunt Polly. What he portrayed was a caricature. As such, it was well done--but it wasn't real and it didn't represent a genuine interpretation of the part.

(Leo) also gets exaggeratedly distressed over tiny changes in the schedule. Yet, and this is important, (Leo) is genuinely kind, warm, and tolerant. The kids know that. People LOVE (Leo).

RELATIONSHIPS. Earlier this year, he had two separate relationships--one with (George) and the other with (Mick). Both were based on common interests. With (George) it was dungeons and dragons and riding bikes; with (Mick) it was their shared humor and sensitivity. These relationships have drifted off. Now he is friends with (Keith) and (Paul). With (Paul) there is a shared interest in drawing; with (Keith) it's blocks and an involved space fantasy that they share. When they are in the yard playing, they are in another world. It is very complete and each has his own character to portray. (Keith's) mother said that when (Leo) spent the weekend, the boys played that drama the whole time. As I said, (Leo) is focussed on (Peggy) and teases her a lot. She gets so exasperated. They have talked about it a couple of times, and right after, it's better--but then (Leo's) back at it again. The only person in the group that (Leo) doesn't like much is (Todd). (Leo's) relationship to me is strong. It's been building over many years and he trusts me. However, right now I can't reach him.

INTERESTS AND ACTIVITIES. (Leo's) projects have consistency through time and they continue to hold up well. Outside school, dungeons and dragons is very important. In school, he does a lot of drawing. Space enters a lot as a motif. He did just do a beautiful drawing as a thank you to (K.K.) for his help with the play. Projects like the remodelling of the dollhouse have integrity and mean a great deal to (Leo). His chess set was remarkable--the pieces were symbolic of mythic themes: serpents, pyramids, monk, wind, fire, etc. That mythic material also shows up in blocks and in plasticene creatures. (Leo) just loves blocks. He can build anything and absorption is total. What he builds is intricate and intricately linked, so that one action precipitates another. He also loves photography and is responsible and serious about it.

ACADEMICS AND FORMAL LEARNING. There's a change here, too --he's just plain careless. He's really competent, but he doesn't pull anything together or bother to consolidate his knowledge. He loves math but he makes careless mistakes. When I mention it, he's all embarrassed and rushed, "Oh. Yeah. Yeah." In writing the stories are action-packed, but he leaves things out and he has little sense of

audience. When I tell him the reader wouldn't know what's going on, he's flustered and nervous. He's a marvelous reader but very picky about what he'll read. I've been able to make a joke of it and that helps in the transition from one book to the next. He's read HITCHHIKER'S GUIDE TO THE GALAXY, DRAGON'S HOARD, THE MOON OF GOMRATH. He likes to re-read. He wanted to choose THE HOBBIT, which I know he has already read twice. (Leo) is intellectual and relishes intellectual challenge. He's terribly verbal. He likes big words and big ideas. He loves to think and talk. He's a speculative thinker. Current events, nuclear war-- these are the kinds of things he loves to theorize about.

SUMMARY. The recurrent words are "uncomfortable" and "exaggerated". His body looks uncomfortable. He's awkward. His gestures and ways of relating to others are exaggerated --especially his humor. He is himself very sensitive and easily hurt and this has made it hard to address him about actions of his that embarrass others.

This is a person of intellect. His ideas are expansive and speculative, but his academic work is careless. By contrast, the coherence that has always typified his work with materials is still sustained. He has always had real discipline with projects and he continues to maintain that. The theme of myth may well be quite recent. Drawing for the moment is largely caricature.

HISTORY. There is no significant medical history. (Leo's) school history can be characterized as coherent--both in terms of teacher continuity and in terms of his own temperament, projects, learning mode, etc. Because the record is so highly consistent, it is easier to summarize it through headings rather than year-by-year. The headings refer to recurrent patterns in teachers' descriptions of (Leo).

BLOCKS: This has been a passion for the eight years (Leo) has been at Prospect. Early work included towers and roads and (K.A.) stressed his increasing concern with TECHNIQUE. Space and rockets entered blocks and drawing at about the same time and I noted his capacity for DETAIL and the wide VARIETY of motifs and building techniques. Next came an emphasis on WHOLENESS - a whole town, a complete planet, elaborate tracks and marble chutes. With this expansion, interest is noted in MECHANICAL PRINCIPLES and in engineering. With (U.F.) a space station on stilts is a good illustration of skill in suggesting simultaneous wholeness, and apartness, and detail. In woodworking, he can construct cannons with moving parts. Beartown was a

1982-83

project absolutely to his taste: group effort to which each person could contribute.

DRAWING: This is also an interest spanning eight years. (K.A.) describes pictures full of action, color, and leaving a personal imprint. Color cropped out relatively early and since then line dominates. (K.A.'s) reference to personal imprint is illustrated in content such as a dinosaur eating the ABC's, a ghost zoo, and drawings of himself as a baby.

During the next two years, there was a rapid increase in variety of content, including castles, Martians, and lots of battles. (Leo) was noted for a capacity to do huge panoramas in which each tiny figure was individually characterized and recognizable. Later shifts refer to cross-sections and then to a spontaneous interest in perspective. His affinity for techniques made it possible for him to teach this to himself.

(Leo) characteristically drew in company with others and conversation was abundant.

SOCIAL RELATIONSHIPS: The consistent pattern has been one strong friendship at a time but always with availability to all of his classmates. The friend was always someone like (Leo) in avoiding confrontation and aggression. (Jack) represents a typical choice.

(Leo) loves group time, group projects and any activity, trip, etc. that requires a cooperative effort. He has never been competitive. Even in dramatic productions which he energetically supported, he was happy with any part. One of (Leo's) consistent contributions to the group has been to pour oil on troubled waters. He has always, himself, been noticeably vulnerable to harsh words.

FRAGILITY: I want to start by stressing that this record is simply packed with SUPERLATIVES. Therefore, the comments to fragility are not many but they come up, nonetheless, consistently over the years. (K.A.) noted an increase in crying in the course of the first year, but also more ability to hold his own. I noted fragility about physical hurts, but especially about his appearance. His pants have ALWAYS been too tight and periodically a seam would split. He would come to me, trying to be matter-of-fact, his chin stiff, and then as he told me, he would just crumple. The result was collapse. He was absolutely immobilized. (U.F.) also noted ('80-81) overreaction to physical hurts. However, she also noted

the easy way he could acknowledge a weakness. The implication is that because mistakes could be acknowledged, he was able to take risks, try new things. It's also important to note that he has always tried, in spite of weight and awkwardness, to be active on the yard. His struggle to square dance offers a good example. He got the pattern, the whole, and then he just kept at it.

THOUGHT: His thinking and his engagement with his own thought is referred to a lot. His style is described as pondering. He has a capacity to combine information in such a way that new questions emerge. He has been noted to grasp wholes, patterns, internal coherence. That is particularly true of his grasp of mathematics. He likes to know the principle. His speech and language are very much part of his thinking. He is noted early to make lots of jokes and puns. He has a consciousness of his own speech. The questions and the thinking are characteristically speculative. Information, as such, doesn't interest (Leo) very much. Early on, writing was noted to be a struggle because of the complexity of the thoughts he sought to express. Parallel to this struggle, (U.F.) noted that in group he sometimes went on and on until others had difficulty following or knowing what point he was making. As she phrased it, he had "trouble being concise".

WORKING STYLE: Here, too, there is consistency. He is described as serious, steady, retentive and also as possessed of an infectious enthusiasm for ideas and knowledge. Typically, when confronted with a new form or idea, he starts slowly and builds. He is attentive to technique, appreciative of them and it is not surprising that he is described as easy to teach. He has always been described as precise and careful. (U.F.) comments today on sloppiness are without precedent in the record.

TEMPERAMENT: Again, consistency - and superlatives: clever, cheerful, tolerant, and above all, accepting and kind.

MYSTERIOUS THEMES: These are rather recently noted. However, there are references to devils, houses changing form, etc.

FACILITY: (Leo) is facile with forms, with vocabularies, with mannerisms. He is quick to see pattern and he intuitively strives for the technique or form as his entry point to knowledge or skill. That kind of talent for the large whole can lead to superficiality in knowledge. Sometimes when (Leo) talks and talks and in effect, sprawls

over a topic, there is a suggestion of the superficial or at least unconnectedness. However, his intentness on precision and detail, while it suggests, too, that the essence is hard for (Leo) to reach, is also an attentiveness to the particular that saves the largeness of his ideas from hollowness. It was noted again that it is his handwork and construction projects that continue to sustain him during a period of life, early adolescence, that IS confusing. Another way that (Leo) contends with confusion is to re-read favorite books. These are mainly fantasies in which good and evil forces are sharply drawn and opposed and, which, by virtue of content as well as familiarity are predictable. Also, the act of repeating (almost memorizing) provides a distraction from ambivalence and from confusing thoughts. (Q.V.) described an observation of (Leo) drawing in which he displayed a "pointed concentration". Later, he told (Harley) who was complaining about being asked to draw, that you simply "focus on the image", then you just "transfer it". When you transfer it, according to (Leo), then it can be easily manipulated into any orientation that fits the composition.

POWER AND EFFECTIVENESS: (Leo) was deeply moved by the Gandhi film and what Gandhi accomplished through his sense of purpose or mission. He called (U.F.) to tell her but had to start the conversation by reference to a tape borrowed from her two years ago. After that preamble, he told (U.F.) he was compelled to sit down and write about the film. It had evidently been overwhelming in its emotional impact on him.

It was noted that (Leo's) humor used to offer him an appropriate degree of distance--that is, a way to express warmth to others but also a means to shield his own sensitive spots. Now, his humor is out of "synch". In exaggerated form, it confuses people, embarrasses them and blinds (Leo) to himself and how others are perceiving him. Humor isn't an effective mode for (Leo) at this point in time.

It was noted that the children continue to respect him, and (Virginia) in particular, can help him to refocus. This is a long standing relationship based on mutual respect. Both are persons who possess intellectual strength, and for whom feeling is important but far from simple. (U.F.) noted that it is (Virginia's) warmth towards and affection for (Leo) that are so helpful. There was discussion of (Leo's) resilience (or lack of it) following a collapse or immobilization. (U.F.) said she dreaded to approach him too directly with her concerns because she knew he would

crumple. However, she and (Y.B.) agreed that, approached matter-of-factly, privately, and with warmth and humor, he DOES recover.

This year's group discussions focussed on relationship and feeling were recognized as especially hard for (Leo). He is accustomed to contributing in group. He is a wonderful and supportive group member. Since he holds the expectation of himself that he will make important contributions to discussion, he must feel considerable tension when the topic of discussion touches his own vulnerable spots. It was added that relationships and ordinary give and take have never been easy for him. Historically, he has worked this out by maintaining one strong friendship with a person like to himself in abhorrence of confrontation and angry feelings. With the group at large, he has counted on humor, respect for his intellect, and genuine helpfulness and tolerance, to give him both membership and privacy. (O.A.) added an anecdote that illustrated (Leo's) idealized or abstract idea of community. Although, not a child she knows well, he has stopped at her house while biking, with the expectation of a glass of water and a cookie, because they "are neighbors".

RECOMMENDATIONS

The recommendations were focussed on anchoring or grounding (Leo) with the intention of clarifying his perception of himself vis-a-vis others, and providing substance for thought and conversation.

We agreed that it is necessary to risk the crumpling, not only to establish with (Leo) that he DOES recover but because Prospect by virtue of being a safe and trusted environment offers the appropriate context for practice in give and take with other people. It was suggested that (U.F.) point out to him privately the way his actions affect others and offer alternative forms: "It occurs to me that when you do 'x', then other people do 'y'....When you do that, what you could do is..."

Interviewing was suggested as a way to focus (Leo) on other people and their viewpoints/responses and as a way to give him access to how people have lived their lives. Interviewing is a form that requires listening and a focus outside yourself. When (Leo) did interview (E.V.), he was embarrassed, quick to nod, and uncomfortable with probing or redirecting a question. It would be best if he could

1982-83

watch interviews done and learn the form and how to implement it. Interviewing older people about their lives, or skilled people about their disciplines, would offer the kind of substance and content that (Leo) needs right now to think about.

Literature of three kinds was recommended as a needed alternative to fantasies: Biography and autobiography that portray lives in which the person pursues a dream or vision (like Gandhi). Literature in which feeling and relationship is explored symbolically. Poetry, preferably romantic poetry, which is about something, e.g., the French Revolution or other events. In particular, Wordsworth was suggested.

Writing needs to be reintroduced as a medium for discovering what you know. Writing that draws on observation has that potential as does writing poetry. Another form is the essay in which a point of view is presented and backed up with evidence, logic and/or argument.

In terms of group meetings that focus on feeling or relationship, it may be useful to (Leo) to point out that he does not have to discuss or state his own personal feelings. He can't anyway because he isn't clear what they are as his response to (U.F.'s) question about gore reveals. He can, however, have access to feeling and qualities of relationship in symbolized form through literature and films. He can be encouraged to bring those somewhat more distant perspectives to bear in group discussion.

WEEKLY DESCRIPTIVE RECORDS, Cont.

APRIL 11-15: More grounded this week. Focussed on him myself, trying to find a direct way of dealing with his indirections. He got frustrated with me and my insistence that he re-work a clay serpent he was making for his chess set. He was very resistive about it and made quite a show of getting humorously upset with me. But I got through to him and he approached his work more seriously afterward. Did photography with (Virginia)--a productive time. He admires her capacity to get work done. Got a haircut; no more "cool dude", thank goodness.

APRIL 25-29: Had a very positive conference with him this week. Pointed out his resistive reaction and responses to comments of mine. He gets upset by little things easily.

1982-83

Talked about being tense or nervous. He seemed more relaxed talking to me than in a long time. Talked about importance of not pushing (Peggy) or anyone away by too much exaggerated teasing, etc. He appreciated these comments and I noticed changes in him in his relationships. Blocks, dollhouse, (Virginia's) play, and visited Group I-II--made a marble chute.

MAY 2-13: Still too much inappropriate behavior. Am going to try a real direct approach with him and tell him I'm going to be telling him straight out when he's gone too far. See if it helps. Still having trouble focussing his ideas in from the abstract to the concrete. Has two unfinished projects--chess set and dollhouse. Has been drawing and doing big blocks. Is very involved with his writing project for critique. At our group descriptions he can become too wordy--result of uncertainty, I think. Tight with (Keith).

JUNE: Hard for him to leave at the end of the year; lots of feeling. The expression of it is hard for me to deal with because it is exaggerated--mock boo-hooing on my shoulder about how much he would miss me. Well-intentioned but embarrassing. At (the lake trip) didn't swim long--brought a long story with him and sat writing at a picnic table part of the time. My speculation is self-consciousness. Had a really great trip on our Canada trip--appreciated everything. Loved the art supply stores. Was very independent; walked around on his own. Continues to be pals with (Keith).

1982-83

The Prospect School
North Bennington, Vermont

Name: (Leo)

Date: May, 1983

Age: 12;2

By: (U.F.)

(Leo's) central areas of interest, construction and drawing, remain consistent with those of previous years. He has also very much enjoyed photography this year and has done more and more work with color, even using water color and pastels. (Leo's) involvement with blocks over the eight years that he has been at Prospect is really quite remarkable. He still finds them, as a material, challenging and intriguing and is able (even after all this time) to invent new things to do with them. Others admire and learn from (Leo's) inventions. Several times this year he requested to do blocks alone, wanting the freedom to make a statement with blocks that was all his own. A related interest is sand and water, though it is much less frequently chosen. Themes in both these forms include temples (including a scale model of the Parthenon), ancient ruins, power sources, prisons and booby traps. (Leo) continues to draw prolifically. Themes of his drawings are mainly creatures, space, caricatures and cartoons. While technically accurate and skillfully done, these drawings seem superficial and lacking in depth. (Leo) did one drawing recently of a mountainside which is full of depth, both visually and impressionistically. I would like to see him do more with portraiture, drawings from life or attempting copies of master works of art. He did a mural a couple of months ago that was first done in pencil, then colored in with water colors. It was striking in both its composition and use of color. Color seems to be something (Leo) is becoming more comfortable using. He has done some work with water colors with the poetry tutorial he's been doing with (Q.V.). He recently drew a map to go with a story he's been writing and did it all in bright magic marker. Also in markers, he created a series of beautiful rainbow dragons, one of which was given as a thank you (to the college) for the use of the stage. (Leo's) dramatic involvement continues to be powerful. His portrayal of Aunt Polly in "Tom Sawyer" was an example with the strong statement he is able to make through drama. While sometimes tending towards caricature or "hamming" in his acting, he has a lot of talent dramatically and real potential. (K.K.), our musical director, was very impressed with (Leo's) abilities. (Leo) is in the process

1982-83

of completing two major long-term projects, a dollhouse (with a friend) and a clay chess set. Other activities he's participated in are ink drawing, poster making and newspaper articles.

(Leo) is a central and powerful member of our group. He is well-liked and respected by all. This term his friendships have remained fairly consistent. He has two friends with whom he spends most of his time. They share interests in drawing, Dungeons and Dragons, a space fantasy. (Leo) seems closest to one of these boys in particular. They are very supportive of each other, and alike in their sensitive and kind nature. The three boys when together are still sometimes capable of creating an extremely high level of energy which can be disruptive. This seems to have largely dropped out in the past month, however, and they have seemed more comfortable and relaxed in their relationships with one another. (Leo) has struggled some this term with a tendency to exaggerate. He would make a big deal of a small change or mishap. He over-reacted to constructively critical comments I'd make about his work. The volume of his voice easily became too loud or uncomfortable, and he was using humor to the exclusion of any serious or thoughtful comments or responses. I had several talks with him about all of these things, and he was responsive and serious during them. In the past few weeks I have noticed a change in him. He seems more relaxed, more able to be serious and calm more of the time. His relationships seem more peaceful, his humor more in proportion. A place where this ability to be serious has been striking is in our group descriptions of paintings by Klee and Renoir and/or writing done by group members. His comments at these times have been serious, thoughtful and insightful. He has also been able to express a certain amount of feeling in response to the poetry, which is usually something (Leo) finds difficult. I am continuing to work with (Leo) in an effort to help him to temper his capacity for abstract thought with more concreteness and simplicity. Sometimes (Leo) can get caught up with big and complex ideas, and then seems to lack the ability to follow through or complete these schemes.

It should also be noted that in addition to (Leo's) two main pals, he also has several friends among the girls with whom he works regularly and with whom he has consistent positive relationships.

Academically (Leo) is very competent. Math is an area of strength and enjoyment for (Leo). He becomes distressed if he misses a math time. He has mastered his math facts.

1982-83

He's worked well with fractions, mixed numbers, addition, subtraction, division and multiplication. He is able to manipulate decimals and word problems with all the basic computational processes. He's worked with per cent, ratio and proportion, prime numbers, factoring, integers - positive and negative, and beginning algebra.

In writing (Leo) has written several Dungeons and Dragons-type fantasies, and space fantasies. He wrote a couple of fairy tales, one involving a princess who couldn't find a suitable person to marry. His latest story about a boy named Evin is a combination of Dungeons and Dragons and Taran Wanderer themes. It is also filled with humor, which sometimes adds to and sometimes distracts from the plot development. His language use is powerful. But he still leaves thoughts out of his story which exist in his head, but not on the paper. (Leo) did a research report on lasers which was a challenge to him because he was forced to explain somewhat abstract and complex concepts in very concrete terms. While (Leo) continues to tend to be choosy about what books he'll read, he has seemed to relax some of his narrow standards this second term. He enjoys reading and has wanted to practice reading out loud to perfect his skill in this area. This is a change from earlier nervousness about oral reading and a desire to avoid it. He volunteered to read a friend's essay out loud at assembly once, and I was struck with how much more smoothly he is reading orally. He enjoys discussing and initially examining books he's read. He's quite astute in his perceptions of style and techniques. Books he has read include THE DRAGON'S HOARD, THE SINISTER SCARECROW, RETURN OF THE JEDI, and he's now reading THE PHANTOM TOLLBOOTH.

(Leo)		Teacher(s): (U.F.)
South Group	1983-84	staff member, higher education: (H.A.)
Age	12;11-13;8	science volunteer: (H.M.) principal: (E.V.)

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 1-9: Central to the group. Everybody enjoys him. His sense of humor and ability to put himself "out there"--to talk, make conversation, jokes, etc., is greatly appreciated by the group. Volume can still be a problem. He also gets caught up in exaggerations still. Relationship to (Virginia) continues to be positive and relaxed. Close to (Keith)--doing a lot with (Paul), (Oscar) and (Ryan). At group discussions his comments and questions are far-reaching without sounding too know-it-all--he's sensitive about it. Mature physically ... also very big--tall. Proud of his size now--feels more comfortable with himself. Very conscientious about academics. Drawing a lot. Sand and water, blocks.

SEPTEMBER 12-16: Did drawing almost all week. Is using such a light lead in his pencil though that (you) can hardly see his work. Is doing a large landscape. He and (Keith) have done a caricature drawing--the ultimate in them--they keep working and working on it. I am trying to persuade them to do more serious work--but they won't choose it of their own free wills. (Leo) is central to the group. His ability to talk and reach out to other people is very welcomed by the group. His sense of humor is focal too.

SEPTEMBER 26-30: Has done almost nothing but draw for two straight weeks. He did a huge mural for (H.A.'s) office with (Keith) and (Oscar). Also did several still lifes at my request. Nice relationship with (Oscar)--lots of similarity of both interest and temperament. Both are very sensitive and make an effort to be open about their feelings--easily wounded feelings, too. (Leo) likes to draw in magic marker--did some ink drawing as well. Likes the Beatles, but not all rock 'n roll. Central to group--well-loved.

OCTOBER 3-14: One of main people responsible for even, cooperative group tone. Is central--everyone looks up to him and appreciates his warmth and humor. That exaggerated behavior of last year has largely dropped out--except for the volume of his voice. When he's feeling unsure he can lapse into inappropriate comments--intolerance. But in general a very even, thoughtful presence. Loved the art we saw--his comments were wonderfully perceptive. He really studied the work--he and (Virginia) and (Paul) shared comments about the (illegible word) works we saw.

1983-84

Lots of block work. Loves the architectural theme--is building a castle.

OCTOBER 17-21: Rough week. Behaviors of last year re-emerged this week. Not in synch with himself--seemed awkward and ill at ease most of the week. Provocative--teasing--rarely serious--distracted. Spoke with him after school on Tuesday. Told him how I saw him behaving--said it was first time this year this behavior had reappeared. Asked him for comments--had none really ... Told him he needed to try to figure out what was ... then he finished my sentence with "triggering it." Meaning the behavior--but still acting up. Made wire sculpture of a person--"Eddie." Drawing.

OCTOBER 24-NOVEMBER 4: Had a conference with him this week. Spoke to him about his behavior and about his involvement with activities. He seemed to be able to handle it. I made a conscious effort to be calm and matter-of-fact while speaking with him. I spoke about his teasing and how he can be nasty with it. Also about his central place in the group and his influence on others. I talked to him about (illegible ...) that he doesn't have to feel like he has to be funny all the time--that people like him a lot just for who he is--not because he's funny all the time. This talk seemed to help a lot--he's been much calmer, much more focused, and much more available to comments about his silliness or teasing when he does it. Is doing beautiful work on his castle. Otherwise is mainly drawing--all caricature.

NOVEMBER 7-18: Did a series of still lifes in different media--very nice. Also did a water color painting of a landscape. Made a diarama--(Keith) and he had the idea. (Leo's) supposed to bring in miniature figures so that they can enact dramas with their diaramas--but he keeps forgetting. His diarama was of mountains and a valley with a pool in it. Has to watch his humor--it can still get carried away. Seems much more available and open though. In a play with (Keith) and (Paul)--he was a trick-or-treater with (Keith)--in general he was funny--but he got carried away at times, which just left everyone feeling uncomfortable. Better (illegible word) though, than a few weeks back. Helpful, considerate. Enjoyed science with (H.M.). Had lots to say.

NOVEMBER 28-DECEMBER 2: Lots of drawing still. This week did some in ink. On Friday started a little wooden miniature boat--finally! I've been trying to get him to do something like that all year. Wore a hat on "hat day"--baseball type, but nicer. Close with (Keith), (Paul) and (Oscar). Friendly to all--except (Evan). (Evan) gets on his nerves. His response is to tease (Ev), but that only makes matters worse. Did a portrait of

1983-84

(Peggy) this week--like her. Very involved in his writing. (E.V.) critiqued it for him this week--he really appreciated (it).

DECEMBER 5-9: Went to visit (another school) ... Invented elf (?) ears for himself for the play--so ingenious. Wore them to go chop the tree down at (local tree farm)--funny--(the tree farm owner) got a kick out of him. (Leo) carried the tree back on his back and walked along the (stone) wall a good part of the way. It was impressive--but why did he do it? Making a Christmas mural with (Paul).

1983-84

The Prospect School
North Bennington, Vermont

(Leo)

January, 1984

Age: 13.2

By: (U.F.)

January Parent Conferences: Follow-up Notes

(Leo) has been having a very positive year in all areas. He has been very conscientious and hardworking about his academics, and receives instruction with eagerness. His writing has shown a great deal of improvement. In Math he has tackled all assignments with a fair amount of ease. He has recently been working on geometry: area and volume of objects. He is presently reading The Stronghold by Mollie Hunter.

For activities this year, (Leo) has been doing a great deal of drawing in a variety of media. He has also done blocks and some dramatic work.

(Leo) is a central group member this year. His ability to make easy conversation and humorous remarks has made him a sought after group member. His comments at group discussions are plentiful as well as thoughtful. The power and depth of (Leo's) thought is respected by his peers. (Leo) has also been responsible for helping to create and support a very even, calm yet productive group tone. His ability to encourage others, be sensitive to other's feelings and his lack of competitiveness have been a guiding light for the group in many ways.

1983-84

JANUARY 9-20: Taller than I am ... Large build ... Lots of light hair ... deep voice. Always looks nice--clothes conscious. Volume of voice much better modulated than last year. Large hands--capable of making tiny things. Dark lashes and eyebrows--makes eyes stand out ... Much faster runner--but still not easy. Is goalie for soccer usually. Likes to swim. Drawing tons with (Keith) and (Paul). He drew a lovely drawing of a magician in his chambers, also one of hikers; did a water color, colored pencil drawing of mountains--lots of variety. Started architectural project with (Keith) and (Todd).

JANUARY 30-FEBRUARY 3: Made a wax cast of his hand and forearm--cut it off himself--now will try to figure out a way to cast it. Still drawing--what he does most of the time. Also has a miniature boat still in progress. For cloth project--sewed a cabbage patch doll--it was great--it looked just like one. Skilled sewer. In play as Sancho--is absolutely perfect. He sounds just like the record we have of the musical. He's learned so much about acting--his questions regarding his acting are very perceptive and to the point. Still using an affected accent when he's unsure of things or speaking of something intellectually oriented at group. Main pal remains (Keith).

FEBRUARY 6-17: Still drawing a lot. Hasn't finished his acrylic yet--but will soon. Cleaned the dark room on Friday as his contribution to major clean-up. I told him time frame so he wouldn't get carried away ... but he did anyway. Took everything out of the closet and stayed an extra hour after school to do a complete inventory of the stuff. I went up to see darkroom after he was done--he hadn't organized it well at all. It was all kind of heaped into one shelf area and not very accessible--interesting. Pals with (Keith) and (Paul). Visited (another school) ... Great as Sancho in the play.

FEBRUARY 27-MARCH 9: Has been way out of sorts this week. Down. Negative. Unsure. Comments always critical or despairing that something wouldn't work. Been sick, too. One day came to school and expressed how he felt really weird--how he felt like he was about to get sick--his legs felt funny ... he said it was from stress. On and off sick--I think he's well and then he comes to school with a cold again. He and (sister) have been trading off being sick. (Leo) was in a very funny play with (Oscar) and (Evan) about drug dealing. (Leo) had his shirt opened wide and had a piece of fur stuck in it to represent a hairy chest. He has such a great sense of humor. Need to deal with him about his tendency to monopolize group discussions. He has such good things to say, it's easy to let him go on too long and not give others a chance to talk.

1983-84

MARCH 26-APRIL 2: Play proved somewhat hard on him. The way this play (happened) at the last minute makes him very nervous. Lots of negatives, worried remarks about hoping it'll come off but not believing that it will. Was super in his part as Sancho--what a wonderful, jolly character. Really got involved with his part--actually became his part. Sang his solo with great verve. At discussions about (Todd) and about being picked on (Leo) had some poignantly moving things to say. He said he gets "it" (meaning picked on) too. But he just learned to see in the other person that they were the one with the problem and they had to do that to him. He also made some lovely statements about judging people on appearances and how wrong that was to do and how misleading appearances could be. He was perceptive and sensitive in his remarks ... Sticking real close to (Keith). Making a gorgeous drawing together that is jam-packed--not caricatures though. Real people--with ruins and tiny dragons. One of their best. He and (Oscar) made a miniature set for (parent volunteer) to thank him for building our sets.

APRIL 30-MAY 4: Calm. Lots of nice conversation with him at the rug lately. Can really talk to him--in light of how difficult conversation was with him at some points last year, this is a striking change. He offers his opinions, jokes good naturedly and converses on quite an equal level with me. Helps me think things through about the day or about a news occurrence. Struck with his maturity. Has said also though, lately, that he's real nervous about a transition to a new school. A phrase something like "I'm not sure I'll make it" fairly extreme. Reassured him--but can sense his tension. ... Did printing with speedball ink--complained and complained--then got into it and kept choosing to do it. Did some absolutely gorgeous work--impressive. Worked on a "routine" with (Keith)--a fight routine with battery (?) sticks, wooden knives and kicks and holds--all very nicely choreographed--more like a dance than a fight--done almost in slow motion. Drawing a lot. Pals with (Keith) mainly. On dress-up day this week, came in a complete camouflage outfit which he wore for about 10 minutes--said he couldn't sit down in it.

TRANSITION REPORT

The Prospect School
North Bennington, Vermont

(Leo) Current Teacher: (U.F.)

Entered the Prospect School: Fall, 1975

Terminated the Prospect School: June, 1984

(Leo) has historically been a well-respected and well-loved group member. His keen intellect, versatility of skill and deep sensitivity have gained him strong group membership over the years. The depth of (Leo's) sensitivity has sometimes posed difficulties for him, especially in terms of relationships. Recently, he seems to have taken huge strides in integrating this sensitivity with all his other strengths. But he will still need support in this area, in the coming years.

Emotional Tenor and Relationships with Others

(Leo) has been a central group member this year. This has been somewhat of a shift for him. In the past he always maintained a strong group membership, but a certain fragility or reserve socially seemed to make it necessary for him to keep a slight distance from the center of the group activities.

(Leo) has always found it important to have one close friendship. He takes these friendships very seriously and is conscientious about keeping contact with his friends over long periods of time and often across great distances. (Leo) is a magnanimous person, and is tolerant and caring in his friendships, and the relationships he establishes are always positive and supportive while he is sometimes more vulnerable in his relationships to groups of people. In the past, in group situations he sometimes displayed nervousness or awkwardness, manifested in over-intellectualization, exaggerated humor or teasing. This year, however, much of this behavior has disappeared. He has seemed much more at ease and comfortable with himself in general and also in relation to groups of people.

Though (Leo) is not a group organizer, he has often provided the idea for a group theme or project. An example of this was Beartown USA, a group project of several years ago. It involved the construction of miniature buildings--houses, shops, schools, etc.--by every member of the group--roads, electric lighting, etc.--a whole town, in fact, for the small bears which were the

June, 1984

populace. (Leo) had a sizable collection of these, which often made appearances at school. All had names, personalities, costumes and appropriate props. (Leo's) idea was to build a whole town for them. This idea was the seed from which a year's group project grew.

Related strengths of (Leo's) include a strong sense of humor and a real ability to make and keep conversation going. He is a great talker. In this way he has been a facilitator of group discussions and more informal group chatting. He is not afraid to be heard, and his peers this year have often appreciated (Leo's) willingness to be the one to find something to say in awkward situations. Often (Leo) uses his humor at these times, which has the effect of relaxing everyone and encouraging conversation to flow more easily.

Interests and Activities

(Leo) is a person of many interests and great versatility of talent. He has demonstrated competence and ease with many different mediums and forms of expressions. Central areas of interest throughout his years at Prospect have been drama, construction/architecture, and drawing. (Leo) is extremely talented dramatically. Over the years he has played a variety of roles, including: Octavius in "Julius Caesar," Aunt Polly in "Tom Sawyer," and Sancho in "Man of La Mancha." (Leo) always seeks and obtains a large role in every group production. In the past (Leo) has seemed to prefer light and humorous roles. This has begun to change as he has sought more serious roles in some of our smaller group plays. This seems to me to be directly related to his increased capacity and ease in dealing with a greater depth of feeling in himself. In other years I have had to work hard with (Leo) to help him not to "ham it up." This tendency in his acting went hand in hand with exaggerated behavior displayed when he was nervous. This year, however, in his role as Sancho, he demonstrated an ability to stay in character without overdoing it. His stage presence was strong, clear and charming.

(Leo's) involvement with construction over the years has been quite extensive. One of his favorite building materials has been wooden unit blocks. He has spent large quantities of time experimenting with different building techniques and designs. In earlier years he built complex castles, space stations powered by solar energy cylinders, intricate prisons with tunnels, trap doors and booby traps. Last year (Leo) was very involved with building temples and ancient structures. He constructed a model of the Parthenon. (Leo's) constructions

June, 1984

were admired by his peers, and he became known and sought after as somewhat of a "block expert" to help solve difficult engineering problems in working with the blocks. (Leo) also enjoyed using sand to build elaborate mazes and settlements. Once he even built a Mayan village complete with many sets of tiny stairs.

Closely related to his block work is an interest in architecture. This year (Leo) became very involved designing blueprints for different kinds of structures. He also built a castle out of matt board as part of a group assignment to construct an architectural model.

(Leo's) main interest during activities this year has been drawing. While this has been a very consistent interest of (Leo's), he has seemed to spend more time drawing this year than ever before. At the beginning of the year he was drawing mainly caricatures. This took the form of creatures of all kinds engaged in various forms of combat or mishap. He also enjoyed drawing cartoon-like pictures complete with short dialogues. Gradually his drawing has shifted to landscapes of wooded mountainsides and foreign planets. Out of this has evolved drawings of people involved in various dramatic adventures. His pictures continue to tell a story of some kind. He is practicing much more with shading, difficult perspective problems and drawing humans. His work is striking for the natural skill it displays and the depth of feeling being expressed. (Leo) also likes to draw maps and is presently engaged in a very complex map to go with a long story he is writing with a friend. (Leo) often enjoys collaborative work, where he and a friend or two all work simultaneously on the same drawing together.

Though (Leo's) main interests are expressed in these three areas, he has also been involved with a wide range of activity over the years including clay, painting (acrylic and water color), sewing, wax, miniatures, charcoal and pastels, and wire sculpture. He is an extremely talented and versatile individual.

Academics

Academically (Leo) has shown exceptional ability in all areas. He is extremely serious about his academic work, very responsible about completing assignments and eager for instruction and criticism of his work.

(Leo) has always loved to write. He writes long stories involving complex plots with a range of characters. Often he requests to read a piece of his work to the group. His stories follow

June, 1984

much the same theme as the books he enjoys and the drawings he makes--space, fantasy and adventure. His natural feel for language and sizable vocabulary make his writing very interesting to read. (Leo) is presently writing a story with a friend. They take turns writing chapters. The story is now fifty pages long and still going strong. The boys are so involved with it that they take it home to work on and also choose it as an activity choice. The story involves an assortment of creatures and several humans. It is a space, fantasy adventure and very well written.

(Leo) also loves math. He has a profound number sense and grasps new processes and concepts with ease. He has mastered all the basic computational skills, has done a fair amount of work with geometry and is now working very seriously on algebra.

Science is an area of special interest for (Leo). He is especially fascinated with discussions involving atoms, the make-up of matter, nuclear energy and lasers. The physical sciences are much more engaging to him than the natural sciences.

(Leo) has also enjoyed discussing the histories of different ages and peoples. He has studied the Romans, the Vikings, the Civil War, the Pilgrims, and the Russian and American Revolutions.

Transition

(Leo's) strengths lie in the areas of formal academics and creative expression, working with a wide range of materials and forms with ease and a high degree of skill. He forms close personal friendships. His vulnerabilities are visible in his potential to become nervous or uncomfortable and to display this in exaggerated mannerisms or action. He is a deeply sensitive person and sometimes his own feelings become difficult for him to mediate. He will need continued support in this area.

1977-78

WEEKLY ACADEMIC RECORD

Date	Reading	Writing/Drawing	Numbers	Other
Sept. 6	X	D rocket? W about Jupiter and Mars	X 2's	balance
Sept. 12	I like	D battles W about a battle	# fill ins	building
Sept. 19	I like	D Star Wars W Star Wars	finish fill ins and adding +2	pattern cubes
Sept. 26	I like play fort, like bike, review	D boat W about boat	groups of 2 excellent	Kala
Oct. 3	review, and families, review candy/eat (big & little need work)	D garbage monster W about robots	groups in 24	building
Oct. 10	review & give friend	D castle W about castle	X 2's on 1	(ABC)-Thrs.
Oct. 17	review--give Leggo--ands	D castles	groups in 18	
Oct. 24	review & la Here dog la--30 shop-top-hop	W about gourd D castle	ways to make 20	Chinese Checkers

1977-78

Date	Reading	Writing/Drawing	Numbers	Other
Oct. 31	Sh review 38 toy finish la they are	W about shells X D		ABC
Nov. 7	The Zoo Monkeys	W Star Wars D turtle	X 3's X 3's on 1	pattern blocks
Nov. 14	The Zoo Camels--Sea Lions finish	W about a ship	X	balance
Nov. 21	2a 10		X	
Nov. 28	2a 20 30	Pilgrims W about Pilgrims D castle at night	groups of 3	Kala
Dec. 5	2a 40	W about a treasure		deidle
Dec. 12	2a 46 finish	W about the treasure D	groups in 25	balance
Jan. 3	The Shears 3-7	W story starter about a monster D castle/house	cont. with ways to make 25	balance
Jan. 9	The Shears 10-14-finish	W cont. story D underwater	4's	games
Jan. 16	The Kite 1-5	W cont. with story D	ways to make 21	Narcissus patterns

1977-78

Date	Reading	Writing/Drawing	Numbers	Other
Jan. 23	Flying a Kite 9	W		
Jan. 31	Flying a Kite 10-14	D	groups of 3	tape measure
Feb. 6	Flying a Kite finish At The Fair 3	W story starter (slow) D space ?	X	tape measure
Feb. 13	At The Fair 5-9	W continue with Washington D	groups of 3 continued	bones
Feb. 27	At The Fair vowels 9-10-12	W story D geraniums	ways to make 30	chip trading
Mar. 6	At The Fair finished	W story about man hunting D W (story)	ways to make 30	X words
Mar. 13	Once Upon A Time, The Little Red Hen	W continue with hunting story D whale	groups of 3	balance
Mar. 20	The Boy and The Goat, Chicken Little	W continue with hunting story	take away from 24	patterns

1977-78

Date	Reading	Writing/Drawing	Numbers	Other
Mar. 27	Pancake, The Little Old Woman and Pig	D building on fire short circuit W continue with hunting story D	100-3	patterns
April 3	27	W continue with hunting story	continue with 100-3	survey
April 10	Tales to Read, Little Red Riding Hood, for & hopes, The Man & Lion, Puppy Cat	D W about a boy going away D	ways to make 32 slow	games
April 24	Gingerbread Man	W finding a pearl (continuation) D light--UFO's	continue with 32	power drawing
May 1	The Little Bears, The Bell on The Cat	W continue with magic pearl D continue story	groups in 26	measure
May 8	Tales to Read, finish Wolf and Cat, It Happened One Day, 3 Little Pigs 27	D W absent	by 4's 1 absent	balance

1977-78

Date	Reading	Writing/Drawing	Numbers	Other
May 15	It Happened One Day, Lion and The Mouse 35	W continue with pearl story D	by 4's 1	X words
May 22	Lion and The Mouse 42	W continue with pearl story	ext. nota- tion 1	balance
May 31	Lazy Jack		place value	
June 5	12 Sillies	W	place value 1	
June 12	The Donkey and his Band			patterns