

(MICK)

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GLOSSARY

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

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

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

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

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

Yurt Asian structure made by Middle School students circa 1971.

Child's Pseudonym (Mick)

Entered Prospect School 1975

Narrative Records Span 1975-1983; ages 5;2-12;11

SUMMARY OF GROUP PLACEMENTS

Group I	1975-76	age 5;2-5;11	Teacher(s): (K.A.)
Group I	1976-77	age 6;2-6;11	Teacher(s): (K.A.)
Group II	1977-78	age 7;2-7;11	Teacher(s): (Y.B.)
Group II	1978-79	age 8;2-8;11	Teacher(s): (Y.B.) teacher intern: (R.G.) volunteer: (I.M.)
Group III	1979-80	age 9;2-9;11	Teacher(s): (U.F.)
Group III	1980-81	age 10;2-10;11	Teacher(s): (U.F.)
Group III	1981-82	age 11;2-11;11	Teacher(s): (M.M.)
Group IV	1982-83	age 12;2-12;11	Teacher(s): (U.F.) art assistant: (B.B.) photography volunteer: (L.A.)

Records edited by: Patricia F. Carini
May, 1986

(Mick)

Teacher(s): (K.A.)

Group I 1975-76

Age 5;2-5;4

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 10-12: Good-natured, likes to talk to adults and other children but is noisy both at group times and while playing with other kids. Likes kickball, sand, little blocks, drawing, books, fire helmets, legos. Some crying. (With) (Ralph) and (Lyle)--very noisy. In checkers is forgetful of the rules. Some poking, but comes and asks for help.

SEPTEMBER 15-19: A good week--is trying hard to keep in limits of rules; is responsive to me about group times. Big blocks, checkers, little blocks, trucks, sand, books, sticking cubes, and lots of drawing. Asked to dictate (going to moon). Still loving kickball, play with (Gregg), (Ralph), (Lyle).

SEPTEMBER 22-26: Active week--kickball, big and little blocks, drawing (often (Ross) and kickball games or horses--Old Paint). Likes to dictate a little on each picture. Also, plasticene, painting, checkers, gluing, pattern blocks. With (Duane), (Gregg), (Lyle), (Drew)--a little silliness but responsive.

SEPTEMBER 29-OCTOBER 10: Little blocks, cowboys, books, checkers, drawing, puzzle, vegetable printing, big blocks, alphabet cards, tinkertoys, sewing, banana bread, lotto, paper dipping, lots of kickball, lovely nail loom weaving. With (Gregg), (Forrest), (Ralph), (Lyle).

OCTOBER 13-17: Big blocks, Chutes and Ladders, cards, books, raking leaves, weaving, legos, balance, dictation, kickball, checkers, little blocks castle and dungeon, alphabet cards. With (Gregg), (Lyle), (Forrest), (Gerald).

OCTOBER 20-24: Little blocks, cards, finger weaving, lots of drawing (kickball, cannons) and copying letters of the alphabet, big blocks, gluing, made up a recipe with (Polly) and (Abby), checkers, legos, sticking cubes, alphabet cards. With (Gregg), (Lyle), (Ralph).

OCTOBER 27-31: Kickball drawings and murals. Little blocks, aquarium with (Gregg) and (Forrest), big blocks, airport, books, checkers, "dummy," cards, likes to read to, or say he's reading to, adults. Some silliness--needs quick, firm reminders--but lively, spunky, animated.

NOVEMBER 3-7: Talked with his mother ... We spoke about his need for clarity and immediacy from adults, about his ability to be very involved, his friendship verging almost on adoration for (Gregg), kickball (Ross).

1975-76

I said I was very pleased so far with (Mick) at school. Has done wet sand, clothespin airplanes, drawing, a walk, big blocks, books, play in the Big Room, gluing, little blocks. Interrupts at group times but likes to participate.

NOVEMBER 10-14: Big and little blocks, lots of drawing and puzzles, telling stories. A little rowdy at times. Is with (Gregg) and (Lyle).

NOVEMBER 17-24: Pulleys, made boats, big blocks, lots of drawing, went around asking kids' favorite animals. Letters still shakily formed. Big Room (games), books, little blocks, copying kickball words, board games. Some silliness with (Forrest), some loudness; still breaks in at group times on other children.

THROUGH DECEMBER 13: Seems a little closer to tears over small things--face puffs a little. Some tripping over his words. Paper chains, sock doll, little blocks, cards, lots of drawing--whales, boats, cannons, houses (more varied subject matter). Big Room, checkers, big blocks.

1975-76

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Mick)

Date: January, 1976

By: (K.A.)

(Mick) spends a lot of time building, dressing up, and doing dramatic play in the big block area. He plays Batman, Superfriends, ship, robber, animals, and rocketship games, among others. This area is certainly well suited to the enthusiasm and energy which (Mick) brings to all his play. (Mick) builds often in little blocks, and he is able to put up complex structures by himself. He has been involved in making castles, aquariums, roads, forts, prehistoric scenes, and cowboy and Indian hideouts. His latest endeavor was to build the tallest building in the world. He uses the toy people, animals, and trucks as he plays. (Mick) takes a lot of pleasure in the things he does. He has worked with clay and plasticene, played quite a bit in the sand, and made several boats from wood. He has glued with wood scraps and slats, and worked with pulleys. (Mick) likes to paint and print, and enjoyed making candles. He has done some sewing, made simple model planes, and has built with legos. (Mick) likes to cook, and he likes to try new things as well as continuing to play at his favorite games.

(Mick) loves to hold the rabbit. He is gentle and affectionate toward her, and it is a very soothing thing for him to do. He also likes to finger weave a lot and sits, weaves, talks, and watches other children play. Recently, he has begun to play more with the stuffed animals and an Indian doll.

(Mick) likes to be in the thick of things, and at times can get carried away. He likes to have a group of friends, and he generates a lot of excitement about their games. He can sometimes press other children by holding on to them, or following them too closely. He is very warm to children and adults alike, and loves to talk and tell stories. He sometimes trips over his words as he speaks--in his haste to say everything he wants. (Mick) is very spunky. At times he tries to get around the things I ask him to do, and usually needs a quiet, but firm, hand to keep him from being too loose-ended. At group times he has a great deal to say, but often interrupts other children. He tries very hard to be responsive to the things I ask him to do, although he needs a certain amount of adult reassurance and explanations of events.

1975-76

(Mick) can look easily downcast over small disappointments, or over minor physical things--a small fall, or an accidental bump into something.

(Mick) spends a lot of time drawing, and he usually draws series of things which can go on for days--even months. This is also true of his fascination with kickball. He has drawn cannons, whales, horses, rocketships, and recently he has been using much more color. He likes to tell short stories about his pictures, and likes to try writing a word or two. He likes to look through books, and his favorites are the Harry books--Harry the Dirty Dog, No Roses for Harry--and the Flip books.

(Mick) has a lot of friends. He is very eager to please adults and children alike, but still maintains an air of independence. He played kickball all fall, and was very proud of his involvement.

1975-76

THROUGH FEBRUARY 13, 1976: Not very aware of other people sometimes or of space--tends to cause or be involved in minor accidents. Some silliness or deliberately not doing what I ask. Very friendly with (Forrest). Big blocks often and Candyland often, little blocks just as often--ships, towers, dinosaurs, etc. Beatles in big blocks. Checkers, Indian doll, holding Hot Rod still. Little blocks with (Duane), sometimes tries to make (Forrest) do what he wants to do. Candles, weaving, wood scrap houses, sock doll. Drawing has really changed in that he is using many more colors and drawing many more things--not just kickball and ships but also more rockets, car races, castles. His stories are much more involved. Sometimes he draws other children in the class either being hurt or being something like last in a race and for awhile needed quite a few reminders not to do so.

FEBRUARY 16-20: Big blocks, drawing, Big Room for movement, god's eyes--beautifully done. With (Forrest) but some silliness and noisiness. Seems still to be involved in accidents, carelessness--needs lots of reminders.

MARCH 1-5: Talked with (Mick's) mother about his carelessness, accidents, teasing, unawareness of people yet evident warmth and affection. Hammering--plane and house. Little blocks, gluing, puzzles, drawing (flag, racing cars). Big blocks with (Leo) and (Todd). Some baby talk, noisiness, and some silliness while drawing. Lovely god's eye mobile, books, plasticene. With (Forrest) and (Mia).

MARCH 8-12: I've been unsympathetic (very) about carelessness and obviously avoidable accidents and have asked (Mick) to remember to take everything at home--not to come back inside. Also have been cutting down on his interruptiveness. Big blocks, lots of drawing with dictating, sewed a flag, puzzles, hammering, little blocks.

MARCH 15-19: Has cut down on accidents and on teasing although there is still some. Out two days. Blocks, drawing, books.

MARCH 22-26: Fewer accidents, interruptions at group time (but) forgetful about rule that you don't throw a softball at a person to get him out, (although) glad when he did remember. Drawing, blocks, worked on a bird-house in woodworking, finger weaving.

MARCH 29-APRIL 2: Hot Rod, painting, books, little blocks, some silliness with (Forrest). Books. Drawing becoming more detailed. Has been (ill).

THROUGH APRIL 30: Drawing--gaining in detail; battle scenes. Little and big blocks, outdoor fort. Liked looking at books alone (a discipline measure). Some silliness after vacation--forgetful, especially during clean-up.

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MAY 3-7: Big blocks, kickball, lots of detailed drawing along with stories. He writes as I spell, and letters are more clearly formed and well oriented. Some silliness but more calm as well.

1975-76

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Mick)

Date: June, 1976

By: (K.A.)

(Mick) is truly ebullient. He comes to school ready for whatever may involve or befall him. He sometimes has trouble anticipating avoidable incidents, for example falls or running into someone, but he is trying to slow himself down and has come to see adults as allies in this endeavor. He enjoys reviewing his day for himself and is genuinely proud when he has not been forgetful or careless. If he has been, he is resilient enough to keep trying.

(Mick) has continued to play in big and little blocks, with occasional silliness. He was very active in dramatic play and fort building on the yard and in the woods. Although he can allow himself to get overly caught up in the action of a game, he is aware enough of the rules and has a great enough sense of fairness to calm himself down and keep playing. (Mick) has done gluing, puzzles, some hammering, and painting. He still liked to finger weave, and made some beautiful god's eyes which he put together in a mobile. (Mick) used plasticene, played in the indoor and outdoor sand, and did a little printing. He was very involved in tie-dyeing and really considered where he wanted to tie the knots. (Mick) looked through books and played board games.

Kickball remained one of (Mick's) prime interests--the game itself and the opportunity it provided for playing with the older children. He was enthusiastic and attended to every move in the game. On occasion he followed the ill-advised lead of older boys in teasing other children during the game. He sometimes, when playing, took it upon himself to switch teams in the middle of the game. He needed consistent explanation of why this was not always helpful.

(Mick) enjoyed being friends with, and part of, a large group of children. He was generous, and exuded a sense of the dramatic. He was active at all group times, and clearly understood this structure. The frequency of his interruptions of other children at group times and individually lessened considerably.

(Mick) was increasingly affectionate towards adults, giving and receiving hugs, or leaning quietly. He seemed to find this contact soothing and reassuring.

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Drawing became quite compelling. His work gained in sophistication and detail--complex action and battle scenes, ships, dinosaurs, flags. At times he needed to be separated from the other children due to loudness or silliness. He dictated quite a number of stories and then began to enjoy doing the writing himself as I spelled. His efforts at these times were very impressive.

(Mick) continued to care a great deal about and for the rabbit. Her cage was the first place he went to in the morning, to feed her and say hello.

(Mick)

Teacher(s): (K.A.)

Group I 1976-77

Age 6;2-6;11

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8-10: Some silliness, falling, bumping, but trying hard. Needs reminders at bus time and hit (Forrest) because (Forrest) asked him to. Big blocks all three days with (Duane), (Guy), (Mia), (Miriam), (Alex), (Leo). Cards, kickball, painting which he really enjoys, rug games, books, alphabet cards. Knows most names of letters. Drawing--small, more detail but also more frustration when it doesn't come out just right. Leaning and liking to be held. He and (Forrest) are still too silly together. He tends to follow (Forrest) on the rug which annoys (Forrest).

SEPTEMBER 13-17: Holding Hot Rod with (Jonah), big blocks, rug games, painting--complained about (Guy) copying him when (Guy) was almost done, and (Mick) had barely begun. Forts in the woods, plasticene cave with toothpicks. Some falls and after he has fallen he just lies there (e.g., in the mud), but is rarely hurt. Sand, drawing is serial (boats with small figures on them), dictated a full story, rocking chair with books, some silliness and showing off silliness. Energetic.

SEPTEMBER 20-24: Being given few, if any, warnings about silliness or interruptions. Big blocks, (counting) 1-50 continuing my pattern, kala (Guy), drawing and dictating, stringing macaroni, walk in woods--stayed with (Guy). Some silliness in that relationship--responsive as ever to praise. Knows many sounds (not n, f, h). Lots of big blocks.

SEPTEMBER 27-OCTOBER 8: Out due to accident ...

OCTOBER 21: Returned today--sand, big blocks (no accidents), drawing and dictating a long story. Asked to have a discussion about his accident and became a little silly in talking--restless in thinking about it? Not a "heavy" conversation.

OCTOBER 25-29: Out one day and very tired one afternoon. Big and little blocks, drawing, pattern blocks, count by 2's to 40 (proud), looked through alphabet cards. Some Middle School kids came to take photographs, and (Mick) really clowned through the photograph. I asked them to do another with (Mick) not clowning, and he did it--but it was hard. He was really embarrassed about his bruises. It was probably hard, as I say, not to clown, but I felt I couldn't leave it with him feeling foolish. He said to me later that he had been embarrassed. Books.

NOVEMBER 1-5: Made chocolate pudding, painting, drawing, wanting to read, big blocks, drawing flags, sewing hand puppet, and worked on a puppet

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theater from a cardboard box. Jail tag--some carelessness and easily crying just as he did before the accident--now some fright ...

NOVEMBER 8-12: Silliness at various points (clean-up, coming to rug). Really wanting to read still. Nice sustained drawing, sand, little blocks, big blocks with a silly clean-up with (Guy).

NOVEMBER 15-19: While doing numbers baby talk and crying easily when he thought he made a mistake. Drawing, sight vocabulary, Big Room with (Duane) and (Drew), checkers with (Forrest) without arguments, paper dipping, big blocks. Liked listening to records. Asks too many questions when he needs to be doing something else.

NOVEMBER 22-24: Big blocks, drawing, printing, sand, books, kala. Asks questions repeatedly without accepting my answers--presses for further explanation unnecessarily. I've been asking him to leave group at times for this. Simple sight vocabulary.

NOVEMBER 29-DECEMBER 10: Talked with (Mick's) mother about his accident and his resilience. (Described) my pressing hard for him not to be careless. Big blocks, drawing, spinners, gluing slats, Big Room, making musical instruments (three hole pipe), painted his face. (Reading) la, lb; numbers--counting.

1976-77

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Mick)

Date: January, 1977

By: (K.A.)

(Mick) loves to play with the big blocks. He never tires of Superfriends, house, boat, animals, battles, and many combinations of themes. He is willing to play with any other child and, with occasional friction, can keep the game going for a long time. Recently, I have been asking (Mick) to choose a different game at least twice a week, and he often plays with the guinea pigs, holding them and building houses for them in little blocks. (Mick) is an eminently dramatic and energetic person and, at times, can let his excitement and sense of adventure run away with him, causing him to run or bump into people and things. (Mick) has tried other activities. He likes to paint, and has done paper dipping and printing. He painted his face. (Mick) sewed a hand puppet and has strung beads and macaronis. He likes to cook and has done some gluing and made spinners. (Mick) really enjoys music. He likes to listen to records and uses all the rhythm instruments as well as a harmonica and a penny whistle.

(Mick) is, as always, active on the yard playing kickball, building forts, and having snowball fights. He seems not to cry as easily when knocked down, but if he is accidentally hit in the face, he does become frightened.

(Mick) plays with many children in the group. He seems to like it when younger children look up to him and like him. He has a generous spirit towards all children, but at times needs suggestions from me in how to respond to minor teasing or disagreements. (Mick) at times ignores my requests of him in terms of behavior, often related to silliness or loudness, and there seems to be an unthinking kind of forgetfulness on his part. He sometimes doesn't seem to understand that it matters that he remember the things I ask him to do and ethics. (Mick) likes to ask questions when something has happened which he does not understand. He sometimes presses, asking the question over and over as though he has not heard my answer, especially if he would like the answer to be otherwise; and I have been pressing him to listen and accept what I am trying to say.

(Mick) is conversational and affectionate. He likes to lean on me and occasionally to be held or rocked. He is a very active participant at group times, asks good questions, and tries to consider the questions that

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other children are asking. He is curious and interested in the other children's points of view.

(Mick) has been drawing a lot, very detailed pictures of whales, battles, castles, and sports, mainly football and hockey. His knowledge of football and teams and players is impressive. (Mick) likes to draw the insides of things--the path of smoke up the chimney, the path of water from the inside of the whale to its spout. (Mick) likes to talk as he draws, and he tries to write short stories on his pictures, sounding out the words himself. He plunges right into this fearlessly, but if he thinks he is doing it "wrong" he becomes frustrated, and needs reassurance. (Mick) has been reading in the beginning primers, and needs my help in focusing him on the letters so that he does not make wild guesses. He practices over and over to himself and is proud and eager to do more. In all his work and play, there is a mixture of great optimism and resilience with sudden feelings of not being able to do what is expected of him. In number work, we have been doing various counting and number patterns, and he is quite competent; yet, he does not always give himself the time to realize that he understands what the process is, and he becomes confused. He sometimes looks panicky and talks baby talk.

(Mick) likes to look through books of all subjects. He has especially enjoyed books of monsters, animals, snakes, and sports. He looks through picture books, and his favorite is Flip.

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THROUGH FEBRUARY 11, 1977: Really more self-possessed; falling and bumping is greatly reduced. Coming often to sit on my lap and be rocked or hugged and given a compliment. Has shown remarkable kindness and sensitivity to (Tony)--helping him tie his shoes, helping him find a book, saying empathetic things. Lots of big blocks, little blocks, drawing (very detailed). Willing to sound out any word for a label or a story. Great interest in sports books, guinea pigs, Big Room, tie-dye, typewriter. The reading is going fine (in 2b). With numbers at first I would explain a process, and then he would go and do something completely different--now more settled. Sand and water, valentines.

FEBRUARY 14-MARCH 4: Lots of drawing. Very effective, active. Tries to spell any and all words. Still sitting on my lap a lot or hugging. Silk-screening, big blocks (of course)--once with (Tony)--a little tricky, but they worked it out. Little blocks. Out sick two days. Reading 2b.

MARCH 7-18: Out the whole second week and much of the first week due to a virus. Usual activities when here: drawing, Big Room, and big blocks.

MARCH 21-APRIL 8: Big blocks, drawing (ship, knights, fire), sewed a bunny, made a plaster tile, made a house with wood scraps. Worked consistently on a plaster landscape and papier-mache tunnel and cave. Lots of sitting on my lap, leaning, rocking, hugs, etc. Seems quite lively. Reading is fine--Are You My Mother?

APRIL 11-29: Huggy. Much block play but also started a big god's eye. Nice reading--still Are You My Mother? Not as forgetful, occasionally very interruptive or talkative at rug.

MAY 2-6: Getting very carried away with himself on the kickball field--bossy, grandstanding--needs constant reminders. Big Room, cooked, god's eye, blocks, very huggy.

1976--77

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Mick)

Date: June, 1977

By: (K.A.)

(Mick's) favorite activities this Spring were going to the Big Room, playing in big and little blocks, playing kickball and softball, and making candles. Except for the candles, he did these things with great regularity. (Mick) approaches his play with a new sense of self-possession, added to his flair for the dramatic. His interest in having things be exciting for him sometimes leads him to be unaware of others in a game or, in kickball, leads to teasing or grandstanding.

(Mick) has tried a number of craft and hand activities. He has made a large god's eye, sewed a bunny, done simple silk-screening, and made plaster tiles. Although he does not always choose these things on his own, once involved, he is enthusiastic and interested. He spent several days working on a papier-mache cave with a surrounding plaster landscape. As always, (Mick) likes to cook.

Animals hold a special interest for (Mick). He is attentive and caring to the guinea pigs and rabbit. (Mick's) affections for other people as well as for animals are clearly genuine. He likes to be noticed by older children, and this can have a pressured quality to it. But, in general, with his peers, I have seen him show great sensitivity and kindness, while maintaining a sense of his own worth. (Mick) likes to be helpful towards children and adults but sometimes is unaware in his timing and interferes rather than helps. He also gives hugs and tries to sit on my lap at awkward moments, and has been responsive to my pointing this out to him. He likes affectionate gestures from adults, and likes to sit quietly with them and rock. These times are always in contrast to his more conversational, ebullient self, and he seems to find them an enjoyable transition from one time to another.

(Mick) is an eager and humorous member of the group, and his sense of anticipation and discovery is very attractive and satisfying to the children. He has a great style of his own and a great pride. At times, he relies too heavily and too quickly on adults to settle his arguments, and has feelings that are easily injured. Sometimes he asks questions that he could have answered for himself.

1976-77

(Mick) has been reading to me in various I Can Read books such as Are You My Mother? He is a lively, interested reader who has gained more and more confidence. In writing, he will attempt to spell any word, no matter how difficult. He enjoyed using a typewriter. His drawings have been mainly of ships and battles with the Americans and British as popular figures. Recently, he has tried drawing some houses. (Mick) likes to work through books, particularly ones about sports, about which he is very knowledgeable.

(Mick) has continued to do grouping and pattern work, as well as simple additions. He seems to be getting the directions of what to do more quickly.

(Mick), in all his willingness to please and know, his openness to exciting events, and his enjoyment in sharing things he's experienced with other people, has made himself an essential person in the group. I have certainly enjoyed knowing him.

(Mick)

Teacher(s): (Y.B.)

Group II 1977-78

Age 7;2-7;11

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 6-9: (Mick) has seemed at loose ends, even though he has been busy. He helped with the gerbil and the mouse, did some drawing, and became engaged with the blocks. He ended by destroying (Munro's) building--"All I did was bomb it, we were playing war"--but he knew as well as (Munro) what was going on. He said (Munro) had started it, which (Munro) admitted. An observer told me later that (Mick) had been making everyone in the area uncomfortable with his comments. Becomes immobile, cries when hurt in a game. I told him that when he did that he couldn't play anymore. He has made several comments to (Ralph) that he (Mick) is "better" or "higher" than (Ralph). He seems to have no associates. Fairly active at group, and in general eager to have his competencies known and admired. Painted one picture after (Ralph) and (Lewis) had received a lot of attention for their painting. Participates in Star Wars conversations, but does not seem to have an anchor in the group.

SEPTEMBER 12-16: Did a little painting and a little blocks--both of which seemed desultory to me. Became quite engaged with the model rockets, made several. Again, involved in several provocative events (teasing, threw a piece of a tomato), and having a hard time owning up. Smiles when confronted with behavior. "Forgets" to do the things he is asked to do.

SEPTEMBER 19-23: Has continued with "forgetful" behavior, also provocative and silly behavior (slapping people to get their attention, throwing food)--but a better recognition of what he's doing. Has been doing desultory work (mouse and drawing) all week, partly because he was waiting for me to bring him the right book to start a "big" project--a rabbit. This turns out to be a good idea and has helped our relationship already. He knows this project will involve a considerable investment of time and money and is prepared to do work over and to be careful. Has started tracing the pattern.

SEPTEMBER 26-30: Has worked every other day on the rabbit, tracing and mounting the pattern and then tracing the pattern on the fur. After initial enthusiasm, was inclined to slack off, but accepted easily the need to continue with reasonable "breaks." Did some drawing, and became involved in the block zoo with (Brad), (Leo), and (Gerald). Absent Friday. Silly--food throwing, mutual pinching--with (Paul).

OCTOBER 3-14: Continues to alternate between rabbit and other activities. Has completed cutting pieces and has almost finished ears. Still

1977-78

displaying a degree of dependence around following instructions that doesn't seem necessary. Has done legos, blocks, made a cake with (Lewis).

OCTOBER 17-21: Worked on the rabbit twice--having to take out some. Had to finish number work one morning because it was not finished the afternoon before. Did some painting--exciting picture of the sun--very thick paint.

OCTOBER 24-28: Worked on the rabbit three days. The body is beginning to take shape and please him very much. He tends to sew in the opposite direction to the one pointed out--also reverses a surprising number of letters and numbers--but the impression is left of carelessness or even deliberate mistakes. He is reading Rumplestiltskin.

OCTOBER 31-NOVEMBER 4: Made a mask for (sister). Was a robber in the Big Room play involving (Forrest), (Lewis), and (Eban?). Worked on the rabbit and has finished body, head, and ears. Neat work when he pays attention--his mistakes are irritating since they feel intentional. Worked in the blocks with (Forrest) and (Jack)--had a quarrel about sharing with (Forrest).

PARENT CONFERENCE: (Mick's) mother has a growing concern about the intentionality of (Mick's) accidents ...

NOVEMBER 7-11: After a conversation with the whole group about not using paper to wipe up spilled things, (Mick) took a handful of paper towels to wipe up milk, with every recognition of his act. Didn't ask why, nor argue, when he was asked to sit and not get up--just looked conscious. Did balance buildings several days with (Duane), (Leo), and (Jack). Worked on rabbit--good stitching, a little more concentration--then in the Big Room with (Duane), (Paul), (Gerald), and (Brad) as a detective and a ghost (two separate plays, one about a haunted skating rink).

NOVEMBER 14-18: The rabbit proceeds well--better attention, well concentrated. Equally, the reading seems to have picked up (Stone Soup). He's better able to retell the whole story to the point (where we are). Also did some blocks with (Ralph)--a tower ...

NOVEMBER 28-DECEMBER 2: (Mick) sucks his thumb at group in imitation of (Forrest) and (Gerald), which he was perfectly able to say. The rabbit is ready to assemble--his sense of finish and stitching is much stronger. Two days in the blocks with (Paul)--disagreements about sharing cannons.

DECEMBER 12-16: Went to the Big Room as detective, played with gerbils. Basically finished up the rabbit with good sense of placing limits and independence. Asks good questions at group but often with an air of expecting praise for their inventiveness.

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WEEKLY ACADEMIC RECORDS

Date	Reading	Drawing/Writing	Numbers	Games
Sept. 6	Happy Faces 8	W--3 wishes; D--army picture	X 2's, on 0	pattern blocks
Sept. 12	Happy Faces finish	W--apples; D	X 2's on 1	balance apples
Sept. 19	Are You My Mother? finish	W--about caterpil- lar; D--race cars	finish above	puzzle
Sept. 26	Who's a Pest 8	W--about apple in the change jar; D--battle	ways to make 10 & 15	puzzle
Oct. 3	Who's a Pest 29	W--about race car picture; D	groups in 16; groups in 20	
Oct. 10	Who's a Pest 50	W--about Hardy boys in WW II; D	X 3's in 100's	survey, boats
Oct. 17	Who's A Pest finish	W	groups in 18, copy #'s	
Oct. 24	Rumplestiltskin 14	D--battle; W	X 3's	pattern blocks, needs direction
Oct. 31	Rumplestiltskin 37	D	X 3's on 1	survey
Nov. 7	Rumplestiltskin finish; Stone Soup	W--Star Wars; D--battles; W--Star Wars	ways to make 25	building

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Date	Reading	Drawing/Writing	Numbers	Games
Nov. 14	Stone Soup 35	D	X	X words
Nov. 28	Stone Soup finish	Pilgrims; D--football; W	groups in 24	kala
Dec. 5		D		dreidle
Dec. 12	The Emperor's New Clothes finished	D; W (D'Ari)	X 4's; groups of 3	pattern blocks
Jan. 3	Ghost Town Treasure 22	D--?; W about cord	groups of 4	balance;
Jan. 9	Ghost Town Treasure 40	D--ship; W--absent	by 3's backwards	Chinese Checkers
Jan. 16	Ghost Town Treasure finish	D--planes; W	cont. with 3's	patterns

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Mick)

Date: December, 1977

By: (Y.B.)

(Mick) had a troublesome transition to Group II--eager to be recognized in this older group and eager to establish a special relationship to me, but unwilling to wait until the grounds for both had been properly established. His work early in the Fall was desultory and seemed to have no commitment. Since beginning the Great Rabbit Project, things have been easier. This project gave him an important sense of continuity and connection and allowed him to engage in other activities without as much drifting. The rabbit itself is quite complex, involving tracing patterns, with reversals; gussets; darts; and several different kinds of stitching. Initially enthusiastic, (Mick) began to be less so, but was sustained by the agreement he had made with me; as the project took shape, he became enthusiastic again. The early stages of this project were accompanied by a number of accidents and forgettings quite characteristic of (Mick), apparently for several years. Though these accidents and forgettings continue to some extent in other areas, they have dropped out of the rabbit project. (Mick's) work here is consistently neat with understanding of the next stages and how they fit together.

(Mick) has been engaged with other materials this Fall, reflective of his earlier interests. He has spent some time in the blocks, building forts and towers. He has engaged with the guinea pigs, building them little houses. He has enjoyed the legos and also the construction of model rockets. He has done some painting, a little cooking, and lots of drawing--castles, car racing, rockets, kickball. He has been to the Big Room, though not as much as he would like, and has played a robber, a detective, and a ghost.

(Mick) has been to the Big Room less than he wants to be because of a problem he has with his peers. Although full of good spirits and a recognized member of the group, he often makes things difficult for himself and others through teasing or "careless" behavior. He becomes "silly": throwing food, pinching, slapping others in fun to get their attention, or being loud. While it is true others are participative, he tends to be in the thick of it. His stock response--"I forgot," or "It was an accident,"--seems to be one that he has been offering for several years judging by previous parent reports. I have told him that I will not accept these statements either as excuses or as fact. I am left with an

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impression that (Mick's) carelessness or accidents are often not that at all--an impression confirmed by his own embarrassment and honesty in discussing his own behavior. These incidents are beginning to decrease lately. However, he has begun to mock a couple of other children by imitating their thumb sucking and posture at group and has also asked for affection at inappropriate times. A direct and straightforward statement, accompanied by recognition of his strengths at appropriate times, has been helpful in reducing this behavior.

(Mick's) participation at group has been wholehearted and productive for him. He speculates well (albeit a bit wildly at times), and offers good observations. His tendency to interrupt, which (Mick) noted, is largely gone. He seems to understand the exchanging and sharing nature of these occasions.

(Mick's) approach to his academic work is mixed. At times vigorous and hard working, at other times "forgetful" and unduly dependent. The vigorous and hard working approach seems to have been in the ascendant lately, in line with other changes in his behavior. His reading has become increasingly fluent, as has his capacity to discuss what he has read. He has read Rumpelstiltskin, Stone Soup, The Emperor's New Clothes, and in general enjoys folk tales and fantasy. (Mick's) writing is usually full and exciting, but extremely difficult to read, not only because of his spelling (which is typical, anyway), but because of the untidiness of his work and the large number of reversals in his letters. This is something we are working on. At the beginning of the year, (Mick) seemed "stuck" in his number work and overly dependent. Once over the hump, he has been moving well. He has done step counting, grouping, adding and subtracting patterns, balance work, measuring, strategy games such as kala or checkers, and surveys and charts.

(Mick) has a strong desire and need to be especially recognized and especially special. This pushes him to push other people before they are ready to accord him the recognition and specialness he could indeed earn through his talents and spirit. He needs to be helped to wait.

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WEEKLY DESCRIPTIVE RECORDS, CONTINUED

JANUARY 3-6, 1978: Continued with rabbit. Sewing on eyes and beginning jacket. Worked in blocks fairly successfully with (Lewis) and (Jack). Reading Ghost Town Treasure--which he has already read at home.

JANUARY 9-13: (Mick) is having more trouble than he has for awhile with friends and with being disobedient. Not sharing with some who would like to be with him, and thus alienating them and clinging to others who aren't interested; thus making him downright mad and "forgetting" what I asked him to do. Worked on jacket for rabbit (with lots of carelessness) only to discover their rabbit is thinner than ours--a new pattern needs to be made. Used the sand and water but tossed sand at (Munro)--maybe by "accident"--so lost out on that. Excellent with (Leo) in blocks on Friday making a city.

JANUARY 16-FEBRUARY 2: Several series in the blocks with (Duane) or (Duane) and (Leo), making cities, Martian cities, tunnels--some squabbles but much more amicable than previously. We finally got started on the rabbit's jacket again. Also some clay, sand and water, and drawing. Reading Dangerous Adventure.

FEBRUARY 6-10: Went to the Big Room with (Duane), (Leo), and (Brad). He was "the detective" in a play about the zoo and had a hard time explaining what a detective was doing in a zoo. It occurs to me that he is often a detective and loves the Hardy Boys. Has almost finished the blue jacket for the rabbit. The sewing is markedly more careful and competent than earlier--ditto for the pinning.

FEBRUARY 13-17: In the blocks with (Duane) and (Jack) making a police station. Split time between sand and water and making houses for gerbils (lately with (Ralph)). Drawing Martians. Making more consistent effort to be neater in work.

FEBRUARY 27-MARCH 3: Not back until Wednesday (from vacation). Finished jacket, worked in the blocks with (Leo), (Jack)--continuing with the fort--also some sand and water. Seems unsettled and jumpy.

MARCH 6-17: Enjoying (Ralph) and (Duane), being productive with them in blocks (forts) or the sand and water. Apparently "scrapping" with (Lewis) and feeling pretty bad about it at home. Did some painting and has been absent a bit. Writing is being helped by practice but is remarkably reversed.

PARENT CONFERENCE: (Mick's) mother asked for a Joint Staff Review (that is, a review in which both the teacher and the parent present a description of the child)--which I had already had in mind. Reported to (mother)

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on (Mick's) activities; she informed me about how bad he feels about (Lewis).

MARCH 20-24: Let him choose group for the Big Room--(Lewis), (Duane), (Leo), (Jack), and (Ralph). "Ghost play"--only he was the detective--but he couldn't bring it off. Possibly (Lewis) was obstructing though (Mick) didn't complain. Was in the blocks two days with (Gregg) and (Ralph) making a town. Wanted to drill holes for the magic marker holder. Also finished up the rabbit.

MARCH 27-31: Painted one day (at request) and did some rich, soft UFO paintings--seemed to become absorbed. Has very much enjoyed the sand and water with (Ralph) and (Duane) and has good interactions with (Duane) in general. Calm, cheerful building with (Jack) in the blocks--a museum with a radio tower of which he was particularly proud. Writing continues to improve in form, also longer pieces. Number work seems more concentrated.

APRIL 10-14: Worked all week on a slat boat, with lots of (illegible word) for cargo, but otherwise a plain decker.

APRIL 24-28: Did some block work that resulted in a large square building with embellishments--a "fancy" building. Then did sand and water quietly with (Duane). Went to the Big Room and was the middle dog in "The Tin-derbox," successfully. Spent Friday helping (Ralph) with his bear. Continues with Nine True Dolphin Stories which he enjoys.

Staff Review (Summarized)

Child: (Mick)
Age: 7;9

Date: April, 1978
Entered: 1975

Joint Presentation: (Y.B.) and (Mick's) mother
Chair: (R.F.)

Presenting Question: (Y.B.) would like to get to know him better. She would like a long view perspective. She particularly wants to focus on his difficulty with other children and how he sees himself.

Physical: He is slight and agile. He has a lot of hair which is expressive and dominant. His eyes and mouth are expressive. They each can be expressing different things. There is a lot of expression especially in his eyes. He is extremely coordinated in sports. He is good at hiking and dancing. In dancing he has some difficulty with directionality. He is left-handed. His handwork seems more awkward than it is. If he isn't clear which way he is supposed to go in his sewing he will go in the wrong

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direction. His writing has a lot of reversals, and he has some control problem with his pencil. There is no problem with this in blocks.

Social: He can put people off balance with his change of approach to them. He can invite people in and then easily kick them out. He wants acknowledgement from others of his prestige. He presumes to have prestige that he doesn't really have. For example, in boasting. He has a good sense of teamwork and is comfortable with group structures although he has trouble with one to one relationships. He presumes to have more sophistication than he has and with this puts off older children. He enjoys serious exchanges with older people, but is chagrined when it doesn't come off. He tends to have conflicts in blocks.

Emotional: He has frequent and abrupt shifts in mood. There is a sense that he is always hopeful, that things will work out to his liking. He is chagrined when they don't. There is an indirect quality to his expression. He wants to be noticed and to be successful in all things, hence his boasting with others. He has not been seen directly angry. When he is angry or upset, he looks embarrassed. When angry with another person he makes an indirect attack on them. When there is a difficulty and this is discussed in private with his teacher, he is honest and clear about his own motives; but he seems embarrassed at the same time. He loves praise. He has the combined quality of poignancy and quest for prestige along with an irritating quality.

Interests: He has a lot of interest in sports and physical activity. He has done a lot of construction with blocks. He has built forts with secret hatches, towns, cities, police stations, etc. He has worked with slats, and sand and water. He likes to go to the Big Room, really enjoying dramatic situations. The difficulty is that it never comes off, because it's hard to pull off the cooperation needed. In the plays he is always a detective. He would like to do a one man show in the Big Room. He paints what (Y.B.) asks him to. He has a strong sense of color.

Response to Structure: His response to structures is good as is his response to formal lessons. He is responsive at group time but often makes overstatements to draw attention to himself.

Academics: Reading is fine. He presses himself into books that are harder for him than he can grasp. He has read Book of the True Dolphins, Stories and Dangerous Adventures.

Writing is twisted and halting. It's hard for him to get out his thoughts in a continuous manner. His spelling can be unusual sometimes. Handwriting lessons have helped his handwriting.

Number work is coming along fine. He reverses a lot of his numbers.

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Drawings are sketchy. Drawing themes have been castles and UFO's.

(R.F.'s) Summary (with Particular Regard to Social): Two things are often expressed by him. The wish for recognition and the embarrassment. Whenever boundaries are clear for him he has no trouble working within those. Where he is alone and has to come up with structures and where cooperation is required, difficulty arises. He seems quite clear of things that happen in social situations.

(Mick's) Mother's Presentation: Normal birth circumstances. As a baby, he was always interested and open to things. He was comfortable and at ease in the world. Although he never had a lot of tension, he had a lot of energy. His physical rhythms were predictable. He ate and slept well. His body was large and spare, having a large bone structure but not much on it. In terms of disposition he was even, pleasant, and optimistic. He did a lot of reaching out to people. He was always getting into things and could put himself into danger very easily. He cut his right thumb severely at ambivalent time of handedness. He didn't use his right hand for months and months. Seems as though he was right-handed, but he went left-handed. He was open to the world around him, but it was busy and chaotic so there was a lot of potential disappointment.

At four years, he was in a day care cooperative situation. He had a high level of energy with a lot of motion, coordination, endurance, and strength. His body patterns were steady. He was cheerful, adaptable, affectionate, and friendly. He was aggressive and out front with people, making people feel aggressed upon. He would come on with full force. He took in a lot and was eager for exchange but did not organize. He felt a lot for people, yet had no refinement in this. He always gravitated toward people. He threw himself into things--relationships or objects. He did try to get attention through negative ways. He had the ability to distinguish what was dangerous and undesirable. He spent time in musical play with his brother. He did small scale dramatizing with capes, etc. He tried to hold center stage, even trying to upstage others. He liked the outdoors, had animals and plants. He liked big spaces. He liked being read to. It seemed a way to get people to relate to him. He liked to hear stories about himself. He always put his whole self into what he was doing. He was all there. His largest interest definitely was people. In formal learning he played the harmonica for the effect and not method of learning. Overall he was open but indiscriminate, outward, but lacking a private self. His sense of self was dependent on his self in relation to others. He had no reserve of internal strength in case he failed to get what he wanted.

Now, physically, he is coordinated. His energy is still high, but relaxed. He has a bony frame. Large head with a lot of hair and big hands. He's self-conscious about how he looks. His eyes are powerful even though they are behind a thick hair. He is warm, friendly, and

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affectionate. He is kind but not thoughtful. His straightforward outgoingness has been beaten back some, and he has withdrawn into himself more. When he is upset he will go off alone. He has periods where he heavily comes down on himself. He sets himself up for hurting himself. He is receptive to adult relationships, but it seems not genuine because he will do things based on whatever the adult is interested in. He needs help to see other peoples' positions in a situation. He is truthful and honest, even being truthful about his being. With other children he has a high charge frontal approach characterized by bravado and bragging. He also has sympathy and kindness for other children with a concern about fairness. He is able to be alone and quiet with contentment. He has a great deal of uncertainty about how he is seen and judged. He has a concern about being judged and evaluated. He is anxious for recognition, being famous. He struggles to be coequal with (brother). He gets horribly upset when he cries.

Interests: He likes sports, taking baths, water, building things, animals, stones, dramatics, and fairy tales. His drawing can be quick and also intricate. He draws a lot, often giving his drawings to others as gifts. He writes notes to people. In terms of his strengths and vulnerabilities he has warmth toward the world. He has a desire to be in the world, but lacks refinement. He has more desire than a person his age can handle.

(R.F.'s) Summary: This person has a large body with not much filling it in. He has large hands and has preference for a lot of space around him. He has a large sweep. He has an enormously high energy level, and it's continuous. His intensity of energy and largeness are complemented by a quietness. It makes for an intense person for others to contend with.

He is not aware of how much separation he has from his body. He hasn't got much sense of where the boundaries are in a situation unless they are explicitly put forth. He has enormous feelings but no discrimination. He doesn't set a boundary to build or do what he is going to do, so he always needs it externally. His energy goes right in on people, and the response is to back up.

He is hopeful, he expects greater things to be happening; and when they don't work out he has a suppressed chagrin. But his next response is to be up again trying, believing that the next time it will happen. He is a person who has tremendous impact wanting fame and affection, but not knowing this requires method and procedure. He is not sure he can bring off what he wants. He dives into things and senses a continuity. He is able to stand outside of himself, yet is not discriminating. He doesn't see where the edges are. He is a little more withdrawn these days than he was. He has more awareness and context now than in the fall. He wants to make an impact and be "famous," but when he is shown (a) method he is not sure about it, doesn't know how; ... when pressed through this he is proud

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and pleased to have done it. He is beginning to know he is good in sports. His response to having impact in kickball is that he doesn't ... show it more than he should. His misconception is that fame is something you have in you. In fact the truth is that there is a workable procedure to get it.

Recommendations

Carefully articulate the procedure he is doing (in order to help). Move him from hope to reality. Say to him that is how you get there and hold (him to it). Set up a really clear structure in the class ...

Expose him to literature that brings across the point that (success is achieved) in steps--for example, the Taran series. (Deals with impulsivity and pride, wanting to be famous and honorable.) Involve him in formalized drama with support. Provide support for him in what he is looking for in a relationship. Music is also important. Help him understand his actions; he gets confused with what he has to take responsibility for in relations to others. He needs help with this. He needs to see situations from ... others' viewpoints. There is literature about social situations (that could be useful). Prior to engagement in an activity, such as blocks, clarify the activity and the amount he needs. Help him see what he needs, otherwise he will take too much, lose the friends involved, then in effort to reconcile the situation, give all he has away. Provide activities for him that involve prediction. For example, "What would happen if?" Do this in discussing his relationships. "If child does this would you ... " Ask him (to anticipate) what he is going to do tomorrow.

MAY 1-5: Completed his role in "The Tinderbox, adding many amusing comments sotto voce, so they wouldn't disrupt the play. Two days in blocks, building a tower. Sand and water and listening to records. Am trying him as The Soldier in the play, which is "star billing."

MAY 8-19: Does well at rehearsals, grasps his actions and lines quickly. Did Star Wars last week, also blocks--space stations? Has been in the Big Room several times, once as an animal in "The Gingerbread Boy." Also lots of interest in the gerbils--once built a house for them, but the second time handling them a little roughly. Starting The King's Arrow--thought it would be too hard, but actually it is going well.

MAY 22-26: Several days in the blocks with (Ralph) and (Jack)--a battle station. Listening to records--rock and roll--that he brought from home (Kiss and Sean Cassidy)--finally had to say no more rock and roll. Also helping paint in the Big Room.

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JUNE 5-9: Did extremely well with his role and worked hard at perfecting his technique. Seemed to have a steadying effect in general. Did some drawing, outside in the sand pile, some blocks, and then sand and water-- as usual the sand and water very calming. Finished The King's Arrow, grasping it well.

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WEEKLY ACADEMIC RECORDS

Date	Reading	Drawing/Writing	Numbers	Other
Jan. 23	Dangerous Adventure 20			narcissus, tape measure
Jan. 31		D--castle & UFO's; W--absent	groups of 3	
Feb. 6	Unicorn Magic finished	D--falling	finish above	tape measuring cards
Feb. 13	Dangerous Adventure 28, finish	W--(George W. & Lincoln); D	ways to make 30	bones
Feb. 27		D; W--about bones	counting X 4's	chip trading
Mar. 6	5 True Dog Stories finish	D--mining; W--(bones); D	X 4's on 1	X words
Mar. 13	9 True Dolphin Stories; Pelons Jack 13	W--about shells; D	X 4's; + 4's absent	balance
Mar. 20	9 True Dolphin 21; Opo	W--about D'Ari's feathers; D--houses		patterns
Mar. 27	9 True Dolphin Stories	W--about bones; D--war planes? UFO's	X 4's on 2; groups in 28	patterns
Apr. 3		W--power; D		survey

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Date	Reading	Drawing/Writing	Numbers	Games
Apr. 10	Dolphins; Pauline 32	W--story starter spaceship; D--battles; fine	groups of 5; fractions	game
Apr. 24	Dolphins 45	W--journal; D--castle	fractions	power drawing
May 1	9 True Dolphin Stories, Doris & Buzz	W--about boy who played soccer (starter); D--boat/monsters	100 - 4; cont. with 100's	measure
May 8	9 True Dolphin Stories finish; The King's Arrow	W--finished 1 story; D	groups of 4	balance
May 15	The King's Arrow	W--monster story, l; D		X words
May 22	The King's Arrow 33	W--about play l; l		balance
May 31	The King's Arrow 40, 54			
June 5	King's Arrow finished	W l		patterns

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Mick)

Date: June, 1978

By: (Y.B.)

Most of the difficulties (Mick) experienced in the fall have disappeared. "Accidents" and "forgettings" don't happen with the same regularity; and equally, loud or demanding behavior and squabbles with peers seem to be substantially reduced. He enters his work with the same eagerness, but with an increased sense of his responsibilities and skills that give him an increased quality of stability. He seems less off balanced or surprised by what happens to him and consequently is less surprising or unsettling to others. It turns out to be important for him to have his own process and progress through a skill reviewed for him, as well as anticipated. His participation in the immediacy of things has left him somewhat oblivious to both process and progress--an articulation of these to him gives him some perspective and a sense of his own accomplishments. This will probably be an important approach to maintain toward (Mick) until he can do this for himself. His strong desire to be recognized and to be "special" is beginning to be accompanied by the knowledge that he can earn this recognition, but it doesn't just befall one.

(Mick) has spent a lot more time in the blocks this term than last. He enjoys them for their dramatic potential, as well as their engineering potential. He has built "regular" cities and Martian cities, tunnels, forts, police stations, space stations, a museum, a "fancy" building, towers, and a battle station. He shows considerably greater capacity to share his activities and has few, if any, squabbles about who owns what. The sand and water table has also been attractive and has produced remarkably quiet and gentle play (compared to use other people make of the table) involving islands, castles, dams, and streams.

(Mick) has continued to be eager to work in the Big Room and has been more successful here, in part because of my restructuring the activity for everyone. He has continued to play detective, has been the middle dog in "The Tinderbox" and "The Gingerbread Man" in the play of the same name. He is the soldier in the class play, the star role. This has made him more serious than otherwise, especially as I have tried to help him understand how to develop technique. His spontaneous performance is uneven, in both his ability to project his voice and portray his character, sometimes being strong and dramatic, other times not. We have been working on an evenness of performance, taking advantage of his inspirations to point out

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the technique behind them. Another area in which recognition has led to increased stability is in sports. (Mick) is undoubtedly skilled here, and the freely expressed admiration of his peers has made him serious, a better teammate, and a better, because more responsible, captain.

(Mick) has enjoyed other activities such as painting, slat construction, listening to records, clay work, and constructing habitats for the gerbils. In painting he continues to show a pronounced talent for the rich use of color, but he is not much drawn to painting.

(Mick) continues to participate well at group time and seems increasingly aware of continuities from group to group. He has occasional moments of fading out and needs help in refocusing, but this doesn't happen very often.

(Mick's) approach to his academic work has become smooth and serious. He has been reading increasingly complex material, Dangerous Adventure and 9 True Dolphin Stories, and recently begun The King's Arrow, which is the first full length novel he has read with me. He anticipated that it would be "too hard" but with support has handled it very well, and I think with increased enjoyment. He has also read many other short stories, and I notice he continues to enjoy fairy tales.

(Mick's) writing has been helped substantially both by the handwriting practice which has made it more legible and by the introduction of a journal approach which affords him more continuity and perspective. He has lately decided not to do journal entries but to write stories, but obviously wants to do them in the book. He enjoys story starters and carries them out well, with increased detail and a better sense of plot than heretofore. (Mick) has gained confidence in his skills with number work and handles his assignments accurately and smoothly. He has increased the complexity of his work with grouping, adding and subtracting patterns, has done some beginning fraction work, and is ready for place value. He has continued to do weighing and measuring exercises, pattern work, and games of logic and strategy.

(Mick)

Teachers(s): (Y.B.)
teacher intern: (R.G.)
volunteer: (I.M.)

Group II 1978-79

Age 8;2-8;11

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 5-8: Absent two days. Worked with (Jack) on the guinea pigs, and then was in the sand and water with (Duane), (Paul), (Kit). Seems relaxed and open, eager to be helpful. Active at group. Reading Mystery in the Night Woods quickly and with full grasp. Intent. Strong at kickball.

SEPTEMBER 11-15: Eager to sew a costume, meanwhile keeping pretty busy--lots of block work including an elegant marble chute on Friday with steps and stilts. Also in the play as the Prince. Finished Mystery in the Night Woods--condenses well. Story written paraphrasing parts of "Everybody Knows What a Dragon Looks Like."

SEPTEMBER 18-22: (Mick) seems to have done dress-up every day this week--often a prince with action involving much sword fighting. In general managing the social side of things well. Very active and eager at group times, lots of kickball. Read the biography of George Washington and has begun The Secret Cave--his reading has become extremely fine.

OCTOBER 2-6: Alternated between (sewing) breeches, Big Room, and dress-up room (gets a little silly). Wants to make George Washington's costume. Has been fairly patient with delays. If I say no, he goes to (R.G.) to get a yes. If possible. Having problems with The Secret Cave--the perspective is difficult to grasp. Continues eager at group time, offers both information and speculation.

OCTOBER 10-14: (Mick) was caught up all week in a play, first in the dress-up room and then in the Big Room--involving (Brad) and (Merce) and then (Lewis) and (Ruth)--two detectives and a haunted house. On Friday started sewing his breeches--nervous about the (sewing) machine. His writing is much more fluent, but the form is still confusing--capitals, backwards, and too close.

OCTOBER 23-27: Continued with the machine, but lost his pocket pieces so we are at a standstill. Worked on a slat building with (Jonah) and also has been in the blocks--developing a marble chute using the cardboard tubes. Reading dog stories.

OCTOBER 30-NOVEMBER 3: Was the Evil Prince in the "Magic Tear"--carried off his part with flair and consistency in the part. Listened to records one day, was in the dress-up room also as a knight.

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NOVEMBER 6-10: Is a little at loose ends, complaining a bit, probably needs to be more centered in a project. Is very much enjoying making his dog's head with (Jonah's) help and adds good characterization to his dog-- a deep voice and a self-appreciation of the "trick" the dog plays. Reading 5 True Dog Stories. Still having difficulty with writing, being neat and not messy.

NOVEMBER 13-17: Having increasing problem being where he should be, doing slightly inappropriate things (bouncing ball inside, crawling on the rug, doing the opposite of what asked). Did some drawing. Worked with (Lewis) on an elevator-tower building that was their house and also with (Forrest) on a marble chute. Worked well on the dog's head (papier-mache) and was part of the group in the Big Room that couldn't agree. Adds a funny touch to his part in "The Tinderbox"--with excellent timing.

NOVEMBER 27-DECEMBER 1: Working on the hats and the dog's heads, also on the mural. Eager to be with (Ben) (child who had returned to school following severe injuries and long hospitalization)--understands he needs stimulation and attention.

DECEMBER 4-8: Added growling to the dog's part--excellent pantomime when putting crosses on door. Drawing robots with (Ben). Loving Robinson Crusoe.

DECEMBER 15-19: Much involved with puppetry, bringing in his own. Had trouble getting a performance off the group and remarked, "First we're going to try it in our own bodies and then transfer it to the puppets."

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Mick)

Date: January, 1979

By: (Y.B.)

(Mick) has had a smooth and productive fall, interrupted only once by a period of drifting, slightly unfocused and fooling around behavior, in early to mid-November. On the whole, he brings his characteristic energy and enthusiasm to the current activity tempered by a better sense of what is going on around him and of his effect on his environment. He needs less articulation from me of his own process and progress, but does need to hear how successful his inspirations are. He is troubled by a self-deprecating quality which would lead him to abandon some of his more successful actions, especially in dramatic play, if not pointed out to him, affirmed in some way. Of course, dramatics in many forms are just about his favorite activity. He spends a lot of time in the dress-up room and the Big Room devising costumes, roles, and plays. He has been a prince several times (both evil and otherwise), a knight, and a detective in a haunted house play. Often the rehearsing and "playing" goes on for three or four days, as roles change and develop. He has recently shown an interest in working with puppets, an interest I hope to develop after Christmas. (Mick) has managed himself well socially; if ever he has a problem, it is in connection with his dramatic work in which he sometimes gets carried away, or else stubborn about playing a role in a certain way. Equally, he is more sensitive here to potential slight and unfairnesses. However, he manages to deal with these situations fairly well, and they don't seem to provoke quite so much down in the dumps behavior as similar situations would have last year. (Mick's) work on his role as the middle dog in "The Tinderbox" should be noted. This is apparently a favorite role, since I notice he played it last year in a smaller production. He brought to this role quite a number of excellent humorous and pantomimic touches, which, once introduced, he sustained with quite an even technique over many rehearsals. He also worked faithfully on his costume, even though I think the actual process of papier-mache he found boring.

(Mick's) other activities have focused mainly on blocks and sand and water. In the blocks, he builds elevator-buildings, houses, and, largely, marble chutes. With the sand and water, he builds islands and dams. In the fall he was heavily interested in kickball in which he continues to develop both prowess and a good sense of teamwork and sportsmanship.

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In the fall, (Mick) began quite an elaborate costume, a George Washington outfit, which has had to be put aside through no fault of his own. I hope to take this up again soon. George Washington appears to be quite an important figure for (Mick)--he has talked about him quite a bit and read several biographies.

At the group meeting, (Mick) has been vigorous and active, full of interest in the topic, full of speculation about whatever is on the floor as a topic, responsive to the thoughts of others, often building on them. In other formal work, (Mick) maintains consistent and serious productivity. He has become a fine and sensitive reader. Aside from reading George Washington, he has read Mystery in the Night Woods, The Secret Cave, 5 True Dog Stories, and Robinson Crusoe. He discusses his reading easily, presenting the point of view of the persons in the story well, as much as the events. He continues to read and enjoy fairy and folk tales, but also has developed an interest in biography and "true" stories. (Mick's) writing has also become more fluent and quite dramatic, but, alas, is not a whole lot more legible, unless he has been reminded to "practice." Then indeed I do see a noticeable improvement over last year, but the improvement is not yet spontaneous. He writes stories about people; boys, in tight spots, who get out of them through some ingenuity or other. On the whole, his spelling is considerably improved, and he is quite ready to work on it. (Mick's) number work has progressed to the point of place value, borrowing, and carrying, on which he is currently working. He has also done exercises involving weighing, measuring, graphing, counting money, patterning, and games of logic such as kala or checkers.

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JANUARY 4-7: Pre-Christmas--lots of puppets, blocks, and drawing (dragons). Wishes to re-engage breeches but wants blue. Wants to try puppet show "Three Billy Goats Gruff" and has rehearsed. Drawing--more dragons. Reading Helen Keller--easily.

JANUARY 10-14: Has worked on the breeches, both reluctant to get down to it, and yet does not want to give it up. Retraced, cut, pinned, and has done some seaming--handles the machine well. Has done some drawing (rockets/space) and helped build Viking boats in the blocks. Reading Helen Keller--finished story about boy who discovers that war is too much for him.

JANUARY 15, 22, 29 (Interrupted by snow days and all-school meetings): Has started a small George Washington play (with himself at last as G.W.) with (Merce), (Duane), (Jonah) and wants to take it to the Big Room. Has worked some on the breeches and also with puppets. Made a large clay dinosaur with (Jonah) and worked on balance buildings that are also marble chutes. Drawing--castles, ordered battles. Finished Helen Keller, also Shoeshine Girl (really enjoyed), and is now reading Adventures of the Giants (Norse myth).

FEBRUARY 5-9: (Mick) has had difficulty all week during transitions, especially, not doing what he was asked, being silly, leaving his things around, interrupting, etc. On the other hand, his conception of th G.W. play is both broad and detailed. Starting with the French and Indian Wars, using the book to read from with an excellent sense of the stage and "surprise" entrances. Was also in the Snow White play--a good sense of a funny character, too much insisted on--wears a joke out. Read My Father's Dragon and really liked it--gave an excellent description of it and could elaborate any part. Made a double balance building which called forth a lot of excitement from all around.

FEBRUARY 19-23: Still having difficulties. Hanging on (Lewis) who has turned to him with (Leo) and (Alex) away, and this allows him to get silly. He can't decide if he's serious about his play or not, but has good ideas. Also in the Snow White play. Also a special, very smart dog--involving (Lewis), (Jonah). Also continued making double balance buildings and a wax hand.

FEBRUARY 26-MARCH 2: Less jumpy, although still restless. We made substantial progress on the breeches this week, and two G.W. rehearsals went well. We progressed through "The Quiet Years" to "The Revolution." Decided he did not want to be the narrator as well. His sense of the role is not established--will this be humorous or not? But he is beginning his usual touches. Also did a small Viking play with (Ben) and (Jonah) in which he was a prince.

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MARCH 12-16: Good progress with the breeches, enjoying more and more. In dress-up with (Ben) playing cops and robbers. With (Jack) in the dress-up as a lady. Has trouble conveying G.W.--he tends to be underplayed and of course prefers the comic and the mime--G.W. doesn't lend himself well to that. Periodically the play becomes excellent farce. Yet G.W. is one of (Mick's) heroes. Has been reading Star Wars outloud to (Ben) and other kids all week.

MARCH 26-30: In the dress-up room doing an outer space play and then a magic show with (Duane), (Jonah), (Ben)--but dropped it to be with (Lewis). Worked on the hat(?) Also a G.W. rehearsal, but desultory. Reading The Vikings.

APRIL 23-27: Absent (a couple of days). Worked on guns/sword a little, but reluctantly. Likes props but prefers not to have to work on them. During the actual performance, gave the role more verve and was inclined to turn the whole thing into comedy. Tried several smaller plays in the dress-up room with (Jonah), (Merce), (Duane), or (Ben)--variously successful. Also some quiet block work, making both balance towers and long, low buildings. Reading The Vikings. Enjoyed dictating with (I.M.)

APRIL 30-MAY 4: Read The Emperor's Arrow; writing a story about monsters, a captive princess, and "a lad." Was with (Lewis) and (Brad) as an English soldier. Some drawing--a battle between the Japanese and the Americans. Another G.W. performance. Went to the gym ...

MAY 14-18: Big Room several times as Monkey/Indian Dance. Absent a lot with strep throat. Sand and water. Made clay finger puppets for the Fair.

JUNE 4-8: Involved in Snow Queen parts as a sledding boy, a robber, and angel (sun). Worked on props and was concerned about costumes. Felt he was not pushing bigger parts because of G.W., but he was active and vocal, thinking up good lines for the different roles. Otherwise, doing sand and water, drawing, and some solitary block building--towers.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Mick)

Date: June, 1979

By: (Y.B.)

(Mick) has continued productive this spring, even though troubled with several periods of difficulty with high tone, transitions, and relationships. As ever, his favorite activity is dramatic work, more particularly humorous character development, rather than total plot or story. Much of his daily dramatic work consists of the rapid development of several characters in quick succession: a dog, a monkey, cops and robbers, a lady, a magic show, an Indian, an English soldier, a Viking prince, spaceship captain, etc. Being the faithful, friendly, and clever dog is one of (Mick's) favorite roles, both "on stage" and also in less formal situations, in the woods or on the yard. (Mick) also was a dwarf in a more formal production of Snow White.

Since late January, (Mick) has been working off and on on a representation of the Adventures of George Washington. His conception of this work was quite broad as well as detailed and as a production requires talents quite different from what (Mick) has begun to rely on in himself; this has created difficulties for him at several levels. First, a continuous and sustained narrative is less comfortable for him than a quickly developed character. He dealt with this by relying heavily on narration, interspersed with accompanying illustrative action and short scenes. Second, the character of George Washington does not lend itself easily to humor. (Mick) dealt with this by making George Washington a humorous character, often reflective of (Mick) himself. Third, the scope of the play requires a cast of thousands. Unfortunately, the play only appealed to about seven other boys, with the result that there is much doubling and tripling of roles, with resultant confusion for all. (Mick) is too ready to promise too much to everyone in a wish to be accommodating and friendly, so there were also lots of minor quarrels of the "He said" ... "No, I didn't" sort.

With a production of this sort, rehearsals had to be painstaking and thorough in order not to lose the audience. This, too, is not appealing to (Mick), in part because his roles develop best in direct response to an audience. The play developed substantially more verve when we finally showed it, although it also developed more confusion, as well. Equally, although (Mick) wanted props for the play, he showed a marked reluctance to work on them, preferring to draw or dress-up, while others made guns, hats, etc. In the end, he is right: his own style of work goes best with

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a minimum of props. This goes for the breeches as well. Initially enthusiastic, even when we started over, (Mick) lost this enthusiasm as the project developed. This was in part a response to the amount of time and finish required in something like this, which made him dependent on me. (Mick) prefers that which can be quickly invented and developed. Admittedly, my time has been limited, and the support necessary for both of us (him from me and me from others) has not been forthcoming. Discouraging all around. But a full revolutionary costume would be a terrific thing for (Mick) to have, even though he managed to get the desired effect with a minimum of costumes. Incidentally, (Mick) became quite proficient with the sewing machine.

In between dramatic activities, (Mick) found time to work with blocks, clay, and drawing. In blocks he has taken to building delicate and elegant balance buildings and even double balance buildings, which produced much excitement and admiration. In clay, (Mick) produced a dinosaur and also small finger puppets. He has some skill with this medium if he chooses to pursue it. He has been drawing dragons and other monsters, space vehicles, castles, and battles. (Mick) also continues active at kickball, developing both skill and teamwork.

(Mick) is a humorous, sensitive, and skillful person in several mediums (dramatics, reading, sports, clay, drawing, blocks)--he continues to present himself periodically as awkward and confused. He has an underlying embarrassed air when presenting insights, which are often substantial, as if he doesn't trust himself. This quality is less in (Mick) now than two years ago, and I don't want to overemphasize it--but it is there. In fact, in the medium of social relations, (Mick) does continue to be awkward sometimes and sometimes unreliable. In his eagerness to achieve a coveted relationship, he may press too hard or ignore the prior claims of some quieter friend. Overall, he has more skills and greater balance than he had two years ago, especially when he relies on his humor and accomplishments to carry him forward.

In formal and academic situations, (Mick) reflects characteristics already discussed. He has an eagerness and skill in that which flows and less interest in technical details. He is nevertheless responsive to structure and serious about all his work, whether preferred or not. He is, of course, fluent at group time, full of anticipation and speculation, and sometimes misses details of schedule or program. He is, without doubt, highly talented as a reader. He grasps both scope and detail easily, is sensitive to character, and can be easily led to deeper insights through discussion. He has read Helen Keller, Shoeshine Girl, Adventures of the Giants, My Father's Dragon, Star Wars, The Vikings, The Emperor's Arrow.

(Mick's) writing is developing classic fairy tale elements, combined with offbeat humor. At last, his writing is showing consistent improvement in form, as also his spelling. He works on both of these matters carefully,

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if with little enthusiasm. I wish he would stop reversing "C." Number work is another area in which (Mick) works, if not with enthusiasm, at least seriously and well. He has been working on two and three place borrowing and carrying, fraction work, and word problems. He has participated in exercises involving counting and adding money, weighing, measuring, geometry, and charting.

(Mick)

Teacher(s): (U.F.)

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Age 9;2-9;11

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 5-7: Came in the first day covering face and hiding. Very unsure, embarrassed. Crawling on floor, hiding behind the bookshelf. Lots of attention to D'Ari. Loves that bird. On outskirts socially. Some contacts with (Skip). For activities--often hard for him because he doesn't pick with the other boys--picks his own choice and then is unhappy and lonesome. Needs to be supported into other groups--other boys like him, but ... Activities--woodwork, made a shield. His mother called to tell me that (Mick's) cat is in the vet's, might die--very hard on (Mick).

SEPTEMBER 10-14: Has few friends--at least close ones. Drawings seem young to me--very slapdash, but FULL. Writing lots--one and two page stories--feels very pleased with himself. Loves (E.V.) (Group I teacher)--hangs on him. Wants a lot of attention for physical hurts--which sometimes don't even exist. Loves D'Ari. Friendly with (Skip). Drew with (Lewis), (Brad), and (Alex)--but they got annoyed with him; his drawings are very different from theirs. Reads a lot. Made a shield and painted it with a lion. Likes Stratego. Feels embarrassed a lot of the time.

SEPTEMBER 17-21: Often seems to do things wrong without realizing it. Gets into tussles with people. But is always very accommodating--pleasant and responsive to me. Needs gentleness and asks for lots of attention--often around a little hurt ... Brought little stuffed animals to school this week--really cute ones. Plays with D'Ari a lot--LOVES him. Seems to replace the friends he doesn't have. Does things with certain boys but often blows it by getting carried away--too silly, provocative. In play he wrecked a scene by going too far. People don't seek him out. He's on the edge of the boy group. Sometimes with (Skip), (Leo), (Lewis). Seems sad. Woodworking and games this week. Reading with ease. Writing--lots--needs a start--mechanics need work. Drawings are very much different from the rest of the boys--full and quick--uses magic marker right off, not second.

SEPTEMBER 24-28: Clingy--will hang on adults. First thing he does when he comes in in the morning is talk to D'Ari and feed him. Then comes to rug. Almost always has a stuffed animal with him. I get the sense that these animals take the place of companions. In play he wanted to be a dog. On walk was also a dog. Fetches sticks that (Lewis) throws. Very pleasant and polite with me. Always responds right away to any reprimand. Overdoes it a lot--ends up being provocative when he just wanted to make a joke with someone. Alert at groups. Drawings and writing are fast and

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somewhat unformed--both look young. Loves to read--needs a reading log. Feel like he wishes he had people to be with--it makes activity choices hard.

OCTOBER 1-3: Can be really quiet around peers. When I felt sick on the hike, he was the most concerned--asked me questions about when I'd gotten to bed the night before, etc. Still no real consistent friends. I'm not really sure what it is he does to not make kids want to be with him. He seems to know certain things about relating to adults, and certain things about relating to kids--but neither is complete or relaxed. Does things sometimes with (Skip) and (Gary). Is cautious and doesn't push himself at others ... He likes me to give him piggyback rides.

OCTOBER 8-12: Gets carried away--doesn't know when to stop. Gets very sad when he doesn't have anyone to be with. Loves D'Ari and one little chipmunk. Very sensitive. Never have to repeat when I ask him not to do something. Enjoyable--fun to joke with him within limits. Appreciates humor. Very adult in certain ways--surprises me the way he relates to me sometimes. Academics--reads anything; numbers--solid, moving into borrowing; writing--full and dramatic, messy.

OCTOBER 15-19: Mainly with (Lewis) and (Gary)--but often a lot with the other boys as well. Likes to be with (Brad)--but can't maintain it. Can be with (Leo). Relationships are a problem for him. He, (Lewis), and (Alice) worked today. (Mick) is involved with shield making and use of tools in woodworking. Writing is full and exciting--mechanics are horrendous. Reading is very fluent. Math is solid--carry and borrow. Always has a stuffed animal with him. Loves D'Ari.

OCTOBER 22-26: Very friendly to me. Relates mainly to me. Difficulty with relationships. Most often with (Gary), (Skip), or (Lewis). Likes to be hugged. Is the only boy who will sit on my lap or ask for a piggyback ride. Reads anything. Writing is full and lengthy--handwriting and spelling need work. Math is very solid--picks things up quickly. Likes to be a dog when we go to the woods. Likes woodwork.

OCTOBER 29-NOVEMBER 2: Bringing me presents--attachment to me is great at this point. Sits on my lap--soaks up affection--but makes him stand out from the other boys, and he doesn't need that. Brought in a stamp collection and feather collection to show. With (Lewis) a lot this week. Reaches out to me and hangs on me a lot. In play--I'm wondering if he'll be able to play Julius Caesar--gets self-conscious--hope he can pull it off with appropriate drama. He was an animal for Hallowe'en--a beautiful handmade costume, and he didn't overdo it. Reads anything. Writing tons--handwriting needs work. Numbers are solid; times tables.

NOVEMBER 5-9: Mostly with (Gary), (Skip), and (Lewis). Gets fooling around too much with people--doesn't know limits. Very sensitive to

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feelings. Can talk on an adult level with me about them--often asks me about my feelings. Started a doll house in woodworking--have to be on him to help him finish. Still has problems with relationships. Handwriting is sloppy. Writing lots and a fair amount of reading too--Hardy boys. In math, the times tables and is moving right along.

NOVEMBER 12-16: Worried about his relationships. He and (Gary) like to be together, but they egg each other on in the wrong direction. A lot of fooling and silliness. Hard for him to be serious with peers and express real feeling. In the play the same thing is happening. It's hard for him to be serious in the Caesar role--makes it a comedy. Still has little animals as buddies. Handwriting is sloppy. Number work--blocked out explanation from fear--tried not to understand it, because he really did get it easily.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Mick)

Date: December, 1979

By: (U.F.)

(Mick's) main involvement this fall has been in woodworking. He has made shields and swords. Right now he is making a doll house. This has required precise measuring, use of the power saw, and accurate nailing--not to mention the actual construction design of the building. (Mick) has demonstrated a good deal of natural skill in working with tools and wood and seems to derive a great deal of satisfaction from this. He is very serious about his work. His construction interest and talent are also evident in his work with blocks. Just lately (Mick) has astounded all of us with his incredible stilt constructions. His sense of balance is extremely impressive. I have watched (Mick) build some of these structures with the surety and speed with which he puts the blocks in their places is striking. His peers recognize his ability in this area, and it is not unusual for (Mick) to have a small audience watching him while he builds (I am usually one of them!). (Mick's) interest in dramatic play continues this year. In the spontaneous plays in the Big Room he almost always assumes some kind of humorous role. Often he chooses the role of an animal--someone's pet. I have not always found this to be a positive thing for (Mick). He can easily get carried away in these roles and get too silly and so, annoying to his peers. It is hard for (Mick) to be serious dramatically, and he needs a lot of support to be able to do so. In our play "Julius Caesar," (Mick) is himself Caesar. It has been hard for (Mick) to speak slowly, loudly, and seriously enough. He tends to get easily embarrassed and instead turn his part into comedy. But of late he has much improved in the play, and his delivery is becoming much more clear. In addition to his main interests in drama and construction, (Mick) has participated in a range of activities--leaf printing, ink drawing, cooking, silk-screen, sand and water, thumb printing, crocheting, bread dough ornaments, and drawing. He has a genuine love for our parrot D'Ari, and has the responsibility of his total care.

(Mick) is a well accepted member of the group. He moves comfortably among several groups of boys. However, I have been concerned about (Mick's) relationships this fall. He seems to have a hard time making friends with the people he would like to be friendly with. Many times I have seen (Mick) get carried away relating to his peers. He can get very silly and be very provocative. He seems to have a hard time knowing limits. There is a quality of desperation and clinginess to (Mick's) efforts to (make)

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relationships. Presently he has one fairly steady relationship to another boy. They often have to be separated in order for them to regain control of themselves after having lost it in giggling and joking. They egg each other on often. The positive things about this relationship are when they work together--especially writing. They generate a lot of enthusiasm and interest. (Mick) seems to want to be with a whole other group of boys, but when he has been included with them, it has been very difficult for him to maintain it. Often it has ended in these boys getting annoyed with (Mick). He can be very stubborn sometimes about admitting his part in these quarrels.

But along with these problems in relationships go many strengths of positive things. (Mick) is a very involved group member. In any group discussion, he is full of thought and speculation. He is very quick to grasp a point and able and ready to extend it. He seems very enthused about the study of Rome and the Romans. He is appreciated by his peers for his sensitivity and perception. He is very generous and tolerant of others and seems very willing to try to work things out with people. He is quick to grasp exactly what is the essence of whatever point I try to get across to him. And indeed his humor is full. He can often bring the whole group to laughter. But again he needs to learn how to use his humor. Oftentimes I have felt he uses it to cover up more serious kinds of feelings that he doesn't feel comfortable with or know how to express.

Academically, (Mick) is very competent--more competent than he thinks, in fact. He is an avid reader and can read just about anything. He has been reading some of the Hardy Boys books and is now starting on The Town Cats, a book he brought in from home and seems fascinated by. When reading out-loud (Mick) needs to be reminded to slow down and listen to himself. He gets tense and tends to plow right through all punctuation. But he understands and enjoys the meaning of what he reads to himself and is very able to relate to me what he has read. (Mick's) writing is full. He likes to write little books. The themes of his writing are mostly about knights, battles, escapes, animals, and adventures. Presently he is very involved with Vikings as a theme and has created a character named Buford the Biking who has all kinds of adventures, humorous and dramatic. (Mick) writes fast. His handwriting suffers from this, but it is difficult to correct because it has a lot to do with his style and rapidity of thought. However, I keep after him for the sake of aesthetics and legibility. His spelling needs work, too. When he concentrates on it, it greatly improves. Punctuation is another area where (Mick) needs more practice and discipline. He would rather not have to bother with it. In numbers (Mick) is very competent, though he at first resists a new process or pattern, insisting that he can't do it and demanding my attention. When I ignore him and tell him I know he can do it, he inevitably does it--and easily too. He has worked on complex borrowing and carrying. He is memorizing the times tables and is learning how to multiply one digit times two, 24×2 . He has also done a lot of work with measurement, both liquid

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and linear. He has shown great skill at the games of strategy and logic played during number time.

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Staff Review (Summarized)

Child: (Mick)
Age: 9;9

Date: April, 1980
Entered: 1975

Presenting Teacher: (U.F.)
Chair: (P.L.)

Presenting Question: (Mick) is unfocused. He has a lack of emotional boundaries and acts embarrassed about himself.

Physical Presence: (Mick) has full, thick hair, medium length. He is always in motion--really speedy. He can be in one place one minute and another the next. He stands with his shoulders thrown back, face up. That stance alternates with an embarrassed one accompanied by a "crinkling" smile. He talks and reads fast. His voice is loud, and he can't whisper. He wears running shoes and loves to run. He is very agile, smooth, and is well liked for his good sportsmanship.

Emotional Tenor: He gets embarrassed, uncertain, and insecure. In the beginning of school he hid in the coatroom. After he got back from a vacation (trip) he also hid in the coatroom. He's responsive to physical affection. He's interested in girls, likes Bo Derek! He doesn't show much anger except with (Alva) with whom he has a relationship outside of school. (Mick) can get melodramatic and cry--but mostly the histrionics have stopped. His laugh is fast, high, and nervous. His boundaries aren't firm--he gets carried away with silliness; he pokes a lot. He also has a full sense of humor, is approachable, and makes very funny remarks. He tries dramatic play--an animal usually. He puts himself down--"I hate," "I'm stupid." (Mick) loves D'Ari and is gentle with animals, very sensitive. He can get frantic and is caught up in constant motion.

Relationships: He began the year with no friends and was upset. He wanted to be with (Brad), (Alex), and (Lewis). He is buddies with (Gary) and (Skip). They link their arms together and support each other--but to (U.F.) it doesn't look comfortable. They do appear to share some common concerns--"Who am I?" "Am I alright?" He does also have a relationship with (Lewis), but it isn't close. The boys like him, but they don't like his silliness. The girls like him. The group loves him--think he's wild. To the group he's never critical about anyone and is always helping at group meetings. He talks a lot--sometimes too much. (U.F.) stops him, and then he can re-think. He is very attached to (U.F.). At the beginning of the year he wrote her letters and gave presents. When (U.F.) got to be more of a disciplinarian, he got disillusioned and stopped writing letters. He needs lots of warnings, calmness, directness, and gentleness.

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Interests: (Mick) likes blocks, woodworking, sand and water, and the animals. His drawings are fast and sloppy. He does wax, maze games, and loves sports. He has to be forced to cook, paint, or sew. His manner is fast, slapdash. His work is "unfinished." He is left-handed. He is awkward with a pencil.

Academics: (Mick) is a fast and good reader, but focus is a problem. He doesn't always finish what he's reading and has to be pressed. His writing is dramatic--his word usage is musical and stands out. There's humor, action, and suspense. It's short and done quickly. His potential would be greater if he would slow down. His spelling needs work, punctuation is okay. "Barker" is a person he writes about. His stories are about relationships, battles, journals, and D'Ari. In math when he realizes he is learning something new, he gets anxious. He's working on two place multiplication, times tables, and division. Academically he is competent--but hides behind nerves.

School History: (Mick) has always loved animals. In the past, drawing has been a big interest. Throughout the records there is reference to getting "caught up" or carried away by action around him or silliness. It is also noted throughout that he needs "firm, quiet reminders." He has always responded well to affection and praise. He likes sports and relies on rules and fairness to help him. There has been difficulty with relationships and with how he sees himself. He has a strong need for recognition and can be quite embarrassed. A lot of feeling emanates from him, and people pull back. Academics have always been strong.

Recommendations

In an effort to help him recognize and make boundaries for himself, it was suggested that (U.F.) talk to him about relationships and about what makes other people uncomfortable. Along with that it seemed a good idea to observe to him that in those circumstances he looked uncomfortable, too. With dramatic play, it was suggested that he be told that always being an animal wasn't really good for him and wasn't helping him to develop what he can do dramatically. It was observed that it is important for him to slow down and to be more articulate. The following recommendations were made: to have him restate reading, projects, ideas, actions; longer term projects and support to finish them so that he can receive recognition and feel pride--maps, a battle diorama, a larger woodworking project were suggested. The most appropriate one seemed a diorama of a battle to be carried out in clear steps: a plywood base, a plaster or baker's dough terrain, the battle designed first on graph paper, the battle itself to be picked with care.

(The WEEKLY DESCRIPTIVE RECORDS for Spring are missing from this file.)

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Mick)

Date: June, 1980

By: (U.F.)

(Mick's) strong interests in construction, sports, and drama continue. He has done a lot of work with wood and block construction this semester. His block constructions serve as models to other people, often, to help them in mastering some building technique. He is a master of the "stilt technique" and is able to build quite astonishing structures where the bases consist of one vertical block. Other types of construction he has worked on are marble chutes, race car tracks, and buildings for plastic creatures. He and a friend constructed a hockey game, and played it enthusiastically using blocks as hockey sticks and a marble as the puck. Woodworking continues to draw his interest. He and another boy designed and invented a gun made using wood, rubber bands, clothespins, and checkers as bullets. It was quite a clever design. They even opened shop and took orders from their classmates. Dramatically, (Mick) has had to work hard on remembering to be serious during a performance. If left to his own choice, he would choose to be a dog, cat, or bum. In these roles he easily gets silly and unfocused and loses the point of a group production. He has a full sense of humor, and he has made some progress in realizing this dramatically in positive ways. Serious roles are not his preference, but he is very capable of carrying them out effectively when asked to. Roles he has played are a thief, murderer, detective, and a son. Sports and any outdoor activity are very important to (Mick). He is very well coordinated and has developed competency in football, kickball, and distance running. Other activities (Mick) has been involved with are craypas, drawing, wax, rubbings, bleach painting, sewing, and wooden slat construction.

Socially, (Mick) has maintained a relationship with two boys in particular. He is comfortable with and welcomed by many other boys, but he considers these two boys his closest friends. They have problems working together, however, though they prefer to. They can get carried away in silliness and joking, and become completely distracted from the work at hand. Often they must be separated, and always when they work together need frequent reminders and warnings about behavior. They do, however, have the capacity to be very productive together. They share a gentleness and sensitivity in their natures. Animals are an interest for all three, and they all adore our parrot, D'Ari. Generally speaking they are very supportive of each other, but they need to work on controlling themselves

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so that they can be productive when working together. At group times (Mick) is very active. He is full of comments, questions, and insights. I am often impressed by the depth of his thoughts. Again his sensitivity shows through in all his contributions. His group sense is strong, and he is extremely supportive of any group undertaking. He has continued to be a very central and important group member this semester.

Academically (Mick) is very competent. His reading continues to be solid and fluent. He reads with a great deal of meaning. However, he has had some trouble becoming involved with a book over a period of time. Many books have been started and few finished. He loves to look at and read books about animals. Books he has read (or parts of books) are North of Danger, Iceberg!, and The Great Airport Mystery. (Mick) writes mainly about animals. But he also developed imaginary characters, the most famous of whom is Buford. He does all kinds of things, and can be a butcher, a Viking, a sailor, airplane pilot, and so on. The mechanics of (Mick's) writing have improved. His writing is much neater in appearance, and he remembers his punctuation much more consistently. He continues to write (and do many things) with great speed, and so this still detracts from the aesthetic of his written work; but it has improved. In numbers he seems to be grasping processes with greater ease and less resistance to new concepts. He has worked with one digit times two digit multiplication, long division, fractions, word problems, borrowing and carrying, money, and mapping.

(Mick)

Teacher(s): (U.F.)

Group III 1980-81

Age 10;2-10;11

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8-12: In good shape. Made a wonderful drawing of a knight and framed it. There is an attention to detail and elaboration not typical of his past drawing. Built a beautiful low block structure with (Brad)--mostly of (Brad's) design. Deferred to him. Still deferring to people--but very reasonable. Not so much silliness ... Competent football player. Friends with (Lewis), (Gary), (Alex), and lots of others.

SEPTEMBER 15-19: Much more high energy and nonstop talking going on--gets so involved in telling and using his humor to get reaction that he loses control. Other side of this is the mopiness when reprimanded or something doesn't go his way. Over-reacts to things. Hard to have a serious talk with him (because of this). During activities--not very productive--wanders and talks. D'Ari still his pal. Loves animals.

SEPTEMBER 22-26: Hard to deal with. Tried to cook with (Gary) and had to leave because he got too silly. Works against himself--but generally good intentioned. Very engaging child. Can't figure a way to cut into what he's into. Need another Staff Review? Semiproductive during activities. Did Beartown, blocks, dress-up (FANTASTIC). In sports his attitude is very focused and supportive.

SEPTEMBER 29-OCTOBER 3: There's a certain stance that he has that is very hard to cut into. It's when he throws himself in people's faces, "Hi," with a big grin, expectantly or when he gets into moping. Activities have been scattered. Hard for him to stay in one place for long. Have had some good talks with him--got really angry once; he shaped right up for about two whole hours. Beartown drugstore and armor for the movie; also dress-up.

OCTOBER 6-10: Absent twice. Had a discussion with him about behavior--finally hit on that attitude that he works against himself. He's asking me to make everything better for him, without any work done on his part. I explained to him that I was here to help him in his relationships, but that I couldn't and wouldn't do it all for him. He understood, and it made a dent. Worked on his costume all week, quietly applying a lion to his tunic.

OCTOBER 13-17: Absent twice. Did costuming and woodworking. Roamed and wandered during filming of movie--not helpful. Has a sophisticated sense of humor. Accumulates possessions at school--leaves them around--have to keep after him. He thinks it's a joke--I don't.

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OCTOBER 20-31: Have to be constantly with him to focus and ground him. Too much motion and lack of focus. Great costumes and great acting in the movie. Very serious. Available to conversation about behavior--needs lots of praise, too. Read knight stories quietly with (Brad) one day--really nice. Worked on costumes.

NOVEMBER 10-14: Had a hard time during filming--constant quick movement--impulsive and acting without thinking. Had to stick with me the whole day of filming the battles. Not intentionally bad, just gets carried away. I pressed him to draw today. He was trying to draw knights. He wanted to draw some like (Alex's)--I showed him the proportion needed, and he tried. Gave up. Found him on the rug reading--he didn't tell me he was switching activities. Told him he had to continue knights, and he did--did very well, too.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Mick)

Date: November, 1980

By: (U.F.)

(Mick) continues to have a difficult time focusing himself during activity time. He still depends on me to redirect him when he wanders. He is not so distracted that he gets nothing done, and he has many lively interests. He and a friend became involved in the construction of a miniature drug-store for the group project Beartown, U.S.A. He lost interest in this fairly quickly and had to be pressed to approach it with the idea of good craftsmanship. His natural inclination is to work quickly without much attention to neatness or finishing touches.

(Mick) has continued to pursue his construction interest in block building and woodworking. His block structures continue to become more and more sophisticated. The projects he has undertaken in woodworking, he has had trouble completing. The pattern is for (Mick) to start something very enthusiastically and then to lose interest in it very rapidly. He has managed to do some very striking drawings, however; and several of his drawings show clarity, detail, and precision that are not present in earlier drawings. It is not as if (Mick) does not have the capacity to concentrate, because he does. He spent one entire activity time not very long ago sitting by himself sewing an emblem onto his costume for the movie. This is atypical behavior for (Mick) in school but definitely possible.

Drama seems to be the place (Mick) feels most comfortable right now. He would choose dress-up every time it was offered, if I let him. His dramatic ability has reached a place of real seriousness. Only infrequently does he act embarrassed or self-conscious. His stage presence is now very commanding, and his acting ability excellent. (Mick) is a highly capable person, full of enthusiasm and many interests. However, he lacks the self-discipline which would allow him to focus on and follow through with projects.

(Mick) has many friends and is a powerful group member. His circle of friends seems to be somewhat more fluid than at the end of last year. Instead of having mainly one close buddy, he now moves comfortably among a number of boys and girls. He is well liked for his generous nature, quick sense of humor, sensitivity, and is respected for his sophistication of thought and keen questioning ability. At group times he is very vocal and

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lends many thought-provoking comments to discussions. The same lack of focus and self-discipline permeates all areas of (Mick's) involvement at school. It affects his relationships in that he can still get carried away in silliness and become provocative. When talked to about this, his reaction was to become sullen or mopey. We recently had a very good discussion about this, which helped him to see the responsibility he needed to assume for himself and his relationships. I realized he had been confused about when it was time to assume responsibility for oneself. He has shown progress in this area since our talk. Academically (Mick) continues to demonstrate competence. He can read just about anything but again finds it hard to finish a book unless pressed. He has read Encyclopedia Brown Carries On, Princess (a cat story), and some Charlie Brown books.

(Mick's) writing continues to be full in theme and content but weak on punctuation and neatness. He needs to start being strictly pressed in these mechanical areas. He likes to write stories about animals and adventures. There is a good deal of drama and humor in his writing. In math (Mick) has made real progress. It seems easier for him this year than last. He seems less afraid of it. It has been easy for him to memorize the times tables, though his absence on Fridays has impeded this somewhat. He now has a solid understanding of borrowing and carrying. He can do one-digit x two-digit multiplication with carrying and has begun two-place multiplication. He knows his addition and subtraction facts from 11-18 very well and can do simple division easily. Word problems come naturally to him. (Mick) has had a good fall and has shown progress in many areas of concern.

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JANUARY 19-23, 1981: Came back from vacation very popular with a lot of boys. Sought after--people asked for him, "Where's (Mick)?" Marked change from past history of being excluded. (Lewis), (Alex), and he are a trio. He was in a play this week with (Lewis), (Carla), (Mia), and (Al)--about Vietnam--his idea. He was a dog. It was a serious and moving play. Always has a helping hand and a kind word. Also seems to be more under control. He and (Gary) seem to be trying to work things out. Good shape. Doing battle diorama with (Lewis); drawing.

JANUARY 26-30: High energy returned. Silly and out of control, but easier to pull in. Seems to be trying with writing--remembering punctuation.

FEBRUARY 2-6: Still very popular--in a threesome with (Lewis) and (Alex). Energy levels can accelerate easily--moves fast through the space--constant motion. Can get very annoyed with him for going somewhere without asking, etc. He's always talking to someone. Rarely unkind--except with (Gary) and (Alva). Worked on diorama, woodworking, dress-up (rock star), and blocks.

FEBRUARY 23-27: Did dress-up--a sailor with (Brad), fighting pirates. He is dramatically a leader, director, and initiator of plot and ideas. Capable of acting very hurt, of dramatic pain (mainly physical), of being very serious--a real switch from past uncontrollable silliness. Worked on his diorama--cowboys and Indians--and his batik. Wrote a charming story of "Boxing Baby"--a cat who fights--drawings are engaging but quick and sloppy. Popularity continues--also talking to girls more--aware of them. Very friendly and inclusive--good shape.

MARCH 9-13: Popularity continues. Friends with (Lewis), (Alex), (Skip), (Forrest)--everyone in general. Humor is immense. Asks questions and gives opinions. Talks with whole body--force. Motion--a lot still. Moves around space less because is more focused in relationships. Hard for him to focus on his diorama project--needed lots of push from me. Loves to do dress-up--is Toto in our "Wizard of Oz" play.

MARCH 23-27: Absent all week; family trip.

APRIL 6-15: Welcomed back from his trip by all his friends. Showed none of that old hesitancy of old when he had to readjust to the setting. In good shape in general--lots of friends--(Alex) and (Lewis) especially. Incident: (Brad) said to him that (Mick) was going to lose his part as Toto in the play because (Skip) took it over when he was absent and was good at it. (Brad) says he was kidding, (Mick) didn't think so--was extremely upset. His mother says that he's been over-reacting to a number of things, feeling uncertain. Carving a canoe--is really involved with it. Drawing--some with (Alex).

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MAY 4-8: Loved the trip--appreciative--thanked me several times during the trip for everything. Rode in my car around the city. Nonstop talk--some of it was frantic joking, saying things that sounded "cool." Started making fun of bums. I told him I didn't like the way he was talking about the bums--he made it sound as if he was better than they. He stopped right away and changed his tune. Went wild over the firecrackers. Traded with (Brad)--but was very shrewd about it. Talks too much and too fast. Hard for him to be calm and reflect for long. When forced, his response is often mopiness.

MAY 11-JUNE 12: Had a rough time starting two or three weeks ago (related to some family difficulties). It shows up at school in terms of lack of control, high energy level, and a new thing--arguing with me about everything. Spoke with him several times--it helped. Generally seems calmer. At group discussions, very able to say how he feels. At sex education discussions was very even and amazingly open and sincere. Was Toto in "The Wizard of Oz"--did a good job, though had some difficulty getting into his part.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Mick)

Date: June, 1981

By: (U.F.)

(Mick's) main areas of interest this term have been drama, sports, and construction. He has continued to spend a good deal of time in the wood-working room. At one point he was very involved carving a small canoe out of soft pine. He spent over a week on this project and seemed more open to my expectations of craftsmanship than he had on previous projects. A major project he undertook with a friend was a battle diorama. It was a fairly complex structure. They constructed a wooden base for it, filled it with plaster, made a stream that actually held water using polyurethane sealer, and constructed a cavalry base with Indian huts out of clay and wooden slats. The finished product came out very well, and both boys were pleased with and proud of it. A problem during construction of this diorama, however, was focus. (Mick), though committed and involved with the project, wandered off too much. He required a large amount of support from me to help him to stay focused on the diorama. Other forms of construction (Mick) has continued to be involved and competent with are blocks and sand and water.

Drama has been a real strength of (Mick's) this year. The growth he has made over the past two years was plainly visible in dramatic work. This January he was part of a very moving and serious play. He was very much a director and initiator of plot with ideas for this performance. His past nervousness and embarrassment dramatically seemed to have disappeared. It was quite a different (Mick) that emerged dramatically. This performance made clear that (Mick) was capable of conveying deep sentiment to an audience in a dramatic way. He has since composed his own play and is now in the process of directing it. He has had some trouble being director in this formal sense, but is earnest about wanting to do it and so is learning a lot from the experience.

(Mick) has continued to be very involved with sports. He talks about them, reads about them, and is involved in all the organized games on the yard. He is very coordinated and agile and demonstrates a good deal of talent in the physical realm. He has a deep investment in sports and says he wants to grow up to be a professional soccer player. Along with a lot of natural ability goes a very positive attitude towards games. He is encouraging to his teammates and is able to maintain a very even temper throughout a game. His sportsmanship is a very good influence on the

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people he plays with. Other activities (Mick) has been involved in are drawing, batiik, electricity, and Beartown, U.S.A.

Socially, (Mick) has made a lot of progress in the two years I've taught him. Last year he seemed to be seeking friendships he could never quite attain in any real consistent or solid way. His lack of control over his own energy and emotions seemed to turn others away. This year he has made real progress in this area. He seems much more able to maintain relationships over time. The two areas where he continues to have the most difficulty in terms of relationships remain controlling his high level of energy and being able to reflect seriously about himself and be responsible for his own behavior. When asked to reflect on his behavior, or when criticized in any way, (Mick's) immediate reaction is mopiness or sullenness. It is also fairly easy for him to become out of control with his humor and his energy and to forget boundaries and limits in these areas. He has, however, made a good deal of progress in both these areas. It is much easier for him to pull himself in when he's gotten too extreme in one way or another. It is also much easier for him to receive constructive criticism and to be open to discussions about his behavior than it has been in the past. The large amount of growth he has made in these two areas has seemed to render him less embarrassed about himself and more able to relate to his peers in a comrade-like way. He has maintained two especially close friends for most of the year, along with many other friendships on a more casual level. At group times he is always a very active participant, sometimes too active, but always has interesting and thought-provoking comments to make. His remarks are also very sensitive and perceptive. As a group member he always has a helping hand to lend or a kind word to say. He is extremely friendly and inclusive. He has been able to be more focused about relationships this year and to have more of a sense of group than in the past. He has been a central and sought-after member of the group. We have all enjoyed (Mick's) immense humor, deep sensitivity, and generosity of spirit.

Academically, (Mick) has remained very solid. He continues to be an avid reader, enjoying books of varied thematic content. Occasionally, (Mick) runs into difficulty committing himself to a book to its end, but he has much improved in this way. In school he seems to have been able to use reading in a soothing way. He sometimes chooses to sit alone somewhere and read. He is able to do this for quite long periods of time, and this is a change in school. (Mick) has also done a fair amount of reading with a partner, where they read to each other and share what their stories are about. Generally he seems to enjoy this sharing as a process and part of reading. Books he has read include Great Quarterbacks, My Bodyguard, and Sandy and the Rock Star. (Mick) has continued to need a great deal of support in the way of prodding to slow his writing down. He tends to write so fast that he forgets all punctuation, or forgets to finish a story and begins a new one before the old one is complete. The actual content of his stories is quite engaging, however. He likes to create a

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character and write a series of stories about him. "Boxing Baby" was his latest creation. It was the story of a cat who boxes for a living. These stories are full of charm and humor. The group loves to hear (Mick's) stories read outloud to them.

In math, (Mick) has gained a good deal of confidence. It is very rare for (Mick) to become overwhelmed by new processes or by math in general. He seems much more able to receive instruction and so is able to comprehend number work more easily. He has mastered long division with a single digit divisor, many place multiplication, carrying and borrowing, the times tables, and addition and subtraction facts. He has worked on long division with two-digit divisors, equal fractions, adding and subtracting fractions, beginning decimals, money, measurement, and word problems involving all these operations.

(Mick)

Teacher(s): (M.M.)

Group III 1981-82

Age 11;2-11;11

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8-11: Good week for (Mick) although not as productive as it might have been. Stretching things a little, a little nervous at first, then testy. Not "out there," just handing(?) it out. Mostly with (Jack) and other boys. Not very visible--easily distracted. Hard to focus on math. Activity--mostly the play, a (illegible word) part, hard to start, but then got immersed. Also cooking, woodworking, looking forward to (trip to local forest), etc. Group times--interrupting problems, some sitting difficulties, reponsive but not sticking to it. Keep in touch.

SEPTEMBER 21-25: Another hard week--seems unable to settle. Shaky rhythm, late at groups, squirming, inappropriate jokes. (Illegible phrase)--activities focused though; dress-up--moving part in play. Cooking, maps--involved.

SEPTEMBER 28-OCTOBER 2: A better week. The trip was very good--enjoyed it and was involved. Star gazing, first aid, outside stuff--interested!! Pleasant, more relaxed. Missed Friday.

OCTOBER 5-9: A very hard week. Really at it again--joking, clowning. Unable to stop. Hard to address with him in a very firm way. Talked with his mother--worked on ways to address. Better after this. (Illegible sentence).

OCTOBER 13-23: More difficulties. Just not connecting to curriculum, to group, etc. A few breakthrough times--tumbling activity made a noticeable difference. But at group--really out there--needed firm sanctions. Not focused at academic times either. Talked with him about this--no real response. More positive on Friday, but still very shaky. Thinking in terms of Staff Reviews that he wants more challenges; will try to provide.

NOVEMBER 2-6: Better--but still shaky. Big tiff with (?) at school last week--made things difficult. But discussed after and that helped considerably. Think we are all a little bit closer about it now. Interactions with others can easily get silly--especially (Jonah), (Skip), and (Jack). Needs a reminder ahead of time--this is coming but slowly. Appreciated "homework"--will probably need more. But wonder if classroom work can't take up more of this load too. Tumbling, drawing, cooking. Socially, (Jonah), (Jack), (Skip), and sometimes (Mercede)--some conflicts with last.

NOVEMBER 10-DECEMBER 18: Into Christmas, Thanksgiving, but could have a lot of trouble with focus. Meal preparation tended to be focused and

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constructive--at the meals themselves, tended to blow it with behavior. Liked getting and trimming the tree--also quilling and making chains. Organized a tumbling show for Christmas Open House on zero notice--great!! Parents loved it--(Mick's) sense of drama was terrific. Also had a neat role in "Twelve Days of Christmas"--the mailman who brought in the presents--great "straight man" routine. GEARED UP about ski program!

JANUARY 18-29: A rough couple of weeks--slipping out of control again. Discussions with him and other boys--(Skip) and (Jack)--about this have been fairly productive--feels picked upon. Good times at discussion, especially about nuclear power and peace issues--very excited about these issues. Also a story lover! Writing is up and down--mostly doing journals and wanting to write silly letters to people. Discussed and wrote a letter to the president--ended up being serious and thought out. Then wrote another story about his dog. Activities were mostly around the play--hard to focus here. Silliness at rehearsals led to requirement that he sit out until able to control himself--worked, but investment is not really there. It worries me. I tried to write his part up larger than it is in the book, but it's still not large enough for him. With homework a clearer sense of what he's doing and where it's going. Socially, (Skip), (Jack)--led to trouble ...

FEBRUARY 22-MARCH 5: Things are picking up--starting to "pull" for the play, also settling more effectively at group time. The real exception was the day (H.Q.) (former Middle School teacher) visited--because of Group IV decision, perhaps?? But generally in there--sometimes even a stabilizing force. Liked other activity possibilities the last couple of weeks--wax, cooking especially. Also did woodworking, murals for the play--but that was more problematic, took a lot of supervision. Socially, still (Skip) and (Jack) almost every chance they get, but starting to ease a little--relieved at periodic separations, I think.

MARCH 8-19: Better--really changed towards the play and the commitment involved. More serious and engaged though still can get very skittish. Really helpful after school with sets, costumes--liked the one-on-one. Socially, (Skip), (Jack), (Lucy), (Suzanne), (Pearl). Could get pretty nasty toward others in the "out" group--funny ambivalence(?). Really excited by the story: involved in some excellent discussions on racism and equal rights. Took well to the new curriculum--particularly interested in the racism issues. Hard time choosing activities. Did dress-up mostly, but hard to focus here. Needed to make up plots before he went in there.

MARCH 22-26: Rocky--very unsettled and disruptive. Blow ups with lots of people--including (Skip), (Jonah), (Gina), and (Ina). Others were upset at his silliness--asked help with it. (Mick) seemed really caught in it. Needed continual containment--had to ask him to leave group several times and also to call his mother. Activities: blocks, dress-up, drawing--but

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only with a lot of pushing into commitment in the activity. Choosing before he went into the dress-ups helped with focus--will continue to do this.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Mick)

Date: March, 1982

By: (M.M.)

As we discussed in our January parent conference (Mick) has had a pretty difficult fall and winter both socially and academically, with some confusion about class expectations, his relationship to his peers and to me. I feel that this is still somewhat touchy, but that things have eased as our relationship has developed, and that he is feeling more comfortable with his place in the class.

Socially, (Mick) has had a hard time of it, being involved in relationships that unnerve and confuse him about his standing in class. In particular, he has been involved in a relationship with two other boys which frequently falls into social disruptiveness and silliness, and prevents him from being the gentle and interested person he can be. I have spoken to him frequently about this, but have found that the best support is to make time with the other boys conditional on an easy and productive tone and style. When they are able to manage this (and they increasingly are) it can be delightful. However, frequent separations are still necessary so as to give all of them time to settle.

During the fall, (Mick) was also involved in a relationship with a younger boy that was full of anger and conflict. Here also discussion was helpful, but ultimately separation and distance proved more effectual. Although there was some resistance to this approach, in time, (Mick) could see its benefits and could even ask for that distance himself.

(Mick's) relationship to me has at times been angry, defiant, or painful, but an underlying sense of mutual caring has allowed it to deepen and clarify. Our wonderful conversation at dinner the other night helped to confirm how far we've come. I value his thought, warmth, and honesty, and sense that he feels the same about me. As emotional persons, we continue to have our scrapes, but I believe that the relationship is continuing to grow.

Academically, (Mick) has made substantial progress, although I sense that he could be challenged more. In mathematics he has consolidated his skills in computation, and worked with factors, decimals, simple geometry, and mazes. In language, he has written numerous short stories, frequently

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with animals or humor as themes, and presented a carefully researched report on hockey.

In group, he has been particularly interested in our discussions on the origins of things, and current politics. At times group has been very difficult for him, but this has improved considerably in the last couple of months.

In activities, (Mick) has chosen a variety of media and techniques, including blocks, sand and water, woodworking, drawing, painting, clay, wax, plaster mold, cooking, tumbling, dramatic play, square dancing, singing, and swimming. He tremendously enjoyed our trip to (local forest) and is very excited about future class trips. While our class play has at times been difficult for him, he seems professional and committed nevertheless. I find him a challenging and fun person to have in the class, and am confident that he will have a fulfilling spring.

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APRIL 19-23: A good week. Very involved in a lot of aspects of curriculum--discussions on rights of Indians, women, blacks--had lots to say. Also finished with teaching tumbling, did dress-ups with several other boys--a play about (illegible word)--very nice! His report is going well--it's on cheetahs, and he's very interested in the subject. Socially, pretty smooth, though some friction.

APRIL 26-30: A little jumpier, had more trouble sitting, especially at group and activities. Still very interested in both times when he caught hold (through) race and war questions. Nervous presenting his report, but it was well done and held people's interest.

MAY 10-14: Very shaky. Up and around--just couldn't stay focused or settled all week. Out of it--and unhappy about it. Enjoyed other plays but couldn't be constructive in ours. Needed constant reminders (illegible phrase). More specifics would help hold him ... Hard to admit own role--not focusing clearly on what he was doing or its implications.

MAY 17-JUNE 14: Tough period--on the outs, (Jack) is his only steady buddy, and they wind up in trouble a lot. Had a really rough time with (Skip), (Lucy) group--they were all so "buddy-buddy" and now won't give him a break ... Socially, (Jack), (Paul), (Merce). Tries with (Jonah), but they usually end up "at each other." Is good at helping (Jonah) hold it together. Activities: cooking, Dungeons and Dragons, tumbling, woods, reading. Was glad we dropped the play and was smoother after that. Up for our trip (to the ocean) but wants to camp out. Helping with the bake sale, very into group spirit there. Raffle tickets, not so good.

JUNE 14-18: A nice last week on the whole. Was upset about riding with (Candy) and (Emma), but managed well enough in the end. Loved the beach--did sand castles with (Jack). Liked being with me, too--we walked around (town) together, had a good time. Sad that (Leo), (Al), (Jonah) couldn't make it. Last day kind of "out there"--overpowered by his own emotion, I think. Especially with (Jack), both very upset. Did a silly skit "Rock Around the Clock," (Mick) was the clock--charming. Did it for last assembly--then wanted to leave for singing--brought him back in, and he "got into it"--neat to see him soften up that way. Left really warmly and fondly.

1981-82

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Mick)

Date: June, 1982

By: (M.M.)

(Mick) had a pretty difficult spring, largely due to social anxieties, confusions, and allegiances which left him upset and unable to focus as well as he ought. This was particularly true around math and activities; the one requiring close concentration, the other being an intrinsically social part of the day. (Mick) continued to make the best of a hard situation, however, and was particularly successful in reading and group. Although there were periods of unease and disruptiveness, this caring and sincere nature predominated and made him a valuable and influential person in the group.

In activities, (Mick) had a very mixed experience. At times, he could be bored, unproductive, and "at a loss" (this even extended to boycotting activities one day!), and at others, engaged, caring, and excited. In general, he seemed to be at his best when trying something new and challenging, particularly if it called for considerable responsibility on his part. An example of this sort of activity is tumbling, where (Mick's) expertise, seriousness, and concern made him an effective and excellent teacher, and clearly "structured" him in a really constructive way. Similarly, in learning the game of Dungeons and Dragons, (Mick) was involved, exciting, and committed. Dress-up poses a contrast in that (Mick) frequently found it hard to settle down and act; he was too busy "horsing around." When he was required to have already decided upon a plot and characters, before entering the Big Room, he was able to get much more out of it and was involved in some very nice work. A particularly memorable play involved a twist on "Raiders of the Lost Ark," where several amateur archeologists were attacked by a roving mummy! In our rehearsals for "The Hobbit," (Mick) was frequently unfocused and disruptive. However, as the presentation approached, he grew increasingly serious and committed, helping extensively backstage and even staying after school to paint sets. Other activity choices included wax hands, candles, swords and shields, costuming, and drawing on a variety of themes. Animals, cartoons, skiing, and sailboards were favorite subjects.

Sports again proved to be an important focus, and (Mick) was a committed and enthusiastic player of any and all games. Kickball, capture the flag, swimming, and walks in the woods were all anticipated with delight, but soccer and skiing were his two real passions. I believe that (Mick) could

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ski and play soccer all year long and never get tired of either! As always, he was generous with his knowledge and ability and an excellent sport and organizer.

Academically, the picture was again mixed. (Mick) was engaged and productive reading and in most group meetings, but had more difficulty at other times. He seemed unsure and uncomfortable about expectations in math and writing, which resulted in scatteredness and distress. (Mick) cares about these areas of curriculum, but needs a lot of structure and support to realize his goals.

In math, (Mick) seemed to get stuck on computation and to "ride himself" as a result. He would work diligently on complex multiplication and division, make mistakes, get discouraged, and then make some more mistakes. (Mick) needed a lot of support and follow-through in order to make sense of these complex computation problems. He seemed to understand the individual steps involved, but couldn't remember how to put them together. I feel as if he almost has it but needs to practice a lot, and not give up when he makes mistakes. (Mick) also worked with Roman numerals, mazes and puzzles, simple geometry, fractions, and games of logic and strategy. This material was less threatening and held his attention longer.

A similar sort of thing seemed to happen in writing. (Mick) would complain that he was unable to think of anything to write and then get "sidetracked." On the other hand, he could write beautiful descriptions and hilarious stories, frequently about animals. (Mick) started a project to write to the Canadian government about the clubbing of seals, and involved everyone in the class in no time. His report on cheetas was well-written, full of beautiful photos, and well (if nervously) presented. Sometimes when he did get stuck, a firm requirement that he produce a specific amount by a certain time helped to ease the anxiety.

Mechanically, (Mick's) writing is good, and is improving. He has a good sense of punctuation, and generally uses commas and periods correctly. He spells well and quickly picked up spelling rules and procedures. He is fairly sure of sentence structure, but still needs to work on his paragraphing. He has a clear and organized approach to language, and should have little difficulty here.

(Mick) reads well and with good understanding of what he reads. He will try almost anything but seems to prefer mysteries and books about relationship. Reading choices this spring have included: What Happened at Midnight, The Adventure of the Crooked Cat, The Haunted Mirror, Encyclopedia Brown detective stories, Motorcycle Racer, Blubber, and The Cat Ate My Gymsuit. (Mick) has also read a host of shorter books and stories, Tin Tin comics, and most any sort of information book. He enjoys reading alone or with others and is pretty comfortable reading aloud. He appreciates details of plot and characterization and enjoys talking about

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his reading. He could perhaps challenge himself more, but right now seems to enjoy reading as a soothing and quieting activity.

In group, (Mick) has alternately been intensely interested and involved, and intensely disruptive and scattered. This variance seems to stem both from personal interest in the topic and general social ease. When discipline has been necessary, he has usually balked at first, but then been acquiescent and even relieved that his behavior was being controlled. (Mick) has been very involved in our discussions of minorities and rights, current events, nuclear power and weaponry, and peace. At these times, he was all attention and made many relevant and thoughtful comments. At times, (Mick) has found it hard to see another point of view on these issues, but he has done his best. His personal commitment and integrity earned the respect and admiration of the group and myself. Discussions about group governance and behavior have been harder and have often been met with embarrassment, either as abashedness or silliness. (Mick) appreciates the importance of these discussions, but finds it hard to deal with them publically; a private conversation has usually been easier and more effective.

(Mick's) relationship with me has been very rich: alternately exasperating and delightful. He is a very special person, an exciting student, and a good friend. I have loved teaching him and will really miss him next year.

(Mick)		Teacher(s): (U.F.)
		art assistant: (B.B.)
Group IV	1982-83	photography volunteer: (L.A.)
Age	12;2-12;11	

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 7-10: Disassembled clocks with (Jonah)--did an animation with (George), (Jonah), and (Merce): "The Great Race." Played "Dungeons and Dragons"--was the first one "killed." Acts impulsively and quickly. Sense of humor is powerful, yet can be uncontrolled or inappropriate. Gets carried away--sense of limits somewhat unclear. But all of this seems to have moderated. Made a smooth entry into the group. Has a definite and central place in it. Volunteered to be the first person to present news article--did it well and with seriousness. Eager academically--focused and competent.

SEPTEMBER 13-17: In great shape. A real support to the group. Thoughtful and sensitive comments. When I ask something in the group either in a disciplinary way or informational way, he is always one of the first to respond. Abashed when disciplined. Really trying--putting his all into the group: academically, activities, relationships--is friendly and helpful. Much more control over himself. Impressed with ability to be serious and to accept responsibility. Loves soccer ... Very conscientious about academics. In a play with (Meg), (Virginia), (Jonah), (Mia), and (Abby). He and (Meg) were hysterical as a family who feuded with another family. Has a team-like attitude towards things.

SEPTEMBER 20-24: Very impressed with him. Very supportive of group. Is right there to help with any problems--supportive of me. Not getting carried away--not impulsive. Productive--serious about work and learning. Responsible. He really tried to help (Jonah) see what he was doing to make people upset with him. I admired (Mick's) resolve because (Jonah) was not being receptive to what (Mick) had to say--all of what (Mick) had to say was right on the mark. Finished film of a typical day. Began sewing on kitten with (George), (Merce), and (Jonah). Dress-up--cool dude with (George); real talent dramatically--needs a focus.

SEPTEMBER 27-OCTOBER 1: A real treat to have in group. Always supportive, sensitive, perceptive. Can get carried away in being too silly and/or goofy. But his humor--even when extreme--always has a genuine quality to it which sometimes makes it hard to keep a straight face when disciplining. When (Leo) got upset, he was the one to go downstairs and talk with him. When (Abby) sprained her ankle on the hike, he was very concerned. For the assignment to write autobiographical essays on a memorable experience, he wrote about the (accident) he had when he was young and read it aloud to the group--amazing. On the hike, he was peppy and lively--appreciative. Loves playing soccer. Did acrylics--

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picked it to do for a second day; did a series of "storm" paintings with shadings of blue and gray--spectacular! Sewed a kitten--very cute, and he loves it. Main pal seems to be (Leo).

OCTOBER 4-8: Still in good shape--productive and cooperative--though is somewhat in the background compared to (George) and company. (Mick) is powerful but not in the same way. An example is the way he plays jail tag. He is a powerful runner, but when he is "it," he hardly ever gets anyone in jail; no sense of strategy? He insists on chasing one person at a time. Feels as if he lets them get away otherwise. He is able to be serious and interested in group discussion. Had some trouble practicing a play to show to Groups I and II--couldn't tell how much he was following (George's) lead and how much was genuine upset over having to perform in front of his (sister) and her "sarcasm." He was fine after he got going.

OCTOBER 18-22: Full of humor. Good sportsmanship--a good example for the rest of the group--team spirited. Conflict with (George) around kickball. (Mick) was upset with (George) for the angry, nasty way (George) dealt with his teammates. (Mick's) way of dealing with this upset was to sulk and mope around. I spoke with (George) and him--he recognized that moping was not the best solution. Made amends with (George). Is enjoying painting--chose to do acrylic painting with (B.B.). Did an excellent drawing of Bleau House--proud of it. Helped with the bake sale--made signs and listed(?) food with prices--also helped to sell at (local college). He and (Jonah) were the only boys. (Mick) got along great with all the girls--friendly, funny; played a game of kick-the-can when he got back to school with (Virginia), (Alva), and (Meg). Had a great time.

OCTOBER 25-29: A real delight to have around. Has a genuine openness about him--sensitivity--not afraid to be his feelings: affectionate, funny, kind. He and (Leo) are exerting more of an influence on the group in a positive way. They do a "duet" of a rock 'n roll song about a guy with a "bad reputation"--(Mick) echoes "Don't you know, don't you know"--very funny. (Mick) can have a hard time with (George)--gets upset with (George's) insensitivity and doesn't know how to deal with it, so he sulks. His relationship to me seems very important right now--needs lots of contact, affection, and humor as well as serious explanations of conflicts that arise. Very involved academically--eager. In play--a guy who gets killed and comes back from the dead.

NOVEMBER 8-12: In great shape still--up until Thursday when he had what I hope is a temporary setback. (Jack), his old pal from last year, visited. (Mick) stuck to him like glue while he was here--got involved in silly, disruptive, unproductive behavior. Had a bad afternoon and then came in on Friday, irritable and prone to moping--difficult for him to retrieve himself out of this place once he's arrived in it, I fear. Productivity and eagerness continues--so does focus. His Russian review work was EXCELLENT. He is right there with any discussion. Began his acrylic

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painting of the Bleau House--beautiful. Very critical of his own work. Wants to start a complex woodworking project. Pals with (Leo).

NOVEMBER 15-19: A good week. Productive, serious, full of fun. Hard for him to say if he's been hurt by someone or is upset with someone--mopes--is open to mediation, however. Is working on an acrylic painting of the Bleau House--lovely work--though a little too tight. Loves photography--very serious about it. Enjoyed French lesson--is picking up new French words on his own--playful. Pals with (Leo); clashes with (George).

DECEMBER 6-10: A real delight to have around. Very supportive, cooperative, affectionate, gentle, productive. Can still get carried away and involved in high energy, but infrequently. Is Tom Sawyer in our upcoming play "Tom Sawyer"--delighted! Impetuous--can act before he thinks and then is sorry. Drawing, blocks, clay, photography. Has generated a class newspaper--made list of jobs, etc. Had a group discussion on it, and he led it virtually. Thinks he might want to have it after school some day. Gung ho. New friendship with (George)--seems very positive.

DECEMBER 13-17: Relationship with (George) continues to be very positive although they can get into high energy level--but generally seem to get along well. In play--did very well in his short role; so supportive of whole play. On the night of Open House, however, got carried away in serious misbehavior--his (brother) climbed on the roof of the Bleau House in the dark, and he followed right after. I'd spoken to him seriously about losing control of himself in the excitement. We had a serious talk after the roof incident--tears and hopefully some kind of recognition of acting before thinking. He felt really bad about it. Next day I found a note of explanation and apology in my mitten--touching. For a Christmas present for me, he did a weaving of the four seasons--it's beautiful. Ski season approaches and so does his intense involvement with it.

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WEEKLY ACADEMIC RECORDS

Date	Reading	Writing	Numbers	Other
Sept. 10	Diamonds Are Forever, Ian Fleming	murder mystery--man searches for killer of daughter; mechanics--fairly solid--writes fast, careless mistakes	timed math facts--avg. 2 min.	animation--drama--movies
Sept. 17	E.T.	poems--about skiing, parrot--acc. to "Tygn! Tygn!" Very nice--sensitive--got the rhythm, quotations--short	many place bor-row & carry--OK, word problems on above--OK, base 10 to base 5--OK, place value to 10,000	silk-screen, drama--funny feuding family
Sept. 24	The Spy Who Loved me, Ian Fleming	research--continental drift	timed sheets, L.D.--OK, 3-4 pl. mult.--OK, linear meas.--soccer field	film--th. day, sew--kitten
Oct. 1	Nila	murder & mystery story--surplus of adventure, essay on bike accident	L.D.--2 dig. divisor OK, 3 dig. divisor--needs work	acrylics--lovely, sewing--kitten, dominos
Oct. 8	Savage (?) Sam	recopied 2 chpts. of story <u>Death Hunt</u> , essay--earliest memory	practiced X, tessellations--rubbings	dominos, sew, drama, photography

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Date	Reading	Writing	Numbers	Other
Oct. 18	Savage Sam	continuing work on <u>Death Hunt</u> , Lengthy--working on keeping it from getting boring--technique--suspense, Loves corrections	polyominoes, dominoes, triominoes, tetraminoes, pentominoes	sewing, painting--sketch of school front, bake sale prep.
Oct. 25	Savage Sam	<u>Death Hunt</u> cont.	pentominoes, needed help with logic, rounding off, estimates, exponents, properties	drama--mystery, frame for painting
Nov. 10		<u>Death Hunt</u> (cont'd), journal	lots of geometry-- perimeter, area, angles, protractor/compass	acrylic painting of the school
Nov. 6	Savage Sam	play--mystery-- choice of attun.	compass/ protractor, angles, polygons, triangles, quad., perimeter, perp. lines	frame, photography
Nov. 12		research on Russian ballet, finished play	copy angles, triangles, lines--diff. perp. line & bisector	acrylic on canvas, ww project-- beginning

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Date	Reading	Writing	Numbers	Other
Dec. 6	Mystery of Scarecrow	descriptions of objects, journal--daily log	fractions--add- sub. like, equal, lowest denom., decimals--add, sub., ordering	blocks, charcoal drawing
Jan. 10	A Mile from Here to Glory	fairy tale about Frufie the Dog-- humorous	decimals-- dividing deci- mals, mult. decimals, also by mult. of 10	dry mounting photos, ink drawing

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JANUARY PARENT CONFERENCE: FOLLOW-UP NOTES

The Prospect School
North Bennington, Vermont

(Mick)

Date: January, 1983

By: (U.F.)

At our January conference, we discussed how well (Mick) is doing this year in all ways. Two of his main areas of interest this semester have been photography and drama. He has also just recently generated the idea for a group or school newspaper. We had a group discussion about his ideas which he virtually ran himself. In drama, he has taken on the lead role for our next play, as Tom Sawyer. He is both very excited and very serious about taking this part.

(Mick) has lots of friends and is well respected and liked. He recently established a new close friendship which seems generally very positive for both boys. (Mick) maintains a gentle, sensitive, and humorous profile in the group which makes him a pleasure to have around. He still has a tendency to defer his wishes and/or feelings to those more powerful, or older, than he, or to people he wishes to impress in some way. This inability to "hold his own" in these situations can still lead him into trouble and conflicts.

Academically, he is eager and motivated. His reading is very solid and his writing continues to be a strength. In math, he has a tendency to nervousness which interferes with his learning of new procedures. He is strong mathematically, however, and once calm, has no trouble learning the material.

(Mick) has been a real delight to have in group. His positive, comrade-like attitude is a support to the whole group.

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JANUARY 10-14, 1983: Is doing so well. Has learned a lot of his lines for "Tom Sawyer" already. Is enthused and supportive. Drymounted all of his photos this week. Did an ink painting with acrylics--enjoyed. Did a gorgeous acrylic painting of his house at night with moonlight and gave it to his mom for Christmas--brought it to school to show. Well-respected, thoughtful. Pals--(George), (Leo), (Alva), (Candy).

JANUARY 17-21: Seemed somewhat more scattered and distant than last week. New relationship has begun with (Candy)--grew out of the fact that he's Tom and she's Becky in the play. They can get very silly and high energy--had to speak with both individually; they were both receptive and it improved. He's great as Tom--conscientious about learning his lines. Loses possessions--lost his script, leaves his belongings everywhere--chronic. Taking care of D'Ari; sits in D'Ari's room to work and lets him out of the cage--nice. Started a hockey rink in front of the school--on his own. Worked long and hard on it. Dress-up and photography.

JANUARY 24-28: Photography with (Meg) and without (L.A.) this week--did fine. I think he's independent in the darkroom now. Did water colors--but kept treating them like acrylics--wouldn't use enough water--loves acrylics. Relationship with (Candy) is a romance--they're together a lot during school. (Mick) seeming nervous and scattered. I talked with him--he was having a hard time trying to make everyone happy and not exclude any of his old friends from this new relationship with (Candy). Seemed to ease the tension somewhat after our talk. Is nervous about singing in the play--but it seems a good stretch for him.

JANUARY 31-FEBRUARY 4: Relationship with (Candy) is more relaxed--nice quality to it--gentle and sincere. But these two have paired up with new relationship between (George) and (Peggy)--started to create a clique. They acknowledged it and seemed more open towards the end of the week. (Mick's) doing very well as Tom Sawyer--having some difficulty getting into Tom's "skin" so to speak, but making progress. Clay, drama (two plays--both directed by him), and domino construction.

FEBRUARY 8-18: Relationship with (Candy) seems to keep him subdued in a different way. She was gone on Friday, and he was back to more of his old antics--much more humor and visibility. Has faded into the background a little. Still a powerful presence though. Relationship with (Candy) seems to have a genuine quality about it. Does things with her a lot--but also makes an effort to be with other friends. Made three jiggly sticks out of wood--painted two--nice job. Cooked with (Merce)--Sally Lunn bread--got fooling too much. Lots of drawing. Did a gorgeous castle with (George)--coloring in stained glass windows. He's gotten much more relaxed in part as Tom Sawyer--much more exuberant, great!

FEBRUARY 28-MARCH 11: Scattered energy and concern with appearances. Seems tight--not relaxed--humor not as present. As Tom Sawyer, he can't

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let go; too conscious of others, gets embarrassed, hampers the acting. Has moments of really getting into his part--but it isn't consistent. Relationship with (Candy) is still focal. Editor of the newspaper--it was his own idea, and he took the responsibility for getting it done on time, but very nervous about it; was proud when it was finished. Very involved with photography. Helped build sets for the play. Wrote for newspaper--ski report. Pals with (George). Sometimes gets dragged into negative behavior with him--but never loses his sportsmanship. (Merce) and (Jonah) can still get to him, and he gets caught up in circular arguments with them. Still too impetuous.

MARCH 14-18: Generally in very good shape. The dress rehearsal meant a lot to him. He did an excellent job and seemed to really rally after it. Got very involved making scenery and supporting the play in all kinds of ways. Also supports (George) a lot--helps him back out of the corners he's in. For example, at the pool, (George) got into a tussle with (Evan) and needed to make amends--was almost not able to; and (Mick) came over, stood with him and urged him to, "C'mon (George)"--(George) was able to. Still very involved with (Candy)--puts energy into the relationship--seems important to him.

MARCH 21-25: A powerhouse when focused--like when he's playing soccer. He can charge his team up so well there's no stopping them. Got a newspaper out this week--did homework--is working hard on Tom Sawyer part--memorized sequence of scenes--really productive and helpful. At a group meeting about attitudes towards the play he was very clear and supportive in his statements and feelings about it: "working really hard at a play--seems funny, but it really pays off in the end." Alluded to the "Wizard of Oz" and said that even though he just said "Woof, woof" as Toto, "we worked really hard on it, and it was really worth it." The group rallied, but not just because of (Mick); (George) followed suit.

MARCH 28-APRIL 8: Relationship to (Candy) beginning to show signs of strain. (Mick) gets enormously and easily jealous of anyone (Candy) pays attention to. Got in a rage at (Jonah)--felt like (Jonah) was deliberately making secretive moves to steal (Candy) away. Haven't seen (Mick) so upset all year. Spoke with him about it--doesn't have much insight into his feelings in this regard. Has somehow the feeling of trespassing his ethical code (not sure if ethical is the right word) which he holds very dear. As Tom Sawyer was absolutely superb! He gave his total all to both performances. And it seemed like he felt secure up there when he was performing--excellent job. Tight with (George). Working on getting the soccer focus on him to be less as one of a showman to one of teacher--so he can help the other kids learn.

APRIL 11-15: I'm not really happy with his activity involvement of late. Very involved with photography, but can only do it once a week. Did clay--made a gorgeous pinch bowl with design and a little creature--very

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similar to the characters he writes about--full of humor and personality. Forced him and (George) to do ink and water color--not (Mick's) medium--forced it out of himself with little enjoyment. Straightened out the problems in his relationship to (Paul)--a relief to both. Also had a conference with (Mick)--still lots of concern about whether he's prepared academically for high school--not only that; but thinks about college, too ... Also worried about soccer--if he's going to "go pro," has to practice more. He has a lot of weights on his shoulders for someone who's twelve years old! Reassured him as best I could and talked frankly about public school, etc.

APRIL 25-29: A much better week. More calm. Lots of humor and affection. Less focused on (Candy)--slightly. Very involved with photography--mounting photos for show and developing. Tight with (George). Tries to keep a positive outlook, but can get caught up in nastiness--feels bad afterwards. Very concerned about what others think of him--especially his older brother ... Went skiing on Thursday and Friday.

MAY 2-13: (George's) persistent state of upset is having its effects on (Mick)--(Mick) much more high energy lately than in a long while. Relationship to (Candy) still important and still intact. Soccer fanatic--loves it when (parent of another child) comes in to play--respects his observations about (Mick's) game. Remembers Tom Sawyer part very well. Got newspaper out on Friday--took them home and stapled them himself Thursday night. Eighty-two of them! Needs affection and reassurance.

JUNE: Very tight with the girls--especially (Emma), (Mia), and (Peggy). On the trip spent his time with them. Only boy who was invited to (Peggy's) birthday party. Very central on the trip. Supportive, funny, fun. Loved it--appreciated everything. After trip said he wasn't so sure about going to public school after all. Loves soccer. Did some thank-you's for the end of year. Tight with (Leo) some of the time also. Plays with (George) but not as productively. Could get into too much mischief--with (Jonah) especially.

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PARENT REPORT

The Prospect School
North Bennington, Vermont

(Mick)

Date: June, 1983

By: (U.F.)

(Mick's) central areas of interest this term have been drama, sports (soccer), photography, and drawing. As Tom Sawyer in our major production of the play by that name, (Mick) did a remarkable job. He was conscientious about learning his lines, and seemed to have a real sense of the responsibility of commitment required to make a production like this happen. At a group meeting he was very articulate and vocal about this when he said that it was lots of hard work to put on a play, but in the end "it really paid off." Following up on these words with action, he gave up his own personal time with plans on a couple of occasions to work on sets or an extra rehearsal. In the performance he gave 100% of himself. He was focused, and that abundance of energy of his, harnessed. This ability of his to be a powerhouse when his energy is focused shows up clearly in his soccer play. It is quite remarkable to watch (Mick) "psych up" his team. I have watched (Mick) bring a team he was on from a position of two points down to three points ahead. The energy he is able to generate in himself and others is overwhelming to watch, as it is to feel for his opponents who end up feeling slightly helpless in the face of such power and energy. Another notable aspect of all this is that (Mick's) sportsmanship always remains intact. He is always encouraging, reassuring, and positive and cheering his teammates on, a good example for his fellow players. Photography is a strong interest. He really enjoys developing and has taught others how to do it. Any chance he can get he chooses photography as a choice. Drawing also remains a consistent interest. (Mick) draws a variety of themes, some of which are: castles with lovely stained glass windows, landscapes, ski slopes, barns, sharks, and his own characters which he creates. His work with pencil and shading is striking. He's much more drawn to softness of tones and subtleties in drawing, than actual technical, perspective work. Other activities (Mick) has been involved with are clay, domino construction, dramatic play, and cooking. Out of these central areas of interest, (Mick) has generated a couple of group projects this year on his own--a hockey rink in the winter, and a group newspaper. The hockey rink was never completed as it rained before it could be filled. But the newspaper has been a real success for (Mick). He hasn't missed an issue yet, for which he is very proud. This project initially grew out of his photography interest, as he was hoping to xerox at least one paper a week of photos taken by the group. This has been difficult for him to coordinate on top of all his other editorial

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responsibilities, so it has unfortunately fallen by the way. But the paper hasn't, and is passed out every other week at assembly.

All year (Mick) has been a central and sought-after member of the group. He has many relationships, and he takes them all very seriously. When he developed a special relationship with one of the girls in the group, he was very conscientious about maintaining his previous relationships with several boys in the group. Indeed, he became slightly over-conscientious about this and was creating tension in himself about it. As his relationship with this girl has progressed he has relaxed greatly, and his relationships have settled down into a pattern much like that of the first term. He has two main friends amongst the boys, but seems to spend much of his school time with one of them. This is a positive relationship in a lot of ways, as they share interests and enthusiasm. They can, however, play off each others' tension and so become a source of high energy and discomfort for the group. I've spoken with them both several times about this, but it is hard for them to cut through this behavior as they see it as having fun, and are hard pressed to value its disruptive effect on the group. His "romantic" relationship has seemed to remain based on genuine feeling and be generally positive for both parties. However, it has also been revealing of feelings in (Mick) less recognizable in other relationships. He has had a real problem with inappropriate feelings of jealousy which easily crossed the border into explosive anger. Usually these feelings were over-reactions and unfounded, and always unproductive. After several incidents and discussions (Mick) seems to have this far better in hand.

In general, (Mick's) attitude and presence this year has been productively supportive. While his tendency to become scattered, frantic, silly, and act impetuously still remains, he has seemed to largely overcome these qualities this year and achieve a much more focused position. He has been able to combine his abilities to be open, sensitive, articulate, humorous, and helpful. This combination has made him a powerfully central and supportive group member, and has gained him respect from his peer group, and his teacher!

Academically, (Mick) remains very competent. Writing and reading are the areas where he has the most confidence and therefore the most success. Math continues to be an area of vulnerability. It's really not any lack in ability. It's an attitude of panic that he holds towards number work. He seems to start from the assumption that he can't do it, which needless to say, makes him very hard to teach in this area. He has mastered his math facts and basic computational skills of long division, complex multiplication, borrowing, carrying, simple word problems. He did a lot of work with fractions this year, but has a hard time remembering things like common denominators and reducing fractions. Once reminded he exclaims with, "Oh, yeah! That's easy!" but he still needs reminders. He seems to have a fairly good grasp of how to manipulate decimals in the various

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computational areas. Per cents are more difficult for him and is one of those areas he needs reminders in. He's enjoying beginning algebra and did a lot of work with geometry earlier in the year. (Mick) remains an avid and sensitive reader. He devours books. He has a discerning eye for the type of book he likes--usually dealing with relationships in some way. Some books he's read this year are Big Red, Words by Heart, From Here to Glory, and Short Stories from Black History. (Mick's) writing is fluent and plentiful. He wrote several fairy tales, one about the dog character he invented named Frufie. His essays on "Peace" and the movie "Gandhi" were sensitive and thoughtful. He recently completed a well-organized and well-written report on snakes. His writing is often filled with humor and complexities of relationships.