

(VIRGINIA)

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

PART II

Narrative Records

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 Virginia

Entered Prospect School 1974 age 5;0

Narrative Records Span 1974-1983 (9 years); age 4;7-13;2

SUMMARY OF GROUP PLACEMENTS

Group I	1974-75	age 4;7-5;2	Teacher(s): (K.A.)
Group I	1975-76	age 5;5-6;2	Teacher(s): (K.A.) for movement: (H.Q.)
Group II	1976-77	age 6;5-7;2	Teacher(s): (Y.B.) volunteer: (B.L.)
Group II	1977-78	age 7;5-8;2	Teacher(s): (Y.B.)
Group II	1978-79	age 8;5-9;2	Teacher(s): (Y.B.) substitute teacher: (I.R.) volunteer: (M.B.) intern teacher: (W.N.)
Group III	1979-80	age 9;5-10;2	Teacher(s): (U.F.)
Group III	1980-81	age 10;5-11;2	Teacher(s): (U.F.)
Group III	1981-82	age 11;5-12;2	Teacher(s): (M.M.) college student (art): (B.B.)
Group IV	1982-83	age 12;5-13;2	Teacher(s): (U.F.) volunteer: (F.M.) college student (art): (B.B.) principal (lit. crit.): (E.V.) volunteer (photography): (L.A.)
South Group*	1983-84	age 13;5-14;2	Teacher(s): (U.F.) staff member, higher education: (H.A.) science volunteer: (H.M.)

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

Records Edited by Patricia Carini May, 1984

Records Updated by Patricia Carini March, 1986

(Virginia)

Teacher(s): (K.A.)

Group I 1974-75

Age 4;7-5;2

WEEKLY DESCRIPTIVE RECORDS

DECEMBER 3-6, 1974: Started coming regularly right before Thanksgiving, seems self-sufficient, but for new things needs help in involving herself--like painting with the payons which we did together; loves to look through books, finally began to play with (Miriam) in big blocks--some screaming, hiding under large pieces of cloth, also payons together, and little blocks, and books, went to the library, played with the plasticene, likes to glue with slats.

DECEMBER 9-13: With (Paula) a lot, wouldn't believe she was only staying half day, sat down and started eating her yogurt, lots of play in the sand--mixing, concocting, food delight, cooked gingerbread, drew Thanksgiving dinners, likes to look through books, the cubby, glueing, water and tube and funnel, some silliness at rug.

MARCH 7: Drawing, sand, water painting, clowns in big room and movement, to film strips and records, drawing, books, animals, sometimes with (Miriam), gluing, going to the library, bubbles--mixing.

1974-75

The Prospect School
North Bennington, Vermont

(Virginia)

Date: February, 1975

Age 4;10

By: (K.A.)

(Virginia) certainly does like to look through books, and she loves to have them read to her. She likes to talk about what she sees in the pictures; however, this is not her only activity.

(Virginia) has played in big blocks, building houses, and hiding under large pieces of cloth. She likes to dress up and play house; she has done painting and drawing, and her pictures are detailed and lively--girls, houses, people doing things. She was able to make a fairly complicated window picture--where you open a flap and see what is underneath. (Virginia) has played in the sand, mixing imaginary desserts, and has played with water, using funnels and tubes. She has done a lot of gluing and collage and has made several dolls.

(Virginia) is very open to suggestions of things to do, but she is equally able to say no when she really does not want to do something. She spends time with other girls in the group, and seems to enjoy playing with the other 4 year olds in the group. She does not seem overwhelmed by the older children, and she comes and asks for help when she needs it. I think, on the whole, it was a good idea for (Virginia) to join the group. She is a very gentle person, but high-spirited. She likes story time and makes observations about the story and pictures.

1974-75

MARCH 10-14: Drawing, paper mache, sometimes yells when she doesn't get what she wants. But calms down quickly, films, wet clay, sand, books, plays with (Miriam) more on the yard than she does indoors.

UP TO MARCH 28: Lots of drawing, sand, Easter eggs, waxing hands, cooking banana bread, listening to records, looking through books, gluing, very busy.

MID-APRIL: Loves to cook, drawing, animals, records, gluing, sand, painting, big room, blocks, very busy, books, plays with different people, seems satisfied with people she plays with, likes (Miriam), but doesn't seem to want to be any more involved than she already is with any individual person, loves to play house, interested in any new thing.

APRIL 18: Balloons, drawing a lot, big blocks, big room, sand, painting, gluing, looking through books, some contact with (Miriam) or (Abby), still pretty self-sufficient.

MAY 2: More with (Miriam) this week--painting together on same pieces of paper, sand, colored blocks and animals, on the yard; books, liked the shadow frame, big room, drawing.

1974-75

The Prospect School
North Bennington, Vermont

Name: (Virginia)

Date: June, 1975

Age: 5;2

By: (K.A.)

(Virginia) likes to try just about any new project or material that is available. She used the prisms, mirrors, and shadow frames, looked at film strips and listened to records, worked with paper mache and wax, did experiments inflating balloons, and made baker's clay. She cooked and baked and played in the sand and water, mixing, making bubbles, and playing house. She played house in big and little blocks, and on the yard. (Virginia) likes to be in and watch plays and went to the big room often for movement and games. She made a really great clown there.

(Virginia) has continued to do all the other things she began in the fall--especially drawing and looking through books. (Virginia's) pictures are very funny and lively and she gives them nice little touches--particular attention to a hat, or a cane, or a piece of fruit. She sometimes asks me to write things down on her pictures. She really likes story times, and has a good memory for stories she has heard before. She especially enjoys having one of the older girls read to her.

(Virginia) has found several girls with whom she likes to play. She will occasionally follow the lead of older children in becoming silly, but can quickly calm down. She continues to spend time with another five year old girl and they like to play in the sand together, draw, or play house. They spent a morning painting the same pictures together and the results were very colorful, to say the least.

(Virginia) is very independent and never seems to want for something to do. She will sometimes cry or yell when she cannot have her way, and at these times it is hard for her to listen and to hear an explanation from an adult. But these instances are quite rare, and she is usually very cheerful and busy.

(Virginia)

Teacher(s): (K.A.)
for movement: (H.Q.)

Group I 1975-76

Age 5;5-6;2

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 10-12, 1975: busy, likes (Millicent) a lot-- dolls, rabbits, drawing, cubby, gluing, looking through books, puzzles, some whispering on rug with (Millicent).

EXCERPTED "FORMATION OF GROUP" OBSERVATIONS

INITIAL CHOICES

(Virginia):

9:00: Nesting doll. With doll under rabbit table.
Looking through books, backs against bookcase.

9:07: Lying down reading on rug.

9:17: Gluing table with (Abby). With (Abby) follows
(K.A.) to Mess Room.

9:23: Gluing table with (Duane).

9:36: Gluing wood blocks. Puts her glued wood
structure on interest table, stands back to
admire it, then goes to clear table.

Watching with (Mia), (Norma) and (Laura) at
the sink.

(K.A.) asks if anyone remembers what they did yesterday.

(Virginia): Drawing.

INITIAL CHOICES

(Virginia): Plasticene at table #2 with (Brad) and
(Todd) rolling plasticene.

(Virginia): Painting, Mess Room, glued towers, (K.A.'s)
suggestion.

1975-76

CRAFT/TABLE AREA

(Virginia) at Big Table #1 gluing. (Abby?).

MESS ROOM

(Virginia): Painting.

September 15, 1975

ARRIVALS

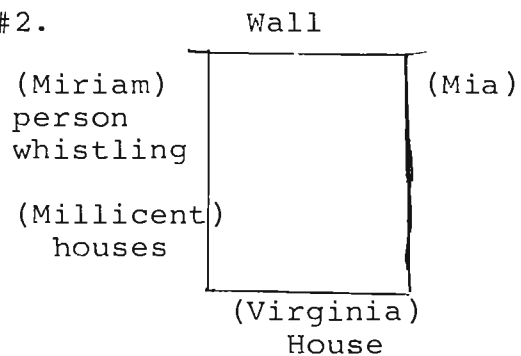
(Virginia) in, greetings with (K.A.).

(Virginia) with a book.

INITIAL CHOICES

(Virginia):

8:42: Draw. Craft table #2.



8:47: Drawing house.

9:02: Talking, naming letters--(Virginia's) name.

9:08: With stuffed animal.

9:18: In cubby with book.

9:30: In cubby with book. Book to rug, wandering.

9:45: (Virginia) and (Millicent) wiping tables.

ARRIVAL

I enter. A number of children on the rug.

(Virginia) walking around.

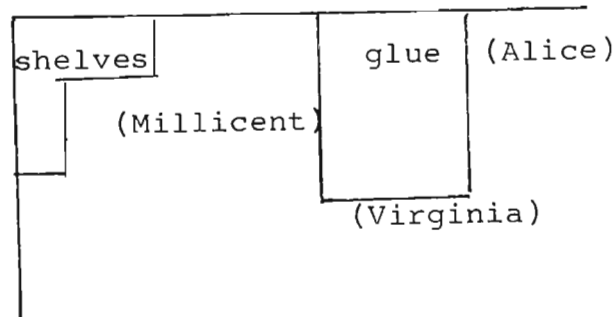
1975-76

ROLL

- (Dwight): Here, here, here, here. (Squirms backwards, smiling.)
- (Lyle): Here, here, here, here, here. (Perked up, smiling.)
- (K.A.): Five here's. (Smiling.)
- (Virginia): Here, here, here. (Pleased.)

INITIAL CHOICES

- (Virginia): Fish?
- (Millicent): suggests something to her.
- (Virginia): Glue.



MESS ROOM

(Virginia) building and collage with blocks, beans and stamps.

CONVERSATION WITH (K.A.)

(Virginia) and (Millicent) together all day.

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 15-19, 22-26, 1975: a little coyness, but stopped when I said something to her, quite friendly, follows (Millicent's) lead a little too much; plasticene drawing, puzzles, big blocks, felt board, Hot Rod, sand, gluing, painting, copy books, dolls; some play with (Lucy).

SEPTEMBER 29, OCTOBER 6-10: coyness seems to have dropped out, and seems now to relish praise and

1975-76

compliments, for a while very friendly with (Millicent), but pushed out recently by (Lewis) and turning to (Mia) with whom she gets along very well--drawing, giggling, 3 legged race; played kickball, tinker toys, drawing and dictating, sewing, collage (one lovely one on an orange juice can), wet clay, paper dipping, hand and foot prints, little blocks, caterpillars, vegetable printing, cooking.

OCTOBER 13-17: lively, with (Norma) and (Mia), same with (Millicent), cutting out magazines, drawing, alphabet cards, paper plate puppets, "horse play".

OCTOBER 20-24: some evasiveness--when asked to sit on the fence at home time for hitting someone, she got up and started to leave, saying her mother had told her to come home early that day, writing on the school walls, but also friendly towards me and spending a lot of time with (Norma)--some silliness; mural, payons, finger puppets, cards, drawing, weaving on a nail loom, printing with the iron, alphabet cards, sticking cubes, books.

OCTOBER 27-31: dummy, nail loom, books, finger painting, planting crocuses, drawing/murals; sewed pumpkin with a face, play in big room, airport, pillow, painting.

NOVEMBER 3-7: alphabet cards, stacking cubes, drawing and telling stories, batik, clothespin airplane, books, hand puppets, wet sand, putting 1-10 buttons in orange juice cans, follows (Norma) too closely sometimes.

NOVEMBER 10-11: little blocks, weaving drawing, painting, telling stories, alphabet cards, puzzles, crystals. Can be ... a little deceptive towards adults.

NOVEMBER 17-21: gluing, drawing, copying names, sewed a clown hat, pendulum painting, wet sand, board games, Indian hat, paper weaving, books, still playing lots with (Norma)--can't understand when (Norma) does not want to play with her.

THROUGH DECEMBER 13: conference with mother--productivity, dependence on other children/clinginess--which seemed to surprise some, relationships at home with brother and sisters; embroidery, gluing, snowflake, sock doll, straw painting, legos, wet clay, lottos, drawings, pendulum painting, books, blocks, some yelling but cheerful--with (Norma) and (Mia) more recently.

1975-76

The Prospect School
North Bennington, Vermont

Name: (Virginia)

Date: January, 1976

Age: 5;9

By: (K.A.)

(Virginia) likes to do many things, and is competent and productive. She tends to be dependent on other girls and to follow their leads to the point sometimes of annoying them, or of interfering with her own ability to choose activities. (Virginia) has played in the sand and in big and little blocks. She likes to dress up and play house as well as build towns, roads, and farms. She can be very funny and convincing in her games. Crafts appeal to her very much, and she has good ideas of things to do with different materials. She has done embroidery and sewn (hats, pillows, a sock doll, a pumpkin, various puppets), tried various painting and printing techniques, grown crystals, made a dummy, done batik, and made candles. (Virginia) made several clothespin dolls and a shoebox house. She has woven, and very much likes to cook.

(Virginia) plays board games such as checkers and Candyland. She likes to sort objects and to count them, and often plays lotto games. She uses the alphabet cards, and her drawing--always lively and colorful--is becoming more and more original. That is, she is using her own ideas more often, and her pictures are increasingly more detailed. Her drawings sometimes show a chain of events, or complex scenes. She likes to tell stories about her pictures, and chooses to copy words and do writing.

(Virginia) plays with many of the girls in the group. Occasionally when she cannot find someone with whom to play, she wanders and needs help in becoming involved. She is usually cheerful, but at times can look sullen. She sometimes loses her temper quickly, and yells at other children. She is responsive to discipline, but earlier in the year was, at times, evasive. (Virginia) seems to like having her sense of humor appealed to and she likes very much to be praised.

(Virginia's) participation at group times varies according to the topic being discussed. She likes story times very much and often looks through books.

1975-76

THROUGH FEBRUARY 13: was a little demanding for a while, asking to have things done for her at inappropriate times, but seems to be a little more even now; still with (Norma), but seems a little more independent(?), Christmas decorations, likes tangrams, lots and lots of drawing--more detail, colorful, clothespin dolls and shoebox house, spool and macaroni doll and shoebox house, telephone, books, candles, coloring and layering salt, painting, farm play, movement with (H.Q.) in big room, plasticene, drew a map of her house, doll from paper bag/paper folding, tracing and coloring herself, big blocks, valentines, lots of house play,

FEBRUARY 16-20: newspaper hats, shoebox house and spool dolls with town, magazines, finger painting, drawing, paper dip, seems less persistent, out (absent).

MARCH 1-5: drawing, cookies, plasticene, spool dolls, tissue paper/glue drawing, books, checker with me, out one day, makes funny faces with (Norma).

MARCH 8-12: nice paintings, drawings (books), lots of surveys--kinds of animals, foods, etc.; sewed a flag, made board games, collage, stand up houses in a town, mural drawing; can be demanding.

MARCH 15-19: cries easily when she feels she's made a mistake; baked bread, lively drawings and big drawings, copied words, mural, learned to finger weave--pleased, made bunny and cat faces--ears, whiskers, (tail), big blocks (house pieces), worked hard on decorating the robot.

MARCH 22-26: drawing and dictating, outdoor fire, block printing, gluing, made a robot, with (Norma); seems more relaxed--face looks more open and friendly.

MARCH 29-APRIL 2: continues to be more relaxed and cheerful, open, drawing lots of books, worked on a robot, made a rocket, helped with hot lunch; with (Norma).

THROUGH APRIL 30: still more relaxed, drawing song books and books of the sea, big blocks, papier mache, drawing, baked rolls! painted fort, sea books, straw weave, pasta machine, baker's clay, sand, apple pie.

MAY 3-7: painting shoes, wet clay, sand, styrofoam and nail sculptures--spent quite a bit of time this week with (Mia); kickball, drawing, active in the hot lunch; rug games--cala, checkers, chess, puzzles, books; some contact with (Miriam).

1975-76

The Prospect School
North Bennington, Vermont

Name: (Virginia)
Age 6;2

Date: June, 1976
By: (K.A.)

(Virginia) had a very productive term. She grew in self-assurance and independence, and by the end of the year was moving comfortably among many girls and could keep herself involved for long periods of time.

(Virginia) was very active in craft activities. She painted in various ways--pictures, pairs of shoes, styrofoam and nail constructions, and finger paint. She tried some printing and worked with papier mache, wet clay, made some plaster tiles and baker's clay. She made quite a number of collages and used tissue paper and glue. (Virginia) likes doll play and made and sewed several dolls, for example using paper bags and paper folding techniques. She made some lovely miniature dolls from wooden spools and small macaronis. These were often included in her plentiful house-play. (Virginia) made a model rocket and a model robot. She tried some finger and straw weaving.

(Virginia) liked physically active things--building and playing forts in the yard and in the woods, doing movement and being in plays in the big room, kickball, and climbing on the bars. She often played in big and little blocks and is very convincing as either mother, dog, animal, princess, or king.

(Virginia) was involved in sand, water, and bubble play. She used the prisms and magnets. (Virginia) very much likes to cook and bake. She was very participative in preparing the hot lunches, both indoors, and outside at the fireplace. She likes planting flower seeds, too.

(Virginia) became more and more relaxed. Her face opened up considerably, and she made many more approaches to adults. She is much less demanding than in the Fall. At times she is over-impatient about getting help or materials. She was very responsive to praise and recognition. When she thought she had made a mistake, she seemed to cry easily. (Virginia) continued to spend time with a girl who had been her best friend in the Fall. She also played often with many of the other girls, and her friendships seemed fluid.

1975-76

(Virginia) liked to draw, and her pictures gained considerable personality. She liked drawing mermaids and the sea, houses, people in cars, and she liked telling stories about her pictures. She also liked doing the writing herself with my help. She is very eager to learn to read and already has a solid sight vocabulary. She still does not quite understand how to approach a word in order to figure it out.

(Virginia) liked to look through books. She is still fairly quiet at groups, but her participation has increased, and she has interesting things to say.

(Virginia)

Teacher(s): (Y.B.)
volunteer: (B.L.)

Group II 1976-77

Age 6;5-7;2

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8: Looks nervous (a little frown) but stays productive--only relating to me at first--Friday had been absorbed by (Joni) and (Carin). "Now what shall I do?" Painting, (Little Bears), House, collage, table blocks and more painting (this is where (Joni) and (Carin) got interested).

EXCERPTED "FORMATION OF GROUP" OBSERVATIONS

ARRIVALS

(Virginia):

8:10 (Y.B.) gets books; helping with coat hooks, placing lunch pails.

MEETING

10:00 Review of morning (Y.B.)

Space taken care of, but not great care of other people--too noisy--partly my fault--we can't have so many people in blocks--noise bothers me, (Jeremy), (Virginia), etc. A couple of people also got silly, (laughing), but they will remain nameless (Brent) smiles.

INITIAL CHOICES

(Virginia): painting

INITIAL GROUPS CHANGES

(Lucy) (Lucy)--collage--Little House--plasticene

(Abby) painting (Abby)--collage--Little House--plasticene

(Virginia) (Virginia)--collage--library

1976-77

CONVERSATION AND MOVEMENT IN ACTIVITIES

Painting

- (Lucy) First day of school in (Y.B.'s) group.
(Virginia) Gets shirt for painting.
(Andrea) "YOU don't need that shirt, (Abby) should have it."
(Virginia) (defensive) "Yes, I do."

Collage

- (Abby), (Larissa), (Lucy), (Virginia)
(Abby): to (Larissa) "That looks like a nice comfortable house."
(Virginia): "Mine?"
(Abby): "No, (Larissa's)"
(takes inventory of ages) "I'm going to be 7 in 4 weeks."
(Lucy): "That's a month."
(Virginia): "I'm going to have a rug."
(Abby): (gets cotton) "I'm going to use this cotton, part for a rug, part for a bed." (Doles some out to (Lucy) and (Larissa)).
(Larissa): (talks about sister in other school) "She only goes half day."
(Andrea): (from plasticene) "Is she in kindergarten?"
(Larissa): "My daddy knows (A.M.), the tallest principal."
(Abby): (gets her cup) "Nice and dark isn't it?"--
"Does (Y.B.) have her cup?"

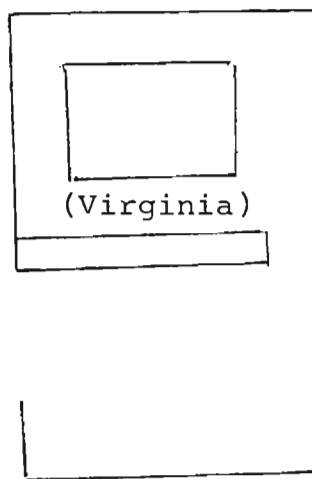
1976-77

September 10, 1976

(Virginia) arrived after a number of children were already seated on the rug and engaged in conversation and books. When she entered her mouth was tight and she looked (oddly enough) disapproving. (Virginia) was immediately aware of me, (observer), glancing in my direction several times. She was also coughing, and elaborately covering her mouth when she did. In covering her mouth she shielded the whole lower half of her face. She also felt her forehead as if checking for fever. (Y.B.) gestures to (Virginia) to indicate that she should choose a book to look at. (Virginia) looked around and attempted to collect a book from (Jeremy) who was obviously reading it. Equally obviously the whole group was not yet present, the day had not officially begun, and it was not the time to collect books. (Y.B.) gestured again for (Virginia) to come to her. Instead, (Virginia) leaned forward from the hip (standing) and cupped her ear. She looked irritated/mad. (Y.B.) indicated to her to come over, and when she did, put her arm around her and told her to choose a book. Looking mad, (Virginia) went to a book rail that had only one book and took it (Flight). She sat down on edge of rug, seemingly unaware of where she was. She edged back from that spot until her back was against the wall, placing herself somewhat outside the group. As she looked at the book she sucked her thumb to glance at me.

Later when choices of activity were being made, (Y.B.) asked (Virginia) if she wished to continue her blockbuilding (table blocks). (Virginia) nodded.

(Virginia's) blocks are set up at the corner table behind the shelf in the Rug Room.



me (observer)

1976-77

(Virginia's) building of colored blocks is carefully designed, intricate and virtually complete. She puts finishing touches on while continuing to suck her thumb. (Virginia) keeps her arms close to her-- body is contained. When she finishes, she asks (Y.B.) to look, and moves on to collage. Throughout this period, (Virginia) has looked around a good deal, a rather tight disapproving expression on her face.

9:00: (Virginia) has glued wood pieces to make house furniture inside a box. She shows (Y.B.) and goes to watch (Munro's) block building.

(Virginia) tells (Y.B.) that she is going to paint. (Virginia) applies paints apparently randomly by color, but carefully "circles" the brush on the paper to make blotches. Using a fold technique she quickly achieves an attractive product. This appears to be a familiar and practiced process for her. She shows the paintings as she finishes to (Y.B.).

(Carin) and (Joni) are attracted by (Virginia's) work and decide to join. She is seated at the middle of the long painting table. They "surround" her--or that is how she looks. She glances at each in turn, mouth tight. They begin to paint and fold.



(Carin)

(Joni) (Virginia)

(Virginia) folds her painting tight and making a funny little noise thrusts it under (Carin's) nose. (Carin) backs away a little, looks confused. She begins to stir the yellow paint "Look at the swirls".

(Joni) (spattering paint): "Look at it dance!"

1976-77

(Virginia) (spattering paint, too):
"See--spatter, spatter, splay, splay."
(The tone increasingly babyish as she
chanted.)

(Carin) (folding): "I wonder how mine is
going to turn out."

(Virginia)(unfolding hers): "Hey--Look it."
(Carin) looks and both smile and begin
painting again.

9:35: Group time

(Virginia) is again backed off the rug leaning
against the wall. She is coughing again.
(Carin) and (Joni) are together but across the
rug from her.

SEPTEMBER 13, 1976

ARRIVALS

8:17: (Virginia) gets a book, sits with back to
blocks)

8:18: (Polly)

(Virginia) very watchful of everyone who
enters--changes her place near lunch box
shelves.

(Y.B.) reviews ongoing projects:

rabbits
birds
3 slat houses
tells about Red Cross game in Little House
(Hal) and (Kay) have to draw first.

(Carin): "We want to make a play." (with (Andrea))

(Y.B.) to (Andrea): "Aren't you in the Red Cross play?"

(Andrea) goes to check.

(Y.B.) to (Carin) and (Joni): "Do you think you could put
(Virginia) in your play?" They agree. "(Virginia), do you
think you'd like that?" (She nods).

1976-77

(Virginia), (Carin), and (Joni): to coatroom to plan their play.

SEATING

(Lewis)

(Larissa)	(Ralph*)
(Joni)	(Munro)
(Virginia)	(Gerald)
(Andrea)	(Lucy)
	(Dana)
(Carin)	(Polly)
(Kay)	(Rainer)
(Abby)	(Brent)
	(Hal)
(Y.B.)	

*(Hal) was there but (Ralph) took his place while he was doing an errand.

(Virginia's) Activities in Play

Goes into coatroom with (Carin) and (Joni) to plan play.

8:58 With (Carin) and (Joni) in paint area--have large cardboard to make crowns.

(Virginia) has a hard time cutting and (Carin) helps her.

(Virginia) playfully wraps cardboard around her head.

(Virginia), (decisively, almost selfishly) "I'm going to tape mine first."

(Carin): "That tape doesn't work."

(Virginia) gets pencil and starts to smile, she and (Carin) return to table and draw designs on cardboard.

1976-77

(Virginia) having hard time cutting, (Carin) again offers to help and takes scissors.

(Virginia) reaches for scissors to try (Y.B.'s) way, but (Carin) takes them, (Virginia) says nothing--(Virginia) tries on crown again, smiles.

(Carin): "This is tough." (Virginia): "Yes, tough for you."

(Virginia) is involved but watching everyone who comes in and out of paint area. Tries on crown to show (Carin) and (Joni), smiles, sucks thumb.

Still gluing on crowns: (Carin): "Cows drink milk."
(Virginia): (loose) "No, they drink gloooooo..."

(Virginia): "I have an orange button, do you?" (Carin): "We need more buttons, another Pepsi." (Virginia) doesn't have one. (Virginia) (finding buttons) "Each of us have one of these?"

(Y.B.)- "What fancy crowns!" "Do you need more people in your play?" (Yes.)

(Virginia): (sees (Larissa) near by, smiles shyly and says): "(Larissa), do you want to be in our play?"

(Larissa) (uninterested) "No."

(Virginia) and (Joni) go to put away crowns, straighten up blocks a little.

(Virginia), (Joni) and (Carin) at sink, washing off glue. (Andrea) speaks to all 3: "We're nurses and watch where you're shooting that glue." (Carin) to (Virginia): "My mother will kill me...our mothers' will kill us." (About dirty clothes.)

(Virginia), (Carin), and (Joni) stop and watch nurses briefly, then (Carin) takes (Joni) and (Virginia's) hands and smiles and they go to clean up mess in collage area.

(Virginia), (Joni), and (Carin) watch (Hal) cleaning in paint area. (Virginia) to (Joni) and (Carin): "We have to wash the table, too."

Before group, (Virginia) alone on rug, looking at book, no longer with (Carin) and (Joni).

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When (Y.B.) reviews what people did and comes to (Virginia), (Virginia) smiles, tries to hold it back but can't and is obviously pleased by what she did.

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 13: Went home very sick and been there all week. Monday: made paper crown with (Joni) and (Carin)--still a little frown--seems tentative.

SEPTEMBER 20: Several goes in Little House with crown play and started a white rabbit--works steadily and grasps instructions. Made elderberry muffins with (Carin). Did several detailed and full drawings. She is usually in her drawings.

SEPTEMBER 27: Spent one morning in library with (Lucy), did an amazing number of delicate and complex string paintings. Got in a day with the play and worked on her rabbit. Drawings are extremely full--and continue to be full of (Virginia). Not much going on at group, but makes comments so I know she is following story.

OCTOBER 4: (Virginia) is a pretty steady worker--finished her rabbit, following instructions well, and then used it for dramatic play--also did lovely careful work in leaf printing. Some clay (a coil pot with lid) and silver paper collage. Everything done very steadily. Eats a surprising amount. Absorbing a sight vocabulary pretty well.

OCTOBER 11 & 18: Now (Virginia) made a snake, and then started a pig. The work is often accompanied by a little song--Snakey, Snakey--Piggy, Wiggy--and jumping the animal around. Also made a bead person. Some distress when informed she could learn to tie her own knots. "I can't" very fast. But she did learn.

OCTOBER 25: Seems somewhat panicked when one project is finished and she doesn't have another to go to. "I don't know" with rising inflection and almost tears. But settles down; made a lovely clay cup. Finished pig--some gluing (Made an interesting looking witch). Sight vocabulary building fast.

NOVEMBER 1: Did blocks several times (house with stairs made most carefully and a zoo). Paper dipping, a coiled clay cup and finger weaving (which is a large social situation). Another 30 second tension over whether she

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could remember how to write down grouping from the group meeting. Steadily competent with numbers.

NOVEMBER 8: Painting and varnishing clay pieces--started a book of drawings--common picture: a lady with a pocketbook. Drew a picture of a girl with her back to the viewer "walking away from her friend". Got involved with (Joni) with the leggos, and then got (Joni) involved with a book.

NOVEMBER 22: Lots of book looking with (Joni), and also work in the Little House. Some interest in the Tesselations. Started reading la--very conscious and pleased.

NOVEMBER 29: Finished la and almost finished 2a. Was finally able to recall how to do "ways to make" on her own without me. Much pleasure. Looked at books, did posters, went to put them up, painted and did apple head, drew--seems quite attracted to pattern cubes.

DECEMBER 6 & 13: Every day on her doll and on the dress for same--time out for printing and ornaments. Drawing as well.

JANUARY 3: Lots of painting: big faces and people--also quite engaged with the animals. Made several god's eyes, wrote a long story using vocabulary from reading exercises.

JANUARY 12: Several engagements with paint--fairly fine detail--people again. Used the stick of the brush and drew with the paint. Did a picture of monkeys and tigers that drew universal admiration. Did a block town with (Polly) and (Joni).

Excerpted from:

INTERVIEW SCHEDULE: CURRICULUM AND RELATIONSHIPS

Interviewer: (R.S.)

Date: December, 1976

Teacher: (Y.B.)

Group II

CURRICULUM

(Virginia), (Joni), (Carin), (Brent), (Jeremy) all get

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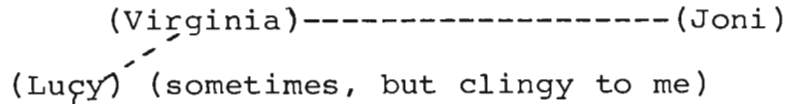
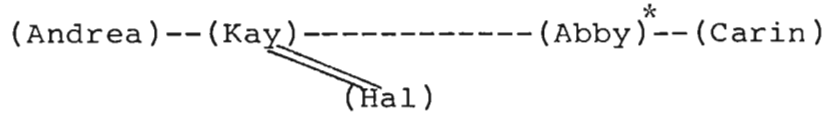
involved in the handwork at times.

Animals are important to this group--and especially to (Hal). (Virginia), (Joni), and (Carin) are also particularly aware of them. I had the gerbil in the wrong place, off in a corner. Now that I have moved him to the Interest Table, he is easier to observe and gets more attention. (Hal) had also been borrowing (K.A.'s) rabbit pretty regularly and we are adopting one of the guinea pig babies born in Group I.

Still reading THE DAWN TREADER. The map gives considerable pleasure (Jeremy) points out inaccuracies and everybody seems to feel the suspenseful moments. The new library books were successful. (Dana) read TIGERS IN THE CELLAR to everyone before school. (Virginia) commented she likes the "Tim" books, but the Adams family one is everyone's favorite--even though they are often puzzled.

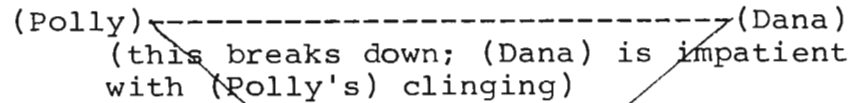
RELATIONSHIPS

First of all, the girls form one loose group in which (Hal) and (Rainer) are included; relationships all pretty congenial. Within it are the following patterns:

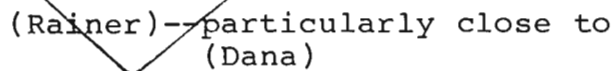


(Larissa)

(Larissa) (with all the girls and easy with everyone; works with (Virginia) and (Lucy) in afternoon, but with (Lucy) in the morning also.



(Polly) is really happier with (Larissa)



*(Abby) is very popular--something of a "pet". I find that difficult to deal with.

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The Prospect School
North Bennington, Vermont

Name: (Virginia)

Date: January, 1977

Age: 6;9

By: (Y.B.)

(Virginia) has been busy and serious this Fall. She follows through well on everything she puts her hand to and concentrates on what she is doing. She seems concerned that she gets things done properly and sometimes overly-concerned if the help she thinks she needs to do things properly is not quickly forthcoming. In fact, she does quite well when left to herself with an encouraging word. The seriousness of (Virginia's) work is balanced by her availability to stories, jokes, games and dramatic play, all of which appear at intervals while she is sewing or painting. She has sewn a great deal this Fall: a rabbit, snake, pig and doll with dress. She followed instructions well and became increasingly independent. (Virginia) enjoys painting and printing activities. She did many exquisite string paintings, became quite involved with leaf printing and with screen printing. She also paints figures and faces. (Virginia) has been engaged with blocks, cooking, clay and pattern cubes. She draws quite a bit, with remarkable detail and expression. She largely draws people, full length or face only.

(Virginia) has been quiet at group times, but makes contributions especially for descriptions. She appears to be paying attention and often can recall the content of a previous group. Early in the Fall, she tended to work alone but easily made several friends and seems comfortable in her arrangements.

As with everything else, (Virginia) takes her academic work seriously. She has made good progress in learning to read, having mastered a sight vocabulary and gained in work attack skills. She has read 1a, 2a, and 2b of the lady bird series. I expect to start her soon in some I CAN READ books. Having started the year with dictation, (Virginia) suddenly switched to independent writing all on her own. She writes long stories about her pictures or descriptions of objects from the interest table. She knows how to use her reader for words she wants to spell.

In number work, (Virginia) is doing simple adding and

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subtracting, grouping, step counting, weighing, measuring and patterns. She shows some apprehension about this area of her work and needs reassurance about it.

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JANUARY 17: Considerable engagement in block town with (Lucy), (Polly), (Joni). Made cookies with (Lucy). Cleaned guinea pig cage with (Joni)--quite eager about the moons both for Earth and Mars. Reading and writing exploding--reading COME AND HAVE FUN--intuitions some words reads with expression.

JANUARY 24 & 31: Enjoying the stencils--finished doll's dress, also made a macrame bracelet. Made guinea pig house. Made salad for hot lunch--beginning to speak more in group.

FEBRUARY 7: Made the calender on Monday, painted, made candles and cooked hoe cake and spider bread. Often sings while she stirs, paints, dips. Whipping through TALES TO READ.

FEBRUARY 14: (Virginia) has been a little at loose ends. Valentines, candles, (twice), looking at books, watching other people work. Some frowning.

MARCH 1: (Virginia) was in the "school" play--also did a little wax, helped with hot lunch. (Golden Book) made at books, worked with (Joni) and the guinea pig. Lots of drawing too--started a thimble case. Reading TALES TO READ.

MARCH 14: Absent several days. Finished her thimble case--made a house for the rabbit with (Joni). Writing getting large, descriptive, solid feeling statements.

MARCH 21: Guinea pigs and cards. Started some moccasins.

MARCH 28: Seemed to regret the moccasins and only worked for short times, preferring to do cards or read, until (Joni) started a pair--also took one day for dramatic play in Little House.

APRIL 4: One day in sand (Carin) and (Joni). Made dove bread with (Larissa). Worked on moccasins for 3 days and finished--gained enthusiasm as they became increasingly complete.

APRIL 11: Enjoys the mice a lot, constructing houses and tunnels--often gets very excited, lots of laughter and high voices. Made a face with the felt pieces one day. Drawing also--several of Indians.

APRIL 25: Mouse buildings--in (Polly's) play as a daughter. Also worked on the trees in the murals with great concentration and skill.

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MAY 2: Continue work on the play. Some painting (color mixing and folding) also some clay works--coils I think. Quite strong in the play remembering lines and sequences. She, (Jeremy), and (Lewis) could carry it.

MAY 15: Lots of painting, very much enjoyed the tye-dying. Also lots of mice houses--(Kay) showed her how to make a bead ring.

MAY 23: More tye-dying. Worked on bead ring with (Kay) and a marble chute with (Lucy) and (Polly)--also built for the mouse. Overall pretty cheerful and lots of little dramatic plays with singers and small bead people.

MAY 31: (Virginia) was in the play as a maid ((B.L.) said she had a little subplot all her own). Then two tye-dying days.

JUNE 6: Working on Indian costumes, ironing and fringing too--also the programs. Some painting and some mouse houses. Began a macrame necklace.

Excerpted from:
CURRICULUM INTERVIEW

Interviewer: (R.F.)

Date: June 16, 1977

Teacher: (Y.B.)

Group II

I. Curriculum: Themes; Extensions; Questions

The combination of interest in the turning of the year and the planets emerged in the investigation of time lines. We did personal biographical time lines covering the age span of the group (6-8), including the calamities and major events for the child's life. There was a great interest and most of the group could grasp the concept. In particular (Andrea), (Munro), (Dana), and (Virginia) were involved in this activity.

This group is an intellectual one, and a lot has been talked about. (Abby), (Carin), (Ralph) and (Gerald)

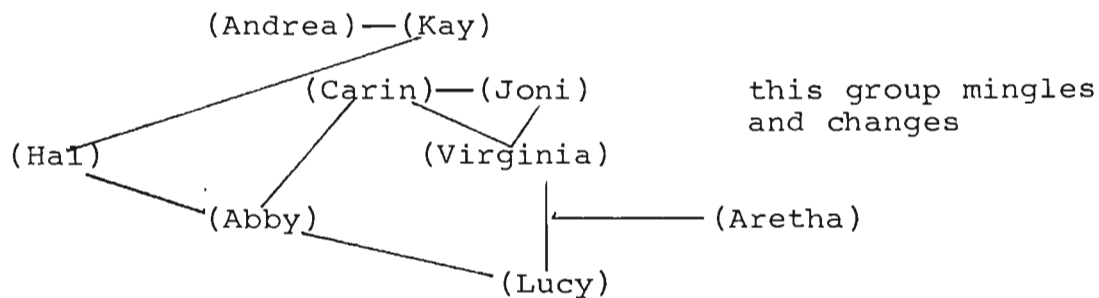
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sometimes "drift", but other younger or less verbally active children--(Virginia), (Lucy), (Hal), (Andrea)-- have been very engaged.

II. Interests and Relationships

(Virginia): draws (beautifully); paints; sewing; mice; cooking; (Virginia) talks to what she's working on).

RELATIONSHIPS



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The Prospect School
North Bennington, Vermont

Name: (Virginia)

June, 1977

Age 7;2

By: (Y.B.)

(Virginia) has been busy again all this term. She has definite interests in hand work and has explored a number of mediums. She has made candles, god's eyes, felt pictures, moccasins, a thimble case, macrame jewelry, bead rings, doll's clothes, and wax and plaster hands. She also enjoys cooking and has made different kinds of breads, cookies and helped with hot lunch. She has done some clay work and a lot of painting. In all of these activities, she works carefully and sets high but realistic standards. Her painting is particularly vigorous and colorful. She likes to work alongside of other people, and although so serious around what she is doing, often breaks out into gaiety - a little song or a piece of dramatic conversation with what she is working on. (Virginia) has also enjoyed building with blocks, especially for the animals. She has built many little environments (castles and tunnels) for the mice, and larger enclosures for the rabbit and the guinea pig. This activity seems to be the occasion for dramatic play and is usually accompanied by a running conversation expressing a story. (Virginia) also enjoys being included in plays in the big room and has been engaged in 3 or 4 this spring. While we were rehearsing "Pocahontas", her grasp of the story was evident, and she had some capacity to remember people's places and lines.

(Virginia's) drawing deserves some special attention. Her work is complex, making one cohesive statement while including many details and story elements. She uses color freely. She likes to draw people and animals in action and also draws large faces. Her drawings often have a source of light in them with radiation being expressed.

(Virginia) is reading with increased concentration and speed and should soon be independent. She has read TALES TO READ and FROG AND TOAD. Her writing has continued to be independent, her spelling more confident, though still a little tangled. She enjoys writing about her own pictures and telling the story contained within them. (Virginia) seems to have gained some confidence around number work and

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does the grouping, adding, subtracting and counting exercises with increased speed and familiarity.

(Virginia) has gained considerably in her eagerness to contribute to group meetings.

(Virginia)

Teacher(s): (Y.B.)
volunteer: (B.L.)

Group II 1977-78

Age 7;5-8;2

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 6: (Virginia) came in going strong, picked up with (Joni) right away and worked with animals all week--gerbils and guinea pigs--lots of talk and animation. Did some painting and drawing as well. Seems to enjoy the caterpillar a lot. Not making a lot of comments at group time, but obviously paying attention. Picked up number work easily, and in general seems comfortable.

SEPTEMBER 12: A little house scene with (Joni) largely and exclusively with (Joni) some time drawing while (Joni) worked with the gerbils--then apple butter for three days. Lots of singing and talking while working. Generally cheerful, lots of drawing, writing beginning to come easily.

SEPTEMBER 19: Played with the mouse and gerbils which merged into house play with (Joni). Careful leaf printing and some sloppy painting. Did a collage with (Ruth) and (Mia) while (Joni) was weaving. Blocks with (Abby), (Grace), and (Lucy). A multi-storied building for the animals. Speaking up at group.

SEPTEMBER 26: Played with guinea pigs. Paint with a drawing; leaf waxing--went to Big Room with (Joni), (Abby), and (Mia). Brought her little bears to school and played with them a lot.

OCTOBER 3: Gingerbread, leaf waxing, another little house scene, batik and more bear play. Continues to read OWL AT HOME rather soberly. Often writes about objects from the interest table, rather than her drawings. Remembers (topics, information from) previous group meetings; doesn't volunteer new information as readily.

OCTOBER 10: While (Virginia) was cleaning up she rubbed her cleaning cloth in two peoples faces (no doubt in a moment of high spirit and some story she was thinking) almost burst into tears upon receiving an extremely mild rebuke--great consternation, with herself, I think, and embarrassment. Completed her batik and turned it into a bag with a handle (not a draw string, she prefers them open at the top). Then building for the guinea pig all over the

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rug. Drew a castle with little houses, wrote a lovely piece about the kind of day it was.

OCTOBER 17: Went to the Big Room with (Lewis), (Polly), and (Joni) and was the little girl who stole the phantom's bottle and thus precipitated a crisis, but escaped rebuke. Painted (people) and helped construct block tower.

SEPTEMBER 21, 1977

GENERAL INTERVIEW

Child: (Virginia)

Teacher: (Y.B.)

Group II

Interviewer: (R.F.)

BODY, GESTURE, AND STANCE

I think of (Virginia) as very sturdy and healthy. She's rather square and solid, and my impression is that she doesn't move very fast. She has a slow, deliberate, steady pace. My image of her is walking down the road to school dressed in her raincoat, carrying her umbrella and bag not hurrying at all--just stumping along with no side glances.

(Virginia) is very competent physically. She's a fine dancer and is active and skillful on the bars. I don't think of her in organized games so much, although she does play tag. Any fine motor coordination is, of course, spectacular. It is evidenced in superb drawing and all types of sewing and crafts.

Typically, (Virginia's) face is as still as her body. Overall the expression is solemn and often there is a little frown. When (Virginia) knits her brows in that way, she conveys worry or concern. She is also silent often--but that is more true when she is in the company of adults or in a formal situation than when she is working alone or with a friend. In the context of friends or when deeply absorbed in small world play, her face lightens, really grows very bright indeed transforming her whole expression. While ordinarily rather silent, she is inclined to all sorts of light little rhythmic songs and chants when she is playing with a small animal or painting. The sound just

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bubbles up spontaneously in a really delightful manner.

Physically and gesturally, (Virginia) is contained. She occupies only the space needed by her activity and she holds her limbs close. Her head is frequently down just a little. If she has been made angry or uncomfortable, it is expressed in facial expression--the frown--and in her voice which can get high and snappy.

Generally speaking, (Virginia) gives the impression of strong roots, of being well planted.

DISPOSITION AND EMOTIONAL TENOR

You might expect from her physical bearing, she is generally serious--even somber. There aren't any wide swings of mood but there is intensity and also a variation of tone according to circumstances. (Virginia) takes her responsibilities seriously and is generally extremely cooperative with adult demands. In fact, she is so serious and responsible that although the youngest in her family ... she could easily be taken for an oldest child.

She likes to go her own way and I don't think joint participation with other children is necessarily always easy for her. I don't mean to imply that she has no friends or can't get along, only that she likes to control her own situation. There are two circumstances which upset her considerably and both of them seem to me to involve some threat to her control. (Virginia) absolutely hates it, if an adult doesn't give her the amount of help she thinks she needs in order to do something the way it should be done. This situation arises from time to time because she is so competent that her estimation of the help she thinks she needs may not be consonant with the adult's assessment of her ability to proceed independently. On the other hand, she is equally angry if something she has done to her own satisfaction does not meet with adult approval. In both instances her voice goes out of control. She starts in a soft voice which bursts to a tight, high crescendo. Those are the only circumstances in which I have seen her really angry. She has little quarrels or snits with her friends but they are not protracted or intense.

I have gradually come to suspect that (Virginia) is probably quite stubborn. She manages to control her own situation well and I think that in the instances when things don't go her way she usually just swallows her

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feeling. Those feelings show only in a tight mouth and a frown.

On the lighter side, as I mentioned earlier, (Virginia) can bubble with sound. Her face and voice can be as light and gay as her drawings which are full of light. The light side of (Virginia's) temperament is most visible when she is playing with small animals or painting. She often talks to her work and that speech is generally light, song-like, gay.

RELATIONSHIPS WITH OTHER CHILDREN

(Virginia) doesn't have a lot of friends and at least at this point, the social relationships don't appear to be very complex. Her closest associate right now is (Joni). (Joni) is considerably older than (Virginia), but (Virginia's) general competence and brightness evens out the difference. The basis of the relationship is, I'm quite sure, shared fantasy. The fantasy involves house play and small animals. I can't get too close to them because (Virginia) is very alert to an adult presence.

(Virginia) and (Lucy) made a good combination for academic work last year--especially for writing. (Lucy's) lightness and gaiety softened (Virginia's) seriousness. However, they don't really seek each other out at other times. (Lucy) is just too vivid and social for (Virginia) to spend a lot of time with her.

While she doesn't have a lot of close associates, (Virginia) is definitely acknowledged as a group member. She does a lot of beautiful work and the drawing in particular is admired by the other kids. In a group situation such as Group Meeting she is likely to be rather quiet, although she does make contributions. She is still a young member of the group, and last year she was a six year old in a group that had many 8 and 9 year olds. She is contributing more to group discussions this year.

It's interesting, given her high productivity and the quality of her projects that more kids don't approach (Virginia) more or attempt to join her. I think they know she can be snappy and irritable. Also, (Virginia's) general containment tends to leave her with a space around her that creates a boundary.

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RELATIONSHIP WITH ADULTS

I wouldn't say that (Virginia) is thrilled with adult company. She's comfortable with me now, but the transition from Group I was a little hard. My impression is that adults make her nervous since there are a lot of little glances and she definitely shuts up when an adult gets close to any of her more absorbing fantasy play. Also, although perfectly responsive and cooperative, she doesn't strike up casual conversations with adults nor is her tone remotely as animated when addressing an adult as the one I pick up in her conversation and play with (Joni)--or for that matter in her monologues when she is painting.

As I said earlier she is sensitive to adult demands and fairly quick to be irritated if she thinks help she needs from an adult in order to proceed in a competent way is not forthcoming. Equally, the response to lack of adult approval for something she thinks she has completed satisfactorily is one of irritability. She is perfectly responsive to discussion of her work and appreciates adult interest in it.

INTERESTS AND MEDIUMS

(Virginia) is definitely a drawer. It is her preferred medium to an extent far beyond any of the other girls in group and quite comparable in the intensity of involvement to that of the incredible group of boy drawers I currently have. (Virginia) is capable of drawing all morning in a productive and concentrated way. The drawings are full and fully detailed. They are usually drawn in crayon or magic marker and overall she prefers a standard 8-1/2" x 11" paper. The dominant motifs are girls, princesses, houses, trees, castles, and royalty in general. These often have a mythic theme, I think, because they so often include a source of emanating light. They are quite amazing. A divergent motif in the drawings is steamships and the theme here appears to be voyages, departures--usually people waving good-bye. These drawings differ from those of the dominant motifs in many ways, but strikingly by the absence of the light source. All of (Virginia's) drawings are colorful.

(Virginia) enjoys painting a lot, too as I said, and it is often accompanied by singing. She doesn't do as much painting as drawing and it is different from the drawing. She mainly explores color and often the final product is rather messy and formless. That result does not seem to

diminish her pleasure in the activity at all.

(Virginia) also has a number of interests which are essentially dramatic and fanciful. The dramatic play per se is basically houseplay usually with (Joni) and it is filled with abundant dialogue. The dialogue as I said earlier ceases as soon as I enter so I don't have any detailed observation of the themes involved in the play. Related to this play is the construction of small worlds, more or less elaborate, to house live animals or dolls. Lately, it has been making houses out of all the lunch boxes to make rooms for the guinea pigs. Sometimes the construction is a "scene", a landscape but they virtually all contain houses. (Virginia) also enjoys collage and it isn't always easy to draw a line between collage and small world products. This play apart from being fanciful and dramatic is similar in the response it evokes in (Virginia): she is her bubbliest, lightest self when engaged in these activities.

(Virginia) is extremely competent with all handwork. Sewing stands out in particular, but she undertakes any handwork project offered seriously and skillfully. She has done some lovely leaf printing this fall and last year the moccasins and stuffed animals she sewed were excellent. In fact, her competence in these areas tend to make (Virginia) seem older than she is.

(Virginia) enjoys the blocks and engages there for some time at periodic intervals. These projects are akin to her other construction and dramatic play. I think she will enjoy the new sand table a lot, too. (Virginia) likes to cook--but that is the only activity I can think of that doesn't engage her as some of the others do.

Another extension of her visual talent emerged last year that I mean to extend. She got very involved in mural painting at the end of the year. She worked with (Jeremy*), of all the unlikely combinations. They did the Indian murals for the Pocahontas play and were very earnest and companionable as partners. (Virginia) did the trees. I showed her once how to get the effect of branching which she understood immediately and she just went right along making really beautiful trees with no trouble at all. (Virginia) also loves to sing and knows many songs.

*Boy in Group III, aged 9; highly skilled workman, holding high standards for self and for others.

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(Virginia) does a lot of things, yet when I think of her I think of someone who has great depth of interest, rather than variety. I suspect it is her concentrated engagement with whatever she is doing that conveys depth. I also think that the variety in the activities is integrated around a common thread of interest.

ACADEMIC WORK

(Virginia) approaches more formal learning situations with the same serious, steady pace that is so characteristic of her general tone. That kind of material certainly doesn't bring forth the light and gay side, but it doesn't give her any problems either.

(Virginia) learned to read last year (age 6). The process wasn't as smooth as I thought it might be--her voice got a little raspy and tight. She kept right at it though--never stopped and never became discouraged. She improved steadily and there were no setbacks. She required relatively little teacher support other than to hear her and to offer her approaches to new vocabulary, etc. This year I have started her off reading OWL AT HOME. It's slow, and she is remarkably serious with it. It's a humorous book but she never laughs. I think I'll try her on the AMELIA BEDILIA series to see if that might lighten things up. No question she understands what she reads--she just is very serious with it.

Number work follows the same pattern as the reading. She learns each thing and the work is steady. She grasps grouping I know, and I'm confident that her understanding of numbers in general, is good. I guess I would say that her academic work accentuates (Virginia's) methodical, slow pace. She certainly doesn't take off and run with it, but she also does keep marching right along.

Writing presents a somewhat different picture. Last fall she and (Lucy) surprised me by suddenly announcing that they were going to do their own writing--and that was that. By mid-fall they were both independent writers.

(Virginia's) spelling isn't too great but she likes to write. I have the feeling that there are a lot of stories inside (Virginia) and that writing may offer enough distance to let them come out. So far there isn't anything especially remarkable in what she's produced. It still takes a real effort for one thing, but I'll be interested to see how it develops this year. There is a lot more

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inside (Virginia) than is being expressed.

(Virginia) also likes books and stories a lot for all the solemnity that surrounds her own efforts to read. She is particularly drawn to large scale picture books. These obviously appeal to her visual interest but I think she may also tell stories to pictures. Many of her own drawings seem to "hold" a moment within a story in her heart. She has been fascinated with the eight tiny preprimers that (K.D.) (Group III teacher) lent us. They are very colorful and I think the visual effect together with the diminutive size and the easy reading are very appealing to her.

CONCLUDING COMMENTS

(Virginia's) mode of working is steady, methodical, consistent, productive. I think she plans her work as she tends to get started without much hesitation. Despite the contained exterior and the remoteness in her relationship to adults there is great animation inside. Her play with other kids, painting and fantasy play with animals all release that animation. I think of (Virginia) as a deep person. There is an abundance of fantasy in which I think she is the central figure--or so it would seem from her drawings. In the drawings she often gives the central figure her own name and the drawings themselves often imply wondrous events.

WEEKLY DESCRIPTIVE RECORDS, Cont'd.

OCTOBER 24: Used plasticene all one morning, to everyone's admiration. Started (sewing) a small bear, and is progressing with usual speed, skill, and care. OWL AT HOME is picking up a little--I think she is enjoying him as a character.

OCTOBER 31: Decorated cookies, worked on bear (several times putting the parts together like a puzzle with much pleasure) made another collage scene (which mixes her in with the other girls) and made pumpkin bread with (Ruth)--enjoyed the stirring and general mess.

NOVEMBER 7 & 14: Very steady work on bear and has finished assembling--the bear is jaunty and is used for dramatic play, with her "singing" tone--lots of chatter. Did some string painting and worked beside (Jack) at sand and water table making animal habitats.

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NOVEMBER 28: Put nose on bear, did some painting, started a Christmas weaving project with usual competence and independence. Did some cut outs (Christmas trees and cats) with (Grace)--enjoyed the advent calendar very much. Finished OWL AT HOME and definitely had picked up speed by the end.

DECEMBER 12: Bakers clay while I was gone--then paper chains, with a whole lot of people--finished and backed her weaving and made a clay coil pot in the milk-butter mixture, "looks like little planes in a yellow sky"--when adding the flour, the dough was "eating" the flour.

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The Prospect School
North Bennington, Vermont

Name: (Virginia) Date: December 12, 1977

Age: 7;8 By: (Y.B.)

(Virginia) has continued her interests (which are many) from last year, and has developed them in several directions. She approaches her work with more confidence, and is not as concerned about receiving help exactly when she thinks she needs it. Her work has been accompanied by more song than last year--sometimes quietly humming and sometimes quite loud and dramatic. She also continues to use her creations for little outbursts of dramatic dialogue. She spent quite a bit of time constructing collage scenes and interiors of little houses, and using her little bears with them. She also enjoyed making houses for the guinea pigs and gerbils, and often then included them in some dramatic play of her own. She did some work with the blocks and with the sand and water, usually constructing an environment for the toy animals; these constructions too were accompanied by a running conversation of a dramatic sort.

She has cooked several times, making apple butter, pumpkin bread and gingerbread. She especially seems to enjoy the mixing and stirring and this activity is often accompanied by song. (Virginia) has done some painting and much drawing. She paints and draws scenes--castles, houses, people and also large figures and faces. She has a fondness for representing kings, queens and clowns. Sometimes the king is also a clown. She continues to invest each drawing with something special--a hat, fancy chair, a "drink machine."

(Virginia) has also done leaf printing and batik. She turned her batik into a bag. She has recently finished a small bear and has begun a weaving project. It is in her handwork that she particularly seems more confident and independent than last year. I take the frequent song and drama to be expressive of a general sense of well being and pleasure in her work.

(Virginia) began the Fall being quite attached to one particular girl with whom she worked, or else worked alone. Since then she has become more general in her working patterns--she remains attached to her friend, but is

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comfortable working with a number of other people. She is, of course, responsive to school structures; on the rare occasions when her high spirits have led her into "trouble," she has been extremely embarrassed and distressed, as much by her own lapse as by any disciplinary action on my part. She remains on the quiet side at group, but still attentive and responsive to the topic of conversation. She definitely remembers what she has heard, and is to the point when she responds.

(Virginia) continues to apply herself to her academic work. She especially enjoys writing (it seems to me) and as her spelling skills grow, her stories gain in complexity and point. She also likes to write descriptions of objects from the interest table and seems to be as good an observer of the natural world as she is of the inner world she depicts in her stories and drawings. In both realms (Virginia) seems drawn by a sense of the beautiful and unique. In reading, (Virginia) has remained slower and more dependent on the teacher than I would have expected given her accumulation of skills. Only lately has her work been picking up the speed I was expecting earlier this Fall and I guess she felt she needed more practice than I thought she did. She has just finished OWL AT HOME and is beginning TALES TO READ. In numbers, she progresses steadily. She is working with grouping exercises, worked with pattern materials, and done surveys and charts.

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JANUARY 3: Made a clay coiled cup--also several lots of paintings. Was the father in Hansel and Gretel with a deep voice and fumbling manner. (Joni), (Suzanne), (Lucy), and (Ruth). Drew a lot--pictures of queens and also of bands.

JANUARY 9: Did several "stained glasses" with (Joni) and (Abby)--very patient work, but awkward for her, because she didn't want to fill in the space very much, but knew it looked bare. The paper marbling appealed also and yielded extremely satisfying results. Chopped vegetables for hot lunch and made herself generally useful in kitchen. Finished little bear and reading PEPPERMINT FENCE which is easy.

JANUARY 16 - FEBRUARY 2: Paper marbled a lot as much as possible, I think, and made a book mark. Spent one morning with (Joni) sorting and tidying all the drawings. Has been doing a lot of drawing, both in morning and at odd times (recess)--circuses, ducks, kings and queens, people at drinking fountains, covered wagons. Continues to invest each figure with something special in the way of costume or adjunct. Went to Big Room with (Suzanne), (Ruth), and (Carla) and was the protective father in the witch-kidnapper play--ultimately overcomes the witch. Has played the father before. Worked in the sand and water (with animals) and made a little clay "place-setting" and a little tiny mug. Reading PEPPERMINT FENCE.

FEBRUARY 6: Cork popping on Monday--very eager with lots of dramatic comment to the cork. With (Joni) and the gerbils on Wednesday, but also drawing--started on theme of kids in a haystack. Was in (Polly's) play as the chief plotter, but the actual murder was left to someone else. Made valentines, seriously. Enjoying PEPPERMINT FENCE immensely, apparently in part for the sense of series--so many stories, each of which must be read in order--doesn't want to skip around.

FEBRUARY 13: Lots of valentines, both at school and at home, also much interest in decorating the cake. Did some painting (mostly spatter and some thick designs, also one figure painting). When (Polly) finished the inkle (loom), began winding the warp with (Polly's) help. Has finished all the stories in PEPPERMINT FENCE, and continues to want to read them all in order. Doesn't always grasp the point, but is easy to help. Always enjoys the joke.

FEBRUARY 27: Worked a few days on loom--went to the weaving exhibit--enjoyed the wet paper painting also. Seems to have the pattern for warping fairly well, and knew

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very definitely what kind of pattern she wanted in the finished product.

MARCH 20: Finished up the belt in jig time, and has begun sewing a calico dog--finished the pattern, traced, and began to sew. Careful cutting, but the sewing needs to be refined past her present skill. She's working on it. Also made a papier mache egg and has been interested in the Alien Mural and is drawing creatures for it. Has finished an extremely long story about a mouse who disguises himself to fool a cat.

MARCH 27: Worked in the blocks with (Alice) on a zoo plus animal hospital. Was a witch and mother (two separate parts) in a play that was a variant of HANSEL AND GRETEL or THE TWO BROTHERS. (Lewis), (Leo), (Mia), and (Alice)--(Virginia's) choice. Worked on her dog several days. Also made donuts and enjoyed it very much, especially making odd shapes at the end. Continues well in PEPPERMINT FENCE and is almost done. Numbers are strong.

APRIL 10: Finished her stuffed dog (brought in a button for the nose) and helped sort out the paintings and drawings. Went to the Big Room for Great Claus, took ALL the bit parts she could, kept them all straight, introduced the story and pretty much knew everyone else's parts as well. Spent some time with the guinea pigs with (Joni).

APRIL 24: After a week of odds and ends, came to me and asked for a project--we think patchwork. Did some painting, looked at the new books. Used the plasticene in a dramatic play game--made a toothbrush holder out of clay. Went to the Big Room for the THE TINDERBOX, and is the maid, the queen, and the narrator.

MAY 1: Finished up as queen in THE TINDERBOX. Worked on another toothbrush holder, because the first one broke in the kiln--made plaster bricks and built a castle--first painting the floor-marble/tiles I guess. Helped with hot lunch in the kitchen. Finished dog story, is more aware of spelling. Went to music.

MAY 8 & 15: Went to the Big Room as part of (Polly's) nursery rhyme play--did some glazing. Was in the blocks with (Suzanne) and (Lucy). Started an applique project--house, tree and sun, plus a cat and butterfly. Did some tie-dye. Was in the wizard play, as the baby-girl princess who kills the bad wizard and her parents (who are also bad) with the support of (Suzanne) the good wizard. Lots of voice changing, including being both herself and a big foot

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off stage.

MAY 22: Worked hard on applique, as usual getting an effect, even with somewhat sloppy technique. Is now backing it. Helped hang the paper for the mural for the play. Read CINDERELLA, then MOUSE TALES.

JUNE 5: Finish applique, quilting it and adding details like branches and windows with an embroidery technique. Worked on wings for the eagles. Was a troll and a mother in the play--had a hard time not laughing as the troll, but carried off the mother very seriously.

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WEEKLY ACADEMIC RECORD

Date	Reading	Writing/Drawing	Numbers	Other
Sept. 6	X	W ald. peach pit D house & squiggle	ways to make 18	game pattern cubes
Sept. 12	Owl At Home 5-6	W about rain picture D Big Apple	X 2's	bead sorts
Sept. 19	Owl at Home 8	W about girl finding cold D boat--lady waving W	X 2's on 1 up past 100	pattern cubes
Sept. 26	Owl At H0me 13		X	
Oct. 3	Owl at Home 16	W about apple in change jar D castles, houses	take away from 20	Kala
Oct. 10	Owl At Home, Strange Bumps 31	W about castle & houses D face, flower		measure
Oct. 17	Owl at Home 24/27-29	W about butter- fly		building
Oct. 24	Owl at Home 33	D absent W good	groups in 20	balance/ gourds/chest- nuts
Oct. 31	Owl at Home 35	D bag W about The Sponge	X 4's	

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Date	Reading	Writing/Drawing	Numbers	Other
Nov. 7	Owl at Home 38-39-43	D indians W about children on bars	x 4's on 1	swing & chant chip trading
Nov. 14	Owl at Home 49	D bus houses with trucks	groups of 3	
Nov. 28	Own and The Moon 51 finish	Pilgrims D queens, king House at Night W	groups of 4	chip trading
Dec. 5	Little Bear 21	D		checks
Dec. 12	Little Bear Birthday	W about log cabin D Santa Claus	X 3's	chip trading
Dec. 19	Little Bear Goes to the Moon 38		X	
Jan. 3	Little Bear Goes to the Moon 48	D a band W journal type	fractions 1/2's of odd & even	balance
Jan. 9	Little Bear 57 finish, Peppermint Fence, Wiggle Wag- gle Cow	D UFO creature clocks W about coral	1/2's & 1/4's	Chinese Checkers

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Date	Reading	Writing/Drawing	Numbers	Other
Jan. 16	Peppermint Fence, Up The Tree	D houses W	groups in 35	patterns
Jan. 23	When I Was One, Yellow Bird (poems), Little Red Car, Peppermint Fence		X	tape measure
Jan. 31	Peppermint Fence, Little Bug & Big Bug, Snow Boy	D misty mountain horses & car- riage W cat story	X 4's	
Feb. 6	Peppermint Fence, Red Rain- coat, The Wind's Trick	D kids playing	groups of 4	gourd drawing measuring
Feb. 13	Peppermint Fence, Cubby Bear, The Cricket	W cat & a mouse D circus	fractions 1/2-1/6-3/4	bones
Feb. 27	Peppermint Fence, Mothy & Mops	D candy store W continue with mouse story	groups in 32	chip trading
Mar. 6	Peppermint Fence, Hoppy	D cat & mouse W	fractions	crosswords crosswords

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Date	Reading	Writing/Drawing	Numbers	Other
Mar. 13	Little Black Pony	W cat & mouse story D queen	groups of 5	balance
Mar. 20	What About Willie, Henny Penny	W finish cat & mouse D creatures		patterns crosswords
Mar. 27	Magpie's Nest, Sing a Story, Mr. Fox & Mr. Rabbit	W about a girl D funnies	groups in 29 X 6's	patterns
April 3	Peppermint Fence p. 22- p. 125	W short story about a girl D two dancing people?		survey
April 10	3 Little Pigs	W about a dog D face, lady	sub. from 100 by 3's #	games
April 24	Bunny Flop/ Bunny Hop, finish	W about a dog & a wish ring D man	extended notation	power drawing
May 1	Cinderella 2nd page	W continue with dog story D king Continue with dog story	continue with rule value borrowing	measuring
May 8	Cinderella finish Straw Ox	W copy story 1 work on spelling D fairyland-- sawing wood	fractions 1/2's & 1/4's	balance

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Date	Reading	Writing/Drawing	Numbers	Other
May 15	The Boy & The North Wind	W chicken l named Gen D Jonica	fractions 1/2's & 1/4's	crosswords
May 22	Mouse Tales 24	W continue with chicken D		balance
May 31	Mouse Tales 48			
June 5	Mouse Tales finish	W 1		patterns
June 12	Sky Blue, Eric & The Postman			

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The Prospect School
North Bennington, Vermont

Name: (Virginia)

Date: May, 1978

Age 8;1

By: (Y.B.)

(Virginia's) interest in dramatic play often obvious in her hummings and playful use of her own creations, has become more formalized this term. She had spent quite a bit of time in the Big Room taking a variety of roles and using her voice to convey the character of the person. She has quite a talent for creating an effect in costume, and also seems to enjoy taking all the "bit" parts in a play, changing character and costume rapidly. She has been a protective father, a chief plotter, a witch, a mother, and a princess. In "Great Claus and Little Claus", she took all the bit parts and was narrator as well and the same for "The Tinderbox." Of course, (Virginia) has also maintained her other interests in handwork, construction and drawing. She did quite a bit of paper marbling, and wet paper painting. She has done clay work, both pots and figures, woven on the inkle-loom, done some papier mache. She made a calico dog and has recetnly begun a piece of applique. (Virginia) has quite an eye for color and effect and with something like sewing is inclined to be careless in the actual working-out of the piece. She needs to be reminded to work with care at her sewing, whereas in painting or drawing, the quick line or added color creates exactly the right effect, or if it doesn't, can be done again until she gets the effect she wants the first time. This term she has been drawing circuses, ducks, musicians, dancers, fountains, covered wagons, farm scenes, haystacks, scenes from books we have been reading, kids playing--in pencil, magic marker, crayon and payons.

(Virginia) has also done some sand and water, block construction, enjoyed the cork popping experiments, helped in hot lunches, and constructed a building with sand and plaster bricks.

Socially she seems at home with a variety of people, though continues to prefer working quietly with one or two. I assume her increased eagerness to work in the Big Room comes from an increased sense of confidence in working with people she doesn't particularly know. She continues largely quiet at group time but obviously attentive and interested.

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(Virginia) has picked up speed in her reading and is beginning to read to other people. She read PEPPERMINT FENCE, CINDERELLA and I KNOW A STORY. With this last one particularly, she seemed quite quick. She always can discuss the story and enjoys the ones especially with humor or an unexpected twist. Her writing has developed substantially, both in content, length and skill. She has benefitted from the handwriting work substantially so that her work is neater and more legible. She has begun to write extremely long stories full of dialogue and humor. Her stories have tended to be about animals and about magic happenings. She is also more thoughtful about spelling and this is beginning to improve also. Her number work also is particularly strong. She has obviously learned a lot from watching other people and learned to borrow and carry this term with virtually no instruction from me. She has also been working on fractions--finding the halves and the quarters of odd and even numbers, as well as doing more complex work with grouping and step counting. She has participated in weighing and measuring exercises, pattern work and games of logic and strategy.

(Virginia)		Teacher(s): (Y.B.)
		substitute teacher: (I.R.)
Group II	1978-79	volunteer: (M.B.)
		intern: (W.N.)
Age	8;5-9;2	intern: (G.C.)

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 5: Painted Monday with (Alice) (desultory)--picked up on the pom-pom animals and made a striking cat--wants to make the felt baby doll that (Alice) brought in and has started it, by gluing and cutting the patterns. Seems herself--quiet, slightly worried, but always successful. Writing a long story about a poor family--a boy and mother--(Neil) and (Alice)--the boy gets sucked in to the mud and finds a witch. Quiet at group, attentive.

SEPTEMBER 11 & 18: Worked steadily (characteristically) on Baby Doll, and has completed, Doll, bunting, bonnet, facial embroidery--also able to direct others, notably (Mia) and (Ina). Has done nothing else, but does take work to the record player and listens while sewing. Reading STORIES TO REMEMBER with fluidity. Finished the Poor Family story. It has more dialogue (tho' she often used it last year) and a better sense of quotation marks.

OCTOBER 2: Was a magic rabbit in a Big Room play, dying most effectively. Did some cooking, listens to records--largely worked on and finished her flat Bear, much neater work than last year, although still somewhat impulsive or whimsical (sometimes it works, that's whimsical, sometimes it doesn't, that's impulsive) in her effects. Now is learning to crochet so she can crochet him some pants.

OCTOBER 23: Worked hard on crocheting--made a little basket and a pair of shorts for the bear--worked every day in her typical fashion--but crocheting is too methodical--she kept turning and twisting it and skipping stitches, but, of course, achieved a wonderfully expressive bear. Has started an acrobat and is now painting it. Also did some string painting. Is the Queen in THE TINDER BOX. Is doing a series of stories about a cat named Bom-Bom.

OCTOBER 30: Enjoys the Queen role ("fancy" voice) in THE TINDER BOX--also was the sorceress in THE MAGIC TEAR. Cooked oatmeal cookies with (Gina) and worked on her acrobat--it is assembled onto its string, it only needs the two side sticks to be fastened. Reading DOORWAYS TO ADVENTURE--typically, all the way through.

NOVEMBER 6: Made a "summer house" of slats, and worked

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some more on her acrobat--began to work on the tinkertoys and enjoyed it very much--used the blocks with (Mia) and (Alice) to make towers (a city) and decorate them with bits of cloth. Made the apple pie for (Ben).

NOVEMBER 13: Did a lot of wet-paper painting, with lots of intricate designs--ground the pumpkin into pulp and made pumpkin pie--with much enjoyment. Helped with the dogs heads and enjoyed that too. At clean-up time one day told (Ruth) and (Alice) "its time to clean-up stupids"--when (Ruth) objected to being called stupid, (Virginia) became angry and said, "I don't care"--I called her on it and we had a little talk--she was upset to the point of tears I think at her own inability to be graceful when in the wrong--and that's what we talked about--saying you're wrong when you are, without getting upset.

Has chosen SHOE-SHINE GIRL to read next.

NOVEMBER 27: Doing well with SHOE-SHINE GIRL--made an Advent calendar. Helped with the dog's heads--grumpy with (I.R.). Joined the play in the dress-up room with (Alva), (Mia), and (Ruth).

DECEMBER 4: Magnificent Queen--worked on lace hats, tidied and ironed costumes. Finished SHOE-SHINE GIRL and enjoyed it.

JANUARY 4: Poems with (M.B.) and some illustrations, plus lots of drawing. Tall, thin figures--witches.

JANUARY 10: Probably enjoying the Vikings more than any other girl (except (Suzanne) maybe) and is in the Viking play. Made cookies Monday with (Mia) and (Ben)--her humor is just right for incorporating and helping him along.* Made layered candles and did a little painting. Wrote a funny story about a pretty lady who thinks she is ugly and an ugly girl who thinks she is pretty. (The lady's name is (Alice)).

JANUARY 15, 22, 29: (Quarterly review, snow days). Serious and authentic as Eric the Red's wife--as usual, knew how to put in the connecting narratives, also how to add authentic dialogue (around food, weaving, burial, etc.)--at the same time added considerable vigor and

*(Ben) returned to school in December following protracted hospitalization.

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verve--dumping the porridge into the burial boat; very much enjoyed chasing the Indians with a sword. Spent lots of time on props, mural, costume, etc.

Worked on embroidery present for her mother, and has done some painting.

FEBRUARY 5: Was in SNOW WHITE and very much took the lead as director and vigorous and evil witch--wonderful voice projection and expression. She changed the story so that the witch was Snow White's evil step-sister not her mother. Again, as in Viking play, knows just how to put in the connecting narrative.

Stories are getting quite complex and increasingly full of speech, but spelling is wild. Read THE TOYHOUSE DOLLS and is reading HELEN KELLER.

FEBRUARY 19: Finished HELEN KELLER. Worked on her planet consistently (Saturn) and is pleased with it. Also much work with wax hands, with (Alva). Has begun a new story about THE GOLDEN APPLE with 4 or 5 accompanying pictures.

FEBRUARY 26: Finished THE GOLDEN APPLE (rather a moral tale, in which the fighting princesses are turned into bears by the fairy of the Golden Apple, and warned to desist lest the transformation become permanent). Is writing another one about a wizard, in a book which I made for her. Worked on a wax hand, made a finger puppet fairy, who goes everywhere with her, made a trap building in the blocks, and joined George Washington play as Martha and woman who cooks for the troops.

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The Prospect School
North Bennington, Vermont

Name: (Virginia)

Date: February, 1979

Age: 8;10

By: (Y.B.)

One of (Virginia's) most striking characteristics this term has been the determination and follow-through she has brought to bear on all aspects of her work. These are not new characteristics of hers but have shown up in more relief as independence and self-confidence have developed. Whatever piece of work (Virginia) puts her hand to, she continues with until it is done, with no reminders from me. This was especially true of her sewing this term--she made a pom-pom cat, and felt baby doll and a flat bear with crocheted shorts. She was very much in command of the plan for these projects, so much so that once she had done one step, she could immediately instruct others in how to do it. As usual, her handwork is always given a touch or two that makes it uniquely her own. (Virginia) has done some painting this term, showing her usual sense of rich color and complex design. Equally her drawing has been continuous and prolific. She draws many subjects--lately she has been enjoying fancy ladies, queens, princes, clowns, houses with fancy doors. These are all familiar themes in (Virginia's) work, richly embellished. She has also joined into a wide variety of other activities: she made a slat building, worked with the tinker-toys, made an advent calendar, helped with the papier mache dog's heads and cooked pies and cookies.

(Virginia) has continued to be active in dramatic play. She was a magic rabbit, a sorceress, the queen in THE TINDER-BOX, Eric the Red's wife, and the wicked Queen in Snow White. She continues to develop the expressive power of her voice and also to be able to provide the proper narrative line to keep the action clear and help the audience. Indeed, during the Snow White production, she was, all at once, the Queen, prompter, narrator and director without at all disturbing the flow of the production.

(Virginia's) general demeanor is serious, sometimes grumpy with periodic outbursts of high spirits, singing and humming. She also allows herself to be irritable in her expressions, especially if things are not going just as she would want them to--neatly and orderly. Thus, she can

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create difficulties for adults in the classroom, if they don't "know the ropes." Equally, she can be quite cooperative and helpful. Once (Virginia) has allowed herself to be irritable, rude, or snappy, it is extremely difficult for her to back track gracefully or to concede she might have been wrong. Equally, once an incident is over, she does not seem to hold grudges.

At group time (Virginia) is attentive and participative. She makes pertinent comments and seems to remember content from one topic to another. She very much enjoys vigorous topics and discussions, judging by her face, even if she doesn't join in. (Virginia's) approach to her other formal work is as I described above. Once she starts a piece of work, whether writing, reading, or numberwork, she works at it steadily and drivingly until it is done. She read several collections of stories this fall from cover to cover, and also SHOE-SHINE GIRL. This is her first novel, and she read it well, grasping the character and understanding the changes she passed through.

She continues to write lengthy, complex stories with increasing amounts of dialogue and also of scene setting. She makes up names for some of her characters, who often repeat. She writes about families, also about a little girl and her pets and their adventures, also about magicians and sorcerers. (Virginia's) spelling is at times incomprehensible, the more so now that her language is so complex, and she spends some time correcting and memorizing certain selected words. In general, her handwriting is a little neater, though here too, she needs work. In number work, she has moved to complex borrowing and carrying, reduction of simple fractions, word problems, and continues with complex grouping and step-counting. She also participated in exercises involving counting money, weighing, measuring and graphing.

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MARCH 12: Made bread with (Pearl) and (Grace)--"weirdo bread" and made the stone soup on Thursday with (Lucy) and (Suzanne) with much joking about chop-chop that's all stone soup is. Joined (Gina), (Carla), (Mia), (Ruth) and (Grace) in a new play as the little girl, which involves a lot of costumes and props and much laughter and smiling. Also in the George Washington rehearsal. Continuing the wizard story. Read JOHNNY APPLESEED.

MARCH 26: Finished the wizard story, including pictures. Finished her role in "AND THAT'S THE END OF THEM ALL" as the aggressive sister who plans the running away and as narrator. Also a new play with (Suzanne), (Lucy), (Mia) and (Emma) as the good witch (who is ultimately poisoned) also (momentarily) as the bad witch's grandmother who shows them how to poison their enemies. Also worked on the spring and winter murals with (Mia). Reading MY FATHER'S DRAGON.

APRIL 23: Finished the mural. Worked on a batik--large sun over the hills. Went to the gym with (W.N.) twice, seemed to enjoy. Beginning a new embroidery, quite independently. Was in the play, more verve as we did an actual performance. Went to the (historical landmark).

APRIL 30: In the Big Room with (Ruth), (Gina), (Carla), (Grace), was the poor child--another time in the Dress-up Room was the bad witch. Another George Washington performance. Dance with (W.N.), working on an embroidery of Saturn. Read THE SECRET VALLEY, THE COURAGE OF SARAH NOBLE.

MAY 14: The Snow Queen in the play, worked on her castle, also other drawings, several rehearsals/performances of "That's the End of Them All." Dance.

JUNE 4: Worked on costuming for the Snow Queen, has excellent stage presence, also took on major parts of narration, easily with much expression. Reading THE CAVE TWINS--carried out role as elder sister in "That's the End of Them All" extremely well also.

RECORD FOR WEEKS OF MAY 21, MAY 28, AND JUNE 4

Aside from individual comments for each child, I am making a general record to be included in each file, because the first 3 weeks have included a number of disruptions that make individual records either redundant or sparse.

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THE WEEK OF MAY 21: (G.C., intern) died Sunday, May 20, and (Kit) was in the hospital in New Hampshire. The children seemed to feel empty on Monday and needed to be kept together as a group. They very much wanted to know where (Kit) would be for the future and almost everyone sent a drawing or note to (Kit); (Ruth) found herself unable to do so, but did something at home for him. We all went for a walk with (T.D.'s) group - my kids were subdued, and were struck by (T.D.'s) kids' capacity to shift context so quickly. We had a service in the p.m. which seemed satisfying and significant to all. I noticed that all the groups, even Middle School were extremely concerned about (Kit's) future and seemed relieved to know that we were with him.

All week 3 or 4 kids were out going to visit (Kit) - at first virtually the whole group wanted to go, but as the week went by, only (Kit's) friend elected to go. I went on Friday with (Grace), (Jonah), (Merce), and (Mick). (Jonah) and (Merce) had no problems saying what was on their minds: "How do you like the hospital?", "Did you hear about your mother?" and an interesting exchange among all of them about how (G.C.) was probably in the room right now, looking after (Kit) - they all said hello to her, including (Kit). (Kit) had no difficulty responding matter of factly to (Jonah) and (Merce). He was eager to see us and have us stay as long as possible.

Meanwhile, we were trying to continue rehearsals for the Snow Queen, which were severely disrupted by absences.

WEEK OF MAY 28: Only 2 days of school, which were dominated by rehearsals for the Snow Queen, with a sense of tension generated by decision to show Snow Queen following Thursday (7) and "That's the End of Them All" Wednesday, June 6.

I made a general assignment of letter writing to either (Kit), (Ann) or anyone else they wanted. We had several group meetings about letter writing, form, addresses, etc. and the group seemed to enjoy the assignment enormously.

WEEK OF JUNE 4: Completely dominated by Snow Queen, props, costumes, scenery, rehearsals (twice a day Tuesday and Wednesday) due to loss of time, and need to show George Washington the following week.

Kids were tense but not unduly so, elated by the continuous progress of rehearsals and remarkably calm, during what regular work periods we had - heat affected them most.

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Performances were extremely successful.

They sat through King Lear on Friday (all but 5) with considerable enthusiasm, though minimal understanding.

INTERVIEW: JUNE, 1979

Child: (Virginia)

Teacher: (Y.B.)

Age: 9;2

Interviewer: (R.F.)

PHYSICAL PRESENCE AND GESTURE

(Virginia) has grown a lot this year. The word "stately" would come to mind, except that her facial expression is often so grumpy. In general, she presents herself as a steady, purposeful, solid being; she is virtually always serious and sometimes grim.

(Virginia) has a remarkable voice when she is reading aloud or acting; it is deep, varied in inflection, and has great projective capacity. I can easily imagine her doing Shakespeare superbly in a few years. Her dramatic voice is in sharp contrast with her usual classroom voice, which is low and not very expressive. In fact, she isn't very verbal in day-to-day activities - there is little "chattiness" and she says what she has to say without any extra words.

As a classroom presence, I think of (Virginia's) expressiveness in terms of "looks" rather than in terms of what she says. She has a characteristic sideways look that I would describe as an appraising glance - critical, summarizing and rather detached. A lot of (Virginia) is inside herself. In fact, I'd give a cookie to know what goes on in that head.

Although (Virginia's) presence is pervasively serious, I should note that there has been a change this spring toward a lighter demeanor. There have been more smiles compared to winter; I think the change may be related to her expanded contact with the other kids through dramatics. At the same time the little chants and sing-songs that accompanied her lighter moments in past times, have largely disappeared, except when she is cooking. I love to hear her "chop, chop, chop, chop. That's all stone soup is, is

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chop, chop, chop, chop."

(Virginia) is very skilled in all large physical activity - dance, tag, running, etc. In fact, she is an exceptionally strong runner because of her great physical stamina. However, I never think of (Virginia) as moving. There is something pervasively still about her.

DISPOSITION

As I said earlier, (Virginia's) serious; she's earnest, determined, and has enormous drive. It's a quiet determination, but the pace of work is rapid. I think she has a long view of her work and so knows just how she will proceed.

In writing and drawing, (Virginia) never pauses until she is finished - and she can carry a very long story through to completion. Both her writing and her drawing are very detailed.

With handwork, (Virginia) has an equal rapidity and drive but here the quickness results in an "unfinish" which she doesn't mind at all. Her handwork has a kind of wild quality to it that contrasts with the drawing and writing - and also makes her work very identifiably hers.

Drama probably best exemplifies her capacity to hold the entirety of an idea in her head. In the Snow White play, she was all at the same time the stepmother, the director, the narrator, and the prompter. She never faltered in three multiple roles and never broke the rhythm of the production. (Virginia's) assured as well as serious and it accentuates her steadiness.

The qualifiers to the steadiness of her pace and determination are moodiness and snappishness. She often appears morose or cross - and she can really be very sharp with her colleagues.

RELATIONSHIPS

(Virginia's) demeanor and snappiness place limits on her relationships. She absolutely cannot admit that she had been in the wrong once she flairs up. She appears mortified and she cannot speak -- she chokes on the words. Her standards are high and she's likely to lash out verbally because someone has not done something right.

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Since she is not at other times a conversational, chatty sort of person, her harsh comments are all the more stark.

(Virginia) does have a steady, pleasant relationship with (Mia). They work along in a companionable way side by side. Mostly they discuss their projects, I think. (Virginia's) no tea-partier, and of course, (Mia) is an undemanding, quiet companion.

Lately, (Virginia's) more open and available to her classmates because of her increased participation in drama. (Ruth), (Carla), et al are very willing to include her because she's so good, and I think the increase in social access has meant a lot to (Virginia).

(Virginia) is at first suspicious of new adults, and can in fact, give them a very hard time. She has been loud, fresh, and defiant with both of the substitute teachers who have worked in the class. Once into a conflict with an adult, she has great difficulty conceding. The best approach to her is through appreciation of her work. She's responsive to discussions about her projects and warms up very quickly once that relationship is established. I think she enjoys my company since she comes very early to school, but I also catch glances that suggest that she thinks I'm a little zany.

INTERESTS

I guess I've already mentioned most of (Virginia's) interests: drawing, writing, dramatics, and handwork. I can add here that in drawing, writing, and dramatics, she has a preference for fairy tale and magic motifs. There are also fancy ladies and houses with greatly detailed and elaborated windows and doors. Detail is striking in both drawing and writing. In her writing, she experiments with style -- flashbacks, dialogue, first person, etc. The dialogue is remarkably real. In both writing and dramatics, it is apparent that (Virginia) has a remarkably acute ear, and that what she has heard she not only retains, but can re-enact.

(Virginia) is interested in any handcraft I introduce. Lately she has much enjoyed batik. Sewing has been an important activity, although she hasn't done as much recently. Cooking continues to be a mainstay. In all the handwork, there is a hasty quality. She's not meticulous here as in the writing and drawing.

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(Virginia) also has an interest in fine clothes, costuming, and how she looks. She's that sort of person who is transformed by a costume, and she loves to dress up.

The out of doors and physical activities hold a strong appeal. She does forts and houses with (Mia), but is also a permanent "it" (along with (Lucy) and (Suzanne)) in jail tag. She likes walks and enjoys going with me to search out and identify wild flowers.

FORMAL LEARNING

(Virginia's) mother has had some concerns here, although I do not. Compared to her sister (Carly), the reading has been a bit slow to consolidate. As I noted above, she's a listener, and she would really rather hear a story than read it. Her mother confirms this, noting that she listens avidly to the Spider's Web on NPR. However, (Virginia) takes a steady, serious approach to her reading and is reading reasonably complex stories: THE MOUSE WIFE, THE CAVE TWINS, and MY FATHER'S DRAGON.

Writing is easier than reading for (Virginia), and she has been writing long stories for over a year. Her spelling was very bad, but is now improving. She was inclined (I think) to spell for the sound of the LENGTH of the word and its visual effect, rather than in accordance with the sounds of the letters - for example: a "d" plunked in the middle of "fiery". Her handwriting was cramped, but that also is improving. Her punctuation is good and she learned it largely on her own - probably basing it on voice inflection. She's always happy to edit her writing.

Number work is strong. She learns straight-forwardly what I teach her. I don't think it fascinates her, but her grasp is firm. She is doing borrowing, carrying, fraction conversion, and number bases.

(Virginia) makes contributions to group discussions, and I'm sure she grasps and retains the content, but she doesn't generate much; She watches and listens, mostly. On the other hand, (Virginia) loves group story, and even when it's a complex book like MASTER SIMON'S GARDEN, she follows every detail and nuance.

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The Prospect School
North Bennington, Vermont

Name: (Virginia)

Date: June, 1979

Age: 9;2

By: (Y.B.)

(Virginia) has had a solidly productive term. She has continued to develop her interest in dramatics, which has had the effect of widening her social contacts and making other people more available to her. She has consolidated her skills in dramatics, reading, and writing, and in general seems lighter, more jokey and less grumpy than she seemed in the winter. She joined the George Washington play as Martha (a part that gave her little scope); she was the older and aggressvie sister in "That's the End of Them All," a play that continued to be popular throughout the spring; she took part in minor productions as the good witch, the bad witch, the poor child, and the bad witch's grandmother. In all of these she continued to develop skills in costuming and voice expression. When acting her voice is deep, flexible, and projects well; this is in contrast with her low tones and quiet voice at group time or in conversation. Her voice is a remarkably flexible instrument. In "The Snow Queen" she was the Snow Queen, again not a part that stretched her much, but one she very much wanted. Also she took on major parts of the narration easily, and with expression. She has a grasp of the totality of a production that made her an excellent backstage person, alert to everyone, and able to prompt everyone. I do believe she knew everybody's lines, before they did. She is also willing to work on settings and costumes, and is able to facilitate production in general.

(Virginia) has done a lot of drawing this term, fancy ladies, wizards, houses, etc., often as illustrations for her increasingly copious stories. She also worked on a mural of the seasons, taking spring and winter with (Mia), while others did summer and fall. In other directions, she participated in cooking activities (bread and stone soup); made a batik, a papier mache planet, a finger puppet fairy, an embroidery of the planet Saturn and a wax hand. She also did a little block work. As ever, she grasped process quickly, was a lead to the end, and always added her own touch.

Although (Virginia's) general demeanor seemed lighter this spring, she remained low key at group time: participant

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attentive, observant, but reserving her comments for the right moment. As I suggested, (Virginia's) writing has expanded hugely. Her spelling is better (though still needs concentration) and her work is immeasurably easier to read for this reason, and also because she is separating her words better, and writing more neatly. She has also learned to use quotation marks and periods well, but needs work on capitalization. Her stories are complex and lengthy, involve much rich descriptive detail, and relationship. She has been experimenting with using the first person, and relating past as well as present in her story. She likes to describe setting, clothing, and facial characteristics. (Virginia) has read many novels this term: MY FATHER'S DRAGON, THE TOYHOUSE DOLLS, HELEN KELLER, JOHNNY APPLESEED, THE CAVE TWINS, THE SECRET VALLEY, and THE COURAGE OF SARAH NOBLE. She discusses succinctly what is going on, but is not inclined to enlarge upon it. Over all she is not a conversational person. In number work she has continued with word problems, fractions, complex borrowing and carrying, and number bases. She works steadily and well with numbers. She has participated in exercises involving geometry, counting and adding money, weighing, linear measurement, and graphing.

(Virginia)

Teacher(s): (U.F.)

Group III 1979-80

Age 9;5-10;2

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 5-7: Very quiet. Never sought me out. But a warm, friendly smile--made lots of contact that way. Great writing! Full and fluent--mechanics are sloppy. Drawings are bright and intricately designed. Pals with (Mia), also with (Ina), (Alva), (Grace). Acts--does collage--inventive! Reading--fluent--CAROL BIRD'S CHRISTMAS. Math--solid, place value, multiplication. Quiet at groups--silent.

SEPTEMBER 10-14: Still that eye contact with me and then an "impish" smile. Loves dress up--FANTASTIC dramatically. Read a short verse for (Kit) at the memorial service for his mother (former intern)--loud and clear. At group, quiet and sits up straight. Stories are full of dialogue. Drawings are striking for their design and color use. Math--solid--strong. Reading--weakest place--choppy and hard for her to get new words. Loves to read though. Did monoprinting--her ideas were all original--none borrowed from someone else.

Her dress is striking--eccentric. Different color socks. Rides bike everyday. Friends with (Alva) and (Mia).

SEPTEMBER 17-21: For walk chose to be with me. Held my hand for first time and we (with (Alice)) built a fort together in the woods. LOTS of conversation and tons of resourcefulness--great at solving the construction problems we ran into. Lots of smiles. Inventive. Pals with (Alva) and (Mia). Picks all new offerings for activities. Is now working on a plexiglass wooden structure. Very able in academics--reading still needs support, though she loves books and knows what she likes to read in books. Reading is choppy and still has a hard time with new words. Writing is prolific and musical--mechanics need work. Numbers--excellent sense of patterns and grasp of process.

SEPTEMBER 24-28: In a play with (Mia), (Ruth), (Alva), (Abby). Unbelievable ability to play several roles at one time. Doesn't seem hardly at all self-conscious when on stage--booming voice. Loves to read--coming along well, though still stumbles on words fairly frequently. Using a reading log--she loves it. Very difficult for her to take

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varying opinions from her own. Has set ideas of the way things should go. Writing and drawing lots. Activities--sewing, woodwork, drama. Numbers--very fluent--doing times tables.

OCTOBER 1-3: Really reaching out to me. Stuck with me most of time on hike. LOVED the hike--explorative--enthusiastic--appreciative of beauty. On way up we passed dead hedgehog--she started saying or commanding in loud voice, "Just ignore it. Don't look at it." She was telling this to EVERYONE as if it was something we should ALL do. This is some side of the part of her that is hard to "interfere" with. She doesn't like to be disagreed with or told to do anything different than what she had in mind. Set in her ideas. Wrote a story at home--"Ugly Princess"--about a prince who falls in love with princess because of her heart, not her looks. Drawings--design and color are STRIKING. Math--very competent--times tables. Close to (Grace) this week.

OCTOBER 8-12: Contained and hidden. Certain things are under control and she hates it when she loses her control--for example--if she gets embarrassed, can get mean. But is easily approachable with warmth and common sense. Always enters making eye contact with me with a smile. So freely creative and expressive in all areas. Sense of color--spectacular--boldness and intricacy combined. Involved with royalty. Wants to learn how to spell. Straightforward. Timid about talking at groups. Have no idea how much of Rome (study of Roman times) she's taken in. Reading is solid--has trouble with new words--but loves to read and devours books. Math--competent--times tables. Writing--fluent and FULL. Activities--wide and varied. Drama!!

OCTOBER 15-19: Scratched her eye on a branch and had to wear an eye patch. Liked lots of affectionate attention for it. Stories full of lavishness affection--wise--usually have a mother who calls her daughter, "darling" and heaps affection on her. Sense she needs a lot, but doesn't ask for it. Very friendly to me. Welcomed me back after I was sick. Her journal is turning into a book. Hard to read because of her spelling, but it just FLOWS out of her FAST. Makes little to no contact with boys. Very attentive. Competent academically--reading is vulnerable point, but she works at it with such determination!

OCTOBER 22-26: Had a great time with her and (Mia) in the woods. We made leaf chains--she was full of silliness--but not out of control--jokes--humor--word play--drama--

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boldness--conversation--just a delight to be with. When I make a funny remark to her that she wasn't expecting she can really frown--almost annoyed looking--but really is more bewildered--example: she asked me where some book was, or something like that and I told her I ate it--she looked like that. Reading is getting more and more solid and reads ALL the time. She's reading her journal to the group--THE CHILDREN'S ADVENTURES--with chapters, index, page numbers and all! Math--very competent--times tables.

OCTOBER 28-NOVEMBER 2: Very enjoyable. On Haunted House committee. Very contained most of the time in school. Lets few people see her frivolous side--which is extremely enjoyable. Can get embarrassed with self if people who she doesn't intend "catch" her being whimsical--though is very comfortable dramatically revealing this. In play is FABULOUS--grasps absolute essence of her role. The lines roll off her tongue. Her delivery is loud and straight-forward--what stage presence! Reading is coming--still a lot of words get her--but context and meaning are STRONG. Powerful person. Hates to be crossed. Numbers-facile. Writes books. Spelling needs work.

NOVEMBER 5-9: Finally getting her to come to me more regularly for spelling of words. Needs it. Stories are still pouring forth. Finished another journal called THE CROOKS AND ROBBERS--adventure and suspense--with full color detailed drawings. Fantastic! Reading CRICKET IN TIMES SQUARE--still hard time with longer words--not fluent yet. Had run in with (Carla)--both were at fault--(Virginia) for stubbornness and rigidity--hard for her to deal with (Carla's) commanding ways--reacts by anger. Did straw and string painting--tons!--beautiful--full work. Worked independently on dollhouse furniture--very involved and very inventive.

NOVEMBER 12-16: Can be very rigid. Set in her ways--doesn't like to be crossed--but can be called on it and gets embarrassed and eases. Instructive. Reading lots still--lots of meaning. Writing reams--spelling is slightly improving--coming to me more for words, at my command. With (Suzanne) frequently this week--seems to enjoy her--but gets rabby and bossy. Became annoying to me. Her jokes edged on wisecracks--not funny. Math--solid $24 \times 4 =$. Dramatic ability--brilliant.

NOVEMBER 26-30: Set in her ways and hates to be corrected. Can't deal with people disagreeing with her. Inflexible, unbending. Directive. Control is an issue. Can get into a lot of loud silliness and giggliness. Can be abrasive.

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Hates to have me talk to her about it--though does have moments of openness--as long as energy around is calm and non-threatening. Dramatically SUPERB. In play outstanding--tone of play changes to professionalism when she acts. Knows everyone's parts. Reading--lots of meaning--but mixes words when reads aloud. Writing LOTS--animal family adventure. Math--place value--writing big numbers.

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The Prospect School
North Bennington, Vermont

Name: (Virginia)

Date: December, 1979

Age: 9;7

By: (U.F.)

(Virginia) has been immensely productive during activities this year. She tries everything. One of her main areas of interest has been dramatic play. Her ability in this area is truly outstanding. She is able to play several roles at one time. Her stage presence and delivery are strong. Words roll off her tongue. Her voice is loud and clear and full of expression. She adds a great deal to any production she's in. In our play, JULIUS CAESAR, the tone of the play changes to one of relative professionalism when (Virginia) does her scenes as Portia. She is recognized by all for her talent. She not only knows her own lines from the play, but everyone else's too. She has a natural feel for the dramatics and is completely unselfconscious when on stage. She really takes on the character she is playing. She grasps naturally the essence of any role she is given. It is always a real treat to watch (Virginia) perform. (Virginia) has also done a lot of painting this fall. She's done silk screen, paper dipping, ink painting, pastels and brush painting. (Virginia's) work is always full. She almost always fills up a whole page. Her color use is spectacular. Her work is bold and expressive. Her ideas for her paintings are never borrowed but always original, fresh and striking. She is very skilled with paint. While doing all of these activities, she worked with ease and surety. She produced reams of paintings. She experimented and was very inventive with her design and technique. Her creativity is abundant. (Virginia) is also a very competent sewer. She is working on an advent banner which requires much patience and lots of over stitching. She sewed her Pilgrim costume, a zippet and a small quilted square. Other activities (Virginia) has participated in are candles, blocks, Christmas ornaments, quilling, cooking, dollhouse furniture and the Haunted House Committee.

(Virginia) moves among many girls very comfortably. She is well-liked and brings a lot to any relationship.

(Virginia) is full of fun and playfulness. She keeps up a constant stream of animated conversation and joking as she works on any project. She loves to play with words. It is not unusual for (Virginia) to break into song. She knows

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all the words to all the songs they've been learning over the years. (Virginia) is very responsible and trustworthy. While sewing on the Haunted House Committee, she helped maintain a tone of relative calm and order. In fact, order is a very important thing to (Virginia). She needs to have things in a certain way and all within her control. Because of this, she is a hard person to cross and can be very stubborn about this. She has very certain ideas and very definite opinions about the way things should go. She can be inflexible and intolerant. I have had a couple of conversations with her about this when it has interfered with her relationships. She has a very hard time conceding a point and can bear a grudge. She needs space in order to come around and make amends where necessary. Because of (Virginia's) need for order and control, she can become too directive of others and they sometimes resent this. This need to control can get out of hand and she can end up hurting her friends for the sake of keeping things the way she wants them. However, she is open to conversation about this if approached in a gentle, common sense way. She is a very central, powerful member of the group. Though she is quiet at group meetings, she is always alert and attentive. She is interested in everything and has gotten very involved with Rome and Roman women's lifestyle. She is full of far-reaching thought and has a keenness of perception. She is well respected by all for her many talents and the unique statement she makes in the world.

Academically (Virginia) is very competent. She loves to read and devours books. She gets such meaning from what she reads that it is a pleasure to read with her. Her reading is still slightly choppy and she sometimes stumbles over new words. But because she is such an avid reader, this will easily smooth itself out in time. She keeps a reading log where she records what she's read with a paragraph about what the story was about and what she liked or didn't like about it. She is very conscientious about keeping it. So far this year, she has read CRICKET IN TIMES SQUARE, CAROL BIRD'S CHRISTMAS by Kate Douglas Wiggin, A HORSE NAMED DOODLE BUG by Irene Brady, KING HENRY THE MOUSE by Diane Redfield Massie and SNOW WUITE by Paul Heins. (Virginia) is now reading a book of PRINCESS STORIES. (Virginia's) writing is prolific. She writes books. The stories flow from her with great rapidity and constancy. She is never without ideas for her stories. They are full of imagination and invention. Her main themes are of a family of animals or people and their adventures. She also likes to write about royalty. The illustrations she draws to go with her stories are exquisite for their design and color. The mechanics of her

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writing still need work. She needs to come to me more regularly for spelling words. She needs to be more careful of her handwriting and to pay more attention to punctuation. This is an area where it is hard for (Virginia) to bend. She would rather not be bothered and sees it as a nuisance with a hindrance to her creativity. She needs to work on this attitude. But she is open to discussion about the fact that true creativity hinges on certain rules in writing. In math (Virginia) has a natural grasp of patterns and processes. She is quick to understand new concepts and often needs only one explanation. She is working on memorizing her times tables. She has done complex borrowing and carrying, place value to the millions, multiplication of one times two digit - 2×24 , beginning division and liquid and linear measurement.

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

The Prospect School
North Bennington, Vermont

Name: (Virginia)

Date: June 4, 1980

Age: 10;2

By: (U.F.)

(Virginia) has had an extremely productive year. She has been involved in all kinds of activity. Dramatically she has continued to flourish. She is sought after by her peers to be in plays with them. (Virginia) adds a touch of professionalism to any production she is in. She is able to step into any character role with ease and force. Her stage presence is powerful. Her natural sense of drama emerges in all areas of her work. Drawing and painting of all kinds reveal the drama within her. She drew a large mural by herself. It was like watching a story unfold as she drew and added to it day to day. She has a natural sense of color and composition. Her work is striking. She draws mainly people, in various settings. Great attention is paid to costume, facial expression, and design.

In her stories she does a great deal of drawing. These drawings add to the action and description in the story. Bookmaking was a natural interest for (Virginia). She made several books and filled them with stories and illustrations. (Virginia) is willing and eager to try any new activity presented and so has been involved in a large number of different projects, some of which follow: batik, rubbings, maze, bread dough maps, cooking, wax, bleach painting, craypas, plasticene, and marble painting. Any activity (Virginia) undertakes, she does so with exuberance and boldness.

(Virginia) is comfortable with several groups of girls. She has the most contact with three girls. They share interests in writing and illustration. They sit together for reading and journals, and also writing time. They often eat lunch together. (Virginia) seems to be with friends according to her interests. At the pool on Mondays she is often with a different group each week. For activities she picks her choices according to what she wants to do, not who else is doing it. Her relationship to me is important. On trips she likes to be with me, almost rather than her friends. Her place at group time or lunch

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time is always right next to me. At group times (Virginia) has become more and more vocal. She takes in a great deal of information and has a good memory. She has been very involved with the main curricular themes this year, and likes to talk about what she's learned. Story is an especially strong part of the day for her. She is always one of the first to raise her hand to tell where we left off in the story. She remembers everything and loves to listen, especially if I manage to get very dramatic in my reading. (Virginia) is a very central member of the group and has been a real pleasure to have in group this year.

(Virginia's) reading continues to be solid. She reads with a great deal of meaning, and is able to recount to me at length all of what has happened in her book since the last time we read together. It has become easier for (Virginia) to sound out long, unfamiliar words, and so her reading has become smoother. She has read LIGHTFOOT THE DEER, HOMER PRICE, CRICKET IN TIMES SQUARE, and KING OF THE DOLLHOUSE. (Virginia) continues to write prolifically. Themes of her stories are family, journey, relationship, and search. Her writing is full of description and dialogue. One story she has written has several "volumes." She is recognized and appreciated by her peers for her talents in writing. Numbers continue to come easily to (Virginia). She has almost memorized all the times tables. Other processes she has worked on include two-place multiplication, long division, word problems, fractions, money, and mapping.

(Virginia)

Teacher(s): (U.F.)

Group III 1980-81

Age 10;5-11;2

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8-12: Great shape. Started Beartown USA--others joined. Ideas in miniature are immense--as are her construction abilities. Very excited about making a movie. Writing continues--dragons and knights. Worked with (Gina), (Ina), (Carla). Speaking a lot at group. Taking in all the King Arthur story.

SEPTEMBER 15-19: Very agreeable and accepting of helping people. Worked with (Ruth) on grocery store for Beartown USA--and is now constructing an apartment where the storekeeper lives. Extremely strong with miniature and construction. Brought book in that her aunt wrote, but wanted me to show it. Very genuine. Good kickball player!

SEPTEMBER 22-26: Beartown USA--striking work. Writing reams and spelling's improved. Stayed with me in woods--last year held my hand on walk--this year, couldn't. Seems older. Enjoys talking with me one-to-one. Very honest and sincere. Always knows where we are in story.

SEPTEMBER 29 - OCTOBER 3: Did dress up--a magic queen--amazing affect with her voice--making it sound distant, with an echoing quality--portrayed magic voice in play. Made a crown for her costume completely on her own--very delicate and complex work--easily achieved. She's Guenevier for movie.

OCTOBER 6-10: Costume looks much better--made a big mistake cutting the hem--she just hacked it off--had to sew some back on. Her wedding outfit looks great--she loves it. Snapped at (Brad) when he was being picky about which cucumber he would take for snack. She said angrily, "Oh, just take one!" His response was shock and surprise "gley" is what he said. Her spelling has gotten a lot better since last spring. Themes in her stories remain--royalty and relationship.

OCTOBER 13-17: Helped a lot with the painting of the boat for the movie. Did blocks on Friday with (Suzanne) and (Emma). Built a low building--interesting--some complexity but not very developed. Is enjoying the movie thoroughly. Pays attention to every detail. Bites her nails a lot. Very involved in kickball--always first of girls to be

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picked.

OCTOBER 20-31: Was the devil for Halloween. In movie she's superb, as expected. Drew a picture of movie. Worked on costume all week. Did blocks and built a low structure. Seems content--productive--involved. Enjoying movie. Still distance in relationships.

NOVEMBER 10-14: Doesn't focus a lot of attention on self. Always makes contact with me, but not easy for her to form a close relationship with me. Very enthused about raffle ticket selling--went with (Ina) around No. Bennington. Has been drawing a lot--mostly scenes from movie--superb. Also very involved with wet chalk designs--wrote a story to go with it--space fantasy.

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The Prospect School
North Bennington, Vermont

Name: (Virginia)

Date: December, 1980

Age: 10;7

By: (U.F.)

(Virginia) has been very involved in construction this year. Her work on our Beartown USA project has been truly outstanding. She is highly skilled with her hands and capable of making very accurate miniature reproductions of food, furniture and much more. With various groups of friends, (Virginia) has made a grocery store, an apartment and a restaurant is still under construction. Beartown interested (Virginia) right away, and her work with it triggered other people's interests in it. She worked on it consistently for several solid weeks. Her ideas and extensions for decor are endless. In addition to this abundant construction work on Beartown, (Virginia) has also chosen to build with the blocks on several occasions. Her work with the actual structures is not as developed as is the drama which evolve around them. Her buildings are usually low, solid structures, but they serve as mansions, houses, or stories for the adventures of the little plastic people who act out the story. The movie has been a perfect extension of (Virginia's) dramatic interest. It has provided a whole other medium for her to act in. She has the lead female role as Queen Guenevier. She had to make three different costumes for the part and spent a great deal of very patient, concentrated time completing them. Her acting, as usual, has been superb. She is a wonderful person to have in a movie because she requires so little rehearsing of her part and is able, on the spot, to be hysterical, regal or whatever the moment demands.

(Virginia) has also done some incredible magic marker drawings of the movie. Again, she was the initiator of the idea and others followed, drawing their own renditions of various scenes. Other main interests of (Virginia's) are cooking, anything to do with color, and swimming. She recently did some fairly spectacular wet chalk abstracts, complete with story to go with them. At swimming on Mondays, (Virginia) has become more and more daring each week. She has taught herself to swim and is now teaching herself to dive.

(Virginia's) social patterns have remained very much the same as last year. While she is comfortable working with and chatting with many different groups of girls, she also shows preference for her relationships with one or two

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girls in particular. The strongest relationship she has is with a girl she shares an interest with and also an ability for writing. They always sit together to write and support each other by discussing their stories and helping each other decide what they could have happen next. At lunchtime, she always sits in the same place with pretty much the same people. She still likes to sit by my chair whenever she can and her relationship to me remains an important source of support for her. Whenever we go to the woods, or go anywhere on a trip or filming, she likes to go with me in my car.

(Virginia's) group sense and commitment is very strong. She has been a main supporter of the movie project and helped add to a group feeling of cooperation and hard work. She has also devoted several of her Friday afternoons to sitting painstakingly at a grocery store selling raffle tickets to support our group trip to New York City.

(Virginia) is also very ready to help or teach her peers. She is always very accommodating and rarely exclusive. Her kickball ability continues to be strong. Everyone in the group recognizes her ability. She continues to be a powerful central member of the group and a pleasure to teach.

Academically, (Virginia's) strength is her writing. Her voluminous work continues. There has been a new development in her stories. She has been inventing different types of creatures. They are very unusual and her description of them is visual and dynamic. She continues to write "books." Themes of her stories are magic, mystery and adventure. The group loves to have her stories read out loud. Often her style is imitated by others in the class. (Virginia's) reading seems to have improved over the summer. She came to school reading more smoothly than before. She can still stumble over words and her reading is not yet as fluent as it could be but it continues to show improvement and that's what is important. She reads with a great deal of meaning and has read MISS HICKORY, ELIDOR AND THE GOLDEN BALL, and BLACK HEARTS IN BATTERSEA. In math, (Virginia) continues to demonstrate competence. She knows the times tables very well now and always gets a "great" 100% on her tests. She masters new processes with ease. I have worked with her on complex multiplication, borrowing, carrying and word problems on all these operations. She is picking up the review of long division fairly easily and needs only infrequent help in figuring out the next step. She can do 3-digit, divided by 1 digit long division and will soon be moving into 4-digit divided by 2-digit division.

(The Spring Weekly Descriptive Records are missing from this file.)

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The Prospect School
North Bennington, Vermont

Name: (Virginia)

Date: June, 1981

Age: 11;1

By: (U.F.)

(Virginia's) main areas of involvement this term have been drama, construction, batik and drawing. She worked hard on both our group projects, Beartown USA and a batik quilt, which accounts for her participation in construction and batik. She made two buildings for Beartown with friends, a restaurant and a hotel, and she built a gas station independently. Having been involved in the construction of three different buildings, she made the largest contribution to Beartown of anyone in the group. Not only was her work striking for reasons of quality, but also because of the quality of the finished products. Her projects were extremely elaborate, inventive and well-thought out, not to mention evocative of a great deal of charm and atmosphere. There were a couple of occasions when (Virginia) had obviously slapped something together with little care paid to craftsmanship. When I pointed this out to her, she was not at all open about changing her work. I mention this because it stands in contrast to the bulk of her very detailed and painstaking work. The other group project (Virginia) was involved in was our batik quilt. She spent several weeks doing nothing but batik and made two beautiful squares for the quilt. The natural sense of composition and color which she demonstrates in her drawings was also very visible in the dye and wax medium. She seemed to enjoy the process of batik and caught on quickly to its fairly complex technique. She continues to draw prolifically. The bulk of this drawing takes place in her writing book and journal. The illustrations of her stories are almost as important as the story itself. They add a great deal in terms of atmosphere and reader interest. About mid-term (Virginia) began, on her own, to try to draw things "from life." She tried to draw a lamp and a big conch shell, at the same time charcoal and pastels were being offered as an activity choice. It became clear that (Virginia) was beginning to ask for technique in a very definite way. She wanted to learn how to draw with shading and perspective and had very definite ideas about how she was going to acquire these skills. She said she was going to wait until high school because her sister took art there and that's where she's going to learn it too. However, she was open to instruction in charcoal

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shading and took to it with characteristic ease.

Drama continues to be an area of real strength for (Virginia). In any production she's in, she stands out because of her incredible ability to act. She is able to take on a character and very dramatically portray their emotions and actions. She was recently in the Middle School play, THE TAMING OF THE SHREW. She knew her lines almost better than anyone and was striking for the stage presence and emotion she was able to convey. (Virginia) has been abundantly productive this term and is able to take full advantage of all that has been offered to her. Other activities she has participated in are cooking, costume-making, electricity and yoga.

Socially and in her relationship to the group, (Virginia) has gone through some slight changes. She continues to maintain a certain amount of distance in her relationships. This distance seems to be related to a real need for control and certainty. Because in order to maintain the kind of control she is comfortable with, she can become somewhat rigid, intolerant and sometimes finds it difficult to laugh at herself. She can give others the impression that she's got everything all figured out. If one of her peers is so bold as to disagree with her, she sometimes finds it difficult to see another point of view. However, the shift that I've noticed in (Virginia) over the last month of so is in relation to this tightness in her relationships. Her involvement in the Middle School play seemed to mark a slight change in her attitude. It was good for (Virginia) to be involved in a production that wasn't perfect. She handled this very well. Instead of getting upset about it, she turned it into a joke. She laughed openly about the fact that she thought they would all "flub up" and seemed to actually relish the fact. During this time (Virginia) became more visible to the group. She was more openly talkative and did more "fooling around" with her peers than I'd ever seen her do. She has many friends and spends a good deal of time with them working and playing.

As a group member (Virginia) is a real organizer. She is able to take command in many situations and has been someone on whom I can always depend. She is respected and admired for her extreme competence and her independent spirit. I have very much enjoyed teaching her these past two years.

(Virginia) is totally conscientious about all aspects of her academic work. Her research report on Louisa May

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Alcott was the longest one in the group, and also one of the most interesting. She worked on it largely independently, as rehearsal time for the Middle School play and our writing time conflicted. This did not deter her from organizing the whole thing herself and working hard on it at home until it was complete.

Creatively she continues to write volumes. It is not unusual for one story to continue for 3-4 composition books. The illustrations that go with her stories remain striking and add much to the narrative. (Virginia's) reading is very solid. She is able to read books of greater difficulty now with greater ease. This term she has done a good deal of reading with a partner. She seems to have enjoyed this way of sharing books with her peers. Books she has read include OTHERWISE KNOWN AS SHEILA THE GREAT and RAMONA THE BRAVE.

(Virginia) has continued to demonstrate exceptional competence in the area of numbers. Several times (Virginia) finished her week's work early and instead of going on to math games or puzzles, she chose to do more number work. She mastered her times tables, addition and subtraction facts, long division, many place multiplication, borrowing and carrying. Other processes she has worked on are fractions, decimals, graphing, money, measurement and word problems in all these areas.

(Virginia) Teacher(s): (M.M.)
 Assistant Teacher (art): (B.B.)
Group III 1981-82
Age 11;5-12;2

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8: Good week for (Virginia). Tense and a little distant at first, loosened up, as week went up. Very composed--her own inner balance? Mostly with (Alva), (Grace), (Abby), very involved in dress-up, cooking, etc. Interested in group, quiet, but does have things to say. Independent.

SEPTEMBER 12-25: Great week--very involved. Forest trip, mapping, journals, "Black Rose". Lead part in "Black Rose" was mesmerizing. Bottle drive--enthusiastic--fun. Direct and helpful to (Abby). Even when group cutting loose, she was composed, settled, full of energy and spark. (Alva), (Abby)--main contacts.

SEPTEMBER 28 - OCTOBER 1: Loved the forest trip. Smiles, enthusiasm, excitement. Very sure of surround and happy. Interested in stars and also first aid. Went on a hike with older girls.

OCTOBER 13-23: Pretty good week--some discomfort regarding group and social issues--"cutting loose" makes her quietly angry. But interested in batik--beautiful dragon scene from THE HOBBIT--very excited regarding this choice as she plays Gandalf. Memorizing lines quickly. Also cooking, dress-up, drawing, games, involved in all. (Abby), (Candy), (Grace), (Alva) socially.

NOVEMBER 6-20: Generally good week, though some discomfort with group still. More vocal about this. My decision to give them group assignment really upset her but she saw reason for this. Finished batik with beautiful results. Report going reasonably well--some problems with source materials. But writing heroically all of the same. Socially she's with (Alva), (Abby), (Candy), and (Grace). Attempting to resolve things with (Alva), (Abby) over casting and plot difficulties. Very independent--didn't really appreciate my intervening in an explosive situation. Experimented more with watercolor, perspective--enjoyed these both very much.

NOVEMBER 24 - DECEMBER 18: Very involved in feasts, decorations, and holiday spirit. Main mover for the Christmas play--her ingenuity and resourcefulness are

1981-82

unending. Socially, (Alva), (Abby), (Grace), etc. Quilling, cooking, decoration, costuming, murals; she and (Alva) did a string Christmas mural--employed newly taught perspective with immediate expertise.

JANUARY 11-15: (Virginia) came back to school energetic and interested. Relationships are substantially the same--a bit more connections with others, perhaps. Relationship with me seems good--a little lighter. Very involved in all aspects of curriculum, with group, play, French being real highpoints. Times, dividing, and circle exercises in math seemed good for her though a little more challenge wouldn't hurt. Another journal!--looks promising.

JANUARY 18-29: Good shape. Involved in the play--helping with set design, costumes and "filler" parts as well as her own large part (Gandalf). Also very involved in current event discussion groups--doesn't say a whole lot, but always there and always very attentive. Loves French, and is really going places with it! Journal writing is strong--wants to read to the group--especially a story about a boy and his creation of a new planet. Got the math quickly and easily--also involved in cooking--both for hot lunch and in homework. Loved the work on ancestors, brought in a lot of stuff. Other activities included water color with (Grace) (a beautiful princess scene) and drawing. The play is the real focus though. Socially (Alva), (Grace), (Abby), (Candy), and other girls to a lesser extent--contact with (Leo), (Al), but much less frequent.

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The Prospect School
North Bennington, Vermont

Name: (Virginia)

Date: March, 1982

Age: 11;10

By: (M.M.)

As we discussed in our January parent conference, (Virginia) has had a productive and energetic school year so far. She has been engaged in a wide variety of projects, and has involved herself fully in all of them. Of particular importance have been a beautiful batik (part of a larger series), a major role in our class play, involvement in the French class, and a leading role in the group's square dancing.

Other activities and interests have also blossomed. She worked with (B.B.) on perspective drawing, and quickly mastered the technique, applying it to her drawing effectively and surely from the beginning. She also experimented with water color with considerable success. Writing has continued strong, and I have read (Virginia's) journal to the class' continuing interest and delight.

(Virginia's) relationships have generally been good. She has the respect and admiration of her peers, and a nice conversational relationship with me. I feel that things are open, direct, and warm between us, and find her a joy to teach--attentive, interested, and concerned. I am confident that she will have a busy and fulfilling spring.

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MARCH 8-12: GOOD WEEK--very set for play--lots of suggestions, help with the preparations: sets, costumes, etc. But some social difficulties--(Alva) particularly--a lot of friction there right now. Arguments over who's right, etc. Had to separate them a couple of times. Hard for (Virginia) to see herself clearly at these times. In play was great!--very effective, very true character. Lost her voice right after and missed a day.

MARCH 15-19: Kind of uneven week--academically and in curricular issues she was solid and inventive. Socially however, things were uneasy especially with (Alva). Some real scrapes there. Some contact with others (Gina), (Lucy), (Candy)--good change. Also (Leo). In activities--mostly cards for first part of week--unusual choice for her--had her focus on activities at end of week--fabric painting with beautiful results. Seemed relieved to be put back on this track. Liked the new curriculum and had lots to share.

MARCH 22 - APRIL 2: Continued social frictions--seems more irritable than is usual for her. Academically, no problems--seeking this out: getting a lot of math done. Not sure she's understanding sets too well--need to discuss it. Writing is great--CHILDREN'S PARADISE is in a 3rd book and going strong, also started a "racy" new story on Hawaii, suntans, and relationships. Not her usual content, but done with real mastery of the style. Fun to read! Very nice comments in discussions on rights--brought up whole economic rights questions with succinctness--helped other kids to see importance of issue. Activities: square dancing, sewing, cooking, report (on holidays), drawing, a little tie-dye.

APRIL 19-23: Seems a little out of sorts--grumpy. Feel as if she's mistrustful of me--not sure why. Very engaged in the script for Mary Poppins--the central mover there: songs, lyrics...dialogue--really into it. Likes the challenge of writing script... Mostly quiet in discussion--listening, makes comments when called upon, but not volunteering a lot of information. Working on a report on Warren Beatty--a switch for her. Doing a freehand drawing, but having some difficulty--(B.B.) is helping.

APRIL 26-30: Finished the script--pretty excited about it--and pleased, too. Did Beatty report--glad to be done. Interested in discussions on...race, sexism. In math, starting algebra and excited about it--though somewhat confused by new business of variables. Socially--(Alva), (Abby), (Candy) and (Mia).

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MAY 2-14: A little "grumpy"--perplexed by algebra and a bit anxious about this--doesn't like doing any math she doesn't fully understand the process of. Writing a story with (Alva), (Abby); a nice project for the three of them. Involved in the play--helping withsongs, is into her part. Very active in soccer--plays hard and well. Helped to organize a "teddy bears picnic" at the park--really fun; fine for all of us. Listening to discussions, but not being vocal...

MAY 17 - JUNE 11: Disappointed about Mary Poppins decision (not to produce it) but agreed with it, but she would have liked things to go through. Very involved in trip preparation--looking forward to going to the Cape. Raising money like nobody's business.

JUNE 14-18: Loved the trip--involved and very helpful. Lots of good suggestions; had a great time at the beach--interested in the nuclear power stuff too. Did a neat drawing for mural for last day assembly--she and (Alva) and (Grace) all caught up in a rip tide. Pretty comical. Mildly disgusted with the painting "it's too messy!" so exact and demanding in her drawing!

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The Prospect School
North Bennington, Vermont

Name: (Virginia)

Date: July, 1982

Age: 12;2

By: (M.M.)

(Virginia) was productive and involved in most areas of the curriculum this spring. She continued to be a very important and positive person in the group, contributing much to group discussions, projects, and activities, while accomplishing a great deal on her own as well.

In activities, (Virginia's) interests have centered around drama, painting and drawing, and cooking. She is a very skilled person in all areas and uses her imagination and enthusiasm to produce beautiful work. Her drawing continued to be mostly of fantasy scenes, and frequently accompanied a journal or else a class story or play. (Virginia) has now largely mastered the use of perspective, and incorporates it into most of her drawings. These are admired by peers and adults alike, with good reason. Her work has a very special freshness to it. In drama, she took the part of Gandalf in our class play and played it with great skill and feeling. (Virginia) was also very helpful backstage and in making sets and costumes. She could always be counted on to come through and help to make a production work. (Virginia's) sense of organization and what needed to be done also carried over to her cooking ventures. She made cakes, cookies, and treats for birthday parties and was a major force behind hot lunches, holiday feasts and cooking for trips and picnics. She and three friends organized a "Teddy Bear's Picnic" and did all of the ordering and preparation of the food with efficacy, ease, and good humor. Other activities (Virginia) has chosen include water color, paper marbling, wax, projects for an anti-nuclear demonstration (where she sewed a very beautiful penguin's costume so that Antarctica would be represented), and visits to the (historical foundation).

Physical activities have been important to (Virginia), and she has taken a very active part in all of them. She was skilled and enthusiastic in square dancing, soccer, kickball, "Capture the Flag," skiing, hiking, and swimming. (Virginia) was always very fair and a good sport, but was unafraid of playing hard as well. These qualities made her a respected and sought-out person whenever we were playing games.

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In academics, (Virginia) has made strong progress in all areas. In math, she continued to work on advanced aspects of computation and the foundations of higher math. She is familiar with the ways to find areas and perimeters of simple geometrical shapes, and has done some work with volume and circumference. She continued to work on decimals, fractions, and ratio, and has also been exposed to Roman numerals, various number bases, mazes, puzzles, and story problems. (Virginia) learned all of these quickly and easily. During the last few weeks of school, she began to work with simple algebraic sentences of one, two and three variables. This material was new to (Virginia) and was a lot to learn at once. At times she got pretty frustrated with it but she stuck at it and now seems to be getting some of its meaning as well as its form. Some review will be necessary so as to ensure that these new processes are still familiar.

(Virginia) has read several books this term, either fairy tales or books about relationships. These include MORE ALL OF A KIND FAMILY, THE BLUE FAIRY BOOK, THE GLASSBLOWER'S CHILDREN, and CADDIE WOODLAWN. She reads with excellent understanding and can describe her reading in detail. She enjoys talking about her reading and reading with other children. (Virginia) reads well and expressively, but could be a bit nervous when reading to me. She clearly enjoys her reading and looks forward to that part of the day.

(Virginia) continued to write volumes of beautiful stories full of adventure and magic. Her stories were profusely illustrated, and complex in plot and characterization. CHILDREN'S PARADISE ran to three volumes and many months, and was admired by everyone who saw it. In addition to her stories, (Virginia) also wrote several clear and careful pieces on pollution, a "perfect day," human rights, and a report on Warren Beatty. Her report was well researched, clearly organized, and well-written, and had a carefully drawn portrait on the front. Mechanically, her writing continued to improve, particularly in spelling. (Virginia) quickly learned spelling rules and applied them consistently to her own writing. She has a good sense of sentence structure and capitalization, but will need a little more instruction and practice in paragraphing.

In group, (Virginia) was not as vocal as in the fall but continued to listen carefully and to occasionally offer insightful and relevant comments. She most enjoyed our groups on social issues such as pollution, energy, weapon

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policies, civil rights, sexism, and racism. (Virginia) has a clear sense of her own values and sticks up for her own beliefs. She was also involved in discussions about group activities and projects, though she clearly preferred doing these to talking about them.

Socially, (Virginia) seemed to have a somewhat rougher time. She remained close to a group of three girls and two boys, but came into conflict with one girl fairly often. These difficulties seemed to stem from both girls having definite ideas, being a bit stubborn, and unwilling to recognize this about themselves. This was particularly hard for (Virginia), and she could be quite stubborn about not being stubborn. Nevertheless, conflicts were the exception, and (Virginia) generally got along famously with her friends and very well with everyone in the group.

(Virginia's) relationship to me seemed more distant. She seemed wary of getting close for fear of being disappointed, and on a few occasions said as much. She was deeply disappointed when we quit doing French, and seemed less trusting and open afterwards. However, she was still friendly and enthusiastic and very helpful when I needed assistance with a big project such as the play.

(Virginia's) strong sense of group, active interests, and enthusiasm make her an easy person to teach, and a delight in the classroom. I feel lucky to have been her teacher and will miss her a lot next year.

(Virginia)		Teacher(s): (U.F.)
		Volunteer: (F.M.)
Group IV	1982-83	Assistant Teacher (art): (B.B.)
		Principal (lit. crit.): (E.V.)
Age	12;5-13;2	Volunteer (photography): (L.A.)

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 7-10: Is being her usual self-motivated, abundantly productive self. Made a beautiful linoleum block and began a big mural of a boy with elfin shoes and an old witch. Her writing themes are varied and astonishingly interesting. The mechanics of her writing have greatly improved. Conscientious academically and extremely competent. Vulnerable area is reading. Cooked with (Peggy) and (Alva)--also did lino blocks with them. Main pal seems to be (Alva). Respected. Quite a kicker in kickball games.

SEPTEMBER 13-17: Working on mural--(Alva's) helping her paint it--they developed whole story to go with it, and are having fun mixing colors for it. (Virginia) in play as one of a feuding family--unusual role for her--slapstick comedy--but she seemed to really enjoy it and was very funny--dealt with (Jonah) (her cohort in feud) incredibly well--he would sometimes get carried away in ad-libbing and she would humorfully, yet POWERFULLY tell him to stop in the context of the play. Did silk screen on Friday--with (Mick) and (Emma). (Alva) gone--not a whole lot of contact with anyone else--yet friendly.

SEPTEMBER 20-24: Whizzed right through review of calculation skills--also did lots of work with linear measurement. Started a small needlepoint project. Caught on quickly. Enjoyed photography--commented that she didn't realize she could learn how to use a camera so quickly. So self-motivated. Supportive of group. Offered comments at group meeting about singing--said she thought singing was different from talking because it showed your feelings. Hard for her to talk at groups--flushes--but has good things to say.

SEPTEMBER 27 - OCTOBER 1: Self-direction still impressive. Tentativeness showing up in other areas--didn't want her essay read, couldn't say what wanted to do for a play--but put down others' ideas. In play was great--though got a little long-winded with complexity...her queenly speeches--had to help her condense it. Enjoyed overnight--very cooperative and responsible about jobs. Critical eye when things don't measure up. Relationship with (Leo)--friends.

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Acrylic painting--seemed to enjoy--finishing up her needlepoint.

OCTOBER 4-8: Seems to be relaxing a little around me--more easy humor and chatting. At group times remains fairly silent. Spectacular as evil queen in the overnight play "Quest for the Amulet." Copied over 2 poems for display--using a form of calligraphy--works of art with both of them. Main pal remains (Alva). Tesselations were gorgeous--used shadings to accent designs, rather than colors--very effective. Enjoying guitar lessons.

OCTOBER 18-22: Lots of friends--mainly (Alva) and (Meg). Really loved the (waterfall)--went boldly exploring. For her acrylic painting she did a sketch of the (waterfall) and nearby house. Built Queen Elizabeth's palace out of blocks with (Alva). Helped sell at the bake sale on Friday--had lots of fun with her. Lots of joking and humor. Had a great time back at school with (Mick), (Meg) and (Alva)--played kick the can and was very playful and funny with everyone.

OCTOBER 25-29: Almost too responsible--when she forgets something or messes up on something it's very hard for her to laugh at self--figures out reasons why it happened. Wish she could loosen up a little more--has loosened up a great deal in past couple years--but still room for more. Made an incredible costume for Halloween--all of own creation--a BEAUTIFUL dragon's head and tail. Didn't go roller skating--doesn't like to. Started a new volume--THE UNDERGROUND DOMAINS--cover looks like Huck Finn on a raft.

NOVEMBER 8-12: Rigid and opinionated at times. Also hidden--doesn't express opinions readily at group--remains quiet. Did acrylic painting--very nice--of (waterfall). But seems stuck in her painting--it's all the same. Need to loosen up and try a new approach. Worked hard on her play all week--put it on dittos and ran it off. Very proud. Likes technique and structure. Loves photography. Relationship with (Peggy) is forming--could be very positive. Friendly--responds to my gestures towards her, but rarely initiates. Well-liked--respected. In one way is totally in tune with the group--in another way I sense she has very little awareness of the actual group dynamics.

NOVEMBER 15-19: Is uncomfortable when group gets too good-natured joking and playfulness--hard for her to relax at or with the group and just chat. Keeps to herself--doesn't enjoy being funny, wild or crazy--frowns upon it. Humor is a big part of her however--dry sense of humor--

1982-83

shared a Garfield comic strip with (Leo) and (Mick)--unusual for her to take to (Mick). Doesn't talk to many people. In morning when enters--I have to say "hi" to her or she would just come in and sit down and barely talk to anyone. Had conference with her--very interesting--spoke with her about her painting and her writing--told her I thought what she did was great, but she needed to move on. She agreed. Told me how she's sent a story of hers to an aunt hoping she would send it back with criticisms and only got it back with a comment about how great it was. Needs writing critically examined--needs to know ways to branch out--expand. Suggested a journal for her to keep--she seemed interested. Also realized I don't push her as I do other kids. She made a box out of wood and the edges weren't very straight--she acted like "oh this is fine"--and I let it go--I realized in talking to her I should've forced her to straighten those edges. I see her as so competent in certain ways that she's un-needing of my instruction, or that she knows what's best for herself. She appreciated talking about this.

DECEMBER 6-10: Really enjoyed the homework assignment to write a page essay on what it will be like in year 2082. Went on and on about government structure, cars, people, medicine, etc., etc. In play "Everyman" is marvelous as Good Deeds--dramatic ability continues. Chose to be Injun Joe in our play Tom Sawyer--didn't like any of the girl roles. Charcoal drawing--loved. Did bleach, straw, string, ink painting--enjoyed variety of mediums. Cooking and ornaments.

DECEMBER 13-17: Wrote me a Christmas card telling me how much she's enjoying this year--full of lavish expression of feeling--it all comes out in her writing. I see very little easy expressiveness in the day-to-day person. Hard for her to show her feelings. Lots of friends. Respected. Created a miniature diorama/ornaments of own idea--a tiny nativity scene--lovely. Helped (Emma) create costume of 5 Wits--good job--and supportive. Marvelous in own role as "Good Deeds."

JANUARY 10-14: Remains hidden--hard for her to accept playful joking about herself. SO productive--origami, felt pictures, salt jar, photography, ink painting. Loves color. Friends are (Peggy), (Meg), (Abby), (Alva), (Leo). Enjoyed building microscope. Doing acrylic painting for visiting lecturer as thank you for Russian slides.

1982-83

JANUARY 19-21: Did water colors--same style--needs depth. Making a book with (Peggy) for younger children--she's mainly doing it. Lots of contact with (Peggy) around projects and work--not so much socially. Only girl to do ski program with 5 boys--sat with them at lunch of own choice. Courageous. In play is very good as Injun Joe--but sings a solo and is first time I've seen her self-conscious dramatically. Academically is so strong. Strength of will and determination are remarkable.

JANUARY 24-28: Directed and produced her own play--a spy intrigue in Russia. Was very good--but could've been better in ways--seemed to resent my suggestions, so I let her do it all on her own. On Wednesday--did a map for (F.M.)--started it out wrong and I made her do it over--very resistive. Did an acrylic painting of Russia as a thank-you to (visiting lecturer) for giving us a slide show. Friends--(Leo) and (Peggy).

JANUARY 31 - FEBRUARY 4: Photography, cooking (with (Peggy)) and bookmaking (with (Peggy)). At rehearsals of "Tom Sawyer" can get laughing VERY hard over mistakes people make--not in a mean way at all-unusual show of playfulness and enjoyment. It's often hard to tell when she's enjoying something. She told me we should start rehearsing the end of the play instead of always starting from the middle--the way she said it, it was more than a suggestion--seemed slightly angered when I disagreed with her.

FEBRUARY 8-18: Lots of valentine making, cooking. Did ink drawing with (B.B.)--nice work--different from her usual work. Her writing continues to be superb--has written a couple pieces recently that have a moral or message. Friends remain many, but no one close. She's the only girl who goes skiing on Fridays. Lots of courage and determination--has trouble being a little too hard nosed about it sometimes though. Worked hard on her song "Injun Joe"--does beautifully--giving her all and is now singing to the audience.

FEBRUARY 28 - MARCH 11: Very involved and focal in newspaper--is assistant editor--but in some ways did more work than the editor. Designed cover and wrote headline story as well as feature story--ran off all copies, typed 2 pages--great for her to become that involved. Great as Injun Joe--becoming more her part. Helped with sets some--done a lot of photography--very involved with it. Has potential to be a powerfully generative and supportive group member--but holds back. Doesn't put herself out

1982-83

JANUARY 19-21: Did water colors--same style--needs depth. Making a book with (Peggy) for younger children--she's mainly doing it. Lots of contact with (Peggy) around projects and work--not so much socially. Only girl to do ski program with 5 boys--sat with them at lunch of own choice. Courageous. In play is very good as Injun Joe--but sings a solo and is first time I've seen her self-conscious dramatically. Academically is so strong. Strength of will and determination are remarkable.

JANUARY 24-28: Directed and produced her own play--a spy intrigue in Russia. Was very good--but could've been better in ways--seemed to resent my suggestions, so I let her do it all on her own. On Wednesday--did a map for (F.M.)--started it out wrong and I made her do it over--very resistive. Did an acrylic painting of Russia as a thank-you to (visiting lecturer) for giving us a slide show. Friends--(Leo) and (Peggy).

JANUARY 31 - FEBRUARY 4: Photography, cooking (with (Peggy)) and bookmaking (with (Peggy)). At rehearsals of "Tom Sawyer" can get laughing VERY hard over mistakes people make--not in a mean way at all-unusual show of playfulness and enjoyment. It's often hard to tell when she's enjoying something. She told me we should start rehearsing the end of the play instead of always starting from the middle--the way she said it, it was more than a suggestion--seemed slightly angered when I disagreed with her.

FEBRUARY 8-18: Lots of valentine making, cooking. Did ink drawing with (B.B.)--nice work--different from her usual work. Her writing continues to be superb--has written a couple pieces recently that have a moral or message. Friends remain many, but no one close. She's the only girl who goes skiing on Fridays. Lots of courage and determination--has trouble being a little too hard nosed about it sometimes though. Worked hard on her song "Injun Joe"--does beautifully--giving her all and is now singing to the audience.

FEBRUARY 28 - MARCH 11: Very involved and focal in newspaper--is assistant editor--but in some ways did more work than the editor. Designed cover and wrote headline story as well as feature story--ran off all copies, typed 2 pages--great for her to become that involved. Great as Injun Joe--becoming more her part. Helped with sets some--done a lot of photography--very involved with it. Has potential to be a powerfully generative and supportive group member--but holds back. Doesn't put herself out

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there. Remains somewhat aloof and disdainful.

MARCH 14-18: Designed an entire stage set for play--great for her--made her visible. Directed, suggested and supported the whole group in their painting of her sets. She was the most open I've seen her all year--she was also VERY proud of her work. She's totally involved in the play. Also VERY involved with the newspaper. Wrote and typed her story already for NEXT week's paper. Lots of friends--all more or less working relationships--not any social ones. Misses (Abby) still, I think.

MARCH 21-25: Very productive--helped get the newspaper off again and did several pieces for it. In play continues to be powerful. But she has her domain--doesn't want it to be crossed. Very hard to get through to her because she's so good at everything--there's so little vulnerability as it is. Stays very aloof of social complexities in group--doesn't get involved.

MARCH 28 - APRIL 8: Excellent as Injun Joe in play. Make up really made her look like a man. Was strong and clear in her part--but invulnerable. Sang a great song--wickedness appeals to her. Made a lovely photo album for (musical director) of pictures from the play--developed a whole roll herself Wednesday night before the show. Stayed at school until 10:30 developing with brother. Did nice work with water color and ink--experimenting herself. Also is making a tower out of clay which will be a lantern with a roof. Had conference with her about being more open and available to group and more generative of group projects, etc. Is interested in writing a movie for the group to do. Had interesting exchange with her as I worked on clay with her side by side. She seemed unused to people chatting with her as I was--but welcomed it also.

APRIL 11-15: Is writing the movie with (Margot) and (Meg)--she's doing most of organizational work and also a lot of writing. Did photography with (Leo)--lots of prints. Went to group I-II and did monoprints by herself with small group of I-II'ers. Clay--tower candle holder. did story and pictures for bulletin this week. Productivity and self motivation are amazing. Gets SO much done. Big help on bottle drive--though reluctantly went. Cooked with (Margot)--had fun--lots of chatter. Justified her gooy icing and didn't appreciate my joke about it. Remains aloof from group.

APRIL 25-29: WOW--productive AND visible! On Friday she read the movie she'd helped write to the group--acted in

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the play that she'd written and directed--read her "peace" essay aloud to the assembly AND was largely responsible for getting the newspaper out this week. Incredible--good natured about her contact with people this week--less rigidity. Lots of contact with (Meg). Loves French.

MAY 2-13: Is loving filming the movie--excited and visible. Relationship to me important because I am able to joke with her about herself--hard for her to do, but not so hard to accept. FULL of projects and productivity and LOVING it. Responsible. Good for her to find out just how much work a movie really is. Contributed 5 pages to the newspaper this week.

JUNE 1983: On trip to Quebec--was with me a fair amount. Not very comfortable with horse play and frolic that happened a lot on trip. Loved trying to speak French and I helped her with her efforts. Took gorgeous photos all over--a documentary of trip--I got prints made. Very appreciative of trip--taken with everything. Wanted to get immersed in the culture. Stayed aloof from girl conflicts in relationships--stayed independent, on own. Helped a lot with silk screening of t-shirts. Helped (L.A.) and (Leo) set up photo show. Real group supporter in that way.

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WEEKLY ACADEMIC RECORD

Date	Reading	Writing/Drawing	Numbers	Other
10	Camilla L'Engle	<u>The Spanish Ceramic Vase</u>	incredible production-- all timed sheets with- in 1:30, also linear measurement project	mural--cook
17	Camilla good journal	poems--terrific lots of rhyming-- clever--nice images beam--wanted form quotations & contractions good	base 4 & 5 firm, word prob. borrow/ carry OK many place borrow/carry OK place value linear meas.- draw to size- great	--funny family feud, silk screen
24	Camilla L'Engle	research--how mountains are formed, continue <u>Spanish Vase</u>	L.D.--easy many place mult.--easy linear meas.- lots, good work	mural needlepoint
31	Camilla L'Engle	continue <u>Spanish Vase</u> power--leave of the essay--learning how to ride bicycle	2 dig. div. 3 dig. div.-- LD OK mult. of 10-- OK	needlepoint photography acrylics
18	Camilla good journal	recopied 2 poems worked on <u>Spanish Vase</u>	word problems used shadings	clay needlepoint photography states

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Date	Reading	Writing/Drawing	Numbers	Other
18	The High Riders, by Margaret Hodges	earliest memory finished <u>Spanish Vase</u>	polyominoes dominoes triminoes tetraminoes pentominoes-- one of first to solve!	clay craypas/paint thinner, blocks, acrylic sketch, cook
25	The High Riders	began new volume <u>The Underground Domains</u> --about boy on a raft goes underground by magic of wizard	pentominoes--determined, equations with variable, rounding nos. & estimation	cooking frame-- acrylic
12	The High Riders	play--"The Essence of Novosibirsk"--Russia in 1880, spy with intrigue, shopkeeper, mother, son	protractor/compass, angles/perp. lines, tri, quad, polygons perimeter	acrylic painting of the Cascades
Nov. 12	High Riders	play Russian themes	tri. perimeter	acrylic
Nov. 20	High Riders	journal--personal log, recopied play, <u>Underground Domains</u> (continued)	geometry review--excellent work perimeter, area, use of protractor & compass	lacquer box

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Date	Reading	Writing/Drawing	Numbers	Other
Dec. 6	High Riders	journal-- personal log, descriptions of objects	fractions-- equal, reduce lowest terms, add-subtract; decimals-- add, subtract, ordering	lacquer box, quilling ornaments, costume
Dec. 10		fairy tale-- family--royal-- children all have names of colors	decimals-- divide, mult. mult. of 10	ink print acrylics salt jar
Dec. 17		research-- Ireland	fractions-- common den. add-sub. mixed improper	
Dec. 31		letter--to cousins, continued story <u>Underground</u> <u>Domains</u>	fractions-- mult., divide, convert to decimals, word problems	
Jan. 1		recopied fairy tale about over- use of rainbows & smily faces	ratio of pro- portion	
		write--	percent facts (all under 3) patterns blockwork	

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Date	Reading	Writing/Drawing	Numbers	Other
28		articles for paper: running story, front page article, French page, report on Charlemagne	review of percent, review of fractions, scientific notation	
		story about a cat from cat's point of view, Dirch's critique of <u>Underground Domains</u>	word problems	
		movie script--packed--almost too much happening--wonderful variety of characters, report--Charlemagne--well organized	fraction review--well done math history	
		finished report, finished movie & is now producing it, continuing work on <u>Underground Domains</u>	review of decimal fractions, equations--beginning algebra, scientific notation, all well done	
		Thank-You to M. Benn. for "Robin Hood," article for newspaper	integers	

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The Prospect School
North Bennington, Vermont

Name: (Virginia)

Date: May, 1983

Age: 13;1

By: (U.F.)

(Virginia) has continued her usual high level of productivity this year. Drama remains a central area of interest and strength. She was striking in her portrayal of Injun Joe in our play "Tom Sawyer."

At assembly a few weeks ago, she presented the Russian play she directed and wrote herself called "The Essence of Novosibirsk." It was a humorous and action-packed drama of espionage and small town life. Recently she and two other girls in the group undertook the creation of a group movie. (Virginia) was focal in this trio and responsible for most of the work. The movie is entitled "The Broomstein Muddle" and she has been in total charge of organizing it, scheduling shooting times, directing and also occasionally filming it. This movie, along with her Russian play, has helped make (Virginia) very visible and central to the group. These two dramatic pieces have given her a way to offer something to the group. It has really helped to cut through a more distant stance she usually maintains in the group, and has brought her right into the thick of things. She has placed herself in a position of leadership in several ways, which has put her in the position of providing guidance and direction to those she's involved with. I've been struck with the pleasant, matter-of-fact manner with which she handles these roles of responsibility. These projects (the movie, play, newspaper) have helped her to open up to the group and become available to her peers in ways that previously seemed difficult. Other areas of activity (Virginia) has been involved with include clay, photography, cooking, origami, ink drawings and water colors. She has been active in the photography program and has recently finished making several posters for their upcoming photo show at the (gallery). Group projects have been her main focus this term. She was assistant editor to the newspaper and always contributed several (sometimes as many as five) pages to each publication. She was mainly in charge of taking the pictures for, developing and compiling a book of photos from our play as a thank you to our musical director. She designed the entire outdoor sets for "Tom Sawyer" and was in charge of directing the kids in the group and their

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painting of those sets. In addition to these projects, she has been very involved in the French program and was the only girl in the group to participate in the ski program this winter.

(Virginia) can be incredibly determined and strong-willed, which often can lead to stubbornness and some rigidity, but at the same time she can be extremely sensitive and display deep sympathy for others. Sometimes I have had the sense that her seeming aloofness or distance at times, was a form of self protection for that extremely sensitive nature of hers. This distance still causes her some difficulty in her relationships, as it continues to keep her peers at somewhat of a distance. The breakthroughs she's made in terms of her availability to the group have shown that she is willing and able to be more open. As she gains comfort with this openness, it is conceivable that the distance in her relationship might begin to lessen, as she feels more comfortable with a more open stance in the group. There are three girls with whom she generally associates, and she also has a very positive and supportive relationship with one of the boys in the group. Recently she is rarely alone and is always working or sitting with someone or other. While relationships continue to be (Virginia's) area of vulnerability, her recent involvements with the group have seemed to be a major step in being more open and available to relationships with her peers.

Academically, (Virginia) continues to work with focus, eagerness and determination. She remains an avid reader. Recently she has been reading several books with which I've been unfamiliar. When I ask her for her opinions about the books and whether or not she'd recommend them to anyone else, she is able to express her thoughts about the books in terms of plot and characters. Books she has read include THE SYCAMORE YEAR, A CAT CALLED CAMOUFLAGE, OTHERBORN, and THE 21 BALLOONS. (Virginia's) writing remains an area of strength. She has written two thorough and well-organized research reports; one on sports in Ireland and a lengthier one on Charlemagne. For the newspaper she wrote a continuing story called "The Runner's Brooch." This term she also wrote several fairy tales--one about the overuse of rainbows and smiley faces. In addition to these assignments and required writing, she has managed to finish a "book" called UNDERGROUND DOMAINS about a boy on a raft and his adventures. Almost all (Virginia's) stories have in them the themes of magic, relationship, journey and adventure. (E.V.) has been critiquing this story which has helped her to focus on grammar, sentence structure and word usage.

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In math, (Virginia) continues to finish her assignments with ease and thoroughness. She has mastered her math facts and has a solid understanding of fractions: common denominators, reducing to lowest terms, improper fractions, mixed numbers, addition, subtraction, multiplication and division; decimals--can manipulate them in the basic computational areas. She has worked well with word problems, per cent, ratio and proportion, number theory, integers, graphing, scientific notation and beginning algebra.

(Virginia)		Teacher(s): (U.F.)
South Group	1983-84	staff member, higher education: (H.A.)
Age	13;5-14;2	science volunteer: (H.M.)

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 1-9: Extremely productive. Remaining on fringes of the group socially--keeps a distance--never engages in conversation with me heavily. Was in a play she wrote--Rainbow Goddess and Smily (illegible word) Goddess--with (Emma) and (Mia); very well done. (Virginia) was so emotional in her acting that it was almost uncomfortable--but also excellent. No main friends--often works alone. Worked on clay castle wall all alone for activities--don't think she spoke to anyone, but me, who kept going over to her and asking questions. Her journal is great and her writing continues--both are very important to her. She talks about her writing in the journal.

SEPTEMBER 12-16: Still extremely productive. Cooked, painted and started her own patchwork project. Lunchtime is the only time I see her seeking anyone out. She sought (Meg) out one day and made sure she sat with her. Otherwise she's pretty much by herself. She loves sports--especially soccer--reported to me that the high school was going to start a girls' soccer team. Still a fair amount of frowning and disapproval going on. But overall speaks positively about school. Friends with (Leo).

SEPTEMBER 26-30: So full of feeling--not comfortable with it though. Gets bristly, critical--often frowning. Friendship with (Leo) is very nice--helps soften her--she's more open. Writing reams--fascinating to read--insights about relationships and people (are) revealing. Her stance in the group remains somewhat aloof. Doesn't relax around me--I make her nervous. Sewed a patchwork pillow, cooked, did movie with (Meg) and (Evan) (directed and filmed it), fair amount of drawing also--magic marker.

OCTOBER 3-14: Has begun a macrame project--teaching herself; made a couple of samplers--now maybe (will make) a belt. Loves trips. On trip to (city) was the most visible and animated that I've seen her all year--open, smiling--very INTERESTED in the art work we saw. Full of comments and opinions--shared them with (Leo) mainly. Slept with (Meg). Played several games of ping pong with (Oscar)--involved and clearly enjoying herself. Still find it difficult to converse with her very long in school--remains aloof in school, in general--not completely.

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OCTOBER 17-21: Did dress up most of the week. In two plays-- one about leaf peepers with (Alva) and (Meg), and one about military with (Mia), (Meg) and (Oscar). In military one she was a wise guy lieutenant--nasty, wisecracking remarks. Remains aloof in group mainly. Main friends are (Leo) and (Meg). Loves soccer. Lots of feeling--all under control.

OCTOBER 24-NOVEMBER 4: Had a conference with her--didn't broach the subject of feelings or her place in the group. Sensed it was too uncomfortable and somehow not productive--as if she might just take it as a criticism and not help. Remains slightly aloof. Have heard kids refer to her in "prissy" tones--refer to her as if she's strict. Doesn't get involved in social goings on. Enjoys it a lot when I joke around with group in a certain way--she starts beaming and offering comments. Reminds me of the way she recounts her brother's humor and things he's done that delight her. Working hard on an elaborate house out of matt board, doing calligraphy again--(H.A.) is showing her different styles.

NOVEMBER 7-18: Making a beautiful macrame belt. Enjoyed math and learning the Pythagorean theorem--now doing some simple trig. Writing lots still. Helped (Emma) and (Mia) compose songs for the Christmas skit. She sang the Evil Enchantress song for the group on Friday--did a fantastic job. So visible dramatically--she allows herself to be seen when she does drama. Finished her architectural project and displayed it at assembly--she seemed proud. Enjoyed science with (H.M.). No main friend. Relationship to (Leo) is important to her.

1983-84

The Prospect School
North Bennington, Vermont

(Virginia)

Date: January, 1984

By: (U.F.)

January Parent Conference: Follow-Up Notes

(Virginia) continues to maintain her very capable stance in the group. In activities her ability to work with seemingly any material and create something striking from it continues to be remarkable. She is so resourceful and ingenious in carrying out the projects she generates for herself. Areas of activity this term have included clay, drama, batik, weaving, photography, cooking and macrame.

(Virginia) continues to love the outdoors and needs a lot of physical exercise. She is very involved with all the group games we play, especially soccer.

Academically, (Virginia) remains extremely competent in all areas. She continues to write "volumes" of stories, and is presently reading I Thought You Were A Unicorn. In Math she is doing complex word problems and will soon begin work in Algebra.

(Virginia) has many friends amongst the boys and girls in the group. She has no one close friend and can seem aloof and distant at times, but in general she is friendly and cheerful to everyone, and a well-liked and respected group member.

1983-84

JANUARY 9-20: Generating her own projects--last two major ones were presents for mother and father for birthdays. Made her father a large batik hanging. Is making her mother a weaving of her own design--has so much confidence in her own ability when it comes to making anything. As expected--is wonderful in the play as Aldonza. Tall, long hair ... takes pride in the length. Mature figure. Wears T-shirts and corduroy pants mainly--doesn't care about styles. Fair complexion with clear blue eyes and freckles. Graceful and coordinated. In very good physical shape--is on cross country ski team.

JANUARY 30-FEBRUARY 3: Finished her weaving. Cooked one day by herself--invented own cookie recipe. Helped (Meg) get the newspaper out on Friday. Sometimes I run out of new things to say about (Virginia)--or a new way to look at her. She keeps so much hidden--and shows so much competence. Relationships still hard--remains somewhat removed and aloof. Person she seems to feel most comfortable with is (Meg). Writing lots. Speaks up at group times a lot more than used to. Often volunteers comments on thoughts when (H.M.'s) here. He played his recorder for us on Thursday--(Virginia) was delighted. She loves music (but not rock 'n roll).

FEBRUARY 6-17: Worked on valentines, frame for acrylic painting, cooking and made a gorgeous wax candle--it's a rose--complete with petals. Injured her toe--is infected. Went to doctor's for it. Isn't playing games, but she's been wearing sandals for over a week and no one caught on until today that she was having problems with her toe. She's so contained--so self-assured. Another noteworthy thing--in doing wax today--she brought me a piece of wax that she had cut strips out of and woven together--talk about versatile and able to combine mediums.

FEBRUARY 27-MARCH 3: Had a conference with her. Spoke to her of her many skills and competencies--told her plans I had to work with her on various things like math, photography, drama. She said her relationships were fine and she felt fine about her place in the group. Talked to her about her acting and where I saw that growing and developing. Talked with her about writing and different kinds of assignments she's been getting due to fact her skill was so advanced. After conference something had moved in our relationship. There'd been some tension--(Virginia's), so different than me, I think she needs me to not only give her more space for her own differing needs and interests, but reassurance that it's OK--that she is still valued and talented, etc. Worked with her on her song. Hard because she doesn't take direction very well, but I know she's thinking about everything I suggested and next time I'll see a change.

1983-84

MARCH 26-APRIL 2: Worked like a slave on those sets. Did one whole one practically by herself. Was the main generator of work on the sets. So good in the play. It was good for her to have a role where she moved from bold and brazen to soft and sensitive and sad. Lovely job with tender song and equally good job with brash song. Her (whole family) came to performance too-- ... plus an aunt from (out of town)--she was so proud. Played her guitar for the group on Monday. How mature she is! She had a repertoire--and said a little something about each piece before she played it. Then she played it--a fair amount of goof-ups--but unabashed about it. Only girl in group who is not involved in the complex dynamics of the other girls. Keeps herself very much removed. She's into such different stuff than they are. They're all involved in rock 'n roll and footloose and boys and social focus. She's involved with lots of her own interests and not at all in their interests. She's very independent.

APRIL 30-MAY 4: Went break dancing on Saturday. I was surprised. She had a wonderful time. She was really impressed with the dancers. Her essay on break dancing was effusive and exuberant. Still keeps a low profile and is not at all involved in the complex set of relationships going on amongst the other girls in the group. Productive as usual. Did some lovely work with paint and payons. Cooked for the bake sale, but didn't help sell. Wrote a wonderful French cartoon which she showed and explained to the group. Writing a story about a rich girl who runs a manor, but gets kidnapped by gypsy-like people--and then finds a boy who is also a young heir and ruler of an estate, and his servant, and gets hooked up with them. Some exquisite descriptions in her work. Loves comments on her writing. Wish I had time to do it more often than I do. Talks easily with (Leo) and (Oscar) especially.

The Prospect School
North Bennington, Vermont

April, 1984

Letter addressed to a guidance
counselor at the high school

(Virginia) is an extremely competent writer. She has always loved to write and it has been a very expressive medium for her. From an early age she has written voluminously. She often writes continuing stories. Some of her stories have continued for the length of 3 or 4 volumes. Often (Virginia) illustrates her stories. These illustrations always serve to enhance the subject matter.

(Virginia) has a natural feel for language. It seems to flow right out of her pen. She loves descriptive words and can easily get carried away with their sound and become elaborately eloquent. She is eager for instruction and has very much enjoyed the weekly conferences with me (or our teacher intern) in which we discuss her current work.

The content of (Virginia's) writing is very full and imaginative. The plots of her stories are complex and usually filled with adventure and relationships. She is very good with dialogue. The mechanics of her writing are also strong. She is well versed with all forms of punctuation. She has worked some on grammar and handles the structure of language with ease.

(Virginia) is also an avid reader. She selects books independently and often enjoys trying new books that no one else has read yet. She is very capable of discussing the characters and plots of the story, and has often had insightful things to say about an author's style. Books she has currently read include: The Prince and the Pauper, The Stronghold, A Walk Through the Woods, and The Westing Game.

I highly recommend (Virginia) for this Honors Humanities class. She is a person who rises to standards of high academic excellence and is extremely hardworking and serious about her studies. She will be a welcome addition to any class.

Sincerely,

(U.F.)

TRANSITION REPORT

The Prospect School
North Bennington, Vermont

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

Entered the Prospect School: September 1974

Terminated the Prospect School: June 1984

During (Virginia's) time at The Prospect School, she has maintained a quiet profile but has achieved a very powerful presence. During her years at Prospect, (Virginia) has explored and realized a versatility and range of talent and accomplishment which is quite extraordinary.

Social Relationships and Emotional Disposition

(Virginia) is a person of great determination and strong will. It often seems that anything she sets her mind to she can do. She has an enormous capacity for hard work and enjoys projects that tap this energy source in herself. A recent occasion when this was very evident was when we made batik sets for our group play, "Man of La Mancha." The sets were very large--8' x 12'--and required an enormous amount of work in the dying, waxing and ironing of them. (Virginia) made one set almost single-handedly, which required her undivided attention for about 10 hours of hard work.

In addition to this strong will and determination, (Virginia) is a person of deep and intense feeling. This feeling shows up mainly in her work, while remaining less noticeable in her classroom stance and demeanor. The long stories she writes, the journals she keeps and the work she produces in a wide variety of mediums are full of deep and sensitive feelings and observation. She is a person filled with passion, and her primary vehicle of expression for this is her work. Her writing is full of elaborate descriptions and abundant adjectives. She plays sports with intense involvement, and finds physical exercise a positive release for her intensity. Her classroom presence belies this inner intensity except on occasion when she expresses a strong opinion about a decision being made. In general, however, she is very quiet and independent and seems to need little contact with or support from anyone. This can be deceiving, however, because (Virginia) does enjoy people very much, and finds working with a group very fulfilling. So it is

June, 1984

important to remember that she does need support in dealing with relationship, both individually and with a group.

In the past, (Virginia) has always had a strong place in the group. She has been a main supporter of group projects and activities and has always offered her multiplicity of talent to any group endeavors. Her peers respect and admire her greatly. There have been a couple of years in (Virginia's) history at Prospect when she had one close friend. These singular relationships have always meant a great deal to (Virginia), she has made efforts to keep up those relationships, and she often makes reference to them in conversation with one of her peers. (Virginia) benefits a lot from a close relationship with someone her own age with whom she can share her feelings and questions. These relationships are not always easy for (Virginia) to find or establish, due partly to her strongly independent and quiet nature.

During group discussion on any issue, (Virginia) is always attentive, alert and vocal. Her contributions are insightful and often thought-provoking.

Interests and Activities

As previously mentioned, (Virginia) is a person of a wide range of interests and capabilities. It seems often as if anything she sets her hand to, she can do. She has a natural ability to understand any given medium and how it is to be used almost immediately. It's hard to single out main interests of (Virginia's) over the years because there are so many. But areas that have seemed particularly intriguing to her at school are drama, color mediums and sport.

(Virginia) has always had a powerful dramatic presence. From the time she was a little girl, (Virginia) was enacting plays, sometimes taking on more roles than one. She has a capacity to play a wide range of characters. Her voice is very versatile and can sound as easily like a wicked, evil enchantress as like a sweet fairy princess. In group plays (Virginia) has always had a main role of some kind. She gushes out her parts and sometimes has a tendency to overact. Roles she has played include Portia in "Julius Caesar"; Guinivere in a movie, "King Arthur and His Noble Knights"; Baptista in "The Taming of the Shrew"; Injun Joe in "Tom Sawyer" and most recently Aldonza in "Man of La Mancha." (Virginia's) stage presence is very powerful. She throws herself into her parts in a way that is often quite moving. It is easier for (Virginia) to play sinister parts, and it is a good strength for her to play softer or sad roles.

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(Virginia's) work with color is very striking. She is a natural drawer and from an early age was drawing colorful pictures of people in various settings. Favorite themes of hers were royalty, fairy tales, and Victorian settings and people. The past couple of years she has begun to vary her style somewhat and has done several very striking abstracts. Her favorite medium for drawing used to be magic markers. But now she is comfortable with a much wider range of mediums, some of which are pastels, charcoal, ink and craypas. (Virginia's) work with paint has also been powerful. Through the years she always tried any new painting or printing activity offered. Anything having to do with color, (Virginia's) tried. Now her skill is very refined. She has done beautiful paintings using both acrylics and water colors. She created the set for "Man of La Mancha," previously mentioned, and "painted" that using dye and wax as her mediums.

Sports of all kinds are very important to (Virginia), and though organized sports are not emphasized at Prospect, I thought it necessary to mention this as an area of particular interest in light of her transition and potential possibilities in this area. At school, (Virginia) is always very involved in any organized game that is played. She has been very active in our kickball games over the years, and is presently a soccer enthusiast. In all games (Virginia) plays she demonstrates a great deal of physical grace and coordination. She's also a very good team player and has exemplary sportsmanlike conduct. (Virginia) loves to run, and participates in the Bennington Road Race every year. She was also a member of the ski program at Prospect Mountain. She was on a cross-country ski team this year, and seemed to enjoy competing against other people. She finds competition challenging. She is a strong swimmer, and took Basic Water Safety instruction during our Tuesday sessions at the Bennington Recreation Center this year. She is an all-around athlete and pays attention to remaining in very good physical condition.

Other strong areas of interest and involvement for (Virginia) over her years at Prospect include the construction of miniatures, photography (developing and camera work), calligraphy (in a variety of styles), weaving, clay and cooking. In all these things (Virginia) has demonstrated a high degree of competence. Her work often has an exquisite quality about it. Also, it should be noted that much of her work this past year has been projects which were self-generated and carried out.

Another strong interest of (Virginia's), of a somewhat different nature, is holidays. Traditions are very important to her. She loves all the festivity, group work and hustle and bustle that

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go on around any holiday or birthday celebration at school. She often reminds me if I've forgotten part of a tradition or someone's birthday.

Formal Academic Areas

(Virginia) is extremely competent in all academic areas. She writes voluminously. Ever since she was about 8 years old, (Virginia) has written stories of great--still increasing--length and complexity. (Virginia) is always weaving stories and dramas inside her mind. She thinks about them outside of school and in. For our writing time she writes with complete concentration and focus. Spelling was not something that came naturally to (Virginia), but characteristically, she set her mind to learning how to spell and now she is a very good speller. She loves the sound of words and often makes up her own words to describe various things. (Virginia) very much enjoys having her work critiqued by adults in a collegial fashion. She is eager for instruction and for different approaches to the same issues. Themes she enjoys writing about include royalty, fantasy, issues of class, wealth and poverty, intrigue and adventure. She also has enjoyed writing and reading poetry. Her poems are often done in calligraphy.

(Virginia) is also, not surprisingly, an avid reader. She reads a variety of books. She has read many of the classics, including The Prince and the Pauper, Secret Garden, Son of the Day and Daughter of the Night. One of her favorite authors at present is Ellen Raskin, author of The Westing Game and Figgs and Phantoms, to name a couple. Books she seems to enjoy the most deal with humor, relationships and adventure.

Mathematically, (Virginia) is very strong. She masters new concepts and processes with ease and also enjoys playing with numbers to see their patterns and possibilities. She has mastered all the basic computational skills and has been working on beginning algebra. The formality and abstraction of this has been very intriguing to her. She enjoys anything having to do with numbers. Music is something I haven't mentioned yet, which in many ways is related to numbers and is another strong interest of (Virginia). She plays the viola and the classical guitar. She also composed a piece for a Christmas play for piano and voice.

Transition

As mentioned in many different ways, (Virginia) is a person of remarkable accomplishment and talent. Both the quality of her

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work and range are quite striking. She may need continued support in mediating group dynamics and forming individual relationships. She will be a real asset and addition to any community in which she becomes a part. Prospect will feel her absence.