

PART II

Narrative Records

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 (Emma)

Entered Prospect School

Narrative Records Span 1976-1985 (9 years); ages 5;2-13;11

SUMMARY OF GROUP PLACEMENTS

Group I	1976-77	Age 5;2-5;11	Teacher(s): (K.A.)
Group I	1977-78	Age 6;2-6;11	Teacher(s): (T.D.)
Group II	1978-79	Age 7;2-7;11	Teacher(s): (Y.B.) Volunteer, Dance: (F.B.)
Group III	1979-80	Age 8;2-8;11	Teacher(s): (U.F.)
Group III	1980-81	Age 9;2-9;11	Teacher(s): (U.F.) Volunteer, Art: (B.B.)
Group III	1981-82	Age 10;2-10;11	Teacher(s): (M.M.)
Group IV	1982-83	Age 11;2-11;11	Teacher(s): (U.F.) Art Assistant: (B.B.) Volunteer, Weaving: (V.T.)
South Group*	1983-84	Age 12;2-12;11	Teacher(s): (U.F.) Teacher Intern: (Q.R.)
South Group	1984-85	Age 13;2-13;11	Teacher(s): (U.F.)

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

File Edited by Patricia Carini June, 1984
Updated by Patricia Carini March, 1986

Child's Pseudonym (Emma)

Entered Prospect School

Narrative Records Span 1976-1985 (9 years); ages 5;2-13;11

SUMMARY OF GROUP PLACEMENTS

Group I	1976-77	Age 5;2-5;11	Teacher(s): (K.A.)
Group I	1977-78	Age 6;2-6;11	Teacher(s): (T.D.)
Group II	1978-79	Age 7;2-7;11	Teacher(s): (Y.B.) Volunteer, Dance: (F.B.)
Group III	1979-80	Age 8;2-8;11	Teacher(s): (U.F.)
Group III	1980-81	Age 9;2-9;11	Teacher(s): (U.F.) Volunteer, Art: (B.B.)
Group III	1981-82	Age 10;2-10;11	Teacher(s): (M.M.)
Group IV	1982-83	Age 11;2-11;11	Teacher(s): (U.F.) Art Assistant: (B.B.) Volunteer, Weaving: (V.T.)
South Group*	1983-84	Age 12;2-12;11	Teacher(s): (U.F.) Teacher Intern: (Q.R.)
South Group	1984-85	Age 13;2-13;11	Teacher(s): (U.F.)

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

File Edited by Patricia Carini June, 1984

Updated by Patricia Carini March, 1986

(Emma)

Teacher(s): (K.A.)

Group I 1976-77

Age 5;2-5;11

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8-10, 1976: Sticks with me on yard, likes to be near (Alex), drawing, painting, sand, pattern blocks, plasticene, payons, books, stringing beads, yarn and paper, contributes at story.

SEPTEMBER 13-17: Out 2 days; learned to swing on the bars-very pleased, still staying near me on the yard (catch, running); looks lost and says it is hard for her to sit when I ask the kids to sit; still seeking out (Alex), but not always needing to sit next to him on rug; painting, very interested in food colors and water play, puzzles, sewed a pear, (good stitches), drawing, little blocks, watched fire/water rising experiment, very nice person, appreciative.

SEPTEMBER 20-24: Out 2 days; sewed a round pillow, baking soda and vinegar experiment to put out a flame, legos, hanging upside down on the bars - very proud - accepts help, learned to finger weave, Chinese checkers with me, gluing and painting; stringing macaronis, jail tag, paint; still looking for (Alex); needs encouragement at sewing but very plucky.

SEPTEMBER 27-OCTOBER 1: Still looking for (Alex), but likes (Alva); Hot Rod, finger weaving, finger painting; Candyland with me, dominoes, gluing, lots of leaf printing; hanging on bars (with my help).

OCTOBER 4-8: Concentration, baked oatmeal cookies, began a nail loom, finger weaving, watched the fish with (Merce), leaf printing, drawing, hung upside down on the bars alone.

OCTOBER 11-13, 18-22: Picked up straw weaving very aptly; drawing has detail to it; nail loom, layered chalked salt, needed help and assurance - getting the salt, showing her how to do white (just pour the salt), and so forth; finger weave, spatter print with leaves; plasticene, collage, big blocks.

OCTOBER 25-29: Straw weaving, drawing, finger weaving, ironing leaves, magnets, magnifying glass, painting, cut paper figures (cat), carved pumpkin.

1976-77

NOVEMBER 5, 8-12: Out sick 4 days; sewed a stuffed animal which started as a lion and changed into a twiddlebug. Then she made a shoebox house for it; scratch painting and drawing, finger weaving, painting, did the experiment of making hot water rise from one bottle to another; parent conference (father): (Emma) is busy at school - generous and friendly, seems more relaxed and can ask for help; not dependent on (Alex).

NOVEMBER 15-19: Fold painting, drawing/dictating - along lines of "Dear Grandma ..."; spatter paint, experiment of balloon on bottle inflated over hot plate; paper dipping, design cubes.

NOVEMBER 22-24: Out 1 day; paper painting, collage, sand sifter, drawing, foot prints.

DECEMBER 3, 6-10: Made spinners, played in the sand, painting, cala, gluing with slats; made a delightful clothespin cat - spent a lot of time on it, also a clothespin doll, drawing; very taken with pendulum painting; painted her face, ironed crayons, collage.

1976-77

The Prospect School
North Bennington, Vermont

Name: (Emma)

Date: January, 1977

Age: 5;6

By: (K.A.)

(Emma) likes to do many, many things, and has a style that is very much her own. She has tried things that are both familiar and unfamiliar to her and has a sense of appreciation for her own work and the work of others.

Painting is often chosen by (Emma) and she has used tempera and watercolor paints, and done scratch, fold, spatter, and pendulum painting. She has tried printing with leaves and paper, and done foot printing. (Emma) has paper dipped, made designs of ironed crayons, and was very active in a colored salt project. She played with food colors and water. (Emma's) drawing is full of both designs and representations. She likes to have stories with her pictures, usually in the form of "Dear Somebody, This is a picture of...". (Emma) has done gluing and collage with various materials. She has also made a clothespin doll and a lovely clothespin cat. She works for a long time on her ideas, and is not easily discouraged. Sewing and weaving are very interesting to her. She picked up finger, simple loom, and especially straw weaving very ably, and she has sewn pillows, a pear, and a "Twiddlebug" for whom she furnished a shoebox house. Her work is detailed and imaginative.

(Emma) has occasionally built in the block areas, and has done some legos work. Simple science experiments appeal to her. She sometimes watches, but more often actually participates in them, and has experimented with heat, burning, magnets, baking soda and vinegar, and air. She liked looking at things through a magnifying glass, and has made several colorful spinners (Emma) likes to cook and bake.

(Emma) has looked through books, done puzzles, and played with pattern games. All her activities are marked by genuine interest, friendliness, and humor. She is really good company. (Emma) likes and is liked by the other children in the group and has played with or been in activities with many of them. She likes adult company but does not rely on it, and she knows how to seek out and use adult help. She seems to know how to pace herself when

1976-77

learning something new, such as hanging upside down on the outdoor bars. She is affectionate towards adults, and can be very conversational. (Emma) is active at story times and makes observations about the story or the general topic of the story. I very much enjoy having her at school.

1976-77

JANUARY 13-FEBRUARY 11: Absent a lot with high fever; Christmas decorations, water colors, embroidery - a cat, glue, little blocks, rice and funnels, light bulbs and going to see shadows; sewed a bunny and wrapped it in yarn; friendly.

FEBRUARY 14-18: Out sick.

FEBRUARY 28-March 4: Out sick.

MARCH 7-11, 15-18: String and nail constructions, drawing, finger painting actively, made a simple model car, painted plaster moulds, tissue and glue collages; pleasant and friendly as always.

MARCH 21,22, 28-APRIL 1, 4-8: Water colors, drawing, weaving from a spool loom, worked on a colorful papier mache tunnel and plaster landscape; good spirits.

APRIL 11-15, 25-29, MAY 2-6: Clay work; walk to playground, made a god's eye; lots of crayon resist and soap carving; worked hard on sewing a pair of mocassins, drawing; lively.

MAY 9-13, 16-20: Beaded her mocassins carefully; made candles, drawing, big blocks, survey, trying to teach herself to read; stayed all day - was fine.

1976-77

The Prospect School
North Bennington, Vermont

Name: (Emma)

Date: June, 1977

Age: 5;11

By: (K.A.)

(Emma) has continued to be involved in any and all art or craft activities that are introduced into the classroom. She is eager to try new things and likes to learn new techniques. She enjoyed lighting bulbs and making different shadows with them, and likes to do science experiments. She did a lot of crayon resist, and liked other forms of painting. She tried collage, Baker's clay, made god's eyes, and wove on simple looms. Sewing, and work with yarn and string, have constant appeal for her, and she consistently has shown an eye for detail and careful work. She spent a long time embroidering a cat, and she made some string and nail constructions. (Emma) used potter's clay quite a bit. She also worked with plaster, making molds, tiles, and a landscape using plaster and papier mache. Baker's clay, and making candles and hand casts were among her other activities. She likes to cook and to bake and to go on walks.

(Emma) spends a lot of time drawing, designs, and pictures of people, houses or animals. She is trying very hard to teach herself how to read, and is having some success. She already seems to have developed a sight vocabulary for herself. She seems to enjoy books and stories very much.

(Emma) has maintained an even and consistent involvement at school all year long in terms of activities and relationships. She is pleasant, friendly, good humored to everyone and is curious about us all. She has gained great flexibility among the children and plays with many of them. Yet, she can clearly express what she wants and likes to do. I was pleased to see her venture into the big and little block areas to try some building and dramatic play. I hope that this is an activity that she chooses more next year.

1977-78

(Emma)

Teacher(s): (T.D.)

Group I 1977-78

Age 6;2-6;11

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 6-9, 1977: Weaving - having hard time with it, but determined. Some drawing. Friends with (Alex). Very clingy with me. Hugs, kisses "I love you" all the time. Yet generally self-assured, skillful with relationships - seems well-liked. Cheerful, enthusiastic. Good at meetings. Quick with diary, understood purpose immediately, likes it. Not sure if she can read. Stays with me in the yard, but has played with big girls on bars.

SEPTEMBER 12-16: Not quite as clingy, but stays close to me. Still doing some weaving, almost done, not as much help needed. Elaborate, colorful, striking drawings - some design, some houses, people. Not as much with (Alex), is sometimes a 4th with (Ina), (Gina), (Pearl). Always busy, independent, cheerful. Very sweet and helpful.

SEPTEMBER 19-23: Painting, weaving, cooked on Thursday, slat house, drawing. Participating more at meeting. Being sought out more by (Gina), (Ina) and (Pearl). Reading progressing amazingly fast, no mistakes, sounds out words easily, very "matter-of-fact" about it. Numbers also no problem so far.

SEPTEMBER 26-30: Beautiful paintings, finished a doll - very animated about it - much discussion of what to name it along with (Pearl). Opening up, bouncy and cheerful. Kind, gentle, polite, makes sure no one's feelings get hurt. Forging ahead with reading.

OCTOBER 3-7: Made weaving into a lined purse. Sewed another outfit for her doll. Patient about waiting for help. Very affectionate this week. Has a secure place in the group. Talking more with everyone.

OCTOBER 10-14: Big blocks, wet chalk, sewing, drawing, much involved with her "Teddy" from home. Brought it wearing Pampers one day. Playing with it in big blocks. Making cards and presents for it. Carrying it everywhere, feeding it lunch, etc. Alternates between sharing it willingly and totally possessing it. Hugging, kissing me,

1977-78

lots of "I love you's". Bad cold, out Friday. Reading strong and solid.

OCTOBER 24-28: Wax resist, finished her purse and doll -- very excited and pleased with herself. Wanted to take them home immediately. Always has a bad cold, seems limp and teary sometimes. Often rejected by (Gina), (Ina) and (Pearl) but (Emma) doesn't show any reaction, doesn't try to regain their favor. Reading and math very strong.

1977-78

The Prospect School
North Bennington, Vermont

Name: (Emma)

Date: December 15, 1977

Age: 6;5

By: (T.D.)

(Emma) is talented and capable, and able to do many things. She is independent and resourceful, and uses the materials in the room inventively. She always has good ideas about what she wants to do, and she often motivates the interests of her particular group of friends. The new view or novel "prop" that is needed to keep something going is often provided by (Emma).

After some "ups and downs", (Emma) has secured a place for herself in a group of three other girls. She is also friendly towards all the children in the class, and is very well liked. She is kind-hearted and generous, and does not like anyone's feelings to get hurt. I have seen her be extraordinarily accommodating at times, often at the expense of her own desires and feelings. With me, she is quite affectionate and conversational, and seems to need and enjoy adult attention, although she is not at all demanding in her requirements. Her general compliance and unobtrusiveness are of some concern to me. I feel that she needs to be encouraged to express how she feels and what she thinks, and not always be so ready to please others.

She is often vague and unspecific about things involving herself and her work. It almost seems that it is a technique she has developed in order to keep others at a distance, and to hide from herself as well. Behind the vagueness and "scatter", there is obviously a powerful intelligence and depth of perception. When pressed, (Emma) can be precise and articulate, and should be held to high standards at every reasonable opportunity so that she begins to realize her own strength and ability. It also seems critical that this be tempered with an abundance of affection and reassurance, as she really "blossoms" under the least bit of praise.

She has tried many activities and done them all competently. She has made a stuffed doll and several changes of clothing for it, and then incorporated the doll into dramatic play activities. She has made a weaving into a lined purse, and is working on a pair of slippers as a Christmas present for a friend. She has done collage and

1977-78

clay and many lovely paintings. Drawing is something she chooses frequently. Her drawings include lots of people, houses and animals, and she dictates imaginative stories about her pictures. She participates in dramatic play activities in the big blocks, and often brings in a favorite toy from home to include in the play. She and her three friends are currently involved in making and embellishing a village of snow-people that they have cut from paper and fabric scraps.

Her progress in work involving reading, writing and numbers has been rapid. She is almost finished with the first book in the reading series she is now using, and can also read many of the other simple books in the room. She enjoys writing in her diary, and can always think of something interesting to write. She is always eager for more reading or writing activities. Work with numbers also comes easily for her. She has been working on addition and subtraction of numbers from 1-20, writing and recognizing numbers to 100, and counting by 2's, 5's and 10's.

1977-78

DECEMBER 12, 15, 16: Big blocks, paper chains, sewing - finished slippers. Very tight with (Pearl). Affectionate as ever.

JANUARY 1-13: Girl Scout Book on Monday. Absent Tues-Friday. Had German measles.

JANUARY 16-20: Absent Monday - out of town - in very good spirits on Tuesday - lively and talkative. Wax. Absent again Wednesday-Friday - the weather.

JANUARY 23-26: Started a stuffed giraffe. Also started an Indian Village with (Pearl). Made teepees, clay Indians, canoes, "dead animals." Almost exclusively with (Pearl) - they are spending lots of time together after school as well. Reading and number work excellent.

JANUARY 30-FEBRUARY 2: Sewing, Indian Village. Active in yard. Many more comments at meeting and story. Still hugs and kisses frequently. Has begun independent writing in writing and drawing book.

FEBRUARY 6-10: Noticed lately how she is really "stuck" to (Pearl). Follows her, copies her. (Pearl) was speaking at meeting - (Emma) covered (Pearl's) mouth - "I don't like you to talk about that." Seemed to me tht (Emma) was jealous that (Pearl) wasn't paying attention to her. Has been writing independently in diary, writing and drawing book. Put stuffing in giraffe.

MARCH 6-10: Lots of intermittent absences, two or three days at a time. Fevers, colds - has been given tests by doctor. Have conference scheduled with her mother about results. Sewing, drawing. Brings in a giant duck "Ducky" from home each day. She and (Pearl) dress it - snowsuit, dresses, tights, pajamas - all of (Pearl's) old toddler clothes. Ducky sits with them, has snack, does number work, etc. Is not a distraction for them. (Emma) wants an exclusive relationship with (Pearl) - doesn't relate to anyone else. Independent writing blossoming - free and expressive. Academics continue to be excellent.

MARCH 20-24: Started and finished a papier mache cat - painted black and white, braided tail, expressive face. Is being pretty much ignored by (Pearl) but not showing outward signs of minding. (Pearl) has also been absent a lot. (Emma) stays by herself.

MARCH 27-31: Brought in a giant bunny - Easter present. Started to sew a pair of felt boots for it. Making lots of

1977-78

little books - "I love mommy", "I love daddy", "I love (T.D.)" - lots of stories about bunnies. Reading is almost independent.

APRIL 9-13: Chose "Marty" (stuffed animal) - first sign of branching out to something that included a new group rather than stay alone or cling to me when rejected by (Pearl), (Gina) or (Ina). Also chose little blocks with (Alex), (Mara) and (Alva). Was quite cheerfully involved in both activities. Probably as a result of appearing less glum, (Pearl) is beginning to gravitate toward her again, and she has been included in the "restaurant" and has held Snoopy and sat with them at lunch.

(The June Parent Report is missing from this file.)

1978-79

(Emma) Teacher(s): (Y.B.)
Volunteer (Dance): (F.B.)
Group I 1978-79
Age 7;2-7;11

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 5, 1978: (Emma) has made a quick attachment to me, holding hands and placing herself near me at group. She was with (Pearl), (Suzanne) and (Lucy) in the Dress Up room, but seemed slightly "out" - has enjoyed making octupuses while the others made pom-poms, especially when (Grace), (Mara) and (Alva) were working with her. Has a reflective mode of conveying her thoughts. She blinks a lot. Read A PICNIC, HURRAH!.

SEPTEMBER 11: Worked hard on her own house - observation from (R.F.) of great intensity, no talking, lots of interest in the texture of things. Helped (Ina) and (Gina) with the apple sauce. Solid with number work.

SEPTEMBER 18: In the blocks one day with (Lucy) and (Alex). Then some painting - thick and with rich color. A little drawing and very much enjoyed making salad for the hot lunch. Reading I KNOW A STORY which is easy to read, but not too complicated to talk about, she had a little trouble grasping details in THE HAPPY BIRTHDAY PRESENT.


OCTOBER 2: Worked intensively and exclusively on pig for a week with much pleasure and success. Then a few blocks with (Lucy) - then a lot of intense work with the wax dripping for several days. Made a little "silk" pillow, and beautiful paintings by swirling the brush, a technique both (Lucy) and (Pearl) picked up. Writing a long, long story about a girl getting lost and getting a cold and having a surprise birthday party.

OCTOBER 10: Lots of knitting (from home) this week - spent a little time making peanut creatures. Lots of clinging and drooping. Finally finished her story. Pretty quiet at group.

OCTOBER 23: Working on an acrobat, also made a little felt ghost with (Gina). Has continued clinging off and on, and complained of sore throats and indeed has strep throat. Was also absent last week (out of town).

1978-79

OCTOBER 30: Worked on her acrobat and is ready to put it on the string - joined the marble chutes (blocks) on Friday with (Gina), (Suzanne), (Ina) and (Ruth).

NOVEMBER 6: Is one of the narrators in the play with (Gina), (Ruth), (Lucy), (Pearl), (Grace) and (Carla) - was also doing the lights. Used the sand and water a little and then did some drawing (which) involved cutting and taping - an  with colors and then appropriate houses taped on the edges.

NOVEMBER 13: Cut out, sewed, stuffed, and decorated a "note" (musical) for her music teacher for Christmas - all on her own and quite steadily. Did the lights for the restaurant play. Remembered almost nothing about Indians except that they did not have horses, which she said at two different times, and then said they had out-houses, thinking we were talking about the (historical restoration site).

NOVEMBER 27: Made little pillows to sew together, an advent calendar, worked on a block chute, did some drawing.

DECEMBER 4: Took part seriously (ting, ting) but forgot what to do; drifts. Worked on lace hats, and in Big Room.

DECEMBER 15: Tip candle/ other Christmas presents/ cookies/ paper chains/ cut-outs.

1978-79

The Prospect School
North Bennington, Vermont

Name: (Emma)

Date: January, 1979

Age: 7;6

By: (Y.B.)

(Emma) has continued to show this fall all of the ingenuity and freshness of approach described by (T.D.) last year. She works with a quiet kind of concentration and intensity and usually with a great sense of satisfaction in her work, of pleasure in the way it is working out. She made a yarn octopus, a small house working with scrap materials, a felt pig, small pillows, other sewn and stuffed objects, including a musical note, collages, and wax drippings, an advent calendar, and objects combining cutting and drawing techniques. She has also done some painting, preferring thick paint and rich, if simple, combinations of color. She has worked in the blocks on marble chutes and towns and has done a little cooking - applesauce and salad for a hot lunch. (Emma) has done little dramatic play this term, which I gather from (T.D.'s) report is not typical of her. I think this is in part due to her shifting social relationships, though I note she also refused a part in the group play, until the last moment when she entered in with the same concentrated and quiet pleasure she shows in her other work. While she has no overt social difficulties, I think she is feeling the aftermath of difficulties from last spring, may be feeling slightly unplaced and only now is beginning to realize the potential of new relationships for her in the group.

She has at times an air of vagueness and drifting completely at variance with the concentrated working style and rather shrewd observations and comments she makes when focused in conversations. She is also likely to complain of headaches or sore throats (especially when someone else does) and these periods almost of languor punctuate her more active times.

(Emma's) response to group times is as varied as her tone as indicated above. She is never likely to be assertive in her contributions, though she often has something to say. At other times, she seems unfocused and sometimes not to know the topic or remember any of the content. She is extremely attentive to group story and often has reminiscences sparked by a particular story or incident.

In other formal work, she tends to be typically concentrated and hard working. She seems to be enjoying her progress through her reading material. She has read A PICNIC, HURRAH!, THE BIRTHDAY PRESENT, I KNOW A STORY, and lately STORYLAND FAVORITES. She usually gets right to the point of a story but also likes to discuss the details. Occasionally, she gets caught in the details and has a hard time getting back to the main line. She writes lengthy and complex stories herself. This is an activity in which she is taking greater and greater pleasure. Her stories usually are about a little girl, or a girl and a boy, who have various calamities (being disobedient, lost, or having accidents) and usually comfortable solutions, though not always. She has a capacity for an interesting turn of phrase. Her handwriting is untidy, though readable, and her spelling is getting stronger. She accepts exercises on both handwriting and spelling well. She works independently and never needs any help in finding the next idea or the right word. (Emma) is extremely competent with numbers and produces neatly ordered rows of figures with pleasure. She has been doing step counting, grouping exercises, addition and subtraction patterns, beginning fractions, and is moving toward place value. She has also participated in exercises of weighing, measuring, counting, graphing, counting money and patterning.

1978-79

Pre-Christmas: Embroidered a Christmas tree for (a) present - made a tip candle also.

JANUARY 4: Sand and water, started a layered candle. Finished her story about two children at a fair. The brother gets lost in the pop-corn machine.

JANUARY 10: Made a layered candle with absorption. Was in Big Room with (Mia), (Kit), (Jonah) as one of the 3 little pigs. Painted. Several days running (she) experimented with color and brush stroke. (Is reading) ONCE UPON A TIME.

JANUARY 15, 22, 29: (Quarterly School Review and Snow Days) Continues to do a lot more painting, thick colors, free brush strokes. Also poetry. Worked hard on a clay elephant (using paper technique). A few days of drawing. Paints with (Mia), (Virginia), (Alice). Also seems to enjoy afternoon group with (Mia), but no strong gestures developed yet. In the reflection (on her work) it was remarked how strongly birthdays (thence one's friends coming to one) figured.

FEBRUARY 5: (Emma) made several days of valentines, also made valentine cookies with (Virginia) and (Grace). Finished HARVEY'S HIDEOUT, with increasing animation as we read it together; enjoying the sibling quarrel.

FEBRUARY 19: Absent.

FEBRUARY 26: Very pleased to have (Ina) back and went off to do a play with her and (Alice) and (Pearl). She was the robber's assistant. Working on her planet (Saturn) and also on a wax hand which she filled up with clay instead of plaster. Reading JOHNNY APPLESEED.

MARCH 12: (Ina) and (Emma) are quite close, spend most of their days together - spent 3 days making little robots out of wooden spools, and then creating the accessories. Made carrot cake for hot lunch, commenting on the visual effect. In the dress up room on Friday - as fancy ladies, I think. Finished JOHNNY APPLESEED, also A BIRTHDAY FOR FRANCIS.

MARCH 26: Was with (Virginia), (Mia), (Lucy), (Suzanne) as the good witch's helper, but all she had to do was sit and at one point be poisoned. Did some painting, but essentially spent all week drawing an elaborate dog picture while (Ina) was writing a book. Read A BABY SISTER FOR FRANCIS.

1978-79

APRIL 23: Did a whole lot of drawings of dogs while (Ina) made princess stories. Absent one whole week. Since then, worked on batiks - strong, vibrant colors - flower. Works by herself usually, even though friendly and conversational. Went to the gym and to the (historical restoration site).

APRIL 30: Finished on batik, turning it into a tooth-pillow, has begun another, but got "chicken-pops." Finished HELEN KELLER. Writing a story about a girl who finds (and saves) a frozen bull.

MAY 14: Absent most of the time (trips and Chicken Pox). Drawing with (Ina) and (Alice) - grave yards, and generations of bees, and single bees.

JUNE 4: Lots of drawings, and a survey of color preferences. Enjoyed her role as Princess in Snow Queen, but not otherwise engaged.

1978-79

The Prospect School
North Bennington, Vermont

Name: (Emma)

Date: June 4, 1979

Age: 7;10

By: (Y.B.)

(Emma) has formed a strong individual relationship this term, which has begun to include others. This has been a source of much satisfaction to her, helped her be laughing, much more focused and visible. She has spent a lot of time with her friends drawing, making elaborate pictures of dog families or bee families, cemeteries, houses, cards for people and designs. She has done some painting, more in the late winter than now and is still involved in the use of rich and layered color. She does many small handwork projects, working with familiar concentration and intensity. She hardly looks up, so focused is she on a particular process, until some desired effect has been achieved. She has done some embroidery, batiking (here, to, using striking colors), which was turned into a "tooth" pillow, a clay elephant, small spool robots with many accessories, wax hands, layered candles, and a papier mache planet. (Emma) has done a little more dramatic work this term, but not much, especially since her new friends don't tend in that direction. She was in a production of the THREE LITTLE PIGS, has been a robber or a witch and also enjoys dressing up "fancy". She has done a little cooking, cookies for the Valentine party and carrot cake. She was especially responsive to the visual effects of the different ingredients in the carrot cake. (Emma) attends dance with (F.B.).

With the development of new relationships, (Emma) has become, in general, bolder, more willing to assert herself and more talkative. This has carried over to group times, in which she is more likely to be focused than she was last term and to which she often has a contribution.

With other formal work, she continues to be hardworking and serious. She has been reading stories and novels and is beginning to be articulate about what the different characters are feeling and how the reader knows how they are feeling. She has read JOHNNY APPLESEED, HARVEY'S HIDEOUT, A BIRTHDAY FOR FRANCIS, A BABY SISTER FOR FRANCIS, and HELEN KELLER. Her writing is developing complexity of action and the stories are becoming stronger and stronger. She continues to write about a girl or a girl and boy,

1978-79

rescuing something or each other. Lately she has been writing a long story about saving a frozen bull and getting warm.

Her spelling is developing some consistency, and she has a wider range of vocabulary available to her. She has continued with complex groupings, addition and subtraction patterns, beginning borrowing and carrying, and fractions. She has participated in "practice" exercises, involving weighing, different kinds of measurement, counting and adding money, charting and geometry.

1979-80

(Emma)

Teacher(s): (U.F.)

Group III 1979-80

Age 8;2-8;11

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 5-7: Unique. Made me a book of drawings - about 2 people marrying, the woman having a baby and getting "tits" - complete with illustrations. Drawings are striking. Broken (leg) - crutches. Sits by me alot. Fragile. Circles under eyes. Friend - (Ina) - was with (Suzanne), (Lucy) and (Polly) too. Academics quick. Math - solid. Reading - SECRETS OF LOST TUNNEL - fluent. Activities - sewing - a leopard skin snake.

SEPTEMBER 10-14: Unique. Unusual. Very creative in her expression be it writing, painting, drawing or whatever. She truly expresses herself. Can be clingy and whiny - and is both with (Ina) - putting a strain on that relationship. Either alone or with (Ina). (Polly) sometimes with her. Often sits by my chair on rug. Openly approving and affectionate with me. Got her cast off this week. Lost the snake she made. Seems to lose things easily. Painted and sewed this week. Is making a little felt chick - in an egg - ! Reading - fluent. Writing - lots and full. Needs mechanics. Math - competent.

SEPTEMBER 17-21: Got closer with (Ina) this week. Often tells me she loves me - affectionate. Makes jokes - "goofy". Is really into writing. Is making a story - a long one - like (Ina's) book. Also learned how to use electric saw this week - making a boat. Solid number sense - review carry and borrow - by multiplication. Reading is fluent - but reads slowly. MR. PEACHY AND PEPPER POT JANE. Sometimes wears hair in little ponytail on top of head - called her "thinker". On yard - often watches. (Lea) still bothering her - didn't go on walk.

SEPTEMBER 24-28: Doing alot of writing. She and (Ina) work well together. Still uniqueness of expression. Certain stubbornness emerging - needing to have own way. Likes to act young - like a baby. Fragile. Has stuffed animals with her alot. Sewed alot again - doing puppets - loves them - becomes attached to what she sews. Reading - very competent. Math - competent also - 3 place borrow and carry. Friend is mainly (Ina) - if not with her - is with

1979-80

no one.

OCTOBER 1-3: Really into writing now. She and (Ina) write together. It's their favorite activity now. Absent once this week - and didn't go on hike, though she came to school the day of the hike. Didn't tell her father about it - so she hadn't come prepared. Really got the sense she didn't want to go. Wondering about amount of manipulation involved here. She's sliding into the background now. Find myself remembering all of a sudden that I've hardly had any one-to-one contact with her during a day. Only relationship she pursues is with (Ina). Otherwise she keeps to herself. Seems to need - TONS - of attention. Needs physical affection. Hard for her to reach out to others. Quiet at all groups. Numbers - competent - 3 place carry. Reading - reads anything.

OCTOBER 8-12: More visible this week. Like a baby in certain ways - feel she wants to remain one - alot of whining and clinging onto me. Won't allow this to be cut into - result if I do is withdrawal. I'm watching it right now. Needs alot of affection - (security) is the issue here too. But is very expressive in writing, drawing - all areas. Lots of complaining and easy frustration over sewing project. Likes to stay in background in group. Very little to no contact with boys. Academically competent. Math - times, moving into. Reads anything. Writes fluently.

OCTOBER 15-19: Broke (another bone)! Cheery about it though. Tons of writing and drawing - story about Fortens the frog and his Mom - he's in the hospital at the moment. Loves me to read it. Drew me pictures of characters over weekend. Likes to talk baby talk. She and (Ina) together can really get into whining and clinging onto me saying "Oh, (U.)" Easy to cut into - but they really enjoy it. Very helpful and cooperative. Volunteered at group several times - enjoys talking and says funny things that make group laugh "I had a chick who liked to drink coffee." Math - complex borrowing. Reading - Hitchcock series.

OCTOBER 22-26: Loses things easily. Misplaces belongings. Always has a stuffed animal friend(s) with her. Very into writing. Tells me she loves me. Likes kisses. Pals with (Ina) - somewhat (Virginia). Reading mysteries. Math - grasps things easily and readily - times tables. Very hard for her to endure (broken bone) this time. Lots of complaining. Doesn't like the out-of-doors. Likes to chat. Gets young - baby talk - likes to be young - nurturing. Is volunteering at groups - always has

1979-80

interesting things to say.

OCTOBER 29-NOVEMBER 2: Weaving alot this week. Loved it. Sewing a blanket for her alligator (stuffed). Writes ALOT - read her FORTENS THE FROG story to the group - a big hit - really funny - hard to describe her style - unique - humorous - surprise element. Reading - short books - THE AMAZING BONE - can't sustain long ones easily. Math - natural - times tables. For Halloween - a mummy - really suited her - costume was rich and unique. NEEDED to be with (Ina) all Halloween day. Really clingy with her. Not reaching out much to others - though her writing and jokes at group are making her more visible.

NOVEMBER 5-9: Absent twice this week. Absent alot. Brought in 3 different stuffed animals today. When gets a new animal - likes to make clothes for it. They're all her babies and friends. Still tight with (Ina) - it's solid. They're both writing reams. Fragility - physically and otherwise. Needs alot of nurturing. Fades into background at times. At other times she's always coming to tell me some funny story or other. She's reading short books now. Hard for her to sustain longer. Numbers - very competent 14 x 2 now.

NOVEMBER 12-16: Worked on Thanksgiving costume for herself and her stuffed babies all week almost. Very sweet. Wants to please. When has a question - asks it - no matter what it's about and no matter what else is being talked about - usually it's about a worry she has. Seems like such a little girl. Acts young. Hides things sometimes. Hard to figure out what's really going on with her at times. Can see her eyes calculating. Academically - competence continues. Writing LOTS - funny stories.

NOVEMBER 26-30: Tried to throw away journal without finishing it - wanted to start over. (Ruth) caught her. I spoke to her (with Ruth). Next day came in first thing in morning and said "Can I talk to you privately." Apologized again for throwing journal away and tears - FELT HORRIBLE. (Ina) tagged along and cried too. It was quite a scene. (Emma) wants to do the right thing. Hates being reprimanded or not pleasing to me. Made a beautiful quilling design - unusual. Writes stories using her stuffed animals as characters. Makes clothes for all her animals. Worries alot. Loves to joke around. Academics - fine. Reading short books - MOLLY AND THE GIANT. Writing lots. Math - complex borrow/carry, 32 x 2, place value - to millions.

1979-80

The Prospect School
North Bennington, Vermont

Name: (Emma)

Date: January, 1980

Age: 8;5

By: (U.F.)

(Emma) has been involved with all kinds of small handcrafts this fall. Sewing is one of her areas of strength. She has sewn many outfits for her numerous stuffed animals which she brings in from home. She has also sewn her own stuffed animals. Needle, thread and scissors lend themselves easily to her hand, and enable her to create some very unusual creations. This sewing interest extended into weaving. Here she showed the same skill and interest as in her sewing projects. Around Christmastime (Emma) was very involved making all kinds of little ornaments. She seems to enjoy any kind of 3-dimensional handcraft. No matter what it is that (Emma) undertakes, the products she ends with are always very unique and expressive of herself. She loves to invent and experiment and often finds new ways to use old materials. Other activities (Emma) has been involved in are dramatic play, clay, drawing, cooking, woodworking, candlemaking and blocks.

(Emma) has been close to one girl for most of the fall. They are almost inseparable. In general I felt the relationship to be a very supportive and positive one. The two girls work beautifully together. They inspire each other's thoughts. There is a lot of fun and humor in their relationship. There was, however, a certain whining quality to them often. They also liked melodrama and enjoyed making a mountain out of a mole hill, so to speak. However, they could always pull themselves together easily and seemed to appreciate a very matter-of-fact approach to upsetting situations.

(Emma) is a quiet but important group member. She is appreciated by her peers for her originality and humor. At group discussions she often contributes a funny story related to personal experience. She makes a very unique statement in our group.

Academically (Emma) is very competent. She can read almost anything with ease and fluency. She started out trying to read lengthy mystery books but found it difficult to sustain her interest. Now she is reading a lot shorter books. Some of the books she's read this year are THE

1979-80

AMAZING BONE, THE GREAT GREEN TURKEY, CREEK MONSTER, MOLLY AND THE GIANT, SIX LITTLE DUCKS and THE CLOWN OF GOD.

(Emma) loves to write. She sometimes chooses writing as a choice for activity time. The themes of (Emma's) writing are animals, imaginary creatures and their relationships to one another. Her stories are often full of humor. The mechanics of her writing need work. She needs practice in spelling and punctuation. Right now she is trying to learn how to punctuate dialogue. This is a little difficult for her but she is eager. In math (Emma) grasps all new number processes and concepts with ease. She has worked on complex borrowing and carrying, place value to the millions, multiplication of one times two digits 2×24 , times tables, beginning division, liquid and linear measurement.

1979-80

(The Spring Term Records are missing from this file)

The Prospect School
North Bennington, Vermont

Name: (Emma)

Date: June, 1980

Age: 8;11

By: (U.F.)

(Emma) has enjoyed working in miniature. She spent a good deal of time making plasticene molds and filling them with plaster to make various small objects; a cake, doughnuts, and a banana were some. Often (Emma) will choose gluing on her own. She makes small furnishings out of wooden slats and other materials, gluing them together. She is very creative and imaginatively unique in her creations. Another kind of less obvious construction (Emma) became involved in was bookmaking. Again she particularly enjoyed making books in miniature, but also made some regular size books, some of which she used to write a story in of her own creation. Wax held (Emma's) attention for quite a while this semester. She made wax and plaster hands and feet. She also became involved with experimenting with wax cups of various sizes, some in miniature, of course. (Emma's) a skilled game player. She seems to very much enjoy logic and strategy. A game she was very interested in this semester was a maze game. The object of the game was to guide a ball bearing through a board maze using two knobs to tilt the board. (Emma) became more and more skilled as she practiced the game week after week. Other activities she has been involved in are woodworking, rubbings, marble painting, maze making, craypas, finger painting prints, bleach painting, blocks, batik, and dress-up.

When (Emma's) closest friend left for two months, (Emma) very easily formed a friendship with another girl. They shared a real interest in writing and were very supportive of each other's efforts in creating book-length adventures and stories. These two spent a great deal of time together and were almost inseparable during the other girl's absence. (Emma) became much more active on the yard, largely due to her new friend's enthusiasm for kickball. When (Emma's) friend returned they tried to establish a trio, which has met with limited success. There has been a certain amount of exclusiveness going on between the three of them, and mainly (Emma) has re-established her

1979-80

relationship to her older friend. (Emma) still has a certain amount of trouble in relationships being too clingy or too possessive. But at the same time she is very generous and giving in her relationships. At group meetings (Emma) has remained very quiet. She volunteers now and then and when she does her remarks are always interesting and usually funny. (Emma) has continued to make a very unique statement in the group. She is recognized by others for her independence, creativity, and humor. She has been a delight to have in group this year, and a constant support to me and whatever the group undertakes to do.

(Emma) has maintained her academic competence in all areas. Her reading is solid and expressive. When she reads she always pays close attention to the meaning of what is being said. She occasionally needs help on large unfamiliar words, but is generally able to sound them out for herself. Her oral reading is not yet completely fluent, but will become so very soon, I believe. She has read THE ENORMOUS EGG, MRS. TIGGIE WINKLE, and THE TAILOR OF GLOUCESTER.

(Emma) is writing a lot. Her stories are generally about relationships. She has written about a bottle of shampoo, a turtle, and a family. She writes very expressively. Several of her stories are book length. Mechanically she has improved. Her spelling is fairly good, though she can still be careless. She is very eager to learn how to use quotation marks since she uses a great deal of dialogue in her stories. It is a complicated process however, but she is getting it. (Emma's) cursive handwriting is very good. In math she continues to master processes with ease and rapidity. She has worked on long division, two-place multiplication, fractions, word problems, mapping, and money.

1980-81

(Emma)

Teacher(s): (U.F.)
Volunteer (Art): (B.B.)

Group III 1980-81

Age 9;2-9;11

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8-12, 1980: Likes to give me kisses and hugs. Her contact with me is very important to her. Likes to tell stories to individual people - not to group. She brought in two things to show - a dollhouse book of "the richest lady in the world" and a batik her grandmother made. Worked on monorail for Beartown USA with (Pearl) - very exact and well crafted. Now wants to make a theater. Writing lots - about Mrs. Pickle.

SEPTEMBER 15-19: Cries easily. Gets very upset around anger. Full of stories and funny or silly ones. Likes to be "cuddly". Working hard and conscientiously on bear theater. Loves it when I help her and is grateful - very unassuming - and undemanding, though will ask for what she needs and speak up at wrongdoing. Reading MISS BIANCA and likes it pretty well. Her writing is striking for uniqueness of theme and turn of phrase.

SEPTEMBER 22-26: Listens very intently. Working very hard on Beartown - magic show and refreshments stand. Made food at home in miniature for it - gave some as presents to people. Bubbly and chirping come to mind as descriptive words for (Emma). Wears a hat that reminds her of a friend and that's why she wears it. Academics - good.

SEPTEMBER 29-OCTOBER 3: Absent 3 days. Worked on Beartown - her bowling alley with (Lucy) and (Pearl). Needs a lot of affection and reassurance. Very appreciative child. Played with (Pearl) at swimming - this is her latest PAL - all the time they're together. Writing about Mr. and Mrs. Pickle - King Tomato and Queen Potato - very funny.

OCTOBER 6-10: Mainly did costume - of a dwarf. Loks neat. Also chose calligraphy - hard for her but she likes it. Pals with (Pearl) still - they talk a lot about their parents.... Quiet at groups - easily fades into background in such a large group. She and (Pearl) are writing a story about Sasha (my little bear), (B.B.) and me. Writing tons. Likes to read unusual or funny books.

1980-81

OCTOBER 13-17: Did calligraphy a lot this week. Wasn't in any of the scenes for the movie this week but helped to paddle the boat. Loves to be helpful in tense situations. Told me she was making me a tape of some of her best piano playing music. Got a bloody nose during math test and instead of stopping - left blanks where missed some. Wasn't even going to ask me to repeat - but I caught on in time. Unassuming.

OCTOBER 20-31: Did calligraphy A LOT. It's hard for her. She was writing a sign that had word PASSETH in it. When she to the T, she found she didn't have enough room for the H, so she put it after the P where she had some space. Completely oblivious to fact that she was misspelling the word. It was funny once it was pointed out to her. At the pool she's a riot - does frog jumps and all kinds of funny inventions.

NOVEMBER 10-14: Not overly involved in movie project. Not very eager to be in it or a part of it. Missed a lot being away - and backs down when I ask her to be in a certain part. She's very timid dramatically. Did blocks again - really likes it. Also did wet chalk designs and LOVED it. Wrote a GREAT story to go with it. Did paper cutting - learned how to make paper dolls in a chain.

1980-81

The Prospect School
North Bennington, Vermont

Name: (Emma)

Date: December, 1980

Age: 9;4

By: (U.F.)

(Emma's) interest in construction has become more visible this year in both her work with Beartown and the blocks. She became deeply involved for weeks in Beartown USA and is in the middle of working on her third project for it. Her first undertaking was a small monorail made out of matt board and plexiglass. I was very impressed with the care she and a friend took in measurements and craftsmanship. It was not an easy thing to construct and (Emma) worked at it with the dogged perseverance and concentration that is characteristic of her in all she does. The second thing she made for Beartown was a combined theater (or magic show) and refreshment stand. For this building she got involved with woodworking and making miniature foods, cigarettes and magazines. The latter she extended into a home project and brought "presents" of food miniatures in for her peers, who were working on various other Beartown projects. (Emma's) third contribution to Beartown which is still under construction is a bowling alley. She has helped to make a lot of miniature clay bowling balls and pins for this. The variety of construction mediums that Beartown has offered to (Emma) have been immense and she thrived on the experience, which is not over yet.

A choice that (Emma) chose very infrequently last year and has shown a great deal of enthusiasm for this year, has been block building. She seems to really love it and has chosen it two or three times in the past several weeks. She has built a monorail and small but complex structures which are aesthetic rather than practical.

Other activities (Emma) has enjoyed are drawing, calligraphy, cooking, wet chalk, paper cutting and costume making. The most prevalent theme in her drawings is unusually shaped elephant-like or anteater-like creatures with spots all over them. She mainly likes to draw with thin line magic markers. Wet chalk provided an excellent avenue for (Emma's) sense of color and design. She did several large abstracts in this medium and even wrote a story to go with one.

Socially (Emma) seems to be more at ease this year than she

has in the past. Her friendships seem to have broadened. She continues her pattern of being closest to one girl in particular but this girl is a different one from last year. The girl she is friendly with is very flexible in her relationships and this has had a very positive influence on (Emma). When the two of them work together, it often includes two or three other girls as well. In fact, I would say (Emma) is really involved with a group of girls now and is enjoying it, which is a new development for her.

At formal group times she continues to be verbally quiet but mentally noisy. By this I mean that she is a very intense listener and it seems I can almost hear her think sometimes. During informal group time, like lunch when there's always a large group of people eating on the rug, (Emma) is full of talk. She likes to tell funny stories and relate interesting experiences she has had. This kind of informal exposure has been very good for (Emma) and has been part of what has helped her relationships. Her peers very much enjoy her humor and earnest manner.

(Emma) has done lots of writing. Her writing is striking for its uniqueness of theme and turn of phrase. She wrote a story about Mrs. Pickle, Queen Tomato and King Potato. It was interesting and funny. I read part of it to the group, and they loved it. Mechanically (Emma) is very conscientious and has improved in punctuation and spelling. There is room for more improvement, but she is a very hard worker and will bear the fruits of that eventually.

(Emma) likes to read funny or unusual books. She has read part of MISS BIANCA and is now reading CLARENCE GOES TO TOWN. She is a very solid reader and continues to read for meaning. The smoothness of her reading has shown some improvement, mainly as a result of consistent daily reading.

Mathematically (Emma) is very solid. She is able to grasp complex math processes with a fair amount of individual attention. It is good for (Emma) to practice processes. Repetition is an important part of her math program. It helps her cement things in her understanding. She has mastered complex borrowing and carrying, 2-place multiplication and can do 3-place multiplication with help from me. She can do simple division and is beginning long division. She can still get confused on complex place value and needs more practice with it. Word problems come naturally to her. She especially likes the funny ones.

1980-81

(The Spring Term Records are missing from this file)

The Prospect School
North Bennington, Vermont

Name: (Emma)

Date: June, 1981

Age: 9;11

By: (U.F.)

(Emma's) main areas of interest this term have been construction, color and design. Needless to say, she was very involved in our group project - Beartown USA. She and a friend constructed a magic show and refreshment counter. Then (Emma) undertook a project of her own - a hospital. (Emma's) investment in the miniature realm is deep. She can become completely absorbed in this kind of project and is capable of endless elaboration on a teeny scale. Other forms of construction (Emma) has been involved with are sand and water and block construction. She seems to enjoy these larger types of construction very much also. At some future point it would probably benefit (Emma) to become involved in a large scale woodworking project of some kind. (Emma) also became very involved in another group project - our batik quilt. She extended herself beyond the two-square requirement for the quilt to several batiks of her own. One batik she did with a friend. It was a four-leaf clover done with purple background. The colors and the way the batik turned out were quite striking. Her work in batik is evidence of her real sense of design and color. This showed up also in her work with pastels and water colors with craypas. She was instructed in the technique of shading with pastels and took to it naturally. Some of her work resembled her teacher's so closely it became somewhat difficult to tell them apart! Her paintings are unique and expressive. The subject matter she chooses to paint is always somewhat unusual and very much an expression of who she is. She is very connected to her work in color and design. Other activities (Emma) has participated in are cooking, costume making, drawing and macrame.

Socially, (Emma) has continued her pattern of seeking one close friend. While there are many positive things to be said for (Emma's) loyalty, generosity and warmth in these singular relationships she's had, they have also caused her a good deal of problems. In the relationship she's had this year, she seemd to become too dependent on her friend.

1980-81

This dependence fostered "clinginess" and possessiveness. (Emma) would feel bad if this friend played with anyone else.

Another thing (Emma) seemed to do as a result of being dependent, was to allow her friend to "call all the shots". Her own identity became much less important; all that seemed crucial to her was being with a friend. This does not help her relationships. In fact, she almost sets herself up to be left out by demanding so much from her friendships. She became involved in a very complex fivesome this term. She had been best pals with a girl who was new to Group III. These two girls had a lot of contact with another pair of girls. Altogether they made a fairly tight foursome. This term another girl entered this quartet. There was much vying for the affections and attentions of this girl, but (Emma) was not very active in this. She remained fairly passive and never came to me with any of the problems she was having with her relationships. It turned out that she was getting very hurt because her friend was spending a sizeable amount of time with this "new" girl. The relationships among these five girls became so complex and filled with conflict that it became necessary to set up a time every week when we could talk. During these discussions (Emma) has remained very timid. It is very hard for her to say how she feels in these situations. Since after vacation, however, there has been a notable change in (Emma). She came back from vacation seeming to make a real effort to be more independent. When she spoke with me, she was much more direct and serious than I have ever seen her. She seemed to make a point of picking a project to do on her own and asked for very little help from me. Also in one of our "fivesome talks", she was able to say that due to all the conflict, she had become closer to the "new" girl than she ever had been before. It has been a positive experience overall for (Emma) to have been involved in these complicated relationships because it forced her into becoming more visible and made clear certain dynamics of her relationships. The trip to New York City also helped her in this regard. The group very much appreciated the fact that it was because of (Emma) that we (had a place to stay). She was a very gracious hostess. (Emma's) kindness, sensitivity and compassion all contribute in very positive ways to her individual relationships and her relationship to the group. She is a very genuine and warm person who is able to give a great deal of herself to those she forms relationships with. She has been a real support to me and to the group, and I have felt fortunate to have her in my group these past two years.

1980-81

Academically (Emma) is very solid. Her reading seems to be on a kind of plateau at the moment. She reads very well and sometimes, depending on the book and the effort she's willing to give it, she can read very smoothly and fluently. And this has been much more the case very recently than it has been earlier in the term. She seems to be reaching for more of an independence in reading than she had seemed to desire previously. She continues to enjoy humorous books and is presently reading CLARENCE GOES TO TOWN.

(Emma's) writing very definitely reveals her emotional sensitivity. Writing has become a very expressive medium for (Emma) and she seems very connected to it. A lot of herself comes through in her stories. She writes about relationships, "getting through" difficult situations, clothes, and shopping for clothes. Much of what she writes has a thread of humor running through it. Her stories are earnest and full. She is presently writing about a family of little bears.

The mechanics of her writing has improved. She remembers periods and capitals with regularity. Her spelling is very solid, and her grasp of quotations and paragraphing is becoming more firm.

In math, (Emma) has continued to demonstrate competence. She has a solid understanding of the basic relationships of numbers which facilitates her learning new mathematical processes. She has mastered her times tables, addition and subtraction facts, many place carrying, borrowing and multiplication and long division with one digit divisors. She has also worked on long division with two digit divisors, fractions - lowest terms, adding and subtracting unlike fractions, converting mixed numbers to improper fractions and visa versa, beginning decimals and word problems in all these areas.

1981-82

(Emma)

Teacher(s): (M.M.)

Group III 1981-82

Age 10;2-10;11

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8, 1981: Good start - happy and productive, very open with me and others. Occasional concerns re schedule - things not working well - but it is for personal reasons. Mostly with (Pearl), (Gina), (Suzanne) and (Candy). Especially around activities: mural, puzzles, drawing - and ? . Excited about music, forest trip, and ? . Interested in group and story.

SEPTEMBER 21-25: Still cheery - a little less so. Could seem angry. (Candy), (Pearl), (?), (Gina), (Suzanne). Activities: stained glass, forest, group forest discussions. Very detailed map with stories - nice integration of story and number here.

SEPTEMBER 28-OCTOBER 2: Liked the trip - good spirited, could have harder time at meals. First aid, stars; knew and interested.

OCTOBER 5-9: Harder week - four not all there. (Candy), (Pearl), main contacts, cooking, drawing, sand and water.

OCTOBER 13-23: Hard to read - doesn't seem easy. Think she may need more challenge to focus. Writing, math going well, uneasy at group. Socially (Pearl), (Suzanne), (Ina), (Lucy), (Gina). Also (Candy). Enjoyed batik, clay, cooking, blocks, games and puzzles. Excited about play, though looking forward to mural.

NOVEMBER 6-20: Seemed weary at first, addressed with all and with (Emma); seemed to help considerably. Seemed cheerier and more balanced - understanding her place in the group more clearly I think; also what my expectations are. Academically very solid - needed some initial support with French, math, but things got easier after initial hurdles. Report is going slowly - seems a bit confused by it. Needs more support - problems with leaving at ? , also. Socially, (Candy) - connection to (Pearl) no longer so strong. Activities: wax, cooking, miniatures - working on a very nice sewing shop with (Candy).

1981-82

NOVEMBER 24-DECEMBER 18: Very involved in holiday themes - Thanksgiving Dinner, a "french hen" in the Christmas skit, enjoyed trimming tree, made "bears Christmas" stuff too - TINY. Excited about Christmas, energy was UP. Relationships - (Candy) getting awfully tight - exclusion a possibility - to watch for.

JANUARY 11-15: GREAT week! Very full of life, enthusiasm, and vigor. MAZES, book she did with (Candy) was beautiful - a lot of interest in miniatures, too. Play involvement not as total - but solid. Very interested in the Poland, Russia discussions - especially war outcomes. Played some water games with real interest - possible expansions here. Very excited re skiing - wants to do more of this - and had a great time. Rode up the lift together - very close and warm feeling between us here. A real delight.

JANUARY 18-29: Generally in good shape, though some frictions with other kids over her friendship with (Candy). Rehearsal, but also mazes and miniatures for activity choices. Upset about being required to paint sets for the play, but recovered spirits pretty quickly. Loved the skiing. Writing seems kind of disconnected - probably because of play rehearsal. Not taking the care she should. Had some trouble with the new math concepts, particularly those centering around the relationship of pi to the properties of circles. But stuck at it, and "got" it. Good to see. Socially (Candy), but (Pearl) when (Candy) was gone. Concerned about exclusivity here - the friendship is important but when others feel left out, then it needs a little more space, perhaps.

FEBRUARY 2-5: Socially, still (Candy), (Candy), (Candy). Complaining about play, but starting to "pull" on it. Doesn't know lines yet - told her she will have to know by end of vacation (next 2 weeks). Frictions with others are pretty intense - hope vacation will ease things.

FEBRUARY 12-28: On vacation.

MARCH 8-12: Nervous (?) about the play - and anxious to have "real activities" again. But cooperative and helpful nonetheless. Socially, friction with (Josh), and with some of the other girls - but much better than before vacation. Still cleaving to (Candy) - but not as exclusively as beforehand. Knew lines pretty well - "dead" character in rehearsals, really livened up at the performances. Very much "there" when it came to it!

MARCH 15-19: Much perkier this week - glad to be done with

1981-82

the play! Enjoyed activities a lot - small worlds, woods, dyeing. Not too caught up in new curriculum, but active and interested member of group, nonetheless. Socially things are tighter with (Candy) and consequent friction again. Especially (Josh) - some real nastiness here - though (Emma) seemed more the recipient than otherwise. Doing well in academics - she has a clearer sense of where she is now, and liking this.

MARCH 22-APRIL 2: Better - though could get "stuck" at activities, also at math - she needs a lot of support. Very capable, but needy - unsure about report - not sure how she will do it - but chose a good topic "Hitler". Very interested.... Parent conference with her mom and (Candy's) mom re the social difficulties she and (Candy) have been running into. Good discussion - got a lot aired. Interestingly, things for (Emma) and (Candy) seem to be sorting out, anyway - they're finding other contacts. Structured activities so as to allow them to mix with other kids, too. Good for them - tie-dye, observing, Eastern stuff, report, square dancing activity choices.

1981-82

The Prospect School
North Bennington, Vermont

Name: (Emma)

Date: March, 1982

Age: 10;7

By: (M.M.)

As discussed in our January parent conference, I had some concern about (Emma's) relationship to me and the class; she seemed somewhat detached and periodically upset or misplaced. In the last few weeks this concern has changed somewhat. I feel that our relationship has solidified considerably, and there is a level of trust and confidence not previously there. However, (Emma's) relationship with her peers seems strained right now. While I am very pleased with her friendship with (Candy), I am concerned that this is becoming exclusive, and resulting in exclusion for (Emma) and (Candy). This is being addressed with (Emma) and (Candy), and they are quite responsive. I am also addressing this issue with the class as a whole and feel that progress is being made. I will keep you posted on development here.

Activities and interests have on the whole been focused and fulfilling, with handskills (particularly miniatures) and games of strategy being particular favorites. (Emma's) appreciation of detail is remarkable and small precise work gives her great pleasure be it in bear-houses, mazes or word games. Other activity choices have included quilling, batik, drawing, painting, sand and water, blocks, wax, mobiles, cooking, microscope and dissection. She has also been helpful in preparing for our play, including designing and painting sets and costumes.

Academics continue to be strong. (Emma's) writing and math are both very solid, encompassing a sure sense of detail and mechanics but also a creative vision. Abstract mathematics (such as algebra and geometry) has proved initially puzzling, but ultimately gratifying. She has read a variety of books by Beverly Cleary and Judy Blume; as for many of her peers, relationship is a particularly engrossing theme. In group (Emma) has been attentive and astute, particularly in our biology discussions. The minor disruptiveness mentioned in our meeting has largely fallen off, and she seems much more at ease and content. I trust that we will shortly resolve the peer difficulties and that she will have a fulfilling and enjoyable spring.

1981-82

APRIL 19-23: Good week. Very engaged - working on a stuffed sheep for her mom for mother's day. Presented a really wonderful report on Hitler. She does a very moving (presentation) but balanced, also. Lots of discussion following report. Academically working on percents with (Candy) with (Candy) explaining to (Emma) - a nice switch. Socially, much more open: (Alva), (Leo), (Merce), (Grace), (Gina) as well as (Candy) -- greatly relaxed. Looks happy and busy.

APRIL 26-30: Another good week. Involved in discussions on Blacks - raised good question about rights and duties of individuals and governments. Socially, open again - tensions with (Lucy) - group less - really eased. Activities include small worlds, sewing and paper marbling - very interested in process as well as result. Has percentages now - ready to move onto other stuff.

MAY 10-14: A change last week - suddenly "in" (with (Candy)) with the (Lucy), etc. set, and more correspondingly sarcastic and negative. Working mostly on small worlds stuff (mother's day present) but didn't finish before she left for trip (with father). Very excited about that. Liked other groups plays - missed discussion on Thursday on relationship.

MAY 17-JUNE 6: Gone on trip.

JUNE 6-10: Kind of out of it - being excluded and excluding others again. Talked with her and (Candy) about it - they said it was 'cause the others were leaving them out. Had trouble choosing activities; did wax and read. Not very engaged in fair stuff or trip - like she's waiting for the end of the year.

JUNE 12-18: Liked the trip, although there were frictions in the car with (Mick), (Merce), (Jack). Had to settle several times. Liked time at the beach and Provincetown with (Candy) - and seemed to enjoy Power Plant and New Alchemy. Not involved in last-day celebrations - it was as if she and (Candy) didn't want to rejoin the group - left others feeling bad, I think.

1981-82

The Prospect School
North Bennington, Vermont

Name: (Emma)

Date: June, 1982

Age: 10;11

By: (M.M.)

(Emma) had a rather difficult winter and spring, largely because of social difficulties and a classroom environment which did not adequately support her particular strengths. While she developed a very close friendship with one other girl, she found it hard to get along with her other peers, and frequently retreated into exclusiveness. I don't believe that (Emma) chose this pattern of relationships but that once established, it was hard to break out of. During the spring, things eased considerably, and she made contact with a larger number of girls and boys. At this time, (Emma) seemed ready for a wider social circle, and was generally accepted by her peers.

Academically, (Emma) made substantial progress. She mastered decimals, fractions, ratios, and percents, but will need to review these in the fall. Algebra (in one variable) and simple geometry gave her more trouble, but she grew increasingly comfortable with the concepts of higher math, and should deepen her understanding fairly quickly next year. Mazes were a particularly favorite area to explore, and (Emma) solved and created mazes of great complexity. Mathematical games (such as chess) and puzzles, she mastered quickly and thoroughly. (Emma) has a strong logical bent and should be encouraged in this direction.

(Emma's) writing continued strong in all areas. She spells and punctuates well. She is a little shakier on paragraph structure and will need to work on this next year. The content of her stories was generally strong and complex with complicated tales about relationship being her main focus. Towards the spring, her writing seemed to lose some of its "snap" however, as if she were bored and didn't know how to get captivated again. She produced a report on Adolf Hitler which was really well-done and became the basis of an excellent discussion on the rights and responsibilities of individuals and nations. She was justifiably proud of it and appreciated the feedback she received from the class.

In group, (Emma) was generally a strong and positive force,

but could lose interest if the class was being disruptive. She seemed most interested in our discussions of rights and responsibilities and had a great deal to say at these times. (Emma) clearly understood the difference between legal and moral issues and was intrigued by similarities and differences in them. She was also involved in our discussions of current events in Poland, Russia, and Israel, and in our study of ecology and pollution. (Emma) was not as supportive of the group play or the trip to Cape Cod, although once underway, she pitched in on both projects. I suspect her distance from these activities stemmed from her feeling of distance from the group and am confident that with a stronger sense of group, she would be more fully involved.

Activity choices were hard for (Emma) and she occasionally seemed at a loss as to what to do at activity time. However, she did choose painting, pendulum painting, wax, paper marbling, clay, tie-dye, sewing, and small worlds, and produced work which showed a strong sense of color and design. Other choices included cooking, cards and board games, reading, making houses for small animals, playing the piano, and working on designs and mazes.

(Emma) is a warm and cheerful group member and is easy and enjoyable to teach. I enjoyed having her in my group and trust and hope she will have a great year in 1982-83.

1982-83

(Emma)

Teacher(s): (U.F.)
Art Assistant: (B.B.)
Volunteer (Weaving: (V.T.)

Group IV 1982-83

Age 11;2-11;11

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 7-10: Fight with (Candy) - too tight. They separate themselves from group and are not visible - exclusive. Did EVERYTHING together - they were the only 2 to say they weren't interested in photography. The year I taught (Emma) she did a research report on that very subject. Puzzling. Very eager to do academics - likes homework. She and (Candy) made bookmarks and an incredibly complex 5-way marble chute. Both are reading Alfred Hitchcock mysteries. (Emma) seems older in some ways and somewhat more able to speak up for herself.

SEPTEMBER 13-17: Built a flashlight Monday - so quick - so fast - dexterity quite remarkable. Loved it - wanted to make more and more electrical projects. Moved onto needlepoint with (Peggy) rest of week. Cheery and involved. Much more contact with rest of group. Very struck with how much more bold and able to speak for herself she is. Still tight with (Candy) - but not so exclusive. Mathematically strong - seems to be really exploring her talents. Also tried silk screen on Friday - own initiative - was needlepointing, but got interested, (Mick) and (Virginia) were doing it.

SEPTEMBER 20-24: Really involved with school. Am so struck with her boldness - walks right over to groups of boys to see what they're doing. Is sewing Peter Rabbit with (Peggy) and (Candy). Seems to be enjoying photography also. Going to take classical guitar as a second instrument - piano is her first. Mathematical head - loves her computer course. Has really grown up over past year - little girlishness practically vanished.

SEPTEMBER 27-OCTOBER 1: Blossoming in great leaps and bounds all over the place. She is constantly surprising me. Is taking all kinds of after school lessons. Is vocal at group meetings - states her opinions! In play they did on overnight - she was evil king, and she was very vocal about how she thought play should go - good ideas, too. In

1982-83

her actual performance - was somewhat stiff - but for her it was remarkable that she was independently taking on a role and making up her own lines and actions for her character. She got very involved. Was funny too. Sewing up a storm with Peter Rabbit pattern - complex. Did beautiful acrylic paintings - lovely shades. Loves photography. Can't wait to start French.

OCTOBER 4-10: Still blossoming. Boys like her. Wanted more lines for her part as evil king - hard for her to make them up herself - needed lots of help from me - still pretty tight in acting,, but very involved. Relationships with (Candy) not always the greatest - (Emma) seems more responsive to my demands that they cut out the secretive stuff and become more involved with the group. Almost finished sewing her Peter Rabbit - BEAUTIFUL handwork - very accurate and conscientious. Her tessellations were striking.

OCTOBER 18-22: Is in love with the Beatrix Potter sewing book. Is going to make Toad next. Also seems to be enjoying acrylic painting - does abstracts. Still tight with (Candy) but (Candy) is spreading out in her relationships to the boys and (Emma) has more contact with (Peggy) - not much contact with the other girls - or boys for that matter. But is much more open than ever before. Very playful at the pool. She knows how to cut people off and out - am just beginning to see this about her. Lack of generosity to other people she doesn't know - lack of trust, tolerance?

OCTOBER 25-29: Spoke to her about her tendency to shun others. In talking with her I realized it came more from shyness and fear than from meanness. Right after that talk she came right out and chatted with (George) over lunch. Made a real effort. Hard for her to make her own space - needs others to reach out to her. Working hard on acrylic frame with canvas - enjoyed - said "in what other school could you make frames and canvasses and acrylic paintings? No other ... school. This is a great school." Was a devil for Halloween. Seems used to being praised over and not used to speaking up - but is doing more of the latter.

NOVEMBER 8-12: Loved doing acrylic painting - did an abstract of the seasons - sought technical suggestions and tips from (B.B.) Has a hard time understanding Russian history or any kind of informational discussion. Directions are also hard for her to get the first time around. Working on a lacquer box as Russian-related activity. Very involved with the things in school -

1982-83

active, productive. Not as involved in relationships with others - mainly (Candy). Way she talks is somewhat difficult to relate to. Got a haircut - has been looking very chic lately. Her smile is a huge smile - almost forced too huge. Tension in her persists - as does uncertainty.

NOVEMBER 15-19: Got a retainer this week - next step is braces. Very productive. Young in terms of understanding of curriculum discussions about Russia - needs things explained a lot in other areas also - Her writing is incredible - any "standardized" type work, like grammar sheets or math sheets with review questions - all take her awhile to catch on to - same with story - often needs explanations of what's happening. Writing is beautiful. Reached out to (Todd) this week - joked with him - he appreciated. Main pal remains (Candy). Working on lacquer box.

DECEMBER 6-10: Productive and involved. Still close to (Candy) - but is making ALOT more general contact with others in the group. Have noticed her talking to (Paul) on several occasions. A very unusual and blunt sense of humor - takes people by surprise. Ornaments - sewed one on sewing machine, charcoal drawing, painting in variety of media. Loves work with color of any kind. In play is most expressive I've ever seen her dramatically - but still has a long way to go. Writing is powerful.

DECEMBER 13-17: She was my secret elf - I never knew! This was great for our relationship - brought us closer. In past (Emma) has been very connected and dependent on me as teacher. This year there's been more distance which has been very positive in a lot of ways - but also made it harder to approach her with any difficulties - this elf thing has helped bridge. Did well in play "Everyman." So skilled with hands. Made costume - (Virginia) helped her - nice combination.

JANUARY 10-14: Much more talkative with me - more visible. Came in one morning full of a story of Russia's fight with Germany in WWII - saw authentic war movies Tight with (Candy) still. Tries to reach out to (Meg) but nothing coming back. Involved with variety of materials - salt jar, handmade rubber stamps, origami and ink painting. Loves jail tag.

JANUARY 17-21: Sponge painting with (Alva), photography with (Margot), cooking with (Meg) and (Margot), bookmaking with (Candy) - lots of contact with variety. In play as

1982-83

The Prospect School
North Bennington, Vermont

Name: (Emma)

Date: January, 1983

Age: 11;5

By: (U.F.)

January Parent Conferences: Follow-up Notes

(Emma) has really blossomed this semester. She has been more actively involved in both relationships and activities than she's ever been. In terms of activity, it seems like she can't get enough. She is always wanting and eager to learn and try new things. She's worked with electricity, sewing, paint, charcoal and photography with equal enthusiasm and involvement. She is excited and enthused about her French teacher and says she loves to learn and hear new languages. In all things she has undertaken to do, she works with focus, skill and determination.

In her relationships (Emma) continues the strong friendship she established last year. This has grown from a relationship that was very exclusive to one that is open and positive for both girls. (Emma) has also made more regular and frequent contact with other members of the group, boys and girls, than I have ever seen her make. She's quiet, yet visible as a member of the group, which is a big change from her more invisible stance of other years.

Academically, (Emma) has made the most notable progress in her writing. Not only is it aesthetically much improved in terms of handwriting and mechanical aspects, but the content and quality of what she writes is quite complex and connected to her feelings. In reading, she is very solid and gets involved with the imagery of the stories. (Emma) has quite an intuitive sense of mathematics and is very good about forming her questions and demands my help when needed.

In other curriculum areas, (Emma) has somewhat of a difficult time grasping information presented to her in a formal way. For example, the Russian History review we did of what had happened during the Russian Revolution was very hard for her to do. When I spoke with her later about it, she was quite able to grasp it one-to-one. My guess is that it has more to do with the presentation of material than the actual understanding of the subject matter.

1982-83

JANUARY 24-29: Funniest incident on Friday - I turned just in time to see (Emma) haul off and hit (George) over the head with her folder. I turned to her aghast, but smiling - and she blushed, and grinned and told me he had just bopped her on the head with a book - but she was embarrassed cuz she thought sure I'd had my back turned. I said, good for her! (George) appreciated it too. Did water colors - had a real feel for it. Does alot of painting at home.

JANUARY 31-FEBRUARY 4: Excited and nervous about inviting (Meg) over to play. Came to me and announced she was going to - then came and told me when she'd actually done it - then came again to tell me (Meg) would come! It takes a lot for her to reach out to someone new. Ate lunch several times with (George), (Peggy), (Mick), (Candy). (Candy) is being very careful to include her - (Emma) is establishing more of a relationshihip with (George) and (Mick) because of this - nice for her. Can't get over her in the play - could've handled something bigger - she's fantastic! Finished book for Group 1-2 and took it to them on Friday with (Candy). Presented book in front of this group with poise and ease.

FEBRUARY 8-18: Was ALOT of fun at the overnight - full of interest and conversation. Pal with (Candy) still - is handling relationship (Candy) has to (Mick) well - is also included in that fairly regularly. Made valentine box with (Meg) and (Margot), cooked, photography, sewing Mr. Toad, and did ink drawing - enjoyed it. Takes homework very seriously and does a great job with it. Depth of feeling and perception - surprising sometimes because gives the impression she's not listening. Still spectacular in the play and is now singing 2 songs with the "gang" and is VERY excited about that.

FEBRUARY 28-MARCH 11: A real pleasure to have in group. Full of positive energy. Interested in EVERYTHING. Willing. Cooperative. Full of ideas. Generation of spirit. Is Mark Twain in our play - (Merce) gave up his part. She already knows LOTS of the lines and delivers them with clarity and feeling. She thought up the idea of "Easter Elves" - since secret elves was such a success and helped bring group together. Has helped ALOT with the scenery - done alot of photography and did ink drawing again. More friends in general - open. Good at math facts. Wrote 2 pages in newspaper - generated own headlines.

MARCH 14-18: Still in great shape. Am SO impressed with

1982-83

how quickly she learned ALL THOSE lines of Twain's - amazing. And she delivers them loud and clear and with poise! It's terrific. Lots of friends. Friendly and talkative. Gets all her work done and more. One of the only people who got under the allotted time on her math sheets. Takes homework very seriously and loves it. Is SO capable. Wish she could realize some power in relation to her enormous competence. Still is afraid to speak up.

MARCH 21-25: Watched her work with (George) in her science group - was very intimidated by him - let him run the show - she disappeared. Haven't seen her do that kind of thing in a long time. In general - remains in visible place in group though. Friday made a very funny remark. (Mick) suggested we go for a walk to the woods - and while I was about to consider the idea (Emma) said, "Why Tom, that's a bully idea!" That's a line from our play and (Mick) is Tom Sawyer - it was perfect! Has a keen sense of humor.

MARCH 28-APRIL 8: Did a SUPER job as Mark Twain in our play "Tom Sawyer" - poised, loud and expressive. An incredible switch from previous year of tiny parts. An example of her willingness to be more visible, open. Having trouble with (Candy). (Candy) is focused on (Mick), to the exclusion of (Emma). (Emma) came to me with a problem about a "couples" party (Peggy), (Candy) and (Meg) were having. (Emma) knew about it because (Oscar) was going with (Meg). She was very hurt that (Candy) hadn't even told her about it. Had conversation with (Candy), (Peggy) and (Emma). Then had conference with (Emma). Support seemed to relieve a lot of the anxiety. (Emma) and (Mia) were the only girls not invited to (Margot's) birthday party - (Alva) said it was because (Margot) and (Emma) had had a fight. Need to try to straighten this out. But feel (Emma) is vulnerable in relationships right now. Lots of clay - loves technical instruction. Making a mug.

APRIL 11-15: She LOVES clay! Is very skilled with it too - studied with a potter a few years ago. Made a GORGEOUS mug with design and handle - with (B.B.'s) help - she was so proud. Did clay ALL week. Establishing a real friendship with (Mia) - based on common interests in Pac-Man, sports and chatter. (Emma's) relationship to (Candy) is hard. (Candy) doesn't seem to have much time for (Emma) because of (Mick) - but (Emma) is handling it. Has plenty of her own interests - and lots of other friends she's comfortable with. Loves having her Dad come in to play soccer.

1982-83

APRIL 25-29: Came back from vacation close friends with (Mia) - had her over for a large chunk of vacation. Stood up for her when some of the other girls were being mean about her. Cried when she told me her mother won't allow her to go to (Mia's) house because the location is too dangerous. Working hard on her clay mug - glaze is going to be gorgeous. (Candy) felt left out of (Emma) and (Mia's) relationship - had a talk - (Emma) made efforts to pay attention to (Candy) and include her. Loves French - spends extra time learning it. Opening up more and more.

MAY 2-13: New friendship to (Mia) is very important for her. (Candy) gets included in this intermittently, but mainly it's (Mia) and (Emma). They're very close and spend lots of time together. (Emma) encourages (Mia) in her writing and math - and they support each other in general and very positive ways. Both LOVE video games, and are very good at them. (Emma's) making a huge loom with (V.T.) - she works so efficiently with such focus it's amazing. sometimes she can be a little over-demanding in her total focus and forget I and (V.T.) have other things to do besides JUST help her. Helped at bake sale. Relationship to me becoming more open - more affection.

JUNE: On trip was kidded alot about "I don't get it," or "What does it mean?" Often has that quality of not being with it in a certain way. Very close to (Mia) - on trip tight with (Peggy), (Mick) and (Mia). Got too exclusive - especially with (Mia). Had to speak to them - they were sticky like glue. Worked hard on weaving - will work on it over the summer. Had fun at the lake. Has a tendency to get caught up in relationship - not an initiator and hard for her to take a stand in them once involved. Sometimes I can't read her - hard to figure out what's really going on with her sometimes.

1982-83

The Prospect School
North Bennington, Vermont

Name: (Emma)

Date: May, 1983

Age: 11;10

By: (U.F.)

PARENT REPORT

(Emma's) involvement in activities this year has been varied and full. Main areas of interest have included sewing, weaving, clay, paint and drama. Early in the fall she sewed Peter Rabbit from a Beatrix Potter pattern. It was a complex pattern and required a fine handskill. Her finished product was striking for its precision and level of craftsmanship. A related craft which has recently attracted her interest is weaving. She is making a fairly large rug. This is an ambitious undertaking and (Emma) is going about it with characteristic determination, capability and focus. She built a loom about 4' x 5', has warped it and is now almost ready to weave. (Emma) is capable of becoming very absorbed in her projects. She has been very eager for technical instruction in all that she's undertaken. The "how-to's" of different mediums seem very important to her. Her work with clay was another example of this thirst for technical knowledge and know-how. She built a large mug using slab techniques and was shown how to create and attach a handle using the "button" technique. Then in glazing her mug, she didn't want just a plain glaze, but was shown how to design her mug according to the pattern imprinted in the clay. This description of (Emma's) work with clay is an illustration of her capacity and desire for quite complex and finely developed skill, as well as a real ability to be patient, persevering and plain hard working in her project work.

Another medium (Emma) continues to enjoy is paint. She had a natural feel for both water colors and acrylics. She has recently become re-involved with water color and color pencils and has done some lovely designs and drawings with each, sometimes in combination. (Emma's) work with drama this year has been striking in relation to past year's much more low keyed involvement with it. In her first dramatic performance this year as "Five Wits" it was clear she's become more comfortable with acting and performing in front of an audience. In our rehearsals for "Tom Sawyer" in her roles as Sid and Doc, she was so expressive and seemed so comfortable that I regretted not giving her a larger part.

As it happened, she was able to step in and take the part of Mark Twain. I was struck with the ease and speed with which she was able to memorize the voluminous amount of lines Twain had. It was a big step for her to perform such a focal and central role in a play. Other activities (Emma) has been involved with include ink drawing, origami, bookmaking, cooking, blocks, photography and drawing.

In outdoor activity (Emma) has developed a strong interest in and enthusiasm for soccer. She has gained a lot of skill and is able to play quite aggressively. This is very good for her, as it is another group activity where she has allowed herself to become visible and central, as opposed to her past attitude of becoming invisible or remaining in the background of group projects or sports.

This year (Emma) has become involved in a variety of relationships and has seemed more open to the group than I have ever seen her. She started off the year with one close friend with whom she could occasionally become exclusive. As the year progressed, this exclusivity seemed to drop out as both girls became more comfortable in the group and involved with a wider variety of friends. Then, this winter (Emma's) friend developed a new close relationship with a boy in the group. This relationship ended up leaving (Emma) fairly excluded and without a close friend, which is very hard on her. There were some stormy times but overall I was impressed with (Emma's) resourcefulness and her ability to focus herself on her interests and other friends and acquaintances. In the past month (Emma) established a new close friendship with another girl in the group. This has been extremely positive for both. It is also a relationship in which (Emma) has equal say about where the relationship goes and how things are handled. The girls seem to be a good compliment to each other's strengths and weaknesses. This is a change from some of (Emma's) past friendships where I have felt she has maintained a role of follower, allowing her friend to run or direct certain aspects of the relationship. She continues to have difficulty with easily feeling intimidated by others and unable to express her thoughts or feelings. She still goes through periods of what I call "invisibility". It has always interested me that she is able to periodically maintain such a low profile that she is hardly noticeable in the hustle and bustle of a day, and yet remain absolutely focused and extremely productive in all areas. As I've mentioned, however, this tendency to "disappear" has changed a lot this year, as she has been expressing herself loudly and clearly through her many interests and capabilities and has

1982-83

become more open in general in terms of the group and her relationships.

Academically, (Emma) has continued to demonstrate competence in all areas. She is a very solid and fluent reader. And she shows real discernment in her choice of books. She picks classics or books that deal seriously with relationships and human attitudes and dilemmas. She has read NO PROMISES IN THE WIND, THE LOTTERY ROSE, BRIDGE TO TERE BITHIA, and is presently reading a book about the relationship between twin sisters called JACOB HAVE I LOVED. (Emma's) writing continues to be a strength of hers. Her writing is full and imaginatively complex. Magic and relationships remain recurrent themes in her work. She wrote a story about a Magical Kingdom involving a unicorn that crushed its horn. Often the endings to her story involve some tragedy but she is able to weave the story in a way that leaves the reader sad and moved, but not despairing. She did research reports on Charlie Chaplin and Mars. In both reports she showed a fairly good understanding of organization and a natural sense for the wording of things. Areas we have been working on in terms of mechanics include sentence structure, paragraphing and outlining the plot of a story before writing it. In math (Emma's) natural sense of the pattern and order of numbers continues to hold her in good stead. She has grasped new processes with ease and has also been very clear about and appropriately demanding of help when she didn't understand.

She has mastered her math facts in addition, subtraction, multiplication and division. She has a solid understanding of how to work with fractions in the following ways - common denominators, reduction to lowest terms, addition, subtraction, multiplication, division, mixed numbers, improper fractions. She has become familiar with how to manipulate decimals in the basic computational areas. She has worked with per cent, ratio and proportion, prime numbers, beginning algebra and word problems.

(Emma)

Teacher(s): (U.F.)
Teacher Intern: (Q.R.)

South Group 1983-84

Age 12;2-12;11

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 1-9: Fairly full of energy; she and (Mia) are very tight--almost exclusive. Their energy level gets very high and silly; sometimes might need to be separated--both are easily and thoroughly abashed if disciplined. Both love soccer. Are working on a sewing project together--Noah's Ark. Asking obvious questions still--gets embarrassed when people tease her about it. Writing in her journal lots--seems to really enjoy it. Extremely sensitive--feelings wounded very easily. In play with (Virginia) and (Mia)--about a rainbow and smiley faced goddess; clever and funny.

SEPTEMBER 12-16: Much better week--focused and involved and interested. Very tight with (Mia) still--everything still revolves around this relationship. (Emma) remains somewhat self-effacing in it. Quite a piano player--played me a couple pieces this week--has a beautiful feel for it. Is enjoying the art topic...has a natural and keen eye for it. Read her story "Grape and Raisin" outloud to the group--it was simply wonderful. (It includes) a raisin with an accent--since then I've noticed accents appearing in other stories too.

SEPTEMBER 26-30: Peppy, high-spirited, involved. Tight with (Mia)--can get silly, but much better. They're much more supportive of the total group. Friendly with (Ryan) too--but mainly through (Mia). Weaving, flower book. Is now working on Christmas presents for people--a satin box with a velvet lining. Beautiful drawings in (local) woods--really takes her time. Writes lots and well in her journal. Loves swimming at (local recreation center)--playful, exuberant, but gets cold quickly. Fragile physically. Very good at soccer now; her dad coaches her. Sensitive and kind.

OCTOBER 3-14: LOVED trip to (city)--in her element. LOVED the art museums--took me around showing me things and explaining things to me. Very excited by whole art scene. Had a ball with (Mia) and (Ryan) on trip. Lots of joking, playing, etc. Good friends with (Mia), (Peggy), and (Alva)--and is trying to patch things up with (Candy) at my suggestion. Says she wants to anyway. Finishing up toad sewing project--needs reassurance with directions but is really very capable. LOTS of sewing. Doing lots of writing--(is) on her second journal.

OCTOBER 17-21: Good friends with (Mia), (Alva), (Peggy), and is making an effort with (Candy)--also friends with (Ryan) mainly through (Mia). Still timid about making relationships and (is) timid in general--but much more bold than in past years. Enjoys being naughty and getting silly at group--nothing extreme, but extreme for her. So productive, vigorous and creative. Made a collage and hooked a bulb up to it so it lights--others followed her lead. Has so many sewing projects she hardly has any time to do anything else. Loves to joke around. Humor and affection are important.

OCTOBER 24-NOVEMBER 4: So involved and productive and imaginative. The (chorus director) gave them an assignment ot bring in something to make noise with--she made two beautiful musical instruments out of wood. Cares about her work--takes pride in it. Very close to (Mia). Comes in in the morning and sits on my lap for a while and talks; needs this. Things going on...that are hard for her she tells about fairly freely. Still working on weaving and sewn box--also did calligraphy.

NOVEMBER 7-18: Having a hard time right now. Needs lots of focus and affection. She's doing her disappearing act if I don't watch her. (Mia) was absent for two days and (Emma) was much less visible. Getting closer with (Peggy) it seems. Still close with (Mia). She, (Mia), and (Virginia) wrote songs and music for the Christmas play--it was mainly (Emma) composing the music. The songs are fabulous! She's proud. (Is) making beautiful things during activities--made a satin and velvet jewelry box for a Christmas present. Also working still on a huge weaving. In play "Ronald Reagan's Big Mistake" she was absolutely hysterical. She had the audience really laughing. She played the maid; walked with a very funny waddle, and had her eyes half closed and her mouth pursed. She flirted with "Ronnie" through the play and was also the "voice" to the TV set Ronnie and Nancy watched. Not getting homework done.

NOVEMBER 21-DECEMBER 2: Low spirits. Life is hard on her right now--more upheavals. Has been demanding and irritable lately. Gets pushy too--insensitive to others; when pointed out is abashed. Finished her sewn box for her mother's birthday--beautiful job. Still weaving--still involved with it. Did lovely portrait of (Mia)--an assignment. Absent on Friday--had to go to (city)--but didn't want to. Has been travelling around and moving around a lot lately...Pals with (Peggy) and (Mia). Soccer is a passion.

DECEMBER 5-16: More cheerful...turmoils less intense. Wax and weaving all week. Made a batik for a boxing trainer in (city)--it was a boxing glove. Tight with (Mia) all week. (Mick) visited on Monday--good friends with him also. Helped out with the tree. Friends with (Peggy) also--carried (Peggy's) Squirrel Nutkin around with her all Friday. Can be pushy and too demanding, but can hear when she is and stops. Only one who didn't wear a tie for tie day--forgot.

The Prospect School
North Bennington, Vermont

Name: (Emma)

Date: January, 1984

Age: 12.6

By: (U.F.)

January Parent Conference: Follow-up Notes

(Emma's) involvement with activities is powerful. She is capable of becoming extremely involved with her projects and carries them out with persistence, patience, and real accuracy. The finished products she ends up with are always striking. She continues to work on a very large rug/tapestry project that she began last year. She created a beautiful velvet and satin stuffed box, and has been very involved in the area of dramatics. She often plays a humorous role, and stole the show in a production called "Ronald Reagan's Big Mistake" as the President's flirtatious maid.

Academically, (Emma) has the most confidence in her reading and writing skills and not so much in her mathematical ability. She tends to need a great deal of reassurance while doing her math, but is very capable and actually has a very good feel for numbers.

(Emma) continues to have one very close friend. They are involved in two joint projects at the moment, a story and a mouse house complete with miniature furniture. (Emma) has several other friends in the group and is a well-accepted group member. She has recently been caught up in some complexities of relationships involving gossip and pettiness. She seemed to have been able to work out the problem, however, with some assistance and insistence from me. Her role as Juan de Carlos de la Gama in our "Man of La Mancha" play is serving to make her a central and very visible group member.

JANUARY 9-20: Small, slight--doesn't seem to gain weight no matter what she eats. Body is young...more like a nine or ten year old...hair is cut short. Loves clothes and jewelry--important to her. Needs affection. Has a retainer for her teeth--affects her speech. LOVES soccer--very good at it now. Long lashes, fair complexion. Started a project with (Mia)--a bear(?) house. She's become extremely involved in it. She LOVES miniatures and can make anything out of anything--imaginative, ingenious; seems like she thinks about it all the time, because she comes into school with stuff she's done at home. Even enjoyed the large sawing she had to do to make her house. Also does dress up and sewing. Pals with (Mia). Caught up in social complexities with (Mick) and (Peggy). Is loyal to (Mick) and got down on (Peggy) because she broke up with (Mick). Wouldn't talk with (Peggy). Seems better though--I had a talk with them all.

JANUARY 30-FEBRUARY 3: So involved with her bearhouse. She thinks about it all the time. Comes to school with plans of things she's made for the house. She's making it with (Mia), but she's running the show. The miniature work she does is powerful. She's made a dresser out of balsa wood with drawers that pull in and out on runners! She varnished it and is so proud of it. Story writing with (Mia) continues--again, (Emma) is main generator of ideas. Social complexities seem to have calmed down somewhat. (Emma) gets a big thrill out of being naughty. It's a big accomplishment for her if she's had the guts to be "bad", or outspoken. It can be annoying but overall it doesn't seem like a horrible thing. It's nice to see her assert herself. It's too bad it has to be in this way right now. FANTASTIC in the play--full of expression and feeling; takes direction almost immediately.

FEBRUARY 6-17: She's so amazing in the play. Bold, crazy-wonderful! She sang a solo on Thursday--beautifully done--a fine ear for music. She and (Mia) created a new song with piano and lyrics. They want to sing it at next week's assembly. Working hard on bearhouse. Did wax on Friday and is making a very complex candle--long process--but very patient and persevering. Tight with (Mia). Vocal at groups but can also get silly and naughty. Takes pride in naughtiness.

FEBRUARY 27-MARCH 9: Is vocal at group meetings--but often gives the appearance that she could care less about what's being talked about. Feigns boredom--doesn't fight boredom. At the newspaper, the talk by (news reporter) was a little long and a little dry--(Emma) put her head down on the table and looked like she'd rather be anywhere but there--discourteous. Gets abashed still when I point things out to her. Tight with (Mia). Also very friendly with (Alva), (Candy), and (Peggy). Friendship with (Candy) seems to have been restored to a degree it hasn't been in the past. (Emma's) acting ability continues to expand. She loves it when I give her extreme gestures to do on stage. She sings "Man of La Mancha" with gusto and poise. She takes stage directions almost immediately. Made a refrigerator for her bearhouse.

MARCH 26-APRIL 2: Juan de Carlos...! What an outstanding performance she gave. So completely INTO her part--so bold and unselfconscious--so OUT THERE. It was moving to watch when you considered where she's come from. From tiny bit parts, from invisibility to total visibility and centrality. What a transormation. What a multiplicity of talent! She played the music for the last scene too. She was so proud. Relationship to me is extremely important. When I was out for a day, the day I came back--LOTS of hugging, clinging--said, "I'm going to follow you around today. I hope you don't mind." Needs to sit on my lap. Hard for her to have me gone while (Q.R.) took the class. Tight with (Mia). Also complexly involved with (Candy), (Peggy), and (Alva). Gets caught up in exclusivity and pettiness--can be nasty. Needs help mediating her relationships. Still working on bearhouse--incredibly complex. Involved in a rock 'n roll dance with...other girls with (Oscar) and (Evan).

1983-84

APRIL 30-MAY 4: Lots of dress-up this week. One abortive attempt with (Alva), (Candy), and (Mia). Next day she and (Mia) created a clown play that was marvelous. (Emma) was the sad clown--announced the play sobbing loudly--VERY funny--did that through the whole performance. Play also dealt with relationships. Both clowns tried out for a job and only (Mia?) got it--so (Mia) wouldn't take the job. Then turned out they both got it--happy ending. (Emma) still writing a parody of "Man of La Mancha"--Donkey-o-Tee and Juan-day-car-less; very funny--EXTREMELY clever. Has to be read aloud regularly to the group. Involved still in complex sets of relationships with girls. Has been very clear and vocal in a couple of discussions with all the girls--says exactly what she feels and leaves nothing out. Speaks up for herself. Talked about how she's very nervous about going away to camp this summer for a whole month. Had a reassuring discussion with her about it. Needs to get back to work on her bearhouse. Made a beautiful painting for a wedding present--matted and everything. Very close with (Mia). Wrote a lovely essay on how their friendship began and how important it is to her.

WEEKLY ACADEMIC RECORDS

Reading	Writing	Math	Activities
<p>September</p> <p><u>Secret</u> <u>Garden</u></p>	<p>Grape - Daughter of happy banana and peach - Lalo is grape - has a best friend. Illustrated-funny, warm Journal - Excellent</p>	<p>review - needed: percent-decimals mult./div. fractions Factors</p>	<p>Sewing - Noah's Ark w/ (Mia)</p>
<p><u>Secret</u> <u>Garden</u></p>	<p><u>Very</u> funny story about grape and raisin romance. Raisin has an accent. After much awkwardness and funny embarrassment they get married. (but then they get divorced and that's another story)</p>	<p>Long Division w/ decimals - OK integer review x + fraction review OK</p>	<p>Sewing Dress-up draw - color</p>
<p><u>Secret</u> <u>Garden</u></p>	<p><u>Just a Blue Balloon</u> about balloon's life - girl who buys him - descript. of this <u>de-tailed</u> - spoiled but - lets balloon free - perspective of world from up high</p>	<p>Fraction to decimal Good sci. notation exponents - caught on quickly</p>	<p>Sewing Weaving</p>
<p><u>Secret</u> <u>Garden</u></p>	<p>Underground Concentration Camp - 3 friends try an escape get out through tunnel but one of them is shot and must return - desperate end.</p>	<p>order of op. - needed lots of support, but got it. Place value to trillions</p>	<p>Weave Sand and Water Dress-up - Punk Rocker</p>

WEEKLY ACADEMIC RECORDS

Reading	Writing	Math	Activities
October <u>Secret</u> <u>Garden</u>	poems w/drawings - unusual drawings - some w/felt	graphing an x-y axis coordinates and equations	Weaving Flower Book Dress-up Punk Rocker
10/13 - 10/14 <u>Secret</u> <u>Garden</u>	recopied poems and Raisin story	graphing (cont'd.)- got it	Weaving Sewing - Toad & Box
10/27 - 10/21 <u>Secret</u> <u>Garden</u>	(city) Description and 3 drawings - finished quickly - new work.	equations	wire - mobile sewing - box weaving
11/4 - 11/4 <u>Secret</u> <u>Garden</u>	poems Story w/(Peggy) about mice - relationships	geometry review angles area formulas	weaving sew - box calligraphy

The Prospect School
North Bennington, Vermont

Name: (Emma)

Date: June 1984

Age: 12;11

Teacher: (U.F.)

Parent Report

(Emma) is a person with a multiplicity of talent. She has many interests and pursues them all with great focus and deep involvement. A project she began this winter and is still working on with great investment is a miniature bearhouse. She is working on this project with her closest friend. The way (Emma) has gone about her work with this house is characteristic of her capacity for deep involvement with materials and mediums. She seems to think a lot about the house inside and outside of school. Often she came to school with things she had made at home. She can make anything in miniature and is extremely ingenious in her ideas. She made a dresser that was absolutely striking. It was tiny and yet she constructed it so carefully that each drawer fit precisely into its space on tiny little runners provided for it. She put little knobs on the drawers and then painted the whole thing white with blue trim. Before she makes anything for the house she designs it on paper and figures out measurements for it. Doing this kind of work provides (Emma) with a great deal of satisfaction. The possibilities for elaboration are endless and she loves figuring out details for her creations. The work is so precise and demanding that once something is finished it is not only a wonder to behold, but also a true accomplishment. (Emma) had to do a fair amount of large sawing to construct the outside of the house and this she did with great vigor and pride as well. (Emma) enjoys a challenge.

Another activity (Emma) remains involved with is drama. Her starring role as Juan de Carlos in our group play Man of La Mancha was another major accomplishment. In her role she was able to achieve a powerful range of feeling. She was bold and crazy, but also serious and expressive of deep sorrow and pain. She sang her songs with gusto and poise. In her work on her part, she was always very eager for direction and put my suggestions into effect almost immediately. She loved being encouraged to be wilder and more expressive and always enjoyed being pressed to do it. In the performances I was truly moved by (Emma's) acting. She gave truly to her audience and put so much into her part that it was quite amazing, especially when one considers her dramatic involvement in the past. She used to choose tiny background parts without being nervous about carrying those out. To see her take on such a huge part with such force really speaks to how much (Emma) has grown in her time at Prospect both in terms of confidence and ability. One more comment to the range of (Emma's) talent is related to La Mancha. Not only did she take a lead part, but in one of the only scenes when she wasn't on stage, she was at the piano playing sad music for the mourning scene. This brings us to another area of

real strength in (Emma)--music. She has both created and performed pieces on the piano for the group and the whole school. As mentioned in my January report, she wrote lyrics with music for our Christmas play. Since that time she has composed small pieces to go with spontaneous dramatic performances was involved with. Most recently, she and two friends did a ragtime routine for assembly. (Emma) played the piano and helped choreograph a dance routine for her two friends and design costumes for all three of them. I was again struck with her new ability to be very visible with her talents and to let other people see and enjoy them. Another strong interest of (Emma's) remains soccer. She remains quite passionate about the game and is a very skilled player now. She is recognized by her peers for her ability and is both an aggressive and good team player.

Other activities and projects (Emma) has been involved with include collage, wax, painting, and sewing. In all that (Emma) does her perseverance is quite striking. She seems to instinctively know that mistakes are part of the process of working on something and will do something over and over until it is the way she wants it. This ability is one of the things which gives her work a striking quality.

(Emma's) participation in the group this year has been high spirited, peppy, and involved. She has seemed full of energy and always ready and willing to undertake any new project or group event.

(Emma) has maintained close contact with the friend she has had for the past two years now. She and this friend remain extremely close and do everything together in school. At the beginning of the year they needed reminders to not be exclusive. But this tendency has largely dropped out and they have increasingly included other children in their relationship. The relationship remains highly supportive of both girls involved, and with this support of each other they each seem more apt to offer support to the group and others around them. The relationships (Emma) has been involved with this year have not been without complexity and conflicts. She and a group of girls have gone through times of difficulty when they explored questions of how to be better friends to each other and avoid doing things like talking behind each other's backs, being exclusive or taking sides. In the discussions the girls and I have had together, (Emma) has become increasingly vocal and clear in her feelings and perceptions about the problems in relationships. Though in the past (Emma's) deep sensitivity could sometimes overwhelm her with hurt feelings, she now seems much more capable of seeing the possibility of working things out in relationships and is much more able to stand up for herself, know her own feelings and speak them out.

Another change in (Emma) has been her decreasing need for reassurance in new tasks and achievements. Previously, whenever she learned something new in math, or when she had a complex sewing direction, she came for almost constant help and support with it. I joked with her about this and also spoke seriously, pointing out that she often knew how to do it, could have faith in herself, and should go try it on her own and see what happened. Recently I realized she'd gotten much better about this, and seems to be able to tell better where she needs the help and where she can do it herself. Similarly, (Emma) used often to ask rather obvious questions about, for example, what was happening next in the day--after I'd just announced it, and when it was posted on the wall in a schedule. This was such

a pronounced habit that she got a reputation for doing this with her peers and underwent a fair amount of good natured teasing about it. This has all but dropped out now. Both of these changes suggest to me increased independence and confidence in (Emma).

Overall (Emma) is a very active participant in the group. She has grown from being a quiet person who remained much in the background to someone who is vocal, visible, and full of energy.

Academically, (Emma) remains very strong in all areas. She enjoys reading, but this does not seem to be one of her most powerful connections academically. She is a selective reader and knows exactly what kinds of books she likes to read. She often chooses classics and rarely goes for popular or topical books. While she enjoys reading, it does not seem to be an especially deep investment with her. Some books she has read include A Secret Garden, Jacob Have I Loved, and The Wind in the Willows.

Writing, on the other hand, is a powerful means of expression for (Emma). She loves to write, finds it an easy and natural process and has written several long stories this year. She enjoys working with a friend on her writing and wrote two stories with different girls. Her stories this year have often been about animals, fruits or creatures who are involved in complex relationships and how they handle them. Her latest story, however, was a break in this pattern. She is writing a parody of Man of La Mancha. She calls it Donkey-Otey and One Day Car Less. It is extremely popular with the group and had to be read aloud to them on a regular basis. (Emma) is going through the play line by line and recreating it. Donkey-Otey and One Day Car Less are punk rockers. Instead of an inn they arrive at a discotheque. It goes on from there and is very ingenious and cleverly done. The humor in it is powerful. The mechanics of (Emma's) writing are quite good. She is able to ask for help with things she's not sure of but has a solid grasp of punctuation, paraphrasing and quotation.

(Emma's) sense of mathematics continues to be profound. She is able to reach far into numbers and see patterns and perspectives not easily available to others. She has a solid grasp of all the basic computational processes and has done a lot of work with decimals, fractions, integers and beginning algebra.

(Emma)

Teacher(s): (U.F.)

South Group 1984-85

Age 13;2-13;11

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 4-7: Seems somewhat lost and sad with out (Mia). Misses her deeply. Is making efforts to reach out to (Mia's) sister--but there isn't a lot of opportunity and (sister) is very different from (Mia). (Emma) got herself involved in an animation project with (Oscar), (Ryan), and (Kris). Doing very well with them--strong sense of camaraderie. Also friendly with (Candy), (Peggy), (Meg), and (Alva). Still seems unsure of herself in an independent sense. Maybe this year that's what she can work on because she's more by herself. She has so much to offer a group and she keeps it fairly hidden in a certain way. At group meetings is reticent to really let her ideas be known--but has lots.

SEPTEMBER 13-17: Is making an applique wall-hanging. Characteristically resourceful and serious in her work. Also made a teddy bear this week--partly at home and partly at school. A jointed bear--looked store bought almost. Lots of friends, but no main one, (Oscar) seems to be closest relationship she has in the group. (Oscar) and (Ryan) enjoying a relationship with her. She coaxed them into a sewing project--which (Oscar) and (Ryan) are much (into?)...

SEPTEMBER 20-24: Her new position in the group as one of the oldest--I suggested that she take advantage of this position to become more vocal at group times and more open with her ideas and thoughts--especially in relation to group projects. We discussed her talents and all she had to offer the group and the school--and we both agreed it would be a good thing for her to learn to present her talents and ideas with greater force and sureness. All week I saw her being more vocal at group times and she even volunteered with comments at assembly several times.

SEPTEMBER 24-28: Injuring herself lately. First her finger in the sewing machine--then at swimming... she walks right off the side of the diving board onto the hard tile floor--SMACK! on her back--knocked the breath and color right out of her. Both times she just wasn't paying attention. She wonders herself why this is happening--very aware of injuries sometimes being related to herself emotionally. Wondered what was going on inside herself... Productive, tons of sewing--stuffed cat--LOVES it. Gets very attached to animals she makes. Told me she missed (Mia) this week--sort of low mid-week. Loves to take over role as teacher--could run the class almost!

OCTOBER 1-12: Is sewing another cat--very involved with it. For assembly she, (Oscar), and (Mac) (mainly) put together an enactment of (Oscar's) story. (Emma) read the story--narrated it--and played sound effects and atmospheric music also. She made up the music on the spot and read smoothly and with expression--very impressive. (Emma's) drawing ability is quite striking--she did a sketch of her teddy bear and a sketch of (her dad and a friend) in light pencil and require a close look to see everything in them. The quality of the sketches is remarkable--and her color work remains striking. Friends with (Candy), (Peggy), (Oscar), (Ryan) mainly.

OCTOBER 22-25: Has started a new project of her own invention--a maze made out of wood--plywood board and flattened-off dowels. She made a plan for her maze first and has done painstaking work on it ever since--sanding everything. Is friends with (Candy) again--better friends than they have been for a couple of years now, after being best friends for one year. (Emma) is also friendly with (Oscar) and (Ryan)

and is reaching out to (Kris) in a very nice way. Gaze on her face is hardly ever relaxed--always thinking.

OCTOBER 20-NOVEMBER 2: Central in social relationships. Friendly to everyone and has some kind of relationship with everyone in the group--including (Mac) and (Kris). Very inclusive, accepting of others, tolerant, compassionate, deep. Has a nervous little hum--starts humming if things have just been tense between people around her. Did dress-up with (Oscar), (Meg), (Candy), and (Yvonne). Tight with (Peggy)--sometimes to the dismay of (Candy). Both (Peggy) and (Emma) went to visit (another school) last week...Still sewing a cat.

NOVEMBER 19-30: Absolutely productive, busy, focused and involved in all ways at school. Pals with (Peggy), (Meg), (Oscar), (Ryan), and (Kris) mainly--but also contact with many others. Concern and noticing of others--(Carter) cut his finger one day and he was really upset about it--(Emma) asked him the next day--off-hand and matter-of-fact--how his finger was. Aware...of what's going on with other people. Came in one day this week very low--never cheered up all day--burdened. Spoke with her...helped her sort it through, which she appreciated. The next day she requested a conference--talked some more; the next day seemed a little better, but still low. Takes her a while to bounce back from this kind of upset. Did blocks with (Meg) and (Yvonne)--made complex marble chutes.

DECEMBER: Back to good spirits--productive, busy, chatty. Still sewing--working diligently on a little cat. Making tiny patches for it all over--trying to make it look calico--perseverance. Was a remarkable dog in the play ("Christmas Carol")--she came alive--was in charge of everything. In her part she was wonderful--so funny, her dramatic work--it reminds me that it's there. She seems so serious so much of the time. In her part as "Christmas Present" she was goofy, giddy, light-hearted, and seemed so unselfconscious about it. Helped (Oscar) learn his lines. Did lights and sound effects. Pals with (Peggy) mainly--(Meg) also but not close. Friends with (Ryan) and (Oscar) separately--finds dealing with them when they're together more difficult. Hones.

The Prospect School
North Bennington, Vermont

Name: (Emma)

Teacher: (U.F.)

Age: 13.5

Date: January, 1985

January Parent Conference: Follow-up Notes

This has been a year of consolidation for (Emma) in many respects. Last year she established a very strong relationship with another girl who has since graduated. This year she has had to establish new relationships which she has done with ease. She now has a relationship of some kind, to everyone in the group and has become a central and powerful member. This fall, I worked with (Emma) in a conscious effort to try to help her to realize more of her own power. After several conferences with (Emma) related to issues of personal independence and realization of power, she became much more vocal at group meetings and established more contact with a variety of people in the group. (Emma) carries this new-found sense of power easily. She is almost always inclusive of others in her ideas and suggestions about group happenings and occurrences. She has a great deal of personal integrity, is highly trustworthy and deeply respected by every member of the group.

(Emma) has continued to be strikingly independent and self directed in her activity work. Most projects she thinks up herself. She always chooses difficult, complex and challenging projects for herself. Others recognize her skill and often seek her out for help. This Fall she has done a great deal of sewing. She made an applique wall hanging, a series of complex jointed stuffed animals, culminating in a huge (about 4' x 3') stuffed bear named Razz. Another area of emerging expertise for (Emma) has been sketching and water colors. She has a natural feel for both and her work in each medium is truly striking.

Academically (Emma) has remained her conscientious, highly motivated, competent self. Her writing remains complex and rich. This Fall she wanted to try something new so she wrote a mystery story. It was a very complicated tale of relationships, time, mysticism and adventure. Though she enjoyed writing it, her forte seems to remain humorous stories involving relationships. The mechanics of (Emma's) writing are very good. She has a solid grasp of paragraphing, quotations, punctuation and spelling. She has enjoyed practice with vocabulary words and has taken to the grammar work we've been doing with ease and eagerness.

In Math, (Emma) has continued to demonstrate a real depth of understanding of numbers and the way they work. She often asks for extra math work, or to do math during other academic times. She loves playing with numbers and learning new processes. For example: right now she is working in an algebra book and is frequently asking for extra time to work in it. She is aware of her strength in numbers and often says that math is one of her favorite subjects. Some of the processes she has been working on lately include square roots, geometric constructions using protractor and compass, percents, and complex equations work.

(Emma's) an avid reader and is very thoughtful in her choice of readers. She enjoys books of substance. Recently she finished reading Animal Farm by George Orwell and raved about it. She wants me to read it to the group, she liked it so much. Other books she has read include Camilla, And Both Were Young, and Words by Heart.

JANUARY 28-FEBRUARY 1: Sewed a huge bear for her father. Brought it in to school--named it Razz-Ma-Tazz--Razy for short. She's most generous about her bear--all she asked was that people not beat it up. She didn't care if they used it without asking. Pals with (Peggy) and (Meg). Been sewing in school; skiing--very determined about it. Isn't doing ski program but wishes she was. (Emma's) sketches are beautiful. Did fair amount of water color this week--lovely effects; sketches with water color. Has been doing a variety of things--salt jars, cooking, dress-up, drawing, woodworking. Friendship with (Ryan), (Oscar), and (Kris) continues--but often asks for help (in conference) in dealing with (Ryan) and (Oscar). Says she can deal with them one at a time, but when they're together they get silly. Has difficulty telling them to stop teasing or being nasty if she feels they are. Vocal at group times--but sometimes needs help being serious in her comments--can just joke around and never get around to what she wanted to say.

FEBRUARY: Has done lots of water colors. Beautiful work--a natural feel for it; a painter. Has sewn--started a jack-in-the-box-bear project with (Peggy). Is waiting for the wood. Began embroidery project of her own. Helped organize deli project. Did some knitting with (Peggy). Didn't really get into air bands--seemed shy to really get into it. (Mia) came to school to visit one day--(Emma) was so HAPPY to see her. They were together all day--just like their old selves--it was nice for both of them. (Emma) remains a leader in the group but a very unassuming one. Worked some on re-doing parts of Cinderella play. Wish she would do more spontaneous drama--so good for her. (Peggy) doesn't do it though--and that's who she's been doing activities with. Writing a humorous story about cave men. Working hard on algebra--loving it. Not as tight with (Oscar), (Ryan), and (Kris). Too bad. She has a balancing influence on them.

APRIL 1-12 (and before): Father out of the country for about three weeks. This is still hard on her. The last week of his absence she began having "accidents". She fell down the stairs at home, fell off a chair at school--dropped things--had close calls. But she is now self-aware enough to know she's doing this and that it means something is troubling her. She can laugh at herself about it now. Very nervous on actual day her father returned. Got a stomach-ache--needed lots of support from me. Has tried several things in terms of projects lately--did some baker's clay--two little sheep. Tried to make a mask of (Peggy's) face with baker's clay but it wouldn't work. Made paper herself, following directions from a book and what (parent volunteer) taught us last year. Did batik. Wants to do a mystic rose. Has been playing a lot of cards lately with her pals--hearts, I doubt it, spoons, spit, etc. Enjoyed the Central Park East visit--thought it exhausted her. Seemed to enjoy her pen pals--though I think she found their rhythm hard to relate to--it was so different from her own. Has decided and proclaimed that she loves cows; she wishes she were a cow. Because they have no worries--they move so slow and even. When her friends have headaches or are tense or nervous about anything (Emma) has invented this technique called "moo." The patient lies down on her back, (Emma) sits at her head, rubs her temples and gives instructions. She describes a lovely, peaceful pastoral scene--then she describes how a cow thinks and deals with her worries. She does it seriously and gently--it really works! She is also so sincere and caring when she does it--but all with a sense of humor also.

APRIL 29-MAY 10: Absent all but one day this week. Has strep Monday and Tuesday and Thursday and Friday off to (city) with her mother. One thing I noticed in her absence was how much more available (Peggy) was. Their relationship tends to be exclusive. It has that same old feeling in it that (Emma's) other relationships have had--clinginess mixed with genuine positive support for both girls. Wednesday when (Emma) came back she took center stage with the girls in the group--ignoring

most of them but (Peggy), but attracting the attention of all. She sat on (Peggy's) lap or just stood near her. She did not go and choose a seat or talk to whoever was nearby. She had to be near (Peggy). And (Peggy) enjoyed it--though maybe felt a little uncomfortable about it. In the play (Emma) is fantastic--jolly, lively, energetic, and expressive. Likes to play yard games and is very equitable about playing--a good sport usually. Always plays--even if only all boys are playing. Started a linoleum block print and an Indian doll. Just finished a story about the man who colored in the earth. Good comments at groups--though sometimes are made sideways rather than to whole group.

TRANSITION REPORT

The Prospect School
North Bennington, Vermont

(Emma)

Current Teacher (U.F.)

Entered the Prospect School: September 1976

Terminated the Prospect School: June 1985

(Emma) is a person of considerable talent and skill. In her years at Prospect, she has gained the respect and admiration of adults and peers alike. She has contributed a great deal to her school both in terms of her talent and her equable spirit. Her absence next year will be felt by many.

SOCIAL RELATIONS AND EMOTIONAL TENOR & DISPOSITION

(Emma) has maintained a social pattern at Prospect of needing one close friend. For a period of years (Emma) has a friend with whom she did everything. Each year, however, it was a different friend. These relationships were largely supportive of both girls. However, (Emma) had a tendency to become too dependent in these relationships. She often allowed her friend to "call all the shots," and rarely voiced her own thoughts and feelings. She was always seen as a powerfully talented and capable person. (Emma) worked, with all of her teachers, on becoming more independent and assertive. Last year she made some real headway in this area. She established a relationship with another girl which seemed to be more equal. The relationship was supportive of each girl in such a way as to allow them greater visibility to themselves and the group. Her friend graduated last year and this left (Emma) alone in the group. She has worked hard this year to increase her independence and to realize her own power. She has been consistently vocal at group meetings. She is highly organized and attuned to the teacher for a day. The day she taught I was extremely impressed with her ability to run the group.

For a large part of this year (Emma) had not one main friend, but several people with whom she felt comfortable. She established a relationship of some kind with everyone in the group. As usual, she gained the respect and affection of all her peers. She is extremely fair handed and honest. Her somewhat exclusive relationships of the past shifted to a very inclusive social pattern. As the year progressed, she became increasingly close to one girl in particular, but the relationship was an open one and included many other people in the group as well.

(Emma) is a sensitive and kindly person. She seemingly can't bear the idea of hurting anyone's feelings, and makes amends quickly if she has. She has a strong sense of humor and quick wit. She is affectionate and generous in her relationships. If she is feeling low, it is quite apparent, because she tends to withdraw and lose her visibility in the group. At these times she is extremely appreciative of conversation, reassurance, and support.

This year has made great strides in achieving a greater sense of herself and of her own independence. My hope is for her to continue to grow in these areas.

ACTIVITIES AND INTERESTS

Throughout the years, (Emma's) skill with a wide range of materials has grown and expanded. From a very early age teachers have commented to her inventiveness, persistence, and natural feel for materials. Her main areas of activity over the years have been construction, sewing, drawing, painting, clay, and, more recently, drama. She constructed entire sets of furniture for shoe box houses. Her skill in miniature increased to the point where last year she and a friend built an actual bear house completely furnished. For all her miniature work, (Emma) plans and thinks everything through beforehand. She has a great deal of perseverance and patience, which stand her in good stead in the demanding work of miniatures. Another construction-related project (Emma) undertook this year was a maze made with dowels and wood scraps. The care she took in the planning and creating of this project is typical. She drew her plans up first. She then filed down and sanded some $\frac{1}{4}$ " dowels to use as markers for her maze. She glued them onto the board in precise, pre-defined locations, then sanded the entire thing down when finished. All of (Emma's) work displays a very fine level of craftsmanship.

(Emma) has always loved working with color media, especially paint. This year she has preferred water colors, pastels, and colored pencils. With water colors, (Emma) has mainly painted hillsides, panoramic views, or ocean scenes. Without ever having a formal lesson, she has learned how to accomplish tricky sketching from life. For a period of time I often caught her sketching teddy bears, flowers and other natural objects.

Another central area of involvement for (Emma) this year has been sewing. She sewed a series of small stuffed animals. Using washers and cotter pins, she created moving joints in the bears and cats she made. Again, her work was so finely created that visitors to the classrooms believed her animals to be professionally made. These small animals culminated in the creation of a huge bear named Razz, which she sewed at home with her Dad. For the school fair, (Emma) was asked to make another Razz-sized bear. She accepted gladly and organized a small group of classmates to help her with it. In this project, I was again impressed by her fine and speedy hand skill as well as her organizational talents.

Drama has emerged in the past few years as a central interest in (Emma). In her earlier years she was not very involved with dramatic play. When she did so dress-up, she usually chose background parts with very few lines. This shifted three years ago, when she was the narrator, Mark Twain, for our play, "Tom Sawyer." It was a very large and difficult part which she handled with ease and expression. The year following "Tom Sawyer," she became increasingly involved in spontaneous drama performances with her peers. In these plays she was playful, funny, and very verbal. Last year she shared the leading role of Don Quixote with one of her classmates. Her portrayal of Don Quixote was spectacular. She put her whole self into character. It was quite moving to watch her perform, because it was clear how much self-confidence and poise she had gained over the years. She can now handle both deeply serious and light-hearted roles with equal ease.

In all (Emma's) work she is persistent and self-motivated. Often she will generate a project for herself, either out of her own head or from a book she's read. Other activities (Emma's) been involved with this year include baker's clay, salt jars, cooking, paper-making, animation and blocks.

FORMAL ACADEMICS: LANGUAGE & MATHEMATICS

Throughout her years at Prospect, (Emma) has taken to formal academic work with ease. In all areas she is highly motivated and extremely competent. This year she has written several stories. First semester she wrote a lengthy mystery story. This was a complex tale involving different dimensions, mystical statues and varieties of relationships. This term she has written a series of short stories. Themes of these stories include cave men, origins, space travel, cows-- and one featured an imaginary land of trees. Often (Emma) adds full-page illustrations to her stories. Often the content of (Emma's) writing has an offbeat, humorous quality to it. For example, (Emma) took a real liking to and interest in cows. She was attracted to their seemingly "laid-back" habits. One of her stories was about the relationships of a group of cows to each other. (Emma's) most powerful style of writing is one of humor or parody. She has a clever and quick wit, and is able to utilize this to good advantage in much of her writing. Last year she wrote a line-for-line parody of our group play "Man of La Mancha." It was well done and extremely humorous. The technical aspects of (Emma's) writing are excellent. She has always been a natural speller, and now has a solid grasp of punctuation as well. She enjoyed learning new vocabulary words this winter, and has taken to the grammar work we've done as a group with ease and interest.

(Emma) says that math is her favorite subject. In her own words, she loves "playing with the patterns of numbers, and getting them to work." Throughout her years at Prospect, teachers have commented to her natural ability with numbers. She has a far-reaching understanding of numbers and relates easily to anything mathematical. She is very musical and often speaks of the math involved in learning to play musical instruments (such as the piano, which she plays well). This year she has very much enjoyed her work with geometry and algebra, especially the latter. The logical thought and balancing structure involved in algebra are very appealing to (Emma). In addition to algebra and geometry, (Emma) has worked with decimals, fractions, and per cents, and has a firm grasp of all the basic computational skills of division, multiplication, subtraction, and addition. (Emma) enjoys math so much that she often asks to do extra work, both for homework and classroom assignments.

(Emma) is a strong and avid reader. This year she has shifted from an earlier interest in books dealing with adolescent and familial relationships such as And Both Were Young and Camilla, to more classic literature dealing with life issues, such as 1984, Animal Farm and Of Mice and Men. She enjoys reading and discussion books that raise questions and issues about the human condition and life on this planet. She is a sophisticated reader with a strong sense of the kind of book she finds interesting.

TRANSITION

In her years at Prospect (Emma) has been absolutely productive, busy, focused and involved in all ways at school. She is highly motivated and self directed in both her academic work and projects involving the arts. She has gained a great deal, over the years, in self confidence and in realizing her own power and abilities. She will need continued support in a new setting to continue her growth in the areas of personal independence and power, as they have not always been strengths of hers. Her natural friendliness, kind heart and inventive spirit will be an addition to any community with which she becomes involved.