

(NEIL)

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## GLOSSARY

Air Bands	South Group invention: involves enacting pop stars and groups, mouthing songs to tape-recorded lyrics.
Big Blocks	Large, hollow blocks used in Group I for dramatic play.
Big Room	Large area used for dramatic play, dance, movement and gymnastics; also for Assembly and dramatic performances.
Blackberry	Pet rabbit.
Central Park East	New York City School. A class visited Prospect (South Group) in 1984-85 and children from Prospect have CPE pen pals.
D'Ari	Parrot.
Fence	Rail fence on the playground; used as a "cooling off" space when there are altercations on the yard.
Group	This word or "circle" is often used without its context to designate group discussions or meetings.
Hezekiah	Boa Constrictor.
Hot Rod	Pet rabbit.
LaVerne	School cat.
Little Bears	Small, jointed bears; very popular in the school since about 1975.
Little Blocks	Standard, floor blocks used for construction by all Groups; the designation differentiates them from Big Blocks.
Little House	Designation of dramatic play/dress-up room for Group II.
"Marty"	A stuffed, child-sized monkey; a possession of Group I teacher (T.D.).
Mess Room	An inelegant designation of the work/art room which is a part of each Group's class space.
Patrick	Guinea Pig.
Sizzlers	Small, battery-powered cars used by the children in race-tracks, 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 (Neil)  
Entered Prospect School September, 1971  
Narrative Records Span 1971-1979 (8 years; ages 6;1-13;10)

SUMMARY OF GROUP PLACEMENTS

Group II	1971-72	age 6;1-6;10	Teacher(s): (Y.B.) teacher intern: (J.T.) teacher intern: (A.V.)
Group II	1972-73	age 7;1-7;10	Teacher(s): (N.E.) teacher intern: (O.T.)
Group II	1973-74	age 8;1-8;10	Teacher(s): (J.M.) teacher intern: (E.K.) teacher intern: (H.G.) teacher intern: (T.M.)
Group III	1974-75	age 9;1-9;10	Teacher(s): (J.M.) teacher intern: (F.P.) reading teacher: (I.P.)
Group III	1975-76	age 10;1-10;10	Teacher(s): (T.M.) teacher intern: (U.F.) teacher intern: (S.W.)
Middle School	1976-77	age 11;1-11;10	Teacher(s): (H.Q.)
Middle School	1977-78	age 12;1-12;10	Teacher(s): (H.Q.)
Middle School	1978-79	age 13;1-13;10	Teacher(s): (R.G.) art volunteer: (W.K.)

Records edited by: Patricia Carini  
May, 1986

(Neil)

Teacher(s): (Y.B.)

Group II

1971-72

teacher intern: (J.T.)

teacher intern: (A.V.)

Age

6;1-6;10

#### WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 25: Sticking pretty close to (Amity)--a little rocket building, a lot of pattern blocks and games--a little drawing, seems increasingly aggressive--played werewolf. A little messing and cooking. Went downstairs a little. (This refers to another classroom area.)

OCTOBER 1: Weaving with (Amity) (peripherally)--some block watching (sizzlers); perceptual games (design blocks)--went on walk with (J.T.) and (Don) and (Rosa)--werewolf a little. Trouble with (Zeke).

OCTOBER 8: Suddenly taken up with (Don). Candied apples, went on a walk in woods. Absent Thursday and Friday. Speaking up in discussion a little. Watching the blocks.

OCTOBER 15: Went on a walk and leaf waxed, made a shape sculpture, watched square dancing. Helped a little with the cider making.

OCTOBER 28: Taken up with (Jamer)--drawing, paper rockets, blocks, and general excitement. More talking and misbehavior, all very cheerful and well intentioned. Beginning to identify final and initial sounds. Finger painted twice.

NOVEMBER 5: Some cooking with (Amity), some drawing, seems very cheerful, but tends to follow other people around. Rock 'n Roll, watched the wrestling, may have wrestled. Has done a little on the wood sled--went to the garage to get oil.

NOVEMBER 19: Worked on the wood sled (basically not cooking but fooling)--went to hardware store. Still with (Jamer) and (Winslow).

DECEMBER 10: Absent off and on. Some involvement with spy game, with play dough or clay.

DECEMBER 17: Pretty involved in a fort outside (made of sticks) with (Jamer). Some finger painting--a lot of fooling behavior (some plain naughty), a little blocks, a little candle making.

1971-72

PARENT REPORT

The Prospect School  
North Bennington, Vermont

(Neil)

Date: January, 1972

By: (Y.B.)

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(Neil) has displayed increasing amounts of energy this fall, and sometimes he has not seemed able to control all of it. He has been carried away on occasion, much to his later embarrassment. In the early fall he stuck pretty close to his sister, and indeed seemed to enjoy many of her activities such as finger painting and cooking. Now, however, he has his own friends and seems equally interested in construction with blocks and with paper. He is still cooking, but more on his own. He is also enjoying a certain amount of dramatic play and large muscle activity. He was involved in large scale snow construction until it melted. (Neil) has also spent some time mastering some of the perceptual games for which he seems to have some skill. As his conversation increases (as it is) he manifests a nice sense of structure and of adventure. He is still not particularly participative in discussion, but is increasing his conversation with me.

Academically, (Neil) is doing a lot of copying, and making good progress both in his handwriting and in initial and final sounds. This is the beginning of word attack--he will probably begin a reader by late spring. In numbers we are working on recognition, notation patterns, and grouping.

1971-72

WEEKLY DESCRIPTIVE RECORDS CONTINUED

JANUARY 7: Drifted around beginning of week, but got involved with (Jamer). Block castle and gerbil maze. Tends to be naughty. Handed (A.V.) a hard time over alphabet cards.

JANUARY 14: Absent twice--needed help getting started--did get involved with block structures finally. Did a little painting and a little collage.

JANUARY 21: Worked with the clay, also on the chicken. Did a four part story-picture, with some interesting detail. Made brownies, once with (Derek) and once by himself, with much pleasure. Tends to be quite mischievous still.

JANUARY 24: Worked on the chicken, also outside on the snow fort. Got a little involved with the gerbil maze. Great tendency to be silly. Worked on the Soma cubes.

FEBRUARY 7: A lot of fooling around, some involvement with the blocks. Great pleasure in sliding. Lots of jumping in the Big Room, and some game playing on the rug. Pictures getting quite representational and descriptive.

FEBRUARY 28: Worked with blocks on a car track, with (Winslow) and (Zeke). Tracking--sizzlers.

MARCH 6: Wandered--watched the model. Legos. Watching the model; worked on a sizzler track--watching the rat. Still needs someone else to be involved. Seems cheerful.

MARCH 30: Waterworks and blocks, but basically following not contributing. Likes to get into mischief. Helps with the fire for maple sugaring.

APRIL 10: Lots of time outside--bike riding, tree climbing, kite flying. Block work--still following people (mother reports similar behaviour at home) rather than initiating.

MAY 4: Likes outdoor work--has been doing block work with (Jamer). Also likes to cook with (Zeke) and (Winslow). Gets into trouble periodically. Drawing is more detailed, and writing is more independent.

MAY 8: Was involved in the big block fort with (Jamer), (Austin), and (Winslow), which lasted a lot of the week. Went on a walk. Helped with the pruning. Seems more active. Worked a little with the pendulums. Occasionally watches the square dancing.

1971-72

MAY 15: Lots of outdoor work: with (Jamer) for his fort, carrying sod for the yurt, climbing trees. Went to get manure for garden. Went to the woods.

MAY 30: Some work with the block fort. Started a pair of moccasins at which he has worked extremely hard for two solid days.

1971-72

WEEKLY ACADEMIC RECORDS

Date	Reading	Writing	Numbers	Games	Other
Nov. 1	X	a little girl walking		cubes	drew a little girl walking
Nov. 2	X		color cube soma cubes		
Nov. 8	X	X	X	cubes	wood sled
Nov. 15	X	XX	X	Har Hoolin	drew wood sled
Nov. 22	X	X	X dice		
Nov. 29	X	X	X		drew magnets
Dec. 6	X	X	X		drew
Dec. 13	X	X	wrote #'s	cards	draw
Jan. 3	X	X	adding pattern	used soma cubes	used word cards
Jan. 10	X	X	weighing	dominoes	

1971-72

Date	Reading	Writing	Numbers	Games	Other
Jan. 17	X	X	ways to make 10		magnets draw
Jan. 24	X	X	steps with sticking cubes	matching	building with cubes; chicken
Jan. 31	X	X	measuring	color cubes	
Feb. 7	X	X	design blocks	soma cubes	magnets
Feb. 14	X	X	dominoes	design cubes	draw
Feb. 28	X	X	counted 300 seeds; estimations	checkers	drew
Mar. 6	X	X	3's & 4's sequence	kala	draw
Mar. 13	X		dominoes		slides on Greece
Mar. 20		X	add. seq.		draw
Mar. 27		X	people attribs		draw draw

1971-72

Date	Reading	Writing	Numbers	Games	Other
Apr. 3				dominoes	
Apr. 10	words from squares	man on mountain	cubes in 4 directions, X # Y		writing numbers
Apr. 24		X	rods adding 1 XX		look at a book, drew
May 1	X	X	10's game	pattern blocks	
May 8	X	X	weighing	plastic pattern	
May 15		XX	knot measuring	cubes-- slick	about fishing
May 22		X	measuring waists	geo boards	
May 29		X			draw
June 5	alphabet cards			geo boards soma cubes	

1971-72

PARENT REPORT

The Prospect School  
North Bennington, Vermont

(Neil)

Date: May, 1972

By: (Y.B.)

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(Neil) has shown great interest in out-of-doors projects this spring, both in his activities and in his drawings. He has been very willing to help out with garden activities, and with finishing construction of the yurt. He has also been involved in a stick construction out-of-doors, with a friend. Indoors, (Neil) continues to use the blocks, to cook, and to become involved occasionally in craft projects such as weaving, or macrame. He has also shown some interest in experimental activities with pendulums, air, electricity, and heat.

(Neil) has consolidated his social patterns, and is now a member of a group of about four boys. This means that his activities are gaining in direction, although he still is very much a follower, and rarely initiates activities himself. His conversation has increased, both with his peers and with me, though he is still largely non-contributing in discussion. He still has occasional lapses into mischief, but seems to understand how to accept disciplinary action better, and how to avoid trouble most of the time.

Academically (Neil) has done well. His pictures reflect increasing detail and thought, and usually have a theme of out-of-doors--fishing, gardening, etc. He has developed a small sight vocabulary, and is beginning to write independently. He could have begun a reader this spring, but in view of the fact that he has not expressed interest in so doing, and also in the light of our conversation about his competitions with his sisters, I decided to wait until the fall. He is already beginning to read simple labels and signs. In numbers, (Neil) has progressed equally well. He shows a marked talent for practical work, such as weighing, and also for patterning games, involving logic. He has mastered basic notation forms and is beginning work on simple calculation patterns.

(Neil)

Teacher(s): (N.E.)  
teacher intern: (O.T.)

Group II 1972-73

Age 7;1-7;10

#### WEEKLY DESCRIPTIVE RECORDS

OCTOBER: Has settled considerably. For several weeks with (Garth) almost exclusively--now not so much--but occasionally with (Zeke) or (Winslow) or alone. Looking at books a major activity, will take a few back to library and get a few more. Enjoys being read to. Would go to the farm or woods every day if he could--earnest quality there. Reading now with great pleasure and determination. 2a Ladybird Series and moving right along. Must be prompted to take any notice of story itself. Using color nicely in his drawings and sounds out words with some facility. Simple addition in number work. Checkers with (Zeke). Is generally on the periphery of projects following (Zeke) or (Garth). Made a plaster mold (his idea) of the body of an Indian to go with a head he had at home. Candles. Want to encourage painting--he has done one with really nice shapes and colors, and organized nicely. Giving interns consistently more guff and silliness than he gives me--I hardly see it.

NOVEMBER 15: High and pink cheeked, inclined to follow (Winslow) and (Zeke) down the alley but can stand back--bringer of tales. Working with (O.T.)--fresh and obnoxious but then settles to task. Really nice drawing, one of a castle showing rooms with different people in various actions throughout. Went to the farm, two days, with the intern. Rabbits are a big attraction. Blocks for a while.

DECEMBER 4-8: Representational drawing with increasing detail and more complex writing. Began to introduce independent writing. Asking to read. 4a (Ladybird) going more smoothly. Asked for the kind of number work with the number inside the circle. Saw pattern quickly once I showed him how to do it with sticking cubes. Papier-mache with (Ross) and (Winslow). Watching, drawing, looking at books, checkers, library, farm, woods, sound room, blocks with (Ross) and (Winslow).

1972-73

Staff Review (Summarized)

Child: (Neil)  
Age: 7;4

Date: December 6, 1972  
Entered: 1971

Presenting Teacher: (N.E.)  
Chair: Not Identified

Teacher's Presentation: (Neil) is hard to know. He is eager to work academically. He does nice drawings--detailed. Follows through on his projects in his own way--yet at the end of the day I sometimes wonder just what he did do! He's interested in watching (Winslow) and (Zeke) work. He loves stories and participates in group discussion. He loves to go to the farm. He's doing simple grouping, attribute blocks, checkers, etc. Sometimes he's rude but the quality of his rudeness is not brazen. He talks to himself, but it's hard to hear--sounds like acting or imagining. Sometimes there are sort of odd body gestures or motions. He likes to get involved with dramatic people like (Winslow).

Comments From Staff and Other Observations: (Neil's) drawings are sophisticated. He spends quite a lot of time watching other children. (Neil) likes to be included--will ask if he's "still in" as he did with (Winslow) and (Ross) about the taffy project. There are a lot of body gestures and underbreath words.

Recommendations: We need to try to draw him out more, to see him a little better. Mostly he seems a very together seven year old. We should provide lots of areas for dramatic, expressive activity such as small figures to use in the sand and dramatic play. If we can get him to be more outwardly expressive we will be able to recognize themes of interest that can be supported through projects and curriculum.

1972-73

PARENT REPORT

The Prospect School  
North Bennington, Vermont

(Neil)

Date: January, 1973

By: (N.E.)

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(Neil) is having a good year. He is just lately being increasingly expressive in his drawing and doing a lot of it. It is more complete and detailed and shows an interest in the insides of things, in vehicles, animals, and in characters. He is also undertaking to show more complex action lately. Other interests include crafts--plaster, wax, and other molding sorts of materials, painting, cooking, and blocks. (Neil) spends hours looking at books of all sorts and will probably be reading them before long. He is working very hard at his reading and is on 4a in the Ladybird series. He has good concentration and initiative in pursuing this skill. As yet he is more concerned with decoding than with meaning. He also loves being read to and listening to the cassette tape player. (Neil) is very eager about going to the (nearby) farm and the woods. He was actively involved with the dissection and bone hunting and cleaning that went on earlier in the year. Though he can spend a lot of time watching and listening and following his companions, (Neil) also can be a facilitator in a small group. He occasionally will plan and carry out a considerable project entirely on his own or respond to one that has been set up without the inclusion of his friends.

Dramatic play has been a special interest lately as well as an important expressive activity for (Neil). In number work (Neil) shows a growing pleasure in seeing the pattern in number relationship. He has been doing addition, subtraction, and simple grouping with notation. In writing (Neil) is moving toward independence nicely. He has a growing confidence in his ability to sound out spellings.

I am encouraging (Neil) to be more expressive and independent and to recognize his part in the matter when he has been a follower.

1972-73

WEEKLY DESCRIPTIVE RECORDS, CONTINUED

FEBRUARY 5: Loads of great drawings, pirates, airplanes with parachuters, faces of real characters, use of color (rainbow painting), tractor, cannoneer with cannon. Showing them to me--coming to get me to show one thing he's doing. Sugar cookies with (Winslow)--very pleased. Groupings of 2 and 3. Following--sometimes diverted by me--(Winslow) around and reporting misdemeanors left and right. Built 2 neat bird feeders. One for him, one for us. More contact with me volunteering comments. Cooked spaghetti with three others. Made gingerbread with (Brett)--a good combination--made it two days in a row. Terrific Indian and cowboy drawings--decorated tipis, fringed outfits, lots of detail and many drawings--with doodlers used color well in several. A castle with many rooms and stairways. Listening to Lone Ranger tapes.

1972-73

PARENT REPORT

The Prospect School  
North Bennington, Vermont

(Neil)

Date: March, 1973

Teacher: (N.E.)

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(Neil) is a very able child; certainly the academic work is no problem for him, and it has been an epiphany to experience with him his first reading which he flowed into, with wonder and some anxiety which now has abated. He sounds out words well. If anything, his problem is concentration. (Neil) tends to fiddle with something in his hands--a way of dealing with inner tension (I would guess), when he is working or when at times I am speaking with him. He is quick at math as well, although sometimes reluctant to begin it. I think, though, this has little to do with number work, but rather with his state of being: he gives a certain amount of flack and then does 'work' or clean-up or settles down to an activity and forgets his stubbornness.

1972-73

PARENT REPORT

The Prospect School  
North Bennington, Vermont

(Neil)

Date: June, 1973

By: (N.E.)

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(Neil) continues to need encouragement and direction to try things on his own. He watches other people frequently and likes also to help them with their work be it woodworking, fixing something that needs repair, or whatever. He still often chooses to look at books by himself and has made extensive use of both our library and the (local library). He has been very enthusiastic and attentive about the stories read aloud, especially the C. S. Lewis series, but also Beverly Cleary and Randell Jarell's Animal Family.

(Neil) has enjoyed all sorts of outdoor activities--long walks, climbing trees, waterworks, especially. A playful sort of teasing is a frequent mode of relating to other children and adults. (Neil's) intent is sometimes misunderstood which results in hurt feelings and fights. He speaks with me much more easily these days about what he has done or what he is excited about.

(Neil's) activities have been mainly in the dramatic and constructive modes. Nearly everything (Neil) does has some element of dramatic play in it--from building roads in sand, to block building, to making a cake. He has taken part eagerly in a number of cowboys and Indians plays--a few of which were performed though most remained a play-in-the-making, for its own sake. The Big Room as well as the outdoors have served for this purpose. In performing a play, (Neil) can become self-conscious, and sometimes his teasing turns to silliness and irritates others; but he is well liked and easily included.

(Neil) will still pursue a project alone rather than rally a group for a plan of his, tending to follow another's lead where a group effort is in the works. In a small group his contribution is very much that of a facilitator. He quite willingly runs errands for his friends. On occasion I have insisted that he follow through on his own if it is something he made a promising beginning with. We have both been pleased with the results when this has occurred.

Cooking remains a favorite activity and (Neil) is paying more attention to written out recipes and trying more complex things--doughnuts, cakes.

1972-73

(Neil's) drawing continues to develop very nicely. Moreover, he shows obvious pride in this growth. Maps, characters (Pirates, cowboys, etc.), the insides of buildings shown diagrammatically, vehicles, and complex action are being depicted all with increasing detail and dynamics. (Neil) has been writing twice a week--usually two or three sentences describing a drawing. These labels are beginning to have a story quality, and writing itself is more fluid and independent. (Neil) moved from the Ladybird series to a Little Bear storybook which is slightly more difficult.

(Neil)		Teacher(s): (J.M.)
		teacher intern: (E.K.)
Group II	1973-74	teacher intern: (H.G.)
		teacher intern: (T.M.)
Age	8;1-8;10	

#### WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 14-18: Absent all week.

SEPTEMBER 21-25: Watching, drawing, magnasticks with (Patience). Crocheting alongside (Loretta)? Not well yet. Absent Wednesday-Friday.

SEPTEMBER 28-OCTOBER 2: Working with wax--hand casts--along with (Winslow) and (Zeke). Worked on a play, "The Lonesome Cowboy," with (Winslow) and (Zeke)--showed to the group--he was the cowboy watching wild horses, no talking. He did as much watching in it as participating. Went on walk to woods to collect things for bottle gardens. He went off with (Thad) and (Jan) when we got to the woods. Building with blocks with (Zeke) and (Jan). Short walk up road to get things to look at under the microscope with (Ash), (Winslow), (Eban), (Jan), (Arthur); group was high--running off, etc. Trip to library to take out books.

OCTOBER 5-9: Dissecting a goldfish to look at under microscope with (Patience), (Jan), and (child visiting the class). They got pretty silly. Worked on a spy play with (Patience), (Ash), (Jan), and (Orland) for part of three mornings. Went to (local farm) auction for a little while. Morning trip to (local mountain)--rained out.

OCTOBER 12-16: Continued working on spy play--showed to group--he and (Ash) were one group of spies after a pickpocket--nicely done. Block building. Joined (Winslow) in building a bridge out of wood blocks and glue. Running the mile. Day trip to (local mountain)--high.

OCTOBER 19-23: Running the mile. Building with floor blocks with (Winslow)--a track--took much of the week's activity periods. Made rubbings of things around the room. Working on telegraph sender with (Jan). Some watching. Went to Japanese kite exhibit at (local college). Went to library.

OCTOBER 26-30: Working on a play with (Winslow) and (Zeke)--joined one day by (Ash), (Eban), (Fletcher), and (Arthur)--that didn't work out. Sand pile--tunnels with (Winslow) and (Zeke). A.M. trip to (local orchard).

SAME TIME PERIOD, TEACHER INTERN'S NOTES: Briefly cooking until (Zeke) is removed for hitting, then to blocks and then clay--makes a hill with deep indentations or troughs, throws clay, cleans it up ... on to blocks. Some

1973-74

aggressive behavior, his "put up your dukes" stance ... Great deal of drawing; I only see a kite with a man's face ("That's a green bandage and he got cut there, see the blood, and that is a blue wart on the end of his tongue.") Drawing done with (Winslow), (Zeke), (Eban), and a bird (?) kite. Goes to the library.

NOVEMBER 2-6: Block fort with (Winslow) and (Zeke). Helped (Zeke) making a kite. Working at sand pile with (Orland). Absent Thursday.

NOVEMBER 9-13: Building a sugar cube house with (Eban)--intently. Wrestling. Worked on a play with (Jan), (Luke), and (Orland)--joined by (Winslow) and (Zeke). Playing with old record player (Winslow) brought in. Trip to (local library).

NOVEMBER 16-20: Holiday on Monday. Worked on the play he started last week. Building with wood and glue (alongside (Eban), (Zeke), and (Winslow))--house, car, etc., for most of week.

NOVEMBER 19-21: Built a block track for sizzler cars with (Winslow) and (Orland) one morning. Was with (Thad), (Ash), (Winslow), (Eban) for the next two.

NOVEMBER 30-DECEMBER 4: Continued involvement with block tracks at the beginning of the week then a part of construction of a block fort with (Thad), (Winslow), (Zeke), and (Eban) which remained of interest throughout the week. Got taken down and put back up with (Zeke) and (Eban). Absent Wednesday and Thursday. Trip to (local library).

DECEMBER 7-11: Made candles with (Winslow). Watched (Jan) and (Adam) working the model submarine. Board and nail loom--weaving--finished piece by the end of the week. Building with sugar cubes alongside (Winslow) and (Eban).

DECEMBER 14-18: Building with sugar cubes alongside (Jan) and (Orland). Building a city of blocks--tall buildings--along with (Zeke), (Eban), and (Orland). Rolled out clay and cut out Santa Claus figure, etc.--painted--along with (Winslow). Working on a gingerbread village with (Orland) and others.

DECEMBER 21: (Snow day on Monday.) Worked on gingerbread village. Played with a little mechanical man. Shellacked clay figures. Went tracking.

JANUARY 2-4, 1974: Woodworking--building a fort in the coatroom with (Winslow), (Zeke), (Eban), (Ash) all three mornings. Went on walk to woods with (Ash), (Winslow), (Zeke), (Eban), and a few girls--playing ambush there. Went to (local library) to take out books.

1973-74

JANUARY 11-15: Very high the last two weeks. I find myself constantly having to talk to him about one misdemeanor or another--rude and unresponsive with the teacher interns ... Continued working on (Zeke's) fort in coatroom with same guys. Started making a bench for it. Helping (Zeke). Made bread with (Winslow) and (Eban). Went to (local pet store) with some girls and (H.G.) to pick out fish for the aquarium. Playing in sand container. Making a tool kit out of wood with (Winslow), (Ash)--(Fletcher) helped. Did meal planning.

1973-74

PARENT REPORT

The Prospect School  
North Bennington, Vermont

(Neil)

Date: February, 1974

By: (J.M.)

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(Neil) has been involved in various construction activities this term--building with floor blocks, woodworking, making models with a good deal of ingenuity out of wood scraps and sugar cubes. He has worked with clay and wax and done some weaving. He has taken part in dramatic plays with others and goes on outdoor walks. He helped in making the group's gingerbread village and has occasionally done electrical kinds of work. He enjoys wrestling. (Neil) often follows others' leads in choosing an activity--he also spends time watching and helping others with their project.

(Neil) has worked over the term with a number of different boys in the group. He occasionally works on his own--more often with friends. (Neil) teases others and although this is generally playful it can lead to upsets. When (Neil) has been involved in a fight, he tends to withdraw to recuperate rather than seek help. He can get quite silly and rude with adults. He is generally quiet at group meetings.

(Neil) has worked hard at reading. He has been reading I Can Read books with slow but steady progress. He is generally enthusiastic about the stories that he reads and uses context clues as well as phonetic analysis in reading. (Neil) draws regularly--a variety of subjects. Among other things, he has drawn designs, mazes, board games, kites (after seeing a Japanese kite exhibit), flags of other countries, and a number of action scenes. His sense of humor has been coming through more often lately in his pictures which is nice to see. His writing has consisted mainly of short captions for his drawings. He is gradually accumulating words that he can spell on his own.

In number work, (Neil) has been working on grouping and addition and subtraction patterns. He has also done some simple fraction work and enjoys logic games.

(The WEEKLY DESCRIPTIVE RECORDS are missing from the file for the spring term.)

1973-74

WEEKLY ACADEMIC RECORDS

Date	Reading	Writing	Drawing	# Work	Games, etc.
Sept. 14	Absent all week				
Sept. 21	started Sky Blue--too difficult	Absent Wednesday, Thursday, Friday	X tanks, explosions		
Sept. 28	Julius, X p. 29 words stumbled on--Davy, want, they, wait, catch, could, person, new, every- body, time, some; phonetic analy- sis & context clues used; ( . . ) noted that he read roughly but was anxious to get the story-- enthusiastic about story; looked at books along with (Jan) & (Winslow); read Magical Monarch of Mo aloud to him; went to library--took out Curious George Flies A Kite & 2 other Curious George books		X games along side (Thad); war scenes	groups of 2-10 in 20	

1973-74

Date	Reading	Writing	Drawing	# Work	Games, etc.
Oct. 5	Julius X prepared X p. 44 X prepared	dictated (& partially copied) about picture--about the guy who lived underground; (typing (E.K.) will be working with him)	X tunnels underground--explosions		exploration game with (Jan) & (Thad); exploration game with (Thad) & (E.K.)
Oct. 12	Julius X prepared X p. 47; went to (library)	X	X	ways to make 50	exploration game with (Thad)
Oct. 19	Julius X prepared X p. 52 (do J.); went to (library)	name of objects he used to make a rubbing of	X maze; spider & web X (alongside (Thad)); (alongside (Winslow))	X groups of 3 in 3, 5, 7 ... 19; all wrong--misled him I think	kala with (Luke); checkers with (Winslow); (watching checkers); checkers ?
Oct. 26	Julius ?	sentence--caption for Halloween; dictated re: cowboy	X picture; X (alongside X (Thad); cowboy	6 + 4, 8 + 2, 10 + 4, 12 + 2, 14 + 4, 16 + 2, 18 + 4, 20 + 2; redid last week's # work	checkers

1973-74

Date	Reading	Writing	Drawing	# Work	Games, etc.
Nov. 2	Julius; X prepared X p. 57; had him go through text we'd just read to fill in blanks-- <u>something</u> <u>someone</u> (he'd had trouble with those words)		X bird, X kites, X (alongside (Orland)); guys parachut- ing to ground--being fired at	6 + 4, 6 + 8, 6 + 12 ... 6 + 36	exploration game with (Orland)
Nov. 9 (Wed. 1/2 day)	Julius X prepared x p. 62 X prepared; X finished book; (went to library)		X (alongside X (Winslow); X flags X	groups of 3 in 3-9	checkers with (Luke)
Nov. 16 (Holi- day Mon.)		labelling flags drawn	X (alongside (Winslow)); X flags along- side (Winslow), (Zeke), & (Eban); labelling flags drawn; X (alongside (Thad); alongside X (Winslow))		tic tac toe with (Winslow); game with (Thad)

1973-74

Date	Reading	Writing	Drawing	# Work	Games, etc.
Dec. 21 (snow day Mon.)		re picture-- "This is a bombshelter on on mountain" (wrote little words by him- self)	X	groups of 6 in 7, 10, 13, ... 31 (3 mistakes)	
Jan. 2-4, 1974	Danny the Dinosaur, XX p. 40; library--took out books about knights and castles for school (middle school movie) & books for himself	X one sen- tence: "This is a cyclone"		1/2 of 10- 18	# lotto with (Adam), (Eban), (Zeke), & (Winslow); exploration game with (Winslow)
Jan. 11 (snow day Fri.)	Danny the Dinosaur, X X p. 43 X X p. 46	sentence-- "This is a chain saw"; re one of them "This is a pattern. This is a dia- mond." Told him I'm going to start ex- pecting at least a sen- tence per day (day book)	X guy cutting tree with jigsaw; "This is a ...; X X line designs		
Jan. 18 (Wed. 1/2 day)	Danny the Dinosaur, X X p. X	one sentence: "This is a man drinking the milk"; X one sen- tence: "This	X picture of guy inside a giant milk container-- scooping up some milk;	ways to make puzzle with 30--not too (Winslow) & prolific: (Ash) 30 1's, 10 + 10 + 10, 29 + 1,	

1973-74

Date	Reading	Writing	Drawing	# Work	Games, etc.
Jan. 18 (Cont.)	X p. finished the book	is a war"; X "This is a indian jumping a cliff";	X drawing dol- lars to mimeo; X (guys shoot- ing at indian from top and bottom of cliff but the Indian did not fall because he had been shot (Neil) said)	15 + 15, 18 + 12, (still reversing nos., some 1 for 15, 81 for 18	
Jan. 25 (snow day Mon.)	Mines the Best, read at a sitting (early I Can Read Book); (library)	"This is a motorcycle"; "This is a diesel truck"; "Dog stepped on a egg in the fog"; "This horse can not find grass	X  X  X  X	1/2 of 20, 21, 22 ... 35	Clue with (Winslow) & (Eban); Clue with (Patience); attribute game
Feb. 1	Little Runner of the Long- house, X X, p. 19 X X p.22 X X p. 26 X X p. 28	"The horse found grass"; "This is a spring day"; "This is a dog"	X alongside (Winslow); X X X (dog wearing headband--a hippy dog he told me	X 50-3, 50-5, 50-7, ... 50-21, 40-2, 40-4, 40-6 ... 40-20, 30-2, 30-4, 30-6 ... 30-10	# lotto with (Ash), (Winslow), & (Orland); letter sound game with (Winslow) & (Zeke); Chutes & Ladders with (Winslow)

1973-74

Date	Reading	Writing	Drawing	# Work	Games, etc.
Feb. 8 (Wed. 1/2 day)	Little Runner of the Long- house, X X p. 35 X p. 38 X X p. 42; library	He looks dumb. He got hung Copied titles of books he took out: Highlights magazine, Rosa, One Day With Maria; Waltzing Matilda; Merry  Piccolos Pranks	X guy hung by neck;	100-98, 100-96, 100-94 ... 100-78 ex- tended him- self past 100-88--saw pattern but slow count- ing back- wards	source game
Feb. 15	Little Runner of the Long- House, X X p. 46 X X p. 59; finished book; library, took out (copied titles) The Star Spangled Ban- ner, Henry Ex- plores the Jungle, Henry The Castaway	a long story! pretty much on his own about a dog--looking for food, fin- ally finding this & a man who decided to keep him; copied titles of library books	X--a title	--	pattern blocks--a little
Mar. 1	(read to Blaze Finds A Trail); Billy Goat & His Well Fed Friends, X X p. 24 X didn't want	re picture-- "This is a cowboy with his horse"	X	1/2 of 15, 16, 17 ... 28; made several mis- takes but corrected pretty easily	

1973-74

Date	Reading	Writing	Drawing	# Work	Games, etc.
Mar. 1 (Cont.)	X to stop which is often the case				
Mar. 8	(read to-- along with (Daphne) & (Yvette)) Billy Goat & His Well Fed Friends, X X p. 49 X p. 54	?	X (alongside (Winslow)); X design-- colored	100-7, 95-7, 90-7 ... 55-7, did not extend pattern further al- though that was indi- cated	Waterworks game with (Jan); Waterworks game with (Jan) & (Luke); watching Waterworks games (some coaching)
Mar. 15	Billy Goat & His Well Fed Friends, X X finished, Robber Raccoon X X p. 17 X library	X "This is a dog. It is hungry.	X X	continued on a couple of problems; ways to make 35 with + and -	jigsaw puzzle with (Winslow); Waterworks with (Adam), (Eban), (Zeke), & (Winslow)
Mar. 22	Robber Raccoon X X p. 24 hesitating on asked hear here; X p. 30 saw, pushed maybe, spook went, coming, from, some- thing, catch- ing, she X coughed	working with (T.M.); dictated to M. story about a ship chased by a sea mon-- ster--chased even up onto land where they drove him with boards (hitting him) (wandering-- bits of mis-	waterworks system; X of policeman chasing rob-to ber; X X alongside (Julian)	1/2 of 17, 16, 19, 18, 20, 21, up (out of sequence) 30; used counters-- 1st dividing into 1/3's & some left over--helped get him started, asking him	



1973-74

Date	Reading	Writing	Drawing	# Work	Games, etc.
Apr. 5 (Cont.)	library; (T.M.) read The Stuff to him				
Apr. 12	(Jan) read to him The Secret Tree X	X This is a swimming pool. There is three people there. One is div- ing, one is swimming, & one is buying something X	X X on copy paper X	1/3 of 3, 6, 7, 12, 15, 16, 21, 24, 25	
Apr. 26	listened to Paul Revere; Stories to Remember, X X p. 12 X X p. 18 XX p. 22	X "This is a race. Number One is win- ning.	X X	1/2 of 2, 4, 6, 8, 12, 20, 30, 24, 42, 56	Clue with (Eban)
May 3	Stories to Remember, X X p. 30 X X p. 33; Library, took out Let Me Tell You About Me Dad, The Fool of the World and The Flying Ship; (copied down	X "This is a jail." The jail man is after two men." X "This is a war. The Z's R winning." on ditto X; "These two people escaped from jail. The jail man	X X X X	2 figs.-- addition (without carrying) e.g. 34 24 +14 +15 etc.; groups of 8 in 9, 15, 21, 27, missed 2nd-2	

1973-74

Date	Reading	Writing	Drawing	# Work	Games, etc.
May 3 (Cont.)	without my asking even though he'd said he didn't want to--at which I'd said nothing	is calling for help & the jail truck is after them and the truck man is shooting at them."			
May 10	Stories to Remember, X X p. 37 X X p. 42 X	X (helped (Winslow) write)	X	2 place addition problems (vertical) without carrying e.g. 43 +17	Sound Hunt game (initial consonant) with (Winslow), (Zeke), (Lee)
May 17	Stories to Remember, X X p. 46 X X p. 51; looking at books; went to library	X "This is a pile of dynamite. The Boy is lighting the dynamite." X This is a old magician.	X    X	subtraction without borrowing, e.g. 55 39 -24 -11 etc.	
May 24	Stories to Remember, X p. 57 X X X p. 63			addition with carrying, 2 figs.	

1973-74

Date	Reading	Writing	Drawing	# Work	Games, etc.
May 31	Stories to Remember, X X p. 66 X X p. 68	X	X	rewriting above #'s-- e.g. 487 = 400 + 80 + 7	
June	Stories to Remember, X X p. 74, X X p. 80, X p. 82		?		

1973-74

PARENT REPORT

The Prospect School  
North Bennington, Vermont

(Neil)

Date: June, 1974

By: (J.M.)

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(Neil) has continued to be heavily involved in construction--assembling plastic models as well as making his own, building with blocks, helping to build the porch on the side of the school building, and other woodworking projects. He has helped cook group lunches, carved linoleum print blocks, and done some papier-mache. He has worked on dramatic plays with friends--becoming much more articulate in this situation. He took a small role in the Middle School's medieval movie and has practiced magic tricks for the group's circus. (Neil) has gone on walks and has been active in waterworks--channelling, damming, etc., streams of water.

(Neil) works with a number of different children in the group and is open to forming new relationships. (Neil) sometimes makes sassy remarks or responds to authority with a retort, but on the whole he is responsive and friendly.

(Neil) has read several I Can Read books and has lately been reading Stories to Remember, a reader on a 1.5 grade level of difficulty. He continues to need regular practice to gain in smoothness.

(Neil) has become increasingly independent in his writing. He has continued to write short captions for his drawings and has produced more of them more freely than last term. He will dictate long stories, and has written one story on his own.

In math, (Neil) has been working on subtraction and addition problems involving larger numbers. He has done some beginning work with fractions, and recently began work on the concept of place value.

(Neil) contributes occasionally to group discussions. He is alert and observant and well able to describe and attempt to explain the workings of what he has seen.

He enjoys the story more, though he is not particularly expressive. The reading is slower, but he is willing to work for the sake of the story. He is using context clues well now besides decoding through phonics.

1973-74

(Neil) is still liking to do a sort of number work, which involves grouping and re-grouping using the abacus or cubes which attach to one another.

(Neil)		Teacher(s): (J.M.)
Group III	1974-75	teacher intern: (F.P.)
Age	9;1-9;10	reading teacher: (I.P.)

#### WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 11-13: Worked with clay--making a large marble/water chute with (Luke), (Julian), (Ash), and (Winslow)--silly at first along with (Luke) but settled down quickly. Joined (Luke) at the lego table--looks through lego book--molds plasticene--disjointed but intense focusing of attention on guinea pig, measuring, lego book, plasticene. Building with floor blocks--one time with (Jeremy)--dramatic play using toy men; one time with (Brett) and (Jeremy)--solid, chunky buildings--exchanges, challenging remarks with (Julian) who worked in block room too. Teased (Lee) who tried to get in with them. By end of Thursday morning he, (Jeremy), and (Brett) got noisy, boisterous, silly--knocking blocks down and flipping men toward (Julian).

SEPTEMBER 16-18: A lot of floor block building with (Jeremy)--ramps, etc., with cars, ambulances, fire trucks--much siren noise, description of fires and calamities. A fort with (Jeremy) joined at the end by (Winslow) and (Zeke). A marble chute with (Jeremy) (and (Luke) a little).

SEPTEMBER 23-27: Absent Monday. Worked on rocket along with (Jeremy). Built with floor blocks with (Luke) and (Brett). Wasted one afternoon work time--not settling--was alongside (Brett).

SEPTEMBER 30-OCTOBER 4: Shellacked his clay chute and made some other things (miniatures?) out of clay along with (Jeremy) and (Brett). Built with floor blocks with (Jeremy) and (Brett) and again the next day with (Jeremy)--ramps, tracks, etc., for cars. Looking at vegetable slices and other things under the microscope along with (Winslow) and (Ash) and on his own--nicely involved with and enthusiastic (calling me over to see things; readily picking up on suggestions). Made a car out of legos. Has been working with (F.P.) on academics.

OCTOBER 7-8: Shellacked his clay work, did string art, building with floor blocks with (Luke). Some silliness with (Jeremy) when they were playing a game together--but came around quickly.

OCTOBER 9-10 (teacher intern's notes): (Neil) was very involved with plaster casting and then went to the rocket launching. Later in the morning he cut out National Geographic pictures and really seemed to enjoy it. He had a great morning but ran away at recess and spent afternoon in office. (Neil) did work in the office and came down and did National Geographic mural. At morning recess he, (Ash), and (Winslow) went into

1974-75

the garage. I had them sit on the fence, and they ran away. Spent afternoon upstairs.

OCTOBER 11: Printing (animal stamps, fingerprints, etc.) along with (Ash) and (Winslow).

OCTOBER 14-18: Printed with rubber stamps and ink pads along with (Winslow) and (Ash). Made candles with (Jeremy). Built with floor blocks for sizzler cars with (Jeremy) and another day with (Jeremy), (Julian), and (Zeke). Play with cowboys and Indians with (Lee) and enacted battle-field scenes with (Julian) with the toy army men. Some naughtiness--running around one group time with (Luke) and (Winslow)--silly and sassy at a clean-up along with (Winslow), (Brett), and (Jeremy).

OCTOBER 21-NOVEMBER 8: Built with floor blocks several different days--tracks to run sizzler cars on. Tie-dyed. Took an old record player apart. Worked on a play with (Winslow) and (Ash). Put together a lego steam shovel and carrier--carefully following directions--played with in sand pile. Built a car chute out of ? and table blocks. Watched and helped others make rockets. Made a tiny one himself--complete with a tiny parachute--played with. Been with (Winslow) and (Ash) in doing most everything. Busy, cooperative.

NOVEMBER 12-15: Made a plaster and sand mixture cast and carved faces on it--painted--along with (Winslow) and (Jeremy). Built with craft sticks with (Winslow). Built with Lincoln logs with (Jeremy) and (Winslow). Went to the library to take out books.

NOVEMBER 18-22: Made a model crane (following plans) along with (Zeke) and (Winslow)--came out well--picked up different things. Made a truck (?) of clay along with (Zeke), (Ash). Built with Lincoln logs with (Ash), (Winslow). Went to the library to take out books. He and (Winslow) threw burdocks at girls' hair one recess.

NOVEMBER 25-27: Spent all week on a model of Plymouth Colony--from a picture--with (Winslow) and (Ash). They used craft sticks, toothpicks, cardboard and plasticene and did a good, meticulous job. (Neil) provided direction and made decisions of what work to do next and how to go about it. Also built with Lincoln logs with (Ash).

DECEMBER 3-6: Electricity work with (Winslow)--among other things hooked up a bell. Tested model cranes with others after group discussion about them. He was very enthusiastic and kept coming and telling me how much weight had been lifted when a new record was made. Used stopwatch. Went to the library to take out books.

1974-75

DECEMBER 9-13: Continued working with electric bell with (Winslow) and (Ash)--they made a box for it so that its ring could be muffled. Built with floor blocks for model cars with (Jeremy) and (Zeke). Continued the model of Plymouth Colony with (Winslow) and (Ash). Went to the library to take out books.

DECEMBER 16-20: Finished the model of Plymouth Colony with (Winslow) and (Ash). Made a clay pyramid along with (Winslow) and (Ash). Made houses out of big cardboard boxes with (Winslow).

JANUARY 2-3, 1975: Continued working on cardboard houses with (Zeke) and (Brett). Built with floor blocks with (Winslow). Warped a simple board loom.

JANUARY 6-10: Made a model airplane out of balsa wood with (Winslow). Went tracking with others in group. Made a simple loom. Built with floor blocks for marble game with (Winslow) and (Ash). Went to the library to take out books. Listened to records. Broke snowball rules one recess along with others--he was one that was especially out of line.

JANUARY 13-17: Built with floor blocks for model cars with (Winslow) and (Ash) four mornings. Made a compass out of magnetized needle with (Winslow) and (Ash). Listened to records and stories with accompanying film strips.

JANUARY 20-24: Made an electromagnet with (Winslow). Made a model elevator. Used tape recorder with (Winslow). Listened to records and stories with filmstrips. Went to the library to take out books.

JANUARY 27-31: Made marble chute with floor blocks with (Winslow) and (Ash). Made a boat out of wood with (Winslow). Went to the library to take out books.

FEBRUARY 3-7: Snow days Wednesday and Thursday. Built with floor blocks along with (Winslow). Listened to records and stories along with film strips and mammals tape. Worked on a play with (Zeke), (Winslow), and (Ash).

1974-75

PARENT REPORT

The Prospect School  
North Bennington, Vermont

(Neil)

Date: February, 1975

By: (J.M.)

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(Neil) pursues his interests cheerfully and enthusiastically. He has built with floor blocks a good deal--making buildings, marble chutes, ramps, and tracks to run cars on--sometimes using toy men in conjunction with his buildings in dramatic play. He has also built with smaller units such as table blocks, legos, and Lincoln logs. He readily picks up on the provision of model making and has made miniature rockets, a model crane, airplane, and elevator. He enjoys experimenting with and testing his products. He made a diarama of Plymouth Colony with two friends, providing the main initiative and direction in this project. (Neil) has also done some electrical work, worked with clay, with wax and plaster, and has done a little weaving. He has occasionally taken part in a dramatic play with others.

(Neil) works with several different boys in the group; he is never at a loss for a friend.

(Neil) can get silly, loud (controlling the volume of his voice is not his forte in any situation), rude, provocative, and naughty. He sometimes teases others to the point of precipitating upsets and fights. Although (Neil) can tend to get carried away in voice and action, in the last analysis, he is responsive to adult authority. In general, he has nice, friendly relationships with me and other teachers in the classroom. He enjoys talking to us and showing us things.

(Neil) is responsive to academic demands. He has been reading Storyland Favorites (a collection of stories in a 2/5 grade level reader)--somewhat haltingly--but, with interest and enjoyment in the stories. I have also been working with him on word families and irregular spelling. He listens to stories read aloud avidly and enjoys going to the public library to take out books.

(Neil) draws all manner of dynamic scenes and machines and occasionally designs. He has also enjoyed tracing out of books on occasion. He writes captions to accompany his pictures regularly. He has also, with encouragement, written an occasional story. On the whole, he prefers to seek

1974-75

help with spelling words where he is not sure of their spelling rather than to take a stab at spelling them out on his own.

In number work, (Neil) has been working mainly with addition, subtraction, and fractions, and on place value. He continues to use concrete aids to figure out problems, but is also working increasingly within his head. (Neil) occasionally plays logic and path (board) games and works on jigsaw puzzles.

(Neil) participates actively in group discussions.

1974-75

WEEKLY DESCRIPTIVE RECORDS CONTINUED

FEBRUARY 12-14, 1975: Took photographs with (Julian). Played with army men and table blocks with (Julian). Went to the library to take out books.

FEBRUARY 24-MARCH 14: Built quite a good deal with table blocks. Developed film he had taken and printed pictures. Worked on a dramatic play with (Julian). Made a model car out of plywood and model racing car out of cork (both following plans in books). Used old motor. Played with robots. Built with wood scraps. Continues to go to the library to take out books regularly. Working mainly with (Julian), (Humphrey), and (Jeremy). Responsive--his usual cheerful, vibrant self. Absent one day.

MARCH 17-APRIL 18: Built with wood scraps, floor blocks, and table blocks (using army men for dramatic play). Made a model drawbridge out of milk cartons. Listened to records/stories with filmstrips. Made pictures of cellophane (illegible word) between wax paper. Drew on overhead projector. Made clay tiles and a nice 3-D triangular kite. Helped at outdoor fire--boiling down maple sap. Did battery experiments--trying to make a battery and a battery tester; went on trip to (factory that makes batteries). Has cooked--made bread, and made pizza and tortillas for group lunches. Rehearsed dramatic plays. Always works with one or more friends--(Jeremy), (Winslow), (Ash), (Julian), (Lee). Outside of two minor incidents (argument with (Eban) and misbehaving one recess) all has been smooth for him. Absent one day.

APRIL 28-JUNE 13: Has built with floor blocks (mainly for model cars), table blocks, and legos. Learned how to make hollow clay figures and did a nice one. Glazed his clay pieces--tiles, etc. Has worked on a collage mural, stained glass bottles, and done a little printing. Did a pressure experiment (collapsing can) and used the microscope a little. Has worked on dramatic play (got a big part in Gammage Cup Play but not overly upset at having to give that up and set to work on a time machine play with the other boys in the group). Has helped with group lunches--shopping and cooking and cooked occasionally outside these times. Continues to draw regularly--he and (Julian) spent several days on a big war mural. Has played and watched marble games. Helped a couple of times to boil down sap at the outdoor fire. Continues to have a goodly amount of friends among the boys (over the year he has actually worked with all the boys in the group a fair amount), is cheerful and obliging. He has I think the largest share of healthy curiosity of anyone in the group. You can always count on him to have his interest sparked or be ready and willing to join a new experiment for instance. Can still tend to get loud but has really been much better about this lately.

1974-75

Date	Reading	Writing	Drawing	# Work	Games, Puzzles, Other
Feb. 3-7	Storyland Favorites X p. 117	X "This is a book about (Neil) and (Winslow) going to the West"; "(Neil) & (Winslow) are on their way to the west. (Ash) is on top of the wagon guarding." "(Ash) got shot. (Winslow) and (Neil) shot the other two men." (Neil) started a book on his own: "This is a book about (Jimmy) exploring a volcano."	X book with (Winslow)	1/2, 1/4 of 20, 26	Clue with (Jeremy); record-story with filmstrip with (Winslow) filmstrip & cassette on mammals
Feb. 10-14 (Wed. 1/2 day)	Storyland Favorites X p. 124; word list book--went through added: looked at books; went to library, took out Little	"This is (Jimmy) going to explore a volcano." "(Jimmy) is climbing up a cliff. He left his bag at the bottom so he could pull it back up."	X continue volcano book.	addition with carrying--expanded notation; groups of 10 & 5 in 50, 65, 80, 105, 95, 70, 60, 110, 50, 200, 235, 120, 250	Pirates Gold game with (Julian); Clue with (Jeremy); record-story with filmstrip

1974-75

Date	Reading	Writing	Drawing	# Work	Games, Puzzles, Other
Feb. 10-14 (Con.)	Black, A Pony	"(Jimmy) has found the volcano. (Jimmy) sees the lava flowing over a blue flag & decides to investigate."	(Julian)		
Feb. 24-28	Storyland Favorites X X p. 128	X "This is a man. He is riding around on The Tibetan mountains on his skimobile." "This is a motorcycle with a ghost on it."	X X X map of school to his house; X X picture of just a motorcycle.	X 1/3 of 6-24; X filled in partially filled in grid; counting by 8's from 88-600	helped (Jeremy) do crossword puzzle
Mar. 3-7	Storyland Favorites X X p. 134 X X p. 138 went to library to take out books.	X "This is a house. It got covered over by a flood." "This is a man. He is moving out of town." X Wrote Happy Easter card & get well card; motorcycle race with caption.	X   X  X X on copy sheet	fixed above (just a couple of mistakes); X counted up by 6's; fr 1 to--a couple of mistakes-- had him copy over in grid where pattern visible--no problem (to 325)	design blocks--doing patterns; Pirates Gold with (Luke)

1974-75

Date	Reading	Writing	Drawing	# Work	Games, Puzzles, Other
Mar. 10-14 (Wed. 1/2 day)	Storyland Favorites X p. finished; library--took out 202 books The Royal Hiccups, Babar's Children	X gave him a start for a story (elephant escaped fr. zoo--going down main str. of town) he went on; X zoo keeper discovers him missing--starts after him--catches him X	X alongside (Travis)	subtraction with borrow-ing--2 place #'s--expanded notation	kala with (Humphrey); Waterworks with (Jeremy)
Mar. 17-21	Meadow Green X X p. went over his word list book; X Meadow Green--prepared--alongside (Ash) X X p.	X (along with (Jeremy))		X 1/3 of 9-12, 15-18, 21, 22; X 1/3 of 3-8, 24-27	Candyland with (Jeremy); record-story with filmstrip; mazes; Clue with (Jeremy)
Mar. 24-28 (1/2 day)	Meadow Green pp. 18-21 X prep.	X	X X	X addition of fractions; XXX simplification of fractions, 6/8 =, 10/16 =, etc.; like denom-	mazes, battery experiments; trip to (local factory); record-story with (Jeremy)

1974-75

Date	Reading	Writing	Drawing	# Work	Games, Puzzles, Other
Jan. 13-17 (Cont.)		from their enemies"; letters; X "This is a army tank going to a battle."	X	44 -21 etc.	(Ash); blocks
Jan. 20-24 (Wed. 1/2 day)	Storyland Favorites X X p. 107, word lists, X p. 112; library	(?)X	X X houses up on pilings	rewriting 2, 3, & 4 places # 's in 1000's, 100's, 10's, & 1's columns; filled in addition matrix up to 11 + 11	world map jigsaw puzzle with (Winslow); Nile game with (Luke)
Jan. 27-31	read Harvey's Hideout to him & (Travis); looked at books XX; Storyland Favorites, X p. 115 X library--took out Bubot books The Fox Went Out On A Chilly Night ...	X "This is a boy. He got a skimobile for his birthday and he is glad."	X X skidoos X skidoos X	rewriting # 's (2, 3, & 4 places) in expanded notation; addition with carrying, expanded notation 2 place # 's; measuring people's feet with (Winslow)	

1974-75

Date	Reading	Writing	Drawing	# Work	Games, Puzzles, Other
Nov. 25-27 (1/2 day)	Storyland Favorites X p. 74	"This is a police chasing a robber. The police is heading for a trap." XX	X along with (Winslow) & (Ash)  X	went through + cards with (Winslow)	jigsaw puzzle cheerfully
Dec. 3-6 (snow day Monday)	Storyland Favorites X p. 76, X p. 80	X "This is a army ready to attack." X "This is a robot with his master. He is going to ruin a city." "This is a helicopter saving a man."	X  X  X  X design with marker pens along with (Winslow)	(. .) gave him + problems. 37 78 +18 +35 etc.	unscrambled scrambled words; stopwatch
Dec. 9-13 (Wed. 1/2 day)	Storyland Favorites X p. 87; went over st as an ending X list of words; X p. 90; library	"This is a racing car. He is going to the race." "This is a truck helping a man start his truck." "This is a tow truck. He is taking a car to the garage."	X design with marker pens. X X X	subtraction problems--2 place #'s, no borrowing e.g. 87 65 -33 -13	Peter Rabbit Race game with (Winslow): Chinese checkers with (Orland) & (Daphne); checkers with (Winslow)

1974-75

Date	Reading	Writing	Drawing	# Work	Games, Puzzles, Other
Dec. 9-13 (Cont.)		X re ice machines along with (Winslow)	X		
Dec. 16-20	Storyland Favorites X X p. 94 went through ake family words	story with words given-- 2 pages! about an elf who had a mole--Christ- mas Eve & day	tracing along with (Winslow)	doing weights he could lift with magnet; 1/3 of 3, 9, 15 ... 69	Waterworks with (Winslow)
Jan. 2-3, 1975		"This is a bombshelter. The man is bombing (w) airplane." X	X  X		
Jan. 6-10	Storyland Favorites X X p. 96 X X p. 98; went to li- brary: took out Curious George Alpha- bet book ...	X "This is a towtruck tak- ing a smashed up car to the garage."	X X tracing in X medieval alphabet book with (Winslow) X sword	counted up play money bills; ways to make 122 with + & -	Positive, Nega- tive game with (Winslow)
Jan. 13-17	Storyland Favorites X X p. 103; looked at books	X "This is the king & queen in a coach. They are run- ning away	plane & coach printed then added back- ground & sur- roundings X	subtraction problems--2 place #'s (no borrow- ing)	printing--ink pad--rubber stamps; tangram; puzzles with (Winslow) &

1974-75

Date	Reading	Writing	Drawing	# Work Games, Puzzles, Other
	(Neil) has done weeks which I haven't a boat. He is caught a house"; motorcycle pictures, etc. etc.	writing & drawing in his notebook over the last few nice things--captioned pictures. "This is in between too hills" / "This is a cannon blowing up pictures--more captions, other war scenes, maplike		
Nov. 12-15 (Holi-day Mon-day)	Storyland Favorites X p. 60; X library	X "This is a carriage going to market to buy a turkey for Thanksgiving"	X (on ditto along with (Luke) & (Winslow)); X masklike faces to copy unto sand/plaster carving; X battle scene; X colored on ditto X	+ probs. with carrying--expanded notation: 99 39 +33 +26 etc.; (doesn't knpw: addition facts up to 20); went thru + cards
Nov. 18-22	Storyland Favorites X p. 65, X p. 69, X library took out Otto in Africa, Tessie Tate, Mike Mulligan & Hisman. Steam Shovel X	X "This is a skeleton. He killed a man." X "This is a motorcycle jumping a river" X X	X coloring book (UNCLE); X with (Winslow) & (Julian); X X cowboy on top of a big pedestal	fixed above (1 mistake); groups of 8 and 4 in 16, 22, 28 ... 76

1974-75

WEEKLY ACADEMIC RECORDS

Date	Reading	Writing	Drawing	# Work	Games, Puzzles, Other
Sept. 11-13	Put Me In The Zoo	X "This is a man finding a treasure"	X with (Winslow)--on ditto sheets; along with (Luke), (Winslow), (Ash)	ways to make 91 with + & -	
Sept. 16-18 (cf other records for Sept. 19-20)	Stories to Remember (p. 82); X (To (I.P.) finished	X "This is a plane bombing a jeep and a car bombing a tank"	X	given 1/2, 1/4 of 1-12 did 2x's & 4x's (4 errors)	
Sept. 23-27 (Abs. Mon., 1/2 day Wed.)	Storyland Favorites X p. 10	X "This is a diver finding a picture"; X "This is a robber exap-ing from to police"	X X (in book) X ruled out a drawing of a rocket	(abacus) + with carry-ing--a lit-tle trouble when 3 figs.	X Peter Rabbit's Race game with (Luke); X Peter Rabbit's Race game with (Luke) & (Brett)
Sept. 30- Oct. 4	Storyland Favorites X p. 18 find 1st story about Lion & Mouse, read it aloud	X "This is a dragster & there is a man under the bridge. He is trying to chisel the	X X (nice)--(man chiseling bar of bridge upon which sits the dragster); X alongside (Luke);	went over (diff. be-tween 1/2 & 1/4 & 2x's & 4x's) & fixed mistakes; X worked on	microscope, starting drawing without-- never got far; wood struc-tures

1974-75

Date	Reading	Writing	Drawing	# Work	Games, Puzzles, Other
Sept. 30- Oct. 4 (Cont.)		bar to get the dragster"	X alongside (Winston)	1/3 & 2/3's; 3 figure additions	
Oct. 7-11	prepared & read aloud 2-1/2 stories to ( . . ) during week; also read & looked at National Geographic	wrote about drawings he made; "This is a town with a prisoner"; "This is a man looking for buried treasure"; "This is a submarine looking for a sunk ship"	draw in book I made for (Daphne); drew pictures of guns & planes	2/3's of #'s; 3/4's of #'s; groups of "9"	checkers with (Luke); (watched (Jeremy) work with tangrams)
Oct. 14-18 (Wed. 1/2 day)	not v. thorough preparation, but continued interest in reading aloud & discussing stories afterward. Will start discussing before hand. Difficult with should, soon, after; X pr.	wrote story accompanying drawing of guns & swords. Elaborate story on pilgrims & their loading the guns. Started caption.	tracing from tank & airplane books. Began coloring them in--v. intricate drawings; tracing in Elizabethan coloring book--Sir Walter Raleigh; X war scene; X volcano (pink lava flow)	3/5 + 1/5 (add & sub. of fractions Mon., difficult; add. & sub. of 3 fig. #'s)	

1974-75

Date	Reading	Writing	Drawing	# Work	Games, Puzzles, Other
Oct. 21-25 (Abs. X pr. Tues.) X pr.	Storyland Favorites, X pr.	(finished) above caption) "This is a army tank bloing up a plane" X	tracing X drawing  X X	X fractions; + & - probs. e.g. 41 +23 +25 gets how to add ones first (Wendy); (not noting signs carefully)	checkers with (Winslow)
Oct. 28- Nov. 1	Storyland Favorites X pp. 50-56, X pr.; X Babar's Travels; X pr.; X p. 57; listening to Knights of Columbus		tracing (steamship); X	counted down by 4's from 100; went wrong fr. 92 but went back & fixed; going to 0 easily enough	Sound Hunt
Nov. 4-8 (Wed. 1/2 day)	Storyland Favorites, X pr.; went to library, didn't take anything out	helping others with their writing--getting spelling for; These are too men fighting to win the fight. One man is dying. "This is a motor cycle taking a jump"	X  X The men in bunkers on ops. side of pg. firing at each other. X (along with (Winslow)) X X	1/2 of 4-17; 1/2 of 20, 21, 22, 26, 27, 28, 32, 33, 34 ... 44, 45, 46	working on clock/watch works; jigsaw puzzle with (Winslow) & (Ash)

1974-75

Date	Reading	Writing	Drawing	# Work	Games, Puzzles, Other
Mar. 24-28 (Con.)				inators-- 1/3's, 1/4's, 1/2's	
Mar. 31- Apr. 4 (snow day 4th)	Meadow Green pp. 22-30; read to him Who Owns the Moon?	Man dropping Empire State "This is a robot the Empire State over."	penny off the Building. robot knocking State Building castle-prison X	X add frac- XX tions and simplify; Xcorrect # work	baked bread; clay work; play--drunk at a bar; record-story with filmstrip
Apr. 7-11 (Ab- sent Fri- day)	Meadow Green pp. 31-31; difficult time staying set- tled; read to him Dominique and the Dragon; started The King's Stilts		fire trucks & one for me-- nice detail-- clear, neat drawing; X along with (Humphrey), (Julian), & (Lee)	money con- version; \$2.50 = __ dimes; \$3.75 = __ quarters, etc.	clay work; "Risk" game; record player; trip to Freedom Train
Apr. 14-18	finished The King's Stilts; started Cat Who Wished To Be A Man; comic books; X Meadow Green	"This is (Neil's), (Lee's), and (Julian's) fort.--The fort is made of rocks." read Hoban book aloud to him & a couple of girls	X using over- head projec- tor; X (every rock of fort drawn in)--guys on top with flag--calling each others' names (bal- loons for mouths); went to li- brary to take out books	addition with carry- ing without expanded no- tation--2 place + 1 pl. #'s; subtraction problems without bor- rowing-- 57 49 -35 -17 etc.	watched a Positive, Negative game

1974-75

Date	Reading	Writing	Drawing	# Work	Games, Puzzles, Other
Apr. 28- May 2	continued reading to him & (Julia); Meadow Green X	"This is a rocket that is going to be in the Future." "This is Evel Knievel trying to jump the Snake River Canyon." "This is a cyclone near-ing New York City." X	X X houses, cyclone	addition with carry-ing; measurement of the sizes of various books--noted down--cata-logue work--didn't understand	vacuum experi-ment; kite flying; rubber stamp; checkers with (Nina); laid out tracks with Connect game tracks with (Julian)
May 5-9	continued Cat Who ...	gave sub-ject--Flying a space ship to the moon; diving to the bottom of the ocean; wrote a page about each	X X	X kelegged man word prob-lems, no difficulty; fractions 1/3, 1/6 of #'s evenly divisible by 3 & 6--up to 96	
May 12-16 (Wed. 1/2 day)	Meadow Green X X p. 1/2 X X pp. 98-99 X Tin Tin book; looked at books	X X "This is a man working on beams and he is having trouble. And a man is go-ing over to help him."	X with X (Julian)--on mural; X X--network of beams with ladders, houses, & the guys	went through + & - cards with (Winslow)	filmstrip & tape about rep-tiles and dino-saurs



1974-75

PARENT REPORT

The Prospect School  
North Bennington, Vermont

(Neil)

Date: June, 1975

By: (J.M.)

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(Neil) is a real pleasure to have as part of a group. He has a persistent, alert curiosity which could not help but gratify any teacher. Building continues to be one of (Neil's) strong interests. He has built with floor blocks and table blocks, again often using model cars or toy men for dramatic play around his building. He has built with legos and constructed various models out of wood, cork, wire, and milk cartons. He is very able at following directions for assembling models. (Neil) has worked with clay--making tiles and learning to make hollow figures--stained glass bottles and worked on a couple of murals. He has joined in science experiments, experimented with old motors, and taken photographs with a friend and developed the film and printed pictures. He has enjoyed listening to stories--folk and fairy tales--on records with accompanying filmstrips and tapes about animals. (Neil) has also cooked a little. He has been more active in dramatics this term than last--joining in several plays with friends and showing an especial ingenuity when it comes to improvising sets and props. His sense of humor often emerges strongly in dramatic situations, too.

(Neil) has several friends in the group with whom he works. His teasing of others has dropped out this term, and he is only very occasionally a little rambunctious. Controlling the volume of his voice continues to be difficult for him--especially when he is excited about something--but he has been making more of an effort lately, and I no longer hear from him such excuses as "I can't help it" or, "This is how loudly I always talk."

(Neil) continues to be very responsive to academic demands made of him. He has finished reading Storyland Favorites and is halfway through Meadow Green, a third grade reader. He continues to need regular practice to gain in fluency. He has continued working on word families.

(Neil) has continued to write captions for his pictures, has written books composed of sequential captioned pictures--relating a story--and, with a start, he can write longer stories or factual accounts, recently writing a three-page story. His drawing is often complex in line and detail, and he is capable of doing very careful, cleanly drawn representations of things--especially vehicles.

1974-75

In math, (Neil) has mastered addition with carrying and has worked a little on subtraction with borrowing. He has worked with fractions, taking parts of whole numbers, adding fractions of like denominators, and simplifying fractions. He has also done grouping problems.

(Neil) enjoys playing games--logic and path (board) games and doing perceptual/logic puzzles.

(Neil) contributes both information and ideas to group discussions and likes listening to stories very much.

(Neil)		Teacher(s): (T.M.)
		teacher intern: (U.F.)
Group III	1975-76	teacher intern: (S.W.)
Age	10;1-10;10	

#### WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 10-12: Drawing, wandering, trouble sitting with an activity. Thursday/Friday did rocket building with care and skill with (Winslow). Some silliness at groups. Very noisy clean-up, sloppy--had to miss the p.m. movie. Participates in kickball--somewhat aggressive. Settled into quiet work time when assigned to a space by himself (alcove).

SEPTEMBER 15-19: Blocks (noisy), rocket--finished and launched. Spoke to him about teasing--still got himself involved in a fight Friday afternoon--held on rug with others to work it out. Called (his parents)--they are very supportive of the school structures. Productive work week. In pirate play--well costumed. Good on yard.

SEPTEMBER 22-26: Shark books, mazes, wood/glue construction with windows--brick like structure, by himself, very well done. Play with (Winslow), (Ash), (Luke) on Thursday--ghosts, poison, etc. Blocks with (Luke). Legos with (Ash), (Julian). Wandering during academics a bit. But responsive to me without rudeness. Good clean-up. Reading with him as much as possible--needs work. Was spoken to about teasing another child in group. Games at recess--his voice continues to be too loud much of the time; says answers at group games (on rug) without being called upon.

SEPTEMBER 29-OCTOBER 1: Made applesauce with (Winslow), climbed trees to get the apples--silly at times, but completed the project well. Burned his name in wood with magnifying glass. Climbed rope with skill. Worked with word families--sight vocabulary, reading is stiff, hard.

OCTOBER 6-10: Woodworking with (Winslow), (Ash), (Marty), (Lee)--airplanes, aircraft carriers--well armed with bomb holders. Watching legos. Play with (Ash) and (Lee)--circus act--practiced, given to class; then they were other things--pirates, cowboys--in a series of small adventures. Cooking with (Winslow)--marmalade bread. Game with (Einar). Wood models, pickup sticks, pinhole camera with (Ash) and (Winslow). Needs to be well provisioned for--involved in activities but will wander afterwards. Reading needs work for fluency. Settles others at rug times: "Sit down," "Quiet." A good captain for games. Blurts out answers at number games.

OCTOBER 13-17: Battleship, sand table, baking cookies, rope climbing, pinhole cameras. Still has occasional outbursts or talking sprees during

1975-76

group but is a calming influence on others during settling times. Drawing--productive, works well with (Einar).

OCTOBER 20-24: Guinea pig cage with (Ash) and (Winslow)--got bored--moved to sand table/block room with (Einar) and (Humphrey). Potters wheel--but restricted for silliness by (U.F.). Some days can't stop talking, but his responsiveness to structures always takes over. Reading is rough.

OCTOBER 27-31: Very involved with electricity projects--buzzer, electromagnet, telegraph board. Popcorn balls with (Einar). Hallowe'en play--loud voice during rehearsals--needs to be reminded. Pinhole cameras. Good week--isn't blurting out answers as much at group. Tells others to quiet down while keeping one eye on me. Lots of drawing, abstract design, ant vs. mosquito battles, fraction work. Comment to (Julian): "You always think she's talking to you when she's talking to all of us."

NOVEMBER 3-7: Electricity projects--loudspeaker with (Brett); drawing with (Julian), (Humphrey), (Einar). Clearing rocks with (Winslow), (Ash), (Einar), (Brett), (Humphrey). Very responsive. Reading is choppy but he tries conscientiously. A good week.

NOVEMBER 10-14: Absent Monday and Tuesday. Thursday--wrestling--the strongest in the class! Drawing, looking at books. Got intensely mad at a call on a play during the a.m. kickball game--lost recess on Thursday. Friday--blocks and pulleys with (Julian).

NOVEMBER 17-21: Blocks with (Julian)--pulleys. Tape recorder with (Brett). Made cranberry sauce with (Humphrey) and went on shopping trip. Made rock candy, did straw weaving. Some periods of wandering: "What can I do?" "I did that last year?" He needs to be engaged at the level of his competence and interest. He is very involved when he is in an activity. I enjoy his presence tremendously. Pulleys outside.

NOVEMBER 24-26: Cars and blocks. Abstract patterns on ditto sheets. Enjoyed group meal. Is frustrated with others' errors during recess. Has to be spoken to.

DECEMBER 1-5: Curve stitching and trip to (local design shop). Play.

DECEMBER 8-12: Play scenery, gingerbread cookies. Quit game (recess) and (Y.B.) (teacher from another group) took away his recess. Turned around and was rude to (U.F.) at group. Angry and wouldn't calm down.

DECEMBER 8-12: Had a parent conference on Wednesday--they are incredibly supportive--if he's rude send him home. Said he reacts the same at home. Quit another game at Friday noon recess--his team behind 2-0. Then wouldn't sing with group.

1975-76

PARENT REPORT

The Prospect School  
North Bennington, Vermont

(Neil)

Date: January, 1976

By: (T.M.)

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After a brief initial bout with authority, (Neil) has been responsive to the structures of the classroom and to me. He is generally available to humor in many forms. He has a tendency to have quite a loud voice, but tries to keep it toned down. He is an enthusiastic participant at group times--sometimes needing to be reminded not to call out answers. He will often try to quiet others at group when they are fooling. He is clearly an important and well-liked member of the group. He very much enjoys listening to group story, and literally hangs on every word.

(Neil) works well with all of the boys in the group, being perhaps one of the kindest, most generous members. He is not likely to turn away from another person's request for help or company, unless there is some disruption or annoyance thereby created. He will promptly ask that I remove someone who is fooling around or bothering him. (Neil) is also capable of concentrated independent work, possessing a great deal of initiative and self-sufficiency.

(Neil) is a person who needs to be well provisioned for. He has done so many things, so well, that he enjoys being offered new, interesting, and challenging activity. He has a wonderful sense of respect for materials and tools. (Neil) has done several woodworking projects (boxes, a guinea pig cage, battleships, a sled), electricity projects (telegraph, electromagnet, a buzzer, and a quiz board), and launched rockets successfully. (Neil) has built with blocks, legos, and glued wood and cardboard constructions. He uses his models and buildings with the toy soldiers and cars in dramatic play, occasionally using these in the sand table, too. He spent several Friday mornings building and operating a pinhole camera quite successfully. (Neil) has a strong interest in dramatics and has spent much of the Fall with a group of boys producing and acting in plays. The plays always have lots of action and adventure and show increased imagination in setting and plot. (Neil) has cooked for group meals and snack, and is quite capable in the kitchen. He has also worked with clay, weaving, god's eyes, curve stitching, printing, crystals, and board games. (Neil) is active physically, being the strongest wrestler and sharing the top honors in kickball. He is an agile and confident tree climber, and has tremendous stamina on hikes. (Neil) also dances very well. (Neil)

1975-76

has become very upset and angry during kickball games. He finds it hard to lose, especially if his team's playing ability, or a call by the umpire seems to be responsible. He needs distance and time to calm himself down, and then he is approachable. On the other hand, (Neil) can be an excellent and considerate captain.

(Neil) draws frequently and is using perspective in many of his drawings. He draws tanks, motorcycles, battle scenes, and is capable of intricately detailed representation. He has worked in collaboration with others on lengthy books and murals. (Neil) has also done a few abstract designs.

(Neil) responds to writing requests, though not prolifically. He has to be pressed for length and is quite capable of writing longer stories. His writing, always in capital letters, is, for the most part, brief and descriptive. He does add captions and some dialogue to his drawings.

(Neil) has read the first and second book in a series of underwater adventures, The Sea Hunt and Treasure Under The Sea. He reads daily, and I hear him usually three times a week. He puts a great deal of effort into his reading, and can sound out practically any new word he encounters. (Neil) does need practice in fluency; his reading is still a bit ragged. His interest and comprehension, however, are exceptional. He has answered the content questions with ease. (Neil) also spends time looking at various books from the library.

In numbers, (Neil) has been working on place value, addition and subtraction with carrying and borrowing. He has done fraction work (taking halves, quarters, and thirds of even and some odd numbers, adding fractions with like denominators, and fractional equivalents). He has continued working on grouping exercises, and various addition and subtraction patterns. He uses the abacus comfortably for many calculations, and has also begun work on multiplication. (Neil) also enjoys mazes, puzzles, and number games.

1975-76

WEEKLY DESCRIPTIVE RECORDS, CONTINUED

JANUARY 5-9, 1976: Legos, sleds, puzzles, drawing (with perspective), skiing. Extremely responsive at group times and games.

JANUARY 12-16: Monopoly game with me and (Orland), woodworking (a box), sledding, made pudding. (A line of the record is not legible.) Needs to be well-provisioned for.

JANUARY 19-23: Monopoly with me, (Orland), (Brett) for days and days--I finally won. Play in the Big Room with (Einar), (Julian), (Humphrey)--"Three Drunken Men." Good week. Responsive. Very interested in the planetarium.

JANUARY 26-30: Big Room with the same crew plus (Eban). Marbles. Wandering more, looked at library books. Long mural with (Einar)--some persistence in bothering (Eban).

FEBRUARY 3-4: Watched and played marbles. Some interference in the games--having rough times on the playground.

FEBRUARY 9-13: A restless week--teasing, unresponsive, sent in from recess, hard time engaging in activities. Made cookies with (Einar), play in the Big Room--but continually tried to interrupt the others. Except for reading times it was an off week.

FEBRUARY 16-20: Absent Friday. Big Room with (Eban), (Julian), (Humphrey), (Einar). Worked on a huge maze with (Einar). Did play the "Brave Sailors." Cooking with (Brett), (Luke)--snickerdoodles. Origami.

MARCH 1-5: Some restlessness, throwing snowballs inappropriately and quite obviously, disrupted the girls' card game by walking on it. Wrestled with (Eban), drew some detailed motorcycles, involved in the sugaring, stayed out to drill the trees and collected and recorded the sap on Friday with (Brett), (Einar). Walk to the woods, finished his origami owl, played basketball in the Big Room. Practiced a play with (Einar). Played cards. Tried to quiet the group at story time or whenever I start to make some anecdotal comment. Listens intently. Climbed trees.

MARCH 8-12: Worked on a play with (Einar), made a kite, did embroidery--a motorcycle. Reading less. Read aloud Headlines. A poor sport during kickball games--quit because he thought his team was going to lose--they didn't. Doesn't want to take the first aid course. Cooked brownies and collected sap. Fooled a bit with woodworking--wants to make a tetra kite.

1975-76

MARCH 15-19: Got the kite stuff--he worked a bit on it. Performed a play with (Einar)--"Way Out West"--used a disguise at one point--pipe cleaner eye glasses and a necktie--pretty funny. Was working on other plays--nothing materialized. Some rough edges. When (Einar) is absent, (Neil) becomes very popular--(Humphrey), (Julian) crowd into the alcove to work with him ... Played a game of War with me that lasted over an hour.

MARCH 22-26: A real problem over the games--gets himself extremely wound up and upset over calls, unequal teams--left one game, bickered a lot inside, and was unresponsive to explanation. Cards, drawing with (Julian), practiced fencing, basketball.

MARCH 29-APRIL 2: Basketball practice, baseball, wiffle ball, tension around winning, upset over unfairnesses, unapproachable. Worked on a papier-mache jar. Fort outside with (Einar), (Brett), (Luke), (Ash).

APRIL 5-9: Fort, tree climbing, a play--but I'm not sure what it was about. Movement and pantomime--seemed to enjoy it. A good week. Started work on a styrofoam boat--aircraft carrier. First aid--a bit uneasy perhaps about the reading but is understanding all the concepts well. Really enjoyable time playing kickball with (Julian), (Eban), and (Einar) Friday before home time--lots of good natured moves, gestures, and laughs. Continues to respond incredibly well at story time.

APRIL 12-26: Drawing cars, cards, enjoyed swimming, absent on Wednesday. Unsettled, wandering, loud--(Einar) has been spending time with (Brett). Colored eggs. In a play--insane asylum--played the guard. Coming in early to check in on the eggs. Papier-mache jar. First aid. Worked with triangles, compass. Concerned about his reading--will have to structure that for him. Kickball very hard for him.

MAY 3-7: Continued to work on his jars, bottles. Joined a play with (Marty), (Brett). Needed lots of support with word problems and avoided the reading comprehension questions until Friday when he worked with (Ash). Restricted from kickball Tuesday. By accident (Julian) threw the ball in from the outfield and (Neil's) back was turned--the ball hit him in the back of the head. He had been upset about the game anyway, so he blew up. He wouldn't respond to me so I told him we would talk when he would listen. He enjoys the swimming a great deal. (S.W.) took him to get more dowels for his kite--he was pleased--conversational while riding in the car. (Brett) away for two days--so he and (Einar) seemed closer. (Einar) was absent--he spent a nice day with (Ash)--both productive.

MAY 5-9: (S.W.) will work with him. Really good work practicing cursive (writing). Looked at books. Started work on a play. Drawing. On the overnight he brought a tent--a six man tent--but only four people--me, (Einar), (Brett), and who else ? are sleeping in it. Abrupt with (Marty)

1975-76

on the overnight--pretty exclusive. Worked well on his project. Wrote quite a bit about the stream. Swam. Played lots of games. Built the bridge. Trying hard to preserve his relationship with (Einar). Often being short or rude to others. Responsive to (S.W.)--must find him a book.

MAY 17-21: Went to the library. Worked on his kite. His eyes have been checked, and they are 20-20--wonder why he holds the book so close? Built with blocks for the gerbils. Played Monopoly with (Einar) ...

MAY 24-28: (S.W.) took the group Monday. (Neil) was restricted because he yanked (Gus) off the base because he didn't like the call. Worked on the play.

JUNE 1-5: (S.W.) had the class Wednesday-Thursday, (Neil) really pushing--had a water fight with (Eban), jumped on (Rainer) ... Spoke to him later about trying harder not to be so angry and inflexible. Collage. Worked Friday on Book Two of First Aid. At my house played catch, quit the ball game--angry at a call. Played Scrabble. Accepted help from (Deborah).

1975-76

WEEKLY ACADEMIC RECORDS

Date	Reading	Drawing	Writing	Number Work	Games, Puzzles
Sept. 10-12	Meadow Green X	dragster; drawing	"I don't want to write about any- thing"; "there is a man practic- ing for a big race"	groups of 4; how to make 212	
Sept. 15-19	X X Meadow Green X finished	cowboys/ Indians; X (Julian), (Einar), (Neil), (Humphrey); X battles X races	(story with 7 given words); continue; names; captions; 8 sentences with given words	subtraction with borrow- ing; X 1/2 of; X 1/3 / 2/3 even	mazes; X X X X
Sept. 22-26	hear read-- Green Meadow last story; looked at many books	X car crash, trees, streets, houses; X stunt car; X	X This is a book about (Neil), (Einar), (Humphrey), and (Julian)	1/3 of __; groups of 10, 100/10/1	design a maze, 3 mazes
Sept. 29-30	X word families; Meadow Green; sight words	copying a maze (enlarged)		X 100/10/1; X addition, subtraction	X legos

1975-76

Date	Reading	Drawing	Writing	Number Work	Games, Puzzles
Oct. 6-11	X Sea Hunt X	planes bomb- ing a log fort--tank; battleship	?	X 1/2 (40-150); X sub. 100- 35 add #; X 24 +/-; X 1/4, 1/2, 3/4	X pickup sticks legos;
Oct. 13-17	X Sea Hunt; word families; nonsense words; sight words; vowels; consonants	motorcycle; army tank; The plane is the apes. (Neil) is in the plane ( ) is in the tank zapes heli- copter; stagecoach	--? going after (Neil) is in ( ) is in	X 1/3 of even; X count by 1/3's; X 3; divide by 3 even; sub. X sub. 100- =	legos
Oct. 20-24	X Sea Hunt X X X	X		X $3\overline{)3}$ - $3\overline{)180}$ ; X add with carrying; - reduce fractions	legos; pickup sticks; maze
Oct. 27-31	word families; dictionary; sight words; X Sea Hunt; X X	abstract designs; ant city battle; battle scenes	write!! "This is a war between the ants and the mos- quitos. The ants are winning."	X (+)(x) matrix; fractions; subtraction with borrow- ing; 1/2, 1/3, 1/6, 1/9, 1/12, 1/4, 1/8; X cut out (+) frac- tions reduc- them	legos; blocks; pickup sticks; Morse code

1975-76

Date	Reading	Drawing	Writing	Number Work	Games, Puzzles
Nov. 3-7	vowels game; XX Sea Hunt; X sight words	abstract design; book; X battles-- tanks	XX tank--ship	X reduce fractions; X <u>adding</u> fractions; X add--with carrying; X x matrix; counting by —	
Nov. 10-14	Sea Hunt X X absent MT	ant city; battles barn	captions	multiplica- tion; subtraction with borrow- ing; fractional parts	Morse code; blocks electricity
Nov. 17	Sea Hunt X X	3 pictures (Neil), (Julian), (Einar), (Humphrey) book; wanted poster	I want to go to Tibet with (Einar) and (Julian). I want to go skying and exploring and skimobile riding	adding frac- tions; equivalent fractions; which frac- tion is larger patterns	checkers; maze; labrynth; MORSE CODE; XXXX
Nov. 24	finished Sea Hunt; began Treasure Under the Sea	abstract designs; ditto sheet; motorcycle & skimobile		X sub. pat- terns; X 1/2's X X	

1975-76

Date	Reading	Drawing	Writing	Number Work	Games, Puzzles
Dec. 1	Treasure Under the Sea	a man zipper- neck scars (on his # work); in his joint works (Julian) (Humphrey); army truck	This is a man looking for gold; This is a army tank going to the war; This is a Indian; [color words--	X add with carrying; X X patterns; X multipli- cation; X X how many ways can you make 100? (+,-)	checkers; linoleum

1975-76

PARENT REPORT

The Prospect School  
North Bennington, Vermont

(Neil)

Date: June, 1976

By: (U.F.)

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(Neil) has had a full and productive Spring, contributing well to group discussions and projects.

(Neil) is physically strong and adept. He has joined every activity or outside endeavor offered (skiing, sledding (using the sled he made), wrestling, dancing, fencing, basketball, baseball, soccer, rope and tree climbing, and kickball). He likes adult attention and seeks it directly by calling out or by humorously threatening in some fashion--you want me to jump ... ? Kickball has been an extremely difficult area for (Neil). He has had numerous angry bouts with shouting, swearing, throwing things, and physically tussling over bad calls, lousy playing ability, etc. He has been restrained and restricted for his inappropriate behavior and for quitting, and is quietly responsive to discussion. He is quite aware of his temper and has tried to control or rechannel his frustrations. He needs a lot of support here. Also, he usually needs considerable distance to let off steam before the upset can be addressed.

(Neil) has competently engaged in many crafts--motorcycle embroidery, papier-mache jars, clay work on the wheel, kite-making (a tetra kite is still in progress), origami, styrofoam and wooden slat aircraft carrier, and several cooking projects. Using the floor blocks, (Neil) has built marble chutes and spaces, gerbil mazes, and elaborate apartment structures. He worked with friend on a complex moss small world for a long period of time.

Card playing, board games (Monopoly, Scrabble, checkers) have occupied much of (Neil's) time. Complicated block structures to house cards, and impressive betting materials and procedures (rather loud voices now and then) carried various card games on for days. (Neil) was quite able, however, to withdraw from the games to work on other projects.

Dramatics have been a dominant interest and talent for (Neil). He has worked with great pleasure on many plays during the Spring--"Three Drunken Men," "Way Out West," "The Brave Sailors," and "Day of the Insane Asylum," to name a few.

1975-76

(Neil) loves field trips of any kind.

(Neil) has drawn and written frequently, although some prompting is still necessary to elicit his writing. He worked on a book of monsters, race cars, motorcycles and other vehicles, battle and adventure scenes, intricate mazes, and a few abstract designs. A fine sense of humor and imagination are strong elements in his work. He has begun cursive practice, also punctuation, sentence structure, alphabetizing, dictionary work, capitalization, and parts of speech.

(Neil) works hard on his reading and is making steady and sure progress. He is heard several times a week and is conscientious in his preparation. He read a bit more in the Submarine Rescue series (deciding he didn't like it because the print was too small). He had read The Headlines by Malcolm Hall, The Ghost of Dutchman, and virtually all of the library books in the classroom. (Neil) has completed reading and discussing most of the material in the Basic First Aid course given this Spring. His pleasure in group story cannot be over-emphasized.

In number work, (Neil) has begun some division, multiplication with carrying, and has continued with fractional processes (equivalent fractions, adding, subtracting, fractional parts of uneven numbers up to three digits), borrowing and carrying, time lines, and patterns. He is responsive to clear, straight-forward explanation and uses several abacuses in his calculations. He participates vigorously in group number games and lessons.

(Neil)

Teacher(s): (H.Q.)

Middle School 1976-77

Age 11;1-11;10

#### WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 8-10: Jumped right in. Academics--strong, concentrated. Is concerned about reading. Stronger than he thinks. Started cliff dwelling project--beautiful job; he is also very pleased. Kickball and soccer. In group attentive, still a little quiet--but only because he's new to the group. Friendship with (Reuben)--Risk, cards.

SEPTEMBER 13-17: Finally solved problem with erector set--made it go on its own; very pleased after solving this. Intermittent work on clay design (cliff dwelling)--enlarged it. (Neil) didn't enter into the silliness of the group but he sure was tempted. Played cards with (Rosa) and me.

SEPTEMBER 20-24: Engaged most of the time. Finishing the clay dwelling--he's reached the point of being finished, and it's a little hard to add the final touches. Microscope with (Owen). (Neil) has a deep capacity to be involved and thoroughly enjoys it. Academically, reading and writing cause him some grief--but actually he does very well after he gets going. He's enthusiastic at group; has not offered a lot--a certain resistance to offering information coupled with a real participative spirit.

SEPTEMBER 27-OCTOBER 1: Started a bead loom--wants to do an eagle design. When someone teased him because it was "girls' work," he retorted easily and comfortably that that was a ridiculous idea. Reading is going very well for (Neil). The writing is more difficult, however, and he really needs a clear structure to let himself go--he is held back by what seems to be fear that he can't write more than a real inability. Very involved with photography--with (Eustis) and (Owen)--seems to be a nice combo. Enjoyed drama although got drawn into silliness a couple of times--but wants too much to be engaged to really let silliness draw him for very long. On the farm--was with the group but did not seem to enjoy himself a great deal. Wanted me to read a lot from When Legends Die--really enjoys listening to story--and remembers with great detail.

OCTOBER 4-8: Working on bead loom; (Neil's) starting one has drawn a lot of other people to the loom. He can be very helpful. (Neil) is friendly with most everyone else, but there is not one close friend. He does not seem to be bothered by this at all. We have a good relationship--he likes to show me what he is doing, explain how he's doing things. He will make jokes and tease me (teasing is the wrong word because there is nothing negative about it.) Cut out the cover for the tipi. Worked on the dying

1976-77

with enthusiasm with (Misha). (Neil) and (Misha) spend a good deal of time together, it seems a nice relationship for both of them. They are together only with a material, but it does seem to spread over into social, conversational time particularly. Played Zuni basket game with (Owen).

NOVEMBER 1-5: Bead loom, wants to continue on tipi, loves to be read to. In class, (Neil) shows virtually no anger--on the soccer field a lot of it comes out though--especially at the Middle School kids. I don't think he feels intimidated by the older kids, but it is curious that his anger is most often directed toward them, although he will be critical of Group III (and their soccer game) when he is in the room. Had a parent conference--the only concern is reading. (Neil) reads--does not have to decode every word, but is lacking in confidence in his ability--sees himself as a non-reader. Mother says he is very happy in the program though.

NOVEMBER 8-12: Made a lovely bead loom with his name on it. Requested to exchange it for one he had on display--to show to his parents. Working in the academic space with (Eustis)--seems to be going well. The library is cold, and he left it. Outside with the other boys quite a bit--but is somewhat distressed when they do things they shouldn't--seems a bit conflicted about telling me, but doesn't like their misbehavior either. Dipping candles. (Neil) has an independent spirit and will go after things very much on his own, is quietly resourceful.

NOVEMBER 15-19: Seemed at loose ends in activities. Played some 'Beyond Tic Tac Toe' with (Owen). Made a fireplace for (illegible word). Made a box--well done--but the wood wasn't so good so it didn't come out terribly well. Liked the museum--really wanted to point things out and share them with me.

NOVEMBER 20: For the dinner made drawings for the wall and helped to set up the Big Room.

NOVEMBER 29-DECEMBER 3: Very involved in the play, photography, making an Advent calendar. Extremely gregarious--more so than ever before. An interesting relationship with (Owen) is forming around the play.

DECEMBER 6-10: Pinball game--(Owen), (Kip)--really loves games. Working hard on the play. In the play, as in other situations, namely academics, is much more capable than he lets on. Seems to hold back with a lot of his abilities. Loved balloon game. His word play is always present--really delightful. When we were talking about persecution, played on the word with a joke about someone with purses. This quality of rich language play is always ready to emerge. Academically, the reading is going slowly, and he really wants and needs the direct contact and support of someone reading with him daily.

1976-77

DECEMBER 13-17: In the play he's really great! Has gotten into the character with great gusto. Printmaking and tissue cutouts. In both day and evening performances (of the play) he seemed to stay very calm. Carried the part beautifully--was shy in presentation, but got stronger as the play progressed. Dropped lines during the day (performance) got picked up beautifully by evening.

1976-77

PARENT REPORT

The Prospect School  
North Bennington, Vermont

(Neil)

Date: December, 1976

By: (H.Q.)

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(Neil) entered the Middle School with an enthusiasm and interest that continue. He has maintained a high level of involvement and concentration in activities and academic work. He is comfortable with the whole group and has participated in all group projects. He is at ease working alone or with many different children; he seems to make this choice according to the activity and can move easily from an individual or small group activity to an individual project.

(Neil) has been productive academically. His spoken language is rich and humorous, marked with punning and word play. The technical weaknesses of spelling and punctuation cause some difficulty in long pieces of writing but short pieces are imaginatively done and express the richness and humor of his spoken language. (Neil) often needs a starting point or a particular writing assignment, and he is not as confident of his ability to express himself, especially technically, as his actual writing warrants.

(Neil) is presently reading Tree In The Trail. Reading takes time because it is still a process of decoding, but (Neil) has decoding skills and can most often figure out new words. He is able to concentrate on the practice that he needs to become more fluent in reading; the building of a greater vocabulary or reading, writing, and spelling is the focus of his language work.

(Neil) grasps new math processes easily. He has a good understanding of number relationships as well as a good command of the basic math facts. At present, he is working on decimals and has gone through a review of addition, subtraction, multiplication as well as division and fractions. He also does word problems easily and can do problems that require two or more steps for solution.

(Neil's) involvement in activities is broad, including clay work, bead looms, photography, taking a major role in the class play, and drawing and design projects. Whenever trips have been available, he has gone eagerly and is an active and sensitive observer of new sights and experiences.

1976-77

WEEKLY DESCRIPTIVE RECORDS CONTINUED

JANUARY 3-7, 1977: Spending time with almost everyone else in the group--skiing, playing cards, working on chemistry with (Owen). He and (Owen) seem to be getting closer--they sit together for academics. There was considerable silliness this week and a certain amount of resistance to reading. I have to find some very regular way to approach (Neil's) reading, because there is a certain elusiveness about it (on my part, not his).

JANUARY 10-14: Working on chemistry with (Owen), setting up the laboratory. Hard to get him into projects--but this seems to intrigue him although he relies very heavily on (Owen) and me. (Neil) has been pretty resistant to academics--part of it started playfully but has slowed down. Got division firmly this week, however; and after much coaxing, wrote a story.

JANUARY 17-21: Chemicals--once (Owen) returned. Newspaper printing--trips and water process of reversal (?). Likes the chemicals very much but won't do it on his own--part loyalty to (Owen) and part because he has trouble reading the books.

JANUARY 24-28: Bird watching, skiing, carving, cards, set up viewer and looked at Middle School movies from past years. Finished Tree In The Trail--think I will start him on Tom Sawyer or My Side Of The Mountain next. Went through fractions so easily--but in all academic areas he will make statements that he can't do things. It is humorous, but his need to repeat often his inability in math is surprising because he is extremely competent with numbers.

JANUARY 31-FEBRUARY 4: Didn't get into much this week--skiing mainly, cards. Can't seem to find a 'project' still! At (local forest) a great person to go camping with--works hard, really is attentive to what needs to be done, and does it with ease and grace. A lot of cards at the lean-to. It was interesting that (Neil) would frequently play language type games that the people who were with us did not catch onto--felt that he was complaining or being difficult. (Neil) went skiing with me--to teach me as well as for my company. Excellent in explaining how to do things and wonderfully attentive to what I was doing wrong and being able to point it out.

FEBRUARY 7-11: This was the first time (Neil) was rude on a number of occasions. He has been wandering. During academics there is a lot of silliness. He is beginning to get involved with the unproductive horsing around. Clay--cane/sculpture. Crystals with (Owen). Started a banner.

1976-77

FEBRUARY 28-MARCH 4: Puzzle, darkroom, mobile, movie, cards. Seems cheerful although does not have a particular involvement other than puzzle.

MARCH 7-11: Puzzle, darkroom, caving. Has a great interest in (local historical foundation) and PHOTOGRAPHY. Spending an increasing amount of time with (Owen).

MARCH 15-19: Started a wood carving project. Puzzles, paper designs, darkroom, jewelry (making).

MARCH 27-APRIL 1: Whirligig (wooden, old fashioned toy), movie--helping to repair it after it was broken on bike trip. Very bored--cannot find anything that really appeals to him.

APRIL 25-29: Worked on lights--board for hanging lights, plugs, extension cord. Really handled this with skill and ease.

MAY 2-6: For the movie--lights--has been extremely "there"--can really count on him to do everything. Baseball, Risk, Civil War. Quite a bit of poking--but less than last week. Academically is expressing something of a negative attitude. Did not like the party.

MAY 17-20: Baseball, film, swimming. On the (class) trip was alone a lot, or with (Owen)--did not seem intrigued by the city but liked the ferry a lot and the museum/armor room.

MAY 23-27: On the movie, with lights is terrific--really sees what has to be done and does it. On the trip was very active--sports--baseball/ frisbee. Alone in some ways because he has no one particular friend but at same time very connected, accepted, easy with all. He can choose to enter.

MAY 30-JUNE 3: Worked on items for the school fair. At the fair was fantastic at setting things up. Can always figure out how to set things up, will haul, carry, etc.

JUNE 6-10: Editing the film--great help, very pleased with the results. Stratego, Monopoly, macrame, croquet.

JUNE 13-17: Trip to (local forest), picnic, croquet. Swimming, playing on the raft. Has freedom of interaction with all. Stayed in lean-to with (Eustis), (Reuben), and (Owen).

1976-77

PARENT REPORT

The Prospect School  
North Bennington, Vermont

(Neil)

Date: June, 1977

By: (H.Q.)

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(Neil) has been very active in sports and physical activities. He plays in all group sports--kickball, soccer, baseball, frisbee, has gone swimming, skiing, hiking, biking, and has joined all the trips. He is a strong and skilled player and is a good team member. He is also knowledgeable and skilled in the out-of-doors.

(Neil) has participated in all group activities. He is usually quiet in group discussions, but is an active listener who is very aware of what is going on. He enjoys group, especially story, and remembers all details--from every story he has ever heard. In group projects, (Neil) is a major participant. For example, he took on active roles in the play and movie and has also been invaluable as a technical person setting up lights, arranging props, and the like. (Neil) is highly considered by the group for his range of skills and is often approached for help and assistance, particularly in woodworking. He is able to give this help and to teach the use of a material or tool with ease.

One of (Neil's) most striking characteristics is his problem-solving ability and an overall capacity to assess a situation. He sees what needs to be done and knows how to follow through to achieve that end. This problem-solving ability is evident in his approach to games and puzzles where he uses considerable strategy and planning before he attacks the problem.

Craft work is another specific example of this ability to organize and plan. He chooses materials carefully and is deliberate and precise in the execution of his plan. He is also able to seek help when he feels he is lacking a skill.

While there are many examples of this ability to see the totality of a situation, it is perhaps best described broadly as a positive and active approach to the world that affords him a general calm and mastery.

(Neil) is comfortable with and has been involved with everyone in the group. There has not been one particular friendship, however, and I have sometimes wondered how much (Neil) misses this closeness. He works well

1976-77

alone, in a small group, or with the total group. He expresses his opinions and ideas well, but is also willing to follow through with someone else's ideas as long as they do not compromise his own standards. The group (and I) can and do count on him; he cheerfully assumes the responsibilities for many of the less exciting jobs, such as clean-up, hauling things around, etc.

Academically, (Neil) is very competent, but he does not yet trust how competent he really is. This is particularly true in reading. He needs to continue to build a reading vocabulary for fluidity and ease in reading, but the technical ability is sound and more importantly, he reads with understanding and meaning. He can answer questions and paraphrase what he reads; he has a keen memory for details. Reading includes Tree on the Trail, Tom Sawyer, stories about Thomas Edison, and a short version of Gulliver's Travel's. He also spends considerable time with books--reading and looking at pictures.

(Neil) does not choose to write and finds it painstaking, mainly because of the spelling. He has nice ideas and uses language extremely richly and well. Spelling has also improved greatly and the actual sentence structure and use of language in writing is very sound.

(Neil) is particularly good at math and the understanding of how numbers work--in the abstract as well as the concrete. New operations and processes are acquired smoothly. While he contends not to know his times tables, he is strikingly accurate in all of his math work using these facts. During the year, he has reviewed addition, subtraction, multiplication, and division; done a lot of work with like and unlike fractions in the basic operations as well as forming ratios and reducing fractions. He has also done word problems and some work with decimals and percentages.

(Neil)

Teacher(s): (H.Q.)

Middle School 1977-78

Age 12;1-12;10

#### WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 6-9: Entered quietly and stays somewhat isolated although he is now working with (Julian) on a scene and seems very contented. The very first day he made a cubby, organized the woodworking, helped many of the other kids. Was very excited about his reading (I was)--he is reading The Winged Horse and reading aloud as smooth as can be. Something seems to have clicked with the reading, and it's all there. Lovely line designs.

SEPTEMBER 12-16: (Neil) is working with (Julian) in academics and activities. This is a wonderful combination--(Neil) seems happy and involved. The productivity has always been there, but he seems much happier now that he has someone to do it with--someone who shares a standard. The scene is really amazing--especially the care and thoughtfulness of each move to make it complete and proper. Wants to make a tree house. Is very willing to plan (drawings, etc.) in order to make it safe and good. He and (Julian) share this ability to plan and carry through which makes it such a nice combination. Soccer--playing well. First week there was an altercation on the yard with (T.D.)--surprising rudeness and silliness from (Neil)--but this seems to have gone away as quickly as it came. This incident was surprising because it involved teasing little kids--(Neil) has always expressed a very keen sense of justice and a non-bullying attitude.

SEPTEMBER 19-23: Quite a bit of fooling with (Eban) and (Julian) this week--never unpleasant, but poking, fooling, a little bit of wrestling. Working on a rope ladder--the tree house has not really gotten off the ground, but there has been so much going on. Has become part of the group--although is mainly with (Julian) and (Eban). Very interested in drawing but seems stuck for ideas.

SEPTEMBER 26-30: Finished the scene with (Julian)--has not found anything else yet--a bit loose. Wants to do the treehouse, but the ladder is giving a lot of trouble. A little concerned about (Neil) because he does not seem very enthusiastic--although he is friendly and pleasant almost always. There was a large upset between (Neil) and (Eban). (Neil) blew sky high, chased (Eban)--but after a couple of minutes of this chasing, went back to school (we were at the soccer field), went to the library, and sat and read until he calmed down. A commendable pulling together from what was absolute fury and upset. Was later playing football with (Eban) so the fight was patched up easily.

1977-78

OCTOBER 3-7: A very upsetting week with (Neil). He had a blow-up last week with (Eban), and that was the first sign of excessive anger I have ever really seen in him. It erupted again this week--with what seemed very little provocation. It is unexpected and startling. Once was in the soccer game, when as referee I called a ball out of bounds--he disagreed and swore. He was sent out of the game for quite a spell, and when he came back in he essentially did not play at all, just stood there. Later (about 1-1/4 hours later) (Julian) playfully took a book from him. He went after (Julian) with a vengeance--(Julian) was aghast. I called him back into school, and he threw his bike ... but did come back ... This anger and swearing is in the records when he was in Group III, but did not occur last year. The major change for (Neil) this year is that there is a lot of social interaction which was not the case last year. He was friendly with and worked with a lot of people, but there was no deep personal contact. This year there are a number of people with whom he is connected, mainly (Julian). I am wondering if the social element creates the tension from which the rage emerges. Did photography, football, wood-burning. There was also an element of wandering--lack of something to do and not very responsive to suggestions. He has stated an interest in the movie with (Eban) and (Julian).

OCTOBER 10-14: Had a brief talk with (Neil) Monday morning about anger on Friday. He did not know why it happened--but this week there were no such outbursts, and there were occasions during soccer when some of the same kinds of conflicts were present. I think he is working on controlling this because his face got very cloudy, but he didn't let it take off. Nice (photographic) developing work with (photography volunteer). Took a whole roll of film of the Bleau House--some exciting shots that will make a nice essay. The blowup with (Julian) did have the effect of estranging them somewhat. I hope this is only temporary. (Neil) is starting a boat project, and it may be that they will work together on this. Perhaps this relationship is a working one rather than the friendship that it appeared to be. The kids respect and include (Neil), but there doesn't seem to be much closeness.

OCTOBER 17-21: Considerable play with instruments--speaks often to the technical aspects--reading music, notes, commented to the lack of sharps and flats on the xylophones. In orchestra was the rhythm maintainer. Started a boat--an ambitious project--with (Julian), but so far (Neil) has been the organizer and planner. Cameras--setting up the studio with (photography volunteer). Good spirits--the anger seems so very far away.

OCTOBER 24-27: Boat is coming along beautifully. (Julian) is working with him, but (Neil) is the major force--the designer, etc. Made a shield for the play--but the interest was in the shield as a prop for the play--it was not personally involving the way the boat is. Very good spirits.

1977-78

OCTOBER 31-NOVEMBER 4: Worked on his boat, but this stopped because he didn't have the right material, and I couldn't get it till the weekend. Working on a shield--such nice careful work. It is interesting, however, that when (Neil) works on something that isn't as typical for him he relies quite heavily on the adult to assist him. Asked several times about color, design, etc. Worked at the studio--cameras--has taken some lovely shots. A very good sense of composition. It is interesting that this is his second year--the time really shows.

NOVEMBER 7-11: Working on the boat--slow going, but steady. Photography is the major interest it seems. Sewing on his costume. Lots of humor, language play this week. Started reading The Lotus Caves. Conference with (parent)--she says (Neil) is very contented and happy.

NOVEMBER 14-18: Having trouble finding a book he likes--Night Rider and Lotus Caves did not appeal. Carved the trophy for (D.T.) (bus driver)--brings so much skill to bear--and this was a hard job. It was nice for (Neil) because all the kids really enjoyed his work on this and appreciated his doing it. Boat--hardly at all. It is going to be hard to keep this project going.

NOVEMBER 28-DECEMBER 2: Started work on the big boat again--came to some interesting solutions for the underpart--ribs plus cross pieces. Made a little bear--about 4 inches high. How he sewed and stuffed it is still a marvel to me--he did it with ease. Worked in the darkroom--(Neil) is very knowledgeable about photography now--takes others into the darkroom to teach them and help them print. Is working on cursive (handwriting)--it seems easier for him than printing. Kind of hope this will help with the writing.

1977-78

PARENT REPORT

The Prospect School  
North Bennington, Vermont

(Neil)

Date: November, 1977

By: (H.Q.)

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(Neil's) involvement in all areas of the curriculum is strong. He sets to all his work--academics or projects--with concentration and care. The standard of his work is striking as are the skills he brings to bear (woodworking skill, precise handwork--painting, carving, drawing). (Neil) also seems much more able to move from one project into another without any "I don't know" stage which occurred at times last year.

(Neil's) projects this year have tended toward long-term sustained work--a three-dimensional scene full of detail and precision, and a boat building project. Other activities include photography where he is developing a keen eye for composition, soccer, swimming, and Spanish. (Neil) enjoys Spanish a lot and is playful with the language, will mix it into his writing and speech in a good-humored way.

(Neil) is involved with the whole group in conversation, sports, and the play. He seems comfortable with everyone. Although he does not have a particular close friendship, he has worked on projects with one other boy. This is an excellent cooperative relationship. At group story and discussion times, (Neil) is an active listener, and will add comments to facts or details, but does not offer more personal anecdotes.

There have been a couple of outbursts of anger in soccer games this year. It was a surprise to see this fury--I had not seen it before. He handled it very well by going to the classroom and settling down with a book. He was not able to discuss his anger later, but there have been no other occasions. In the classroom itself, (Neil) has expressed annoyance or irritation with other people, but there has never been an eruption that seemed to engulf him.

In academics, (Neil) is very assured and serious. When he returned from summer vacation, he was reading fluidly and with great pleasure. Undoubtedly the removal of that hindrance has been very positive.

In numbers and math processes (which come easily), (Neil) has a real sense of understanding which allows him to manipulate numbers with ease. Math has essentially been a review of multiplication, division, fractions (like

1977-78

and unlike fractions, reducing, simplifying), word problems, and decimals. The most striking change for (Neil) is the availability of multiplication facts--last year he had to figure them out and often would state that he could not learn them.

(Neil) has read Dark Is Rising, Greenwitch (Susan Cooper). He really enjoys these books and will continue with the series. This has been a nice subject of conversation in the group as many people have read or are reading the same series.

In writing, (Neil) has little difficulty generating ideas and stories. He includes considerable detail and the ideas are complex. However, he does not carry stories to the length and fullness implied in the basic plots and ideas he presents. His spelling is weak, and that makes writing laborious at times, contributing to the somewhat abrupt ending of stories.

An important note that applies to all of (Neil's) involvements and his attitude toward himself, is that he no longer makes self-deprecating remarks about his abilities. While he always made these statements with humor, there was an edge in the "put downs" that is no longer present.

1977-78

WEEKLY DESCRIPTIVE RECORDS CONTINUED

JANUARY 3-6, 1978: Covered the book for the play--the big reading book. Tuned the harp--such as it is (an auto-harp). Wonderful patience doing something like this. It will take a lot of time to actually finish it, but I'm sure he'll manage. Coloring--a lot of contact with (Reuben) and (Humphrey). (Neil) is an interesting person--he keeps a low profile but on the other hand I am extremely aware of his presence. He seems to need so little from me--a question here and there, but generally he is very self-sufficient and self-directing. A strong person and a private one. Spelling seems to have made a nice jump forward--just happened; I hope that's true because it will make writing so much easier for (Neil). He has a lot to say, but the technical aspect has always slowed him down so badly.

JANUARY 9-13: Wandering a bit this week--although a lot of contact with others around skiing. Wants to do photography but (photography volunteer) is in the darkroom a lot right now finishing the project. (Neil) mentioned that he doesn't have time to work. The boat project has been set aside for awhile. It is hard to work on this because the play is so central and is spread all over the room. (Neil's) writing and spelling as commented to last week continue to be fuller. His handwriting is very small--an interesting change for him.

JANUARY 16-20: Costume, working on lights, outdoors, skiing, building a new slide. I am anxious to have (Neil) get more time in the darkroom. He has acquired a lot of technical skill as well as a sense of composition, and he has expressed a desire to do a lot more work. Between the play and (photography volunteer's) need for time to finish the picture project, time has been minimal.

JANUARY 23-26: Worked on lights, (illegible phrase) with (Reuben), made slide--was very organized in his approach to this. Darkroom. Swimming.

JANUARY 30-FEBRUARY 3: In the play did a great job--(Neil) can be counted on to be able to set up lights, check fuses, etc., etc., etc.--a very mature and responsible person who not only is ready to help, but brings so much skill and knowledge. He attached the dimmer for us. Started working on the boat again--accomplished a great deal in one afternoon--seems to have been re-sparked and has a lot of elaborate plans for the boat. Some hassles on the yard--was very rude to (T.D.) (Group I teacher). Tried to use humor not to get out of it but to be stubbornly and pointedly rude. I talked to him about this use of humor. He will often say, "I am going to do "x"--which he obviously has no intention of doing. Says it as a joke, and because he has no intention, it is a joke. But in this instance, he stated himself in the same way but went ahead in a very deliberate way to

1977-78

slide down the ice runway with a sled. I think he understood what I meant when I said that when there was no intention it would be a joke, but deliberate breaking of a rule and rudeness made it extremely unfunny. When (Neil) does something like this--the only other incidents that come to mind are the outbursts of anger early in the year on the soccer field--it is so surprising and upsetting. They seem out of character. His will becomes very evident. That determination is such a strength most of the time, and it is a shock to see it get twisted around.

FEBRUARY 6-10: Started a wood carving--a puma; brought in his own tools--is doing a great job. Watching (Neil) and (Reuben) carve is like being in a sculptor's studio--very exciting! Poker--loves the game, skiing, made breakfast for the overnight and was a great success with his pancakes and the ice cream he made.

MARCH 27-31: I want to take special note of (Neil's) wonderful sense of humor. I don't know if I have included examples of it often enough to give a thorough picture of how totally present this sense of humor is. He tends not to make jokes per se, but rather plays on words--responding with the opposite of what he means: black is white, yes is no, etc.--but does it with a straight face that is ready to grin. He also takes wonderful advantage of scenes for the comic. Today when the kids were outdoors, there was a pole standing upright in the ground. (Neil) took off his jacket, put it on top of the pole and then noticed that (Ash's) hat was on the ground--put the hat on the pole, and then took the gloves out of the pocket and added them to the total scarecrow picture. (Rosa) and I were watching him and enjoying it from the inside of the building, but I don't think the other kids were aware of what he was doing. His sense of the comic is for himself and is not a display even though he likes it a lot when people join in the joke. (Neil's) leadership was also very evident this week. The kids started an underground house--mainly (Neil's) and (Ash's) idea, but others joined in immediately, and (Neil) was the obvious chief of the project. This leadership stemmed from his grasp of the total problem to be solved. He very quickly assessed what had to be done, what materials were needed, and he established the standard for the workmanship and the involvement. (Neil), (Ash), and (Barry) drew out a plan--a very careful plan--then (Ash) and (Barry) measured out the plot outside ((Neil) was at Spanish) and then came in and reported to (Neil) how they had done it and how carefully and well they had done it.

APRIL (first entry, no date): Started a small wood carving--a G clef--and did some work on the boat. Soccer is important to (Neil). He is playing very well and is always careful to support and encourage others--especially (Daphne) who is just starting. Plays indoor basketball on rainy days.

1977-78

APRIL 24-28: Started a doll house--going to be quite a production. We had a long chat about how difficult it was going to be to complete it and that he has a boat unfinished and the outdoor digging project is still there. He said that he would work on the house every day and was convinced that he would finish it. So--it is moving well, and he seems to really enjoy it. (Neil's) choice of long term projects is wonderful, but he also wants to do all sorts of short term projects and winds up having tons and tons of things to do. I am always torn as to how hard to push or when to say "no, you shouldn't do something else." He is always busy with sports or projects. (Neil's) spelling has gotten sloppy again--he leaves out vowels though he usually has the right consonants. He doesn't hear the proper vowel very easily, but part of it is inattention to spelling rather than inability--although I don't think he will ever be a natural speller.

MAY 1-5: Loved the (class trip)--an excellent observer and participated in everything. He particularly enjoyed all of the models at the sea port and got several good ideas for his own work. At the cooperage it was interesting to see how good (Neil) was with the new tool--a drawing blade (?) for cutting staves for the barrels. Everyone there was very impressed. It was also interesting that the other kids were waiting for (Neil) to do it--watching with enthusiasm and pride at his capability. They admire (Neil) for these skills, and he gets lots of pleasure out of the pride they take in him.

MAY 8-10: Working daily on the doll house. He made the outer shell--then (Ash), (Barry), and (Marty) joined him. The cooperative venture is wonderful to watch. (Neil) is the leader and explains how to do things technically, but is open to suggestions. It is curious that the only place (Neil's) anger seems to surface is in soccer. He has not blown up, but there is a strident quality in his voice when he is playing, and he often seems on the edge of getting angry but holds it in check. Have been working on vowels with him--it is still very weak and the reason that his spelling is so bad.

MAY 22-26: Doll house--(Neil) has maintained an organization and steady, even tempo on the work on this project. He is an incredible leader and teacher--he quietly corrects or tells people when they are getting too sloppy. It is his house even though it has become a group project. Caving trips--(caving leader's) comment was that (Neil) is a "mudder"--high praise! The longer I know (Neil) the more impressed I am with him as a person of endless capacities. He'll try almost anything and throws himself in with such intensity and integrity that it works--such solidity and substance for a person his age. It is so nice to see (Neil) have the place in the group that he has. Last year he was alone a lot because there really weren't people who had the same degree of sustained interest

1977-78

that he has. This year there are several--they change according to what the topic is: Spanish, caving, building.

JUNE 5-9: The doll house was the consuming involvement. He works amazingly hard and can keep at it. There was some argument at the end of the week--when there was little time, a lot to be done, and his patience ran out with (Ash) and (Barry). Things had to be done, and the bickering over who would do it annoyed him. It was too bad that there had to be this issue--but he got stubborn at a point and the two stubbornnesses met head on. Worked until 9:00--was very proud and pleased with the result. He had made self-deprecating remarks all along--the doll house was a piece of junk, it was worth only a penny, etc. But last night he finally couldn't resist any more--was just delighted and admired the house openly.

(The June 1978 PARENT REPORT and the WEEKLY DESCRIPTIVE RECORDS and one PARENT REPORT for 1978-79 are missing from this file.)

1978-79

PARENT REPORT

The Prospect School  
North Bennington, Vermont

(Neil)

Date: June, 1979

By: (R.G.)

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(Neil) has been involved in all areas of this year's curriculum with his usual competence and high standards. (Neil) has been very aware that this is his last year at Prospect. He has alternated between nostalgia about the past and anticipation of the future. He has been very decisive about how he wants to spend his time, evenly balancing academic work and activities. I feel this has been a productive year for (Neil).

(Neil's) major activities have been long-term projects accomplished with thoroughness and skill. After finally acquiring an automobile engine, (Neil) and two other boys began the process of identifying parts and their functions before removing them. The project culminated in a detailed presentation to the group on "how the engine works." (Neil) is again the master builder of a doll house. His skillful, yet careful handling of tools, and his eye for detail have resulted in a fine product. (Neil) has taken genuine pleasure in his craftsmanship, as well as that of others. He has worked in photography, where he has exhibited expertise in composition, as well as developing and printing skills which he readily shares with others. Additional activities have included candlemaking, jewelry making, and cooking. In our class play, (Neil) has taken the major role of King Lear. He readily grasped the depth of the material and has applied it in his conversation. His powerful depiction of Lear is enhanced by costume and set design.

(Neil) has enjoyed (W.K.'s) (local artist) art program this year. The technical skills in portraits, landscaping, and still life have been explored. (Neil) has made clay pots on the wheel, plus a flute and a sculpted head (a distinctive piece).

Throughout the year, (Neil) has expressed concern about his academic readiness for the transition to high school. We have worked specifically on spelling (which improves as long as (Neil) focuses on it), punctuation, and penmanship. These areas continue to give (Neil) difficulty.

Periodically (Neil) has reviewed basic functions of addition, subtraction, multiplication, and division which he usually completes accurately but not rapidly. These processes have been carried into fractions, decimals, word

1978-79

problems, and percents. (Neil) has thoroughly enjoyed mapping work (a scale drawing of the Bleau House and grounds), a Vermont map, and working on the doll house. (Neil) is detailed and precise in this work.

(Neil) has resumed Spanish with (parent volunteer), easily picking up where he left off last year. He has also worked on a science project (making alcohol to burn) with (parent volunteer).

In formal group situations, (Neil) has a very strong presence. He does not volunteer his thoughts or ideas unless specifically asked or unless he feels that unfairness is involved. (Neil) minces no words when he confronts injustice of any kind.

(Neil) has read sporadically this year. He has found the transition from one book to the next difficult. Lately (his sister) has recommended books to him which has eased his mind about 'what to read next'. Some of the books he has read include Silver on the Tree, The Outer Darkness, The Cay, The Missing Persons League.

1978-79

## TRANSITION REPORT

The Prospect School  
North Bennington, Vermont

(Neil)

Current Teacher: (R.G.)

Entered The Prospect School: September, 1971

Terminated The Prospect School: June, 1979

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### Group and Social Involvement

(Neil) has been an integral member of the Middle School group. He participated in all activities and was highly regarded by other students for his range of skills. (Neil) was often approached for help and assistance which he is quite able to give.

(Neil) participated in all group activities and has been a major participant in group projects. He took an active role in group plays and movies, in both acting and technical areas. Though (Neil) is quiet in group discussions, he is an active listener and is aware of all that is occurring. He expresses his opinions and ideas well and is also able to listen to the ideas of others. (Neil) does not have one particular or close friendship, but he is comfortable, sought after, and involved with everyone. He can be relied upon to be responsible.

### Activities and Interests

(Neil) brings a high level of involvement and concentration and care to his work. He chooses materials carefully and is deliberate and precise in the execution of his plans. He brings skill, careful handling of tools, and an eye for detail to his craft work that culminates in fine productions. He can sustain a project over a long period of time, and he can work well alone or with a group.

He has an eagerness for trips and is an active and sensitive observer of new sights and experiences.

(Neil) is very active in sports and physical activities. He participated in all group sports, is a good team member, a strong and skilled player. He is also knowledgeable and skilled in the out-of-doors.

1978-79

Academics

(Neil) brings the same competence and high level of interest to more formal academic areas. He is very articulate and readily asks for help when he needs it. He has expressed some concern about the transition to high school, and he worked diligently to improve his skills over the spring. (Neil) works carefully and methodically to obtain a precise result. He does not appreciate being hurried if it would result in compromise in the quality of the finished product.

(Neil) speaks very well and expresses his ideas clearly. He delights in language and exhibits a decidedly playful nature in expression. (Neil's) dramatic work (most notably King Lear in the Middle School's production of same this past spring) demonstrates a sophisticated comprehension of the material as well as a remarkable ability to convey that understanding to his audience in word and gesture.

(Neil's) writing displays the same quality of language and playfulness, as he reflects the concerns and questions of his age in an insightful and thought-provoking manner. (Neil's) sense of grammar and punctuation is fine, though his spelling is poor and needs considerable support.

(Neil) is a competent reader who likes to take his time. His comprehension is excellent, as are the questions he raises around content. He reads both for information and for pleasure and prefers to have books recommended to him rather than to select them himself. He listens intently to group story.

(Neil) is generally competent, though not fluent, in math areas. Drill and practice are needed to 'speed up' operations. Complex addition with carrying and subtraction with borrowing are fluent and accurate. Multiplication and division need consistent work. Addition, subtraction, multiplication and division of fractions and decimals are well understood but not fluent operations for (Neil). Considerable practice is recommended for speed and efficiency.

(Neil's) involvement in other areas of the curriculum was wholehearted. He is very skillful with his hands, whether working with tools and wood or an art project. (Neil's) fine eye for detail, balance, and subtlety results in exquisite work. He is a competent problem-solver; he evaluates a situation well to arrive at a practical solution.

Other areas of curriculum in which (Neil) has been involved include Spanish, photography, and science. At times, these commitments have required careful management of time which (Neil) has done effectively resulting in responsibly fulfilling all requirements.