



EAGLE EYES

Volume 2, Number 1

Spring, 1994

Construction Projected Completion Dates

- Faculty Houses #1 and #2
Done by March 15
- Faculty House #3
Foundation and underground plumbing.
Possible completion June 15.
- Rec Center - back fill around Pool; roofing for Pool in progress.
Possible completion August 1.
- Arts & Crafts - underground plumbing; starting to stand walls for last side of Crafts and Drawing Area.
Possible completion July 15.
- LRC (Learning Resource Center)
Moved in February 21.
- Science - Electrical, plumbing, mechanical sprinkler rough in. Starting siding.
Possible completion June 15.

American Honda's Philosophy *by Bob Weil*

When I heard that American Honda had decided to build a school in Colorado, I was quite surprised. My thought process focused on Honda as an automobile company and not as a vehicle for social change. Now that I am involved as a Board Member of the school, I understand more clearly how this project fulfills the Honda philosophy.

An integral part of Honda's philosophy is embodied in our drive to innovate new ideas and use the latest technology in order to satisfy our customer. While automobile, motorcycle and power equipment represent our fundamental business direction, our philosophy also pertains to carrying out our social responsibility. Part of Honda's long term

vision, as represented in the development of the Eagle Rock School, is to have a positive impact on the American education system. As I have participated in the Eagle Rock development, I have learned how this approach to education will clearly represent an innovation in curriculum development and interaction with students and teachers. Lastly, our goal is directed clearly at student satisfaction and their self-fulfillment as our ultimate customer.

We are filled with excitement about the prospects for our students and teaching professionals, as well as the potential this program will have in realizing the Honda philosophy in an educational setting.

Staff Profile - Michael Soguero

Rather than go into the various experiences I have had or the different titles I have held, I'll tell you what I believe and what I am committed to.

I believe that we are all fully responsible for our experience of life - and therein lies our power. I believe people are great as they are and I appreciate what Quakers have to say when they assert that there is that of God in each of us. This one statement supports a stand for nonviolence, for consensus and for peace, which leads me to what my life's work is about. I believe in the possibility of a world where people can fully express themselves in nurturing, healthy ways, where people support each other to reach their full capacity for aliveness.

What does this have to do with today? I am the science/math instructional specialist for Eagle Rock School. I am a house parent. I have been an instructor for our three-week wilderness orientation

in the Rocky Mountains. I am preparing students for their trip to Washington, D.C. by covering current national issues. All these roles provide the opportunity for me to work with our young people on taking responsibility for our lives, and on treating each other with dignity.

I am an "Introduction to the Forum" Leader for Landmark Education Corporation. I introduce people to a program that literally alters lives. Through the Forum people see a brand new possibility for their relationships, families, communities, organizations and institutions - ultimately the world.

Finally I am a husband, family member and soon to be father. I give my wife Cynthia credit for everything I am or do today. Her generosity of spirit and her unconditional love support me as I go to work in this world where people have a life they love.

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Eagle Rock
School and
Professional
Development
Center**

2750 Notaiiah
Road
Estes Park, CO
80517-1770

Phone Numbers:
(303) 586-0600

Denver Metro
(303) 442-7655

FAX
(303) 586-4805

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American Honda
Education
Corporation

**American
Honda
Education
Corporation**

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New Faces at Eagle Rock

Five new additions to the Eagle Rock staff have added an administrative assistant; a counselor working with life-skills and wellness; an admissions specialist, a choral instructor, and the first Eagle Rock intern.

Yee-Ann Cho, Admissions Specialist, works with school districts, interviews prospective students and works with career development. She previously worked in Washington, D.C. with students at local and international levels.

Claudia Irwin, an Estes resident, is leading Eagle Rock's first student chorus experience.

Audrey Stevens, Administrative Assistant, operates as Eagle Rock's Information Central—answering the telephone and keeping track of the whereabouts of staff and stu-

dents amid other tasks. She also serves as an advisor to Eagle Rock students. She comes to us from the Stanford University Medical School in California.

Philbert Smith, Life Skills, Wellness and Counselling, is from Houston where he worked at Covenant House, an emergency shelter for youths under the age of twenty-one. Besides adjusting to life at Eagle Rock and Estes Park, Philbert and his wife, Melita, will become parents in early April.

Saramanda Swigart, Eagle Rock Intern, spent two and a half years at an alternative-learning school in Arezzo, Italy, where she experienced an "emotional growth" curriculum. Her time at Eagle Rock will focus on assisting Philbert with the life skills, wellness and counselling program.

Participating School Districts

To date we have established "participating" agreements with thirteen school districts in Colorado: Park, Adams 12, Adams 14, Boulder, Mapleton, Sterling, Weld 6, Weld RE-1, Poudre, Thompson, St. Vrain, West Grand and Jefferson County. We are also working with several others to develop relationships. These agreements have resulted in students from those districts enrolling at Eagle Rock, as well as visits by teachers and administrators from the participating districts. As our Professional Development Center expands, we anticipate a lively and useful interplay of ideas, activities and personnel across district lines.

Student Presentations

Eagle Rock students have been making recruitment and informational presentations in participating and other interested school districts in Colorado. This experience has provided accurate admission information to candidates and their families. It has simultaneously provided an opportunity for leadership development as the students have honed their presentation skills. In Colorado Springs, Kremmling, Longmont, Fort Collins and other locales across Colorado, Eagle Rock students are representing their school.

Icefield Pass by Emily Embery, ERS Student

I have chosen to write about my adventure on Icefield Pass as it was the most, shall I say, trying event of my twenty-one day wilderness trek.

That morning, before we attempted the pass, foretold the tone of the day for me: chaotic. It had been a rather blustery night. I would estimate the winds at 800 mph, and we awoke to an upside down tent twenty feet from where we had set it up. Breakfast, more chaos, then on to Icefield Pass...

We ambled up to the foot of this huge ice mountain, and I didn't think it would be a problem. Hmm. We went through snow school, lots of sliding and learning to arrest with an ice axe. No problem there, though it was getting a bit chilly.

(Continued on Page 3)

Student Demographics, March 1994

MALE	3 Latin American	FEMALE	2 Latin American
	2 Caucasian		6 Caucasian
	4 African American		1 African American
	1 Native American		3 Native American
			1 Asian American

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Icefield Pass

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Now to do the real thing. We were off to a good start, kicking steps in the snow, only using the axe as a walking stick, cane, whatever. Then I slipped. Whoa! Arrest! Okay, I've got it now. My pick is dug into the ice, and I just need to pull myself up and be on my way. Not to happen, not to happen. Somehow, I lost my grip and let go of my axe, slipping some five feet down. I didn't know what to do, as every time I moved, I slipped further, and had no means to stop if I should go careening down the mountain-side.

I stopped moving, took some (tentative) deep breaths, brought all that I had inside me out, made a lunge for my axe, and got it. Relief. Now I can go on.

No problem. Up I go; oh, no! I slipped again, arrested, pulled up and lost my footing before I found it. Boom, on my face, I fell harder and faster than before, going down about ten feet away from my axe. That was when I gave up, momentarily. I tried to breathe deeply again, but I was on a part of the ice with a minimal amount of snow, and I slipped further from my axe. So I began to cry. Carefully, very carefully.

Along came Billy and Manuel. I asked one of them to retrieve my axe for me, and Billy obliged, passed it to Manuel, who passed it to me. Never again would I lose my axe.

I charged up the rest of the way to Deb and the fixed line and she hooked me up. I walked up the stair steps carved out by those students who preceded me. Alright! Almost there! Then, Queen of Slipping that I am, I slipped. I panicked, and held fast to the rope that tightens when you let go. Clever, no? Falling, falling, all the way to the bottom of the line before I let go. *Boing*. I remember the feeling of the rope and the harness bouncing me back up. Deb calmed me, as I was near hysteria, I sat down for a minute or two, then went on my way.

Up the line, all the way this time, to Garth and fig newtons. He unhooked me and we went up the rest of the way to the others, who all looked very content, secure in the ease with which they conquered Icefield Pass. That was an ordeal.

It did teach me, combined with other instances/events that happened on this trip, that I can do anything I put my mind to, no matter how impossible it seems. I will never forget how I felt when I thought I couldn't do it. My legs were cold, my feet were wet, my hair was frozen, and my nose was running. I hadn't any dexterity with which to grip the ice as I had big awkward mitts on my hands; but I pulled up all the energy reserves, all my strength, and I did it. That was MY adventure on The Ice.

Eagle Rock School
(Continued)

Yee-Ann Cho
Admissions
Specialist

Sally Duncan
Director of
Operations

Deborah Eads
Environmental
Sciences

Judy Gilbert
Director of
Curriculum

Garth Lewis
Career and
Service
Learning

John Oubre
Director of
Students

Rick Penner
Outdoor
Education and
Athletics

Tim Phelps
Chef
Instructor

Norrie Rothenberg
Society and
Social Studies

Philbert Smith
Life Skills,
Wellness &
Counselling

Michael Soguero
Science and
Math

Audrey Stevens
Administrative
Assistant

Bonnie Vavra
Business
Assistant

Service Report

Eagle Rock students participated in a number of service projects late fall and winter. All students took part in an effort to restore campgrounds at Comanche Lake in the Comanche Wilderness area, north of Rocky Mountain National Park. The students tilled soil in compacted areas, planted grasses, and erected signs to prevent future misuse of the areas.

Students have been going to Estes Park Elementary School on Wednesdays to assist with the intramural program. Students are assistant coaches, in a sense, helping the elementary students with sports skills in volleyball and basketball.

A three day trip to the Pine Ridge Indian Reservation before Christmas turned out to be an excellent experience. Eagle Rock students prepared a holiday gathering for the residents and distributed clothing, furniture, and food collected in Estes Park by community members. The trip was part of the annual Christmas Caravan organized by local women in our community. Students learned what life on a reservation is like, how

other cultures live, what a difference they can make, and how unusual Tim Phelps looks dressed as Santa Claus. They also visited Wounded Knee.

Students began work on the new Environmental Education Center in Rocky Mountain National Park in November. They are helping to transform the old Hidden Valley Ski Lodge into a place where students from all over the state and country can see exhibits and do environmental research. Eagle Rock students will be involved with the Center on a long-term basis doing environmental science and biology.

Building a playground structure for the town of Estes Park is the most extensive project undertaken to date. The 40 ft. x 70 ft. structure features turrets, climbing and sliding places and a life-size tic, tac, toe game. The dedication in early March signified a true collaborative effort between the town and the school. Students used this experience to practice algebra and geometry skills, learn about tools and work cooperatively toward a common goal.

Curriculum

This second trimester has brought an expanding focus to the Eagle Rock curriculum. Students have the opportunity to choose courses from a selection of one-week offerings, exploring areas such as careers and service, the fish hatchery, physics and sports, ecosystems, games of chance, and the role of technology in the history of world events.

In addition, students have explored the world of tech-

nology, worked with the Forest Service looking at endangered species, studied *Huckleberry Finn* and *To Kill a Mockingbird* and a variety of poetic selections, ventured to Washington, D.C., to learn about the government first hand, sung in ERS's first chorus, and studied Spanish. During the wilderness experience, they learned about maps and compasses, geology and indigenous plants and animals.

**Eagle Rock School and
Professional Development Center
2750 Notaiyah Road
Estes Park, CO 80517**

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