



EAGLE EYES

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Summer, 1996

A MIDSUMMER NIGHT'S DREAM INVOLVES ENTIRE CAMPUS

by Lois Easton, Director of Professional Development

A Midsummer Night's Dream, Shakespeare's lyrical play of lovers, kings and queens, fairies and rustics, was presented twice on the Eagle Rock campus, August 2 and 3, at the outdoor amphitheater students built in time for the performances. Scenes from the play were also presented in Bond Park in downtown Estes on Saturday, August 3. All three performances were heavily attended by residents of Estes Park and visitors to the area as well as Eagle Rock staff and students.

Director Karl Sikkenga, Assistant Director Alison Trattner (Language and Literature Instructional Specialist) and Production Designer Mary McGuire (Arts, Music and Performance Instructional Specialist) organized the entire campus into either crew or cast. The cast included:

- Theseus/Oberon Jordan Wolfe
- Hippolyta/Titania Sita Henninger
- Egeus Erica Esrick
- Demetrius Kevin Griffin
- Lysander Mike Moon
- Hermia Haimanot Tesfai
- Helena Samantha Barnes
- Puck Paul Ritzke
- The Mechanicals Chris Meehan,
Bryan Freeman, Erol Ozdemir,
Janel Strasser, Tammy Thomas, Amé Yniguez
- The Fairies Shawnequa Scroggins,
Rachel Gross, Kathy Yniguez, Shira Wohlberg
- Philostrate Marion Blakeney
- The Changeling Jeryca Phelps

Crews were composed of all students, staff, and families not in the cast. Pre-production work parties brought the community together to paint flats, distribute flyers, take tickets, escort audience members to the amphitheater, and locate props that ranged from wine goblets to soft blankets.

The production of the play began with an academic focus in the first six weeks of the summer trimester. While new students prepared for the wilderness trip, all veteran students read the play, looking for deep understanding of Shakespeare's words and appreciation for his poetry. Simultaneously, a mathematics class helped to construct the

EAGLE ROCK STUDENTS STARTING LAKE ESTES FISHING PIER WORK

by Travis Behning (reprinted by permission from the *Trail-Gazette*, Wednesday, July 17, 1996, p. 8)

Accessibility for disabled persons wanting to fish on Lake Estes is no longer a problem. Garth Lewis of Eagle Rock School and a team of student volunteers are constructing a fishing pier that is accessible from the trail on the north side of the lake.

Construction began June 24 and is slated to be finished July 30.

The pier is one of four components of the Lake Estes Enhancement Project. The cost for building the pier is \$190,000. The Bureau of Reclamation has given \$95,000 and Great Outdoors Colorado has donated \$43,750. The recreation district has dedicated \$51,000.

"We looked at this project as serving an additional need to service the disabled community," said Stan Gengler, executive director of Estes Valley Recreation and Park District.

The project for the students is part of a civics course offered through Eagle Rock. One-third of the class is devoted to a hands-on curriculum, while two-thirds centers around learning civics from the local government.

"We practice educational reform methods by thinking globally and acting locally," said Lewis.

The approximate cost for labor was \$5,100 at more than 1,000 hours of work, but with volunteers, this money was not needed.

The students poured the concrete and are using creosoted bridge-plank for the base. Recycled plastic bottles in the form of decking material will be used for the top instead of redwood.

The features of the pier are designed for any disabled person, but especially to accommodate people using wheelchairs. The front railing is 32 inches high and it has a beveled 19 degree ledge to rest fishing poles on. The pier is also equipped with a toe rail and two nine-inch vertical openings from the top rail to the main deck, allowing for fish to be brought in easily.

The volunteers will be working on the pier on Mondays and Tuesdays from 1 p.m. to 4 p.m. until its completion on ribbon-cutting day July 30.

Editor's Note: The pier was finished on time and the ribbon cutting ceremony occurred on August 2, 1996.

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A LIBRARY'S WEALTH IS MORE THAN BOOKS

by Bob VanDerWege, Instructional Specialist for Learning Resources

A lot of growth and change have taken place in the Learning Resources Center (LRC) over the past two years. So, what resources do we have available for the students and staff and what does future growth hold? As I reflect on the first part of the question about current resources, I think about the many student-led tours that come through the LRC. Many tours include an apologetic explanation that some day we will have many more books in the library. While this is somewhat true, we need to look beyond the shelves to see the wealth of resources we truly have.

Currently, the library is comprised of approximately 2,300 books and subscriptions to about 40 different magazines. The book collection should grow to about 5,000 titles, an average size for a school our size. These are the main items that most people think of as the resources contained in a library. However, how can we possibly try to provide all of the relevant information needed by today's learners, in this information rich time, in a library of 5,000 volumes... or for that matter 500,000 volumes? It quickly becomes evident that it's not possible.

The Eagle Rock School is very fortunate to have an excellent computer network that helps in providing the answer to meeting these needs. Some of the local resources we have are the automated catalog to help locate the books in our collection, and a CD-ROM based magazine index. This provides indexing for about 300 magazines over the past 10 years with the text of some articles available. This alone provides access to more information than our entire collection of books.

As we look down the lines of our network, beyond the walls of the school, there opens up a whole world of information. Through a state project called Access Colorado Library Information Network (ACLIN), we are able to search the collections of most university and public libraries in Colorado, some school libraries, and many other libraries throughout the United States. Through a system of interlibrary loan procedures we are able to have many of these materials sent to us within a reasonable amount of time. This network also contains many databases, particularly in relation to Colorado.

Beyond the boundaries of Colorado we are able to provide Internet access. With this, we are able to access information on computers and other networks throughout the world. While in many ways this is a blessing for the seemingly unlimited wealth of information provided, it also poses challenges. These challenges have ranged from the development of better software to access this information, to questioning the validity of the source. Many times we are not able to verify the source of the information or know the background authority from which it is published. This should cause us not to blindly accept all information we receive, but look deeply into it for bias and relevancy.

This network access has also provided us with e-mail. Many students and staff currently use this to keep in touch with family and friends back home. In addition, e-mail also provides access to experts in many fields of study and the opportunity to query them about their thoughts and information pertaining to relevant topics.

So, what resources do we have available for the students and staff at Eagle Rock? It's not only what we see on the shelves, but also information found well beyond our physical reach. I believe that we are all beginning to understand this more each day. I'm happy to say that, today, most of the student-led tours no longer include the apology for not having a lot of books on the shelves. Instead, the conversations include an explanation about the access we have to the limitless array of information available today.

"Midsummer" continued

outdoor amphitheater that will also be used for other outdoor events, such as graduation. Another class, called "Search for Puck," researched historical time periods in order to set the play in Victorian England (scenes outside the forest) and pre-Christian pagan times (scenes in the forest). Costumes and props reflected the time periods, with a "Stonehenge" set establishing the pre-Christian pagan times.

STUDENTS REPORT A CULTURE OF SERVICE LEARNING AT EAGLE ROCK

by Lois Easton, Director of Professional Development

In a presentation to visitors who are part of the Kentucky Consortium on Service Learning, students Marion Blakeney and James Masters suggested that Eagle Rock has a culture of service learning.

Using a display they made for a trip to Washington, DC earlier in the trimester, Marion and James described to the Kentucky visitors a number of service projects, including the following:

- * the playground built during the first year the school opened
- * on-site service
- * visits to Prospect Park Nursing Home and construction of an accessible gardening stand for residents
- * each trimester's two-day Servathon, including work throughout the Estes Valley and Rocky Mountain National Park
- * an Eagle Rock class that prepared students to work with young people from Denver on montane ecology at an outdoor education facility called Balarat
- * participation for several years in the National River Clean-up during which students collected 500 cubic yards of trash, accumulating 342 hours of service as a group
- * landscaping and other work for Habitat for Humanity
- * building a two-door garage at a national historic site in Estes Park as part of a class
- * building a handicapped fishing pier (see related story)
- * building a map of the United States on a Loveland playground (learning geography and mathematics skills along the way)
- * renovating old cabins at Rocky Ridge Music Center

The trip to Washington, DC was itself an honor, with Eagle Rock chosen to represent the state of Colorado at the National Service Fair. Marion commented about the display they built for the Fair, "We didn't want some

dinky cardboard thing." The students and Garth Lewis, Career and Service Learning Instructional Specialist, worked long nights to build the permanent, though transportable, redwood display.

Each service event was featured on a panel made of foam core and covered with hand-made paper. The panels were mounted on the redwood display with dowels so they could be turned easily by visitors.

Participants at the National Service Fair were impressed. In fact a panel of program officers from the Corporation for National Service asked Marion and James to do a special presentation just for them. "We made connections for ERS and for ourselves," James commented.

The Kentucky visitors were likewise impressed. "Where do you get your service ideas? How do you get materials? How do you integrate service and learning?" they asked. The students discussed the concepts of "learning to serve" and "serving to learn," both of which guide service at Eagle Rock.

"How does it feel to do service?" the visitors asked. "Well," said Marion, "at first I thought 'Why don't you just hire people?' I was angry at first. Now I understand."

James added that he finds real joy in service, especially if he's sat around in class all day. "I have a distinct blue-collar attitude towards this. I like to get my hands dirty and be active." He continued, "Students come here with no work experience and no work ethic. They learn real skills here. I'll have real skills so that I can put myself through college by doing construction."



A culture of service means hard work...but lots of fun...and great satisfaction.

Eagle Rock School (Continued)

Lois Easton
Director of Professional Development

Judy Gilbert
Director of Curriculum

Robyn Hamasaki
Environmental Science

Dick Herb
Director of Operations

Michelle Jacobs
Assistant Food Service Instructor

Jeff Lemon
Head Cook Assistant

Garth Lewis
Career and Service Learning

Ted Long
Assistant Facilities

Mary McGuire
Arts, Music, Performance

Tim Phelps
Chef, Instructor

Norrie Rothenberg
Society and Social Studies

Philbert Smith
Director of Students

Michael Soguero
Science and Math

Audrey Stevens
Administrative Assistant

Alison Trattner
Language and Literature

Bonnie Vavra
Business Assistant

Bob Van Der Wege
Learning Resources and Information

HELLO GOODBYE HELLO GOODBYE

by Allison White, Intern, and Lois Easton, Director of Professional Development

The Beatles refrain "Hello goodbye hello goodbye" echoed across the meadows and from peak to peak in the Eagle Rock valley as interns and staff left Eagle Rock at the end of this trimester. . .and it will continue as new staff join Eagle Rock on August 26.

Staff leaving Eagle Rock at the end of the 1996 summer trimester included summer-only and year-round interns, whose year-long commitments had ended, and one student teacher. In addition, Yee-Ann Cho, Admissions Specialist, left Eagle Rock to pursue an advanced degree in policy. Here are some parting images and thoughts of interns as they contemplated bringing themselves and the spirit of Eagle Rock to new places.

Dave Hoskins stated that what he will remember most about Eagle Rock is "Everyone, really." He considered bringing ER8 back from the wilderness trip successfully a high point and seeing so many students leave recently a low point. Dave will be teaching at PS 1, a charter school in Denver, and he left Eagle Rock with the following advice: "Continue searching for the balance between preserving the law and forgiving the deviation."

Shayla Nunnally said that she will miss ER students and that she will remember how challenging it was to fit into Eagle Rock culture. She will return to North Carolina Central University to earn a degree in Political Science in two years.

Chris Meehan, former intern and adjunct faculty, commented that he will always remember the spirit of volunteerism started by John O. and Robert. Comedian that he is, he is going to New York, to acting school, and then to LA to dedicate several years to acting. His thoughts for the ER community were, "Be the light and have faith in yourself...Embrace your spirituality. It's the most important

thing, more important than psychology. Be the light. That's what $8 + 5 = 10$ is all about."

Hiromi Hiraoka recalled her best moment as driving back with a Suburban full of students after a trip and thinking, "I love my job. I really love my job." She returns to Orange County, California, to go back to school in the spring. She asked us to "savor every moment."

Todd Burke, finishing his student teaching, felt that he was just beginning to do his job. He said that his concept of teaching has changed through his experiences at Eagle Rock. "I'm learning to ask more questions and spend less time talking." He will teach in Arizona in the fall.

Shira Wohlberg considered her best moments at Eagle Rock "casual time with students," and she will continue to remember "the culture and underlying morals" of this community. Her advice to Eagle Rock was: "Try to convince yourself that every meeting is a chance to open up and to learn, teach, and care rather than regarding comings as future abandonments to be guarded against...Respect yourself." Her future plans involve tutoring, joining a service group, and going back to a "community-style school" in a year.

Russ Rendon, former student teacher and intern, will remember the humor of Eagle Rock. He plans to travel throughout Europe and hopes find work in Spain.

Dan Condon considered one of his best moments the government trip to D.C. and his worst moment the departure of the ER 20, especially when he realized that he wouldn't be at Eagle Rock if/when they applied for Second Chance. His advice to Eagle Rock is "Believe!" Dan returns to Marquette University for a non-profit management program and will run "Generation Next Project" whose mission is to educate, support, and inspire teenag-

ers who are living with HIV/AIDS and have not yet developed their leadership potential.

Anne Shepherd commented, "[Certain moments] and this place in general have taught me to laugh a lot more!" Anne will move to Windsor, Colorado, and reminds us to "Laugh, learn, love often and intensely. These are the things that feed life and keep it prosperous, interesting, and entertaining."

Allison White reflected, "I have learned so much at Eagle Rock; my understanding of what listening, loving, and being tough involve have deepened. I will never forget the conversations I've had with students and staff." She will work at Galileo High School in San Francisco through the SF Urban Service Project in the fall.

Yee-Ann Cho, Admissions Specialist, left Eagle Rock with "an incredible sense of family, a sense of accomplishment after being here since the beginning, and an idea of what I want to do with my life." She plans to go to the School of Education at Stanford and get a Masters of Education in Policy. She then plans to earn her MBA and work with corporations to start schools like Eagle Rock.

Louis Cohen, former student teacher, intern, and adjunct faculty, reflected, "Leaving Eagle Rock will be like stepping out of a warm box of support, hope, respect, and inspiration. Although it will be hard to walk away from such a wonderful community, my hope is that I will be able to bring some of the magic of Eagle Rock to the world beyond this box." Louis leaves Eagle Rock with, "Appreciate the opportunity to create an environment based on respect, community, and growth—it is rare. Be sure to share the importance of what you are creating with others. Do not stand for pettiness, intolerance, or disrespect. You can make a difference in the world."

SUMMER "INCREDIBLY BUSY" FOR ERS PROFESSIONAL DEVELOPMENT CENTER

by Lois Easton, Director of Professional Development

From all over the country, from all over the state they came: visitors to Eagle Rock School and Professional Development Center. Among the groups, large and small, that worked with Eagle Rock students and staff to learn and grow during the summer trimester were these groups:

- ❖ Hastings College (Nebraska) student teachers
- ❖ the Sixth Discipline (a group of professional/staff developers)
- ❖ principals from Aurora, Colorado
- ❖ a group from the American Institute for Learning, Texas
- ❖ Colorado Department of Education Field Service specialists
- ❖ department heads and administrators from Yuma, Colorado
- ❖ the National Middle School Association Executive Board
- ❖ the Executive Board of the Association for Experiential Education
- ❖ the Kentucky Consortium on Service Learning (two groups)
- ❖ the Truman Scholars
- ❖ Expeditionary Learning/Outward Bound
- ❖ staff from Independence High School, Provo, Utah
- ❖ the Colorado Coalition of Essential Schools
- ❖ participants in the Boulder "Nuts and Bolts Symposium on Middle Level Education"

- ❖ a group from an alternative school in Mesa, Arizona
- ❖ a group starting a charter school in Colorado Springs

Some groups stayed one or two days, some several days. Some events involved visitors in shadowing students, visiting classes, and trying to figure out how to improve their own school environments; other events looked more like workshops; still others were meetings that were improved because Eagle Rock helped participants remember the purposes for meeting—improving education for young people—as they made decisions and constructed plans.

In addition to visiting groups, Eagle Rock hosted a workshop featuring Daniel Goleman, author of the bestseller book **Emotional Intelligence**. Nearly 550 people from throughout the state attended the day-long event that included a panel presentation by Eagle Rock students.

Visitors hold up a mirror to the Eagle Rock community. Through their questions, visitors help Eagle Rock staff and students scrutinize goals and activities to meet goals. In articulating to visitors why they are at Eagle Rock and what works and does not work about Eagle Rock, as well as what worked and didn't work about their previous learning environments, students clarify their own reasons for being here. Visitors also offer students—who have not, perhaps, related well to adults in the past—the chance to work with adults in a new way. Finally, visitors offer opportunities to students to be teachers.

"Hello Goodbye" continued

New staff include the following interns:

Tazamisha Alexander, Social Studies, graduate of the University of San Francisco

Clayton Cooper, English, graduate of Colorado College

Mary Beth Cote, Art, graduate of the Rhode Island School of Design

Jason Cushner, Mathematics, MA from Colorado College

Skye Delano-Nuttall, Physical Education, graduate of Princeton

Shawna Hedlund, Environmental Science, graduate of Colorado College

Becky Manchester, Life After Eagle Rock, graduate of Colorado College

Jenny Mayher, former professional development intern, has taken over Yee-Ann's admissions responsibilities until January. Jackie Wind, former intern at Eagle Rock, returned during this trimester to help with **A Midsummer Night's Dream**. She is staying through December 1996 to help with activities in the Professional Development Center and teach classes.

A PARENT SPEAKS

When visitors enter the Professional Development Center, their eyes are often drawn to a colorful quilt on the east wall. A gift of Joan Varney, mother of a recent Eagle Rock graduate, Ariel Varney, the quilt is accompanied by a plaque which reads:

This quilt was given to Eagle Rock School in December of 1995 to show all who see and use it how much this experience has meant to our family through my daughter, Ariel Rose Varney, a student of ER-1.

The design on the front of the quilt is my artistic version of the medicine wheel. The medicine wheel is an integral part of the spirituality of many Native Americans. In this instance, the medicine wheel represents to me a way to look at life. It is a full view—complete as the circle that it is.

The central design has four differently colored squares, representing the four directions: north, east, south, and west. With each direction is a different representational animal and corresponding perspective.

The yellow square represents the east—the place of the rising sun. The animal is the eagle and the perspective is through the eye of the eagle, the overview, the big picture.

The green square represents the south—the place of cool, green grass. The animal is the mouse and the perspective is up close and personal—in your face, looking at the situation through a magnifying glass, like a mouse in the grass.

The black square represents the west—the ending of the day and the coming of night. The animal is the bear. The life perspective is through introspection, looking inside oneself for the answer, to examine your own thoughts and feelings.

Last is the white square. It represents the north—the place of snow and ice. This direction shows us the wisdom that comes with the passage of time. The animal is the mighty buffalo. The life view is through patience and perseverance.

As the creator of the quilt I would like to see it lent to students as a source of comfort. Many warm and loving thoughts are physicalized through the time and effort it took to make it. I was moved to create this quilt because of my overwhelming feelings of gratitude to the Eagle Rock community. Thank you. Please take this gift and soar, Eagle Rockers—I am with you in my heart.

*Joan Varney
December 1995*

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