



EAGLE EYES

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News From Summer Trimester 2001



ERS GRADUATES LARGEST CLASS EVER

by Lois Easton, Director of Professional Development

They say that nine is a lucky number. If so, not only are the nine students who graduated on August 10 lucky, but so is Eagle Rock. These nine graduates bring Eagle Rock's total number of graduates up to 67.

Members of the largest class ever are Albert Vincent Davis from New York and Florida; Amy Sedillo from New Mexico; Casey Whirl from Nederland, Colorado; Ian Stevens from New York; Jordan Cammack from New York; Josh Weiser from Wellington, Colorado; Matthew Rutherford from Ohio; Natalie Newman from California; and Stephanie Woodruff from Oregon.

"GODSPELL" HAS LOCAL RUN; GOES ON ROAD

by Lois Easton, Director of Professional Development

It's all about love, peace, and belonging. According to Director Rick Roberts from the University of San Francisco, it was all about one of Eagle Rock's principles — living in respectful harmony. It was all about building community. That's why the team that every year chooses the musical Eagle Rock will produce felt that "Godspell" was the right choice.

Students and staff prepared for the musical throughout the summer, not only learning about philosophy and exploring spirituality but memorizing their lines, building the set, inventing costumes, singing, and practicing in the band. This troupe then performed "Godspell" six times, three in our own outdoor amphitheater and three in other Estes Park venues, such as the local high school and YMCA.

The play consists of a set of parables from the Bible. The storyline is that a teacher has brought together a group of followers to tell them stories and give them examples of how they are to live. According to Roberts, "in anticipation of his leaving, the teacher shows each member how far they have come. They now have the strength that not only comes from each individual, but also from community." When the teacher leaves, they at first despair but then find hope as they "truly realize that

they themselves will be able to carry on the message of love, peace, and belonging. The followers have become the leaders. It is not just a message of the late sixties or a message for Eagle Rock, but a message for all of us and for all time."

Only two students had specific roles: Eric Zinn played Jesus and Naheem Edmeade played John the Baptist and Judas. Others played themselves, stepping into special roles as needed in a particular parable: Seth Hansen, Raci Hauptmann, Laronda Moore, Kelly



The cast of "Godspell" from left to right: Laronda Moore, Philip O'Mara, Naheem Edmeade, Seth Hansen, Raci Hauptmann, Madison Trucco, and Kelly Morris.

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Editor:

Lois Easton
P.O. Box 1770
2750 Notiaah Road
Estes Park, CO
80517-1770

Phone Numbers:

(970) 586-0600

Denver Metro
(303) 442-7655

FAX

(970) 586-4805

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**EXCERPTS FROM A REVIEW
OF "GODSPELL"**

by Joel Roman, Student

After seeing and hearing Eagle Rock's "Godspell" on the last night of our six public performances, I realized how far we have come. It took a lot of energy to get where we ended up. The band, tech crew, and cast all worked very hard to bring the performance together, showing the strength in our community that was formed through the past seven weeks.

The play starts off with philosophers stating their beliefs (if any) about a higher power than ourselves. This ends in a chaotic brawl, each philosopher trying to defeat the other's ideas. John the Baptist interrupts the chaos with a song of hope, entitled "Prepare Ye."

Jesus, played by Eric Zinn, comes to the people to share his teaching through parables. Many of the parables relate to Eagle Rock's principles and values, such as service to others, living in respectful harmony and making healthy life choices. One of my favorite parables is "The Good Samaritan." Laronda Moore plays the Good Samaritan who comes to Seth Hansen's aid after he was beaten and stripped by a thief (played by Naheem Edmeade). The scene has a strobe light to make it look like a very old "wordless flick."

After Jesus teaches the people how to live in harmony and treat each other well, he is betrayed and killed. After this dramatic scene in the play, the people sing "Long Live God" and then go into the upbeat song "Prepare Ye" which helps end the play on a happier note. The fact that the people are singing "Long Live God" suggests that they will carry on Jesus's teachings. The play has a deeper message about community than just its religious theme.

The set was an old playground, with a slide, a chain link fence and two large flaps painted in a brick pattern, with graffiti art done by student Jordan Michaels. He

spray painted the names of the cast, crew and band in bright colors, which added some urban flavor to the setting. Student Paul Tolbert also assisted with the graffiti art.

The show was a good experience for me as a musician. I played a variety of styles, from soft mallet "symphony" cymbal work to rock beats to country western. Instructor Celeste Di Iorio and intern Andy Artz sounded beautiful on the song "On the Willows" during the time when Jesus is saying goodbye to the people. The talented Lamar Smith choreographed the show, bringing the songs to life. On one song, Robert Burkhardt, head of school, came out from behind the bandstand to sing and dance with Jesus for the vaudeville song entitled "All For the Best." Robert's voice fit the song very nicely.

Student Philip O'Mara got some laughs acting as a "slow" character. One night, when Jesus asks the people where to set their minds, they reply "God!" whereupon Philip pointed his finger to Philbert Smith, Director of Students, while the rest of the cast pointed up to the sky.

Student Raci Hauptmann was quite a character to watch. She juggled and acted as a nicely German-accented Abraham. Student Madison Trucco played Satan on one point in which she taunted Jesus Christ and then did a free fall off the scaffolding into the arms of the cast members.

Overall, the musical went well. Our second performance was kind of a flopper, but that is OK. The last performance had extra laughs. Seth Hansen who played a comedic character cracked extra jokes when he got a chance, not only causing the audience to laugh but also the band and tech crew. The cast seemed to have a whole lot of fun on this last performance, and they were taken by surprise when the band changed the line "Give him your coat as well" to "Give him our clothes as well."

The play "Godspell" was a good show — definitely showcased talent and supplied live music too.

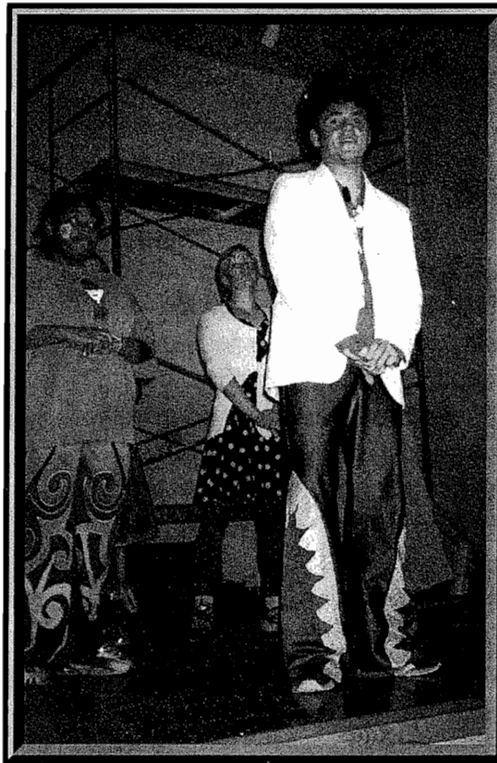
"Godspell" - Continued

Morris, Philip O'Mara, Amanda Smith, and Madison Trucco.

Karolee McLaughlin served as musical director and conductor. Students Kelsey Glass and Vincent Davis were assistant directors and stage managers. Producer was Life After Eagle Rock staff member Lan To. Assistant producer was Britt McLaughlin, daughter of Karolee. Dance consultant Lamar Smith choreographed the production.

Crew members were interns Andy Artz and Christian Champagne; students Vincent Davis, Imagyn Fennessy, Joshua Martin, Britt McLaughlin, Joel Roman, Turner Schuetz, Ben Specht, and Josh Weiser; graduate Brian Hansen; and Eileen Burkhardt, daughter of head of school Robert Burkhardt.

Band members were Karolee; keyboard guest artist Suzanne Garramone; students Joel Roman and Ben Specht; intern Fernando Hernandez; and staff members Robert Burkhardt and Celeste Di Iorio. Intern Kathryn Getek served as mime coach.



Eric Zinn as Jesus in front, with Laronda Moore and Amanda Smith in the background.

THREE JOURNEY TO SENEGAL

*by Students Josh Weiser and
Natalie Newman and Director
of Students Philbert Smith*

Note: This academic year Language and Literature Instructional Specialist Alison Trattner taught in Dakar, Senegal, while Diao Anne Sarr of Dakar, taught at Eagle Rock, the result of both being awarded a Fulbright Scholarship. Students Josh Weiser and Natalie Newman were able to go with Director of Students Philbert Smith and his daughter Nia to visit Alison in Senegal and teach in her school, the Lycee John F. Kennedy. Here are their comments on the visit.

Josh Weiser: I recently made a journey to Dakar, Senegal which is located in Africa. I spent a humble three weeks there — learning, teaching and

living. I learned quite a bit while I was there.

Alison Trattner was a great host and a wonderful teacher to observe. She would often have me come with her to her class, so that I could help and participate in her lessons. From my participation, I learned how important an education is and how much I have taken it for granted.

When I was in Senegal, I journaled every day. Here is an excerpt from my journal describing the classrooms: "Broken desks that sit two people each; aqua sea foam walls with cracks, stains, and pencil graffiti; weathered chalkboards; and three lightbulbs that didn't work hanging from the ceiling."

The most important thing I learned from my time in Senegal was how to work harder. I realized that I can't accomplish anything without hard work and commitment. I know it sounds like a

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Terry Tierney
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Lan To
Life After Eagle Rock

Alison Trattner
Language and Literature

ERS HOLDS SUMMER OLYMPICS ———

by Toby Brooke, Student

For the ER 24 trimester, James Sherman, Mike Flynn, Lisa Hunt, Colleen Graham, Karolee McLaughlin, and Calla Haack (instructors and interns) offered a class called *Let the Games Begin*. This was a class all about the Olympics. The class incorporated the history of the Olympics all the way back to the ancient Greeks and leading up to the Eagle Rock Olympics which have previously all been held in the winter. Through different methods, it was designed to teach us about every aspect of the games. We learned through various methods including discussions with staff, educational videos and cd-roms.

The class also focused on planning for our own summer games. We started out by having discussions and forming a committee. Eventually we moved on to the physical organization which involved setting up the Field of Dreams and the gymnasium for events. We also had to design a scoring system.

In the end, we came up with many events: the frisbee toss, the long jump, shot put, discus, four track and field events, two relays, a chariot race, a sack race, a tug of war, six swimming events, and a climbing competition. To make everything run smoothly took a lot of effort from not only the committee but also the rest of the school.

The day of the Eagle Rock Olympics began with a traditional opening ceremony marked by student Philip O'Mara's excellent rendition of the Star Spangled

Banner. The committee read the ERS Olympic Oath while dressed in togas. We then moved on to a morning of track and field.

The morning was marked by many triumphs and struggles, from Josh Weiser's gold medal sprinting that reminded me of a lunatic escaping to Jordan Cammack's Goliath-lie shot put throw. There were people who did not rank well but still put forth their best efforts. After these events there was a brief lunch followed by a tug of war. The ever dominant Shaman team (named after a rock dome on campus) led by Spruce, Pinon and Juniper (student dormitories) beat the Bonepipe team (named after another rock dome).

The afternoon events began with swimming. There was the incredibly triumphant instructor Brandy Hodgson who won numerous golds, as did Eileen Burkhardt, daughter of head of school Robert Burkhardt.

After this it was off to the climbing wall which was dominated by Josh Weiser, in a much more focused and less nutty state. Husani Bridges placed second.

After a wonderful Greek dinner prepared by chef Jeff Lemon, there was an awards ceremony featuring a talk by 1984 Olympic gold and silver medalist George DiCarlo. Then the awards were presented accompanied by wonderful music from the band. In the end, there was a symbolic dropping of balloons, in Olympic colors of course, from the ceiling.

There were numerous comments that this was, by far, the greatest Olympics so far at Eagle Rock.

MATHEMATICS AND ART CLASS CREATES SACRED SPACE ———

by Lois Easton, Director of Professional Development

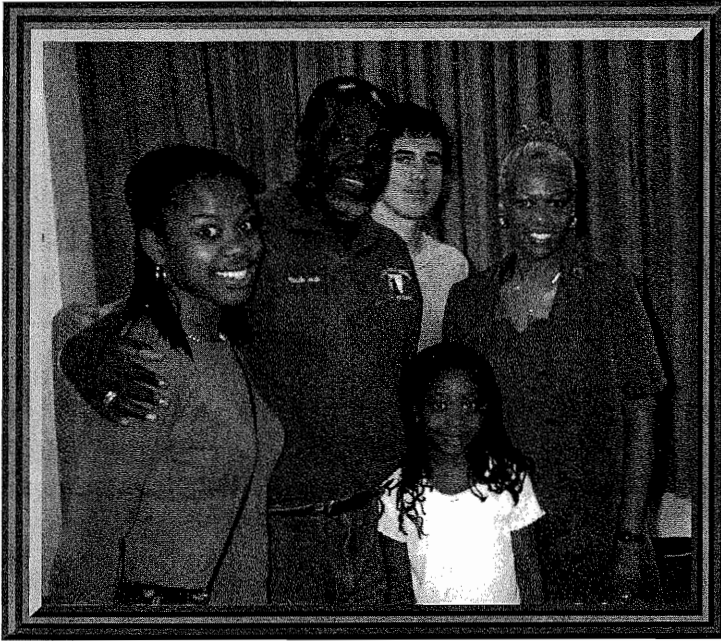
The course description for "If You Build it. . . ." read "There's a need, and we'll use math and art to fill it. This class will design and create a sacred space on the Eagle Rock campus — a place for prayer, meditation, or simply stillness. We'll study the mathematical principles necessary for construction — slope, area, geometry, etc. — and complete a math portfolio. We'll also examine the history of art as it relates to the creation of spiritual buildings and spaces. After selecting a site and using math and art to design its elements, we'll use our hands to make it a reality."

Mathematics Instructional Specialist Jason Cushner and Interns Kathryn Getek and Madonna Riego de Dios designed the course. In addition to completing

mathematics and art components, students also visited a number of sacred spaces around the Denver area including temples, churches, and other buildings.

Eagle Rock's sacred space can be reached by walking from the water tower near the saddle in the road. A series of cairns point the way to a cleared area with seating provided by fallen logs. Stones create a spiral and clay pots within the spiral offer students and staff alike repositories for their thoughts and prayers, hopes, dreams and wishes.

At the dedication of the spot on Friday, August 3, staff and students received homemade paper booklets with this letter from Kathryn: "To the Eagle Rock Community. Before I set foot on the Eagle Rock campus, I wanted to build something sacred. Before I joined this community full of love and hope, I wanted to offer it a space for the cultivation of an even greater

"Senegal" - Continued

Eagle Rock meets Senegal: Natalie Newman, Philbert Smith and his daughter Nia Smith, and Josh Weiser with the United States Ambassador to Senegal.

clique, but it is true. Everyday I woke up and walked around the streets of Dakar to see every single person working hard — and for what? They work hard because it is necessary. If they don't, they won't survive.

Senegal is beautiful, and the people are beautiful. Although I spent only three weeks there, I internalized values that I will take with me the rest of my life.

Natalie Newman: This April I had the opportunity to travel to Senegal, West Africa, and dip into their culture. When the announcement was made by Robert Burkhardt that a student would be chosen to go to Senegal, I was very excited and wrote my application letter quickly. One of the things I mentioned in my letter about why I should be chosen to go was that I wanted to have a better sense of who I am as an African-American.

I learned many things about Africa before I knew about this chance to travel there. The first paper I wrote on Africa was about the endangered cichlids (fish) of Lake Victoria in East Africa. The second paper was about the Shona people of Zimbabwe and their art style. The third paper I wrote was about environmental racism, and I focused on two communities, one of them Ogoniland of Nigeria, West Africa. The last paper I wrote was about whether Africa should or should not integrate into the world economy.

When the exchange teacher from Senegal came here I had the chance to have many conversations with her about her country. I asked her about the way of life of young people, food dishes, family, relationships, marriage, and what they do for fun. In my spare time I went to websites on Africa and gathered information on the economy and current news which was interesting. So, I was ready to go to Africa.

My trip to Senegal was very enriching. I felt more like a traveler than a tourist. I was able to have lots of interaction with students in my English teacher's class and dinner at many people's homes. It was a different but exciting experience going to people's homes for dinner because we ate traditionally, on the floor, with our hands.

I also had the chance to see how families lived. I especially liked going out to the markets to shop for souvenirs because I had the chance to bargain. I went out to clubs to see what kind of music they like, the latest dances, and how Senegalese teenagers socialize. I was surprised at how the teenagers dress.

They dress like urban kids and enjoy listening to hip hop and R & B.

I discovered there is a higher level of respect among the teenage males towards females than in America, which I appreciate. There is a low crime rate and people hang out in the streets at late hours of the night. I had no fear when walking down the street late at night, whereas here, in the United States, it is not uncommon for someone to jump out of the darkness and attack someone physically.

I respect the fact that many Senegalese people are proud of who they are. I think that Americans have this misconception of people in "Third World countries" as feeling sorry for themselves. Some of the real issues in Africa are poverty, healthcare, and hunger problems, but that does not seem to affect the sense of community, love, respect, strong religion, and family beliefs which are more important than material possessions.

I have taken many photographs that will bring back memories of the great time I had in Africa. I plan to travel to another part of Africa sometime in the future.

Philbert Smith: It was an intense emotional pleasure and privilege to travel to Dakar, Senegal, West Africa. The wealth of emotions and experiences are more than words will allow in this space.

"Senegal" - Continued

In W.E.B. Dubois's *The Souls of Black Folks*, he writes, "How does it feel to be a problem? . . . It is a peculiar sensation, this double consciousness, this sense of always looking at one's self through the eye of others. One ever feels his twoness — an American, a Negro; two souls, two thoughts, two reconciled strivings; two warring ideals in one dark body whose dogged strength alone keeps it from being torn asunder."

Those words have resonated with me since my youth. Thoughts about this "twoness" began to wash over me the moment we began flying over North Africa, over the Sahara into Dakar. As we touched down at Yoff Airport, my eyes welled up; I had left home in America and was coming back "home" to Africa.

Later that evening, as I stood looking west towards the horizon, seeing my first African sunset, I was thankful to the unknown African who left these shores, this African, whose DNA resides in me, who survived an arduous ocean journey and unimaginable horrors that resulted in my ability to stand there after a short 18 hour journey in relative comfort. Added to this, I knew what awaited me beyond the horizon.

This feeling of gratefulness echoed again in my being after visiting Goree Island. Standing in the House of Slaves, standing in the cells, standing in the doorway that Africans passed through, the Door of No Return.

It did not take me long to realize that other Africanisms had survived in my life. Some of the ways that food was prepared. Mealtimes. The broom used by women in Senegal is similar to the one my grandmother made and used. Family life. The sense of community in a village is similar to what I felt when visiting relatives in Bainbridge, GA. Some sayings and views of life were similar to things I had heard as a child. Having these experiences added a great deal of clarity to my life.

Another prevailing impression was privilege and opportunity. It was not hard to see that there are many things I have taken for granted. I saw people make do with very little resources. A teacher who made string instruments out of items found in a trash heap is just one example. Another is the sculptor who uses the stones around him to make beautiful objects of art. I know that just by being born in America, I have access to clean water, healthcare, and electricity with very little effort.

Other things that I savored in Senegal were the many markets. The time spent in the homes of many people and the sharing of meals and family. Seeing

the Pink Lake become a richer pink before my eyes. The African beach of Saint Louis and the soothing sound of the Atlantic Ocean. The warm breezes that massaged my body at night. The African wildlife and birds. The people.

I arrived in Senegal as a "yowe" (stranger) and departed as a friend. "Djamm-ak-djamm. Ba beneen yon," which literally means "Peace be with you and see you later."

RESEARCH SHOWS MANY INTERNS ENTER TEACHING

by Lois Easton, Director of Professional Development

"Out of 23 responses [from interns who have left Eagle Rock], 15 are currently teaching, another 6 are currently involved in some sort of educational/service-based organization (e.g., one works for Public Allies, another for the Aspen Youth Alternatives), and others are employed in various counseling/therapeutic programs with adolescents. Only two who replied are currently not engaged in educational/service jobs, but both individuals expressed interest in returning to education in the not-too-distant future."

So read the research report prepared by former intern and associate in the Professional Development Center, Alex Head, in a research paper "Ripples That Touch Lives: How an Internship Prepares Teachers Through Experience." Alex is working on a masters degree and doctorate in secondary education with an emphasis on experiential education at the University of Colorado, Boulder.

In the recommendations section of his research report, Head commented, "It is clear to me that the internship experience at Eagle Rock is powerful and has positively impacted the lives of many. I was surprised to find how many of the respondents in this study were currently teaching (many in public schools). This is a testament to this model. . . ."

Head suggested additional follow-up evaluations, especially in terms of "how the experience [of being an intern] is impacting the classroom teaching of those in schools." He also suggested that the internship process be modified somewhat to provide for more formal reflection opportunities.

If you would like a copy of the research report, please contact Lois Easton at leaston@eaglerockschool.org.

