



EAGLE EYES

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THREE NEW GRADS MAKE IT AN EVEN DOZEN

Eagle Rock graduated three more students in April 1996: Deobray Ivory from Chicago, Illinois; Jason Darling from Sterling, Colorado; and Kate Fiegen from Casa Grande, Arizona. They increase the number of Eagle Rock alums from nine to twelve.

BESTSELLER AUTHOR TO ADDRESS OVER 500 IN MAY

~ by Lois Easton, Director of Professional Development ~

"What's your EQ? It's not your IQ. It's not even a number. But emotional intelligence may be the best predictor of success in life, redefining what it means to be smart" (from the cover of Time, October 2, 1995). Daniel Goleman, who wrote about EQ in Emotional Intelligence: Why It Can Matter More Than IQ, will be addressing teams of educators from throughout the state on May 9, 1996, in an event sponsored by the Eagle Rock Professional Development Center.

"Bringing Goleman to Eagle Rock helps us draw attention to the importance of focusing on more than academic learning, especially for students who have not experienced success in school," stated Robert Burkhardt, Head of School. "We feature both an academic and a personal growth curriculum, and we've found that focus on the personal growth curriculum—helping students work through the issues in their lives—helps them achieve our academic expectations. We're looking forward to sharing something so important to us with over 40 teams from schools, districts, universities, and professional organizations throughout the state in May."

Goleman is a psychologist who has reported on the behavioral sciences for the New York Times since 1984. He had been a Senior Editor at Psychology Today, where he was on the editorial staff for nine years. Before that he taught psychology at Harvard. Author of several books, the latest of which is Emotional Intelligence, he has received many journalistic awards for writing. In recognition of his efforts to communicate behavioral sciences to the public, he was elected a Fellow of the American Academy for the Advancement of Science. His graduate education was at Harvard, where he received his M.A. in 1973 and Ph.D. in 1974 in clinical psychology and personality and development.

Goleman draws on groundbreaking brain and behavioral research to show "the factors at work when people of high IQ flounder and those of modest IQ do surprisingly well. These factors add up to a different way of being smart—one he terms 'emotional intelligence.' Emotional intelligence includes self-awareness and impulse control, persistence, zeal and self-motivation, empathy and social deftness" (from the jacket cover to Emotional

Intelligence, Why It Can Matter More Than IQ).

Goleman details how and why emotional explosions he calls "neural highjackings" occur. He suggests that schools must step in, particularly when families are unable to provide opportunities for emotional and social growth.

Eagle Rock students and staff will be heavily involved in preparing for his visit, and they will participate in the day, attending his speech at 9:30 and working with educators in the breakout sessions after lunch. In addition, they will be featured in a student panel at the end of the day. "It's important to have students working with the teams schools, districts and universities send. It will be important for educators to hear what students have to say," commented Philbert Smith, Director of Students.

Listening to a presentation on Daniel Goleman, Eagle Rock student Erin Saunders commented, "But that's what we do at Eagle Rock. We focus on students' emotional development as well as their academic development."

The event will take place at the YMCA of the Rockies in Estes Park.

THE MEANING OF EAGLE ROCK'S FAMILY/SPONSOR WEEKEND

~ by Patrick Dowd, Intern ~

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Note: Family/Sponsor Weekend was held at Eagle Rock March 29-31 and involved families of 23 students in a series of physical, social, and spiritual activities. The next Family/Sponsor Weekend will be held October 12-14.

A friend whom I love very deeply recently gave me a small, plain looking, brown book, the Prophet by Kahlil Gibran. Its taut, child-sized pages afford me a non-ending supply of enlightenment. So I've come again to my simple, green-top bureau to extract some wisdom about the meaning of parenting and Eagle Rock's Family/Sponsor Weekend.

Originally conceptualized by John Oubre (former Director of Students and general spiritual guide), the Weekend provides an avenue through which families and sponsors are directly involved with the Eagle Rock School process. Over its two and a half year history Eagle Rock has coordinated three Family/Sponsor Weekends, successfully bringing groups together in our cooperative atmosphere.

My interest in all this began at age 14. I was the quintessential "latchkey kid" who watched jealously as peers' parents seemingly doted on them. Ever since, I have been fascinated by how families work. Now my internship at Eagle Rock is affording me the chance to directly dip into the familial punch bowl.

Organizing the Weekend is about answering questions: Who is coming? When? From where? How many? and no, the family cat stays at home. This spring's Family/Sponsor Weekend brought over 40 participants from all over the country. From Friday's introductions through Sunday's spiritual gathering the schedule is set up so that everyone is eased through the process.

At a deeper level, what is the importance, the significance of this shared time between the young women and men of Eagle Rock and their families and close friends? Not being a parent myself, I can only conjecture about what the Weekend means for significant elders.

Kahlil Gibran, of my little brown book, says:

Your children are not your children.

They are the sons and daughters of Life's longing for itself.

They come through you but not from you, And though they are with you they belong not to you

You may give them your love but not your thoughts.

For they have their own thoughts

You may house their bodies but not their souls,

For their souls dwell in the house of tomorrow, Which you cannot visit, not even in your dreams...(p.18)

I interpret this as saying there is a line, a separateness, that needs to be acknowledged between father and son, mother and daughter, parent and child. At a fundamental level the Weekend provides elders an opportunity to see that, yes, these young adults are separate from "me" the parent, distinct human beings with their own thoughts and free souls. The Weekend is an opportunity to celebrate and enjoy individuality within a family. In essence, in its best light, Family/Sponsor Weekend allows parents to see their child as an adult, for students to understand the responsibilities of their new positions, and for everyone to discuss what these different relationships mean now.

Perhaps Kahlil Gibran does not have all the answers - the valley of parenting is filled with the echoes of many voices - but his thoughts are a useful stepping stone in talking about Family/Sponsor Weekend and its meaning. Simply, these few short days are a chance for a time together in a world that increasingly values times apart.

STUDENT DEMOGRAPHICS, MAY, 1996

MALE			
6	African American	20	Caucasian
1	African/Caucasian	6	Latino
3	Asian American	1	Latino/Caucasian
1	Asian/Caucasian	1	Native American

FEMALE			
7	African American	11	Caucasian
1	African/Caucasian	4	Latina
2	African/Latina	3	Latina/Caucasian
1	Asian American	3	Native American

GEOGRAPHIC DISTRIBUTION			
1	Arizona	1	Michigan
9	California	1	New Jersey
31	Colorado	1	New Mexico
1	Connecticut	5	New York
1	Delaware	1	North Carolina
1	Dist. of Columbia	1	Oregon
2	Georgia	1	Pennsylvania
2	Illinois	4	Texas
8	Massachusetts		

WHERE ARE THEY NOW? THE SCOOP ON SEVERAL ERS GRADS

~ by Dan Condon,
Life After Eagle Rock Intern ~

It's inevitable. . .the day will come when Eagle Rock students won't **get** to rise at 6:30 for morning exercise, take part in kitchen patrol or attend school year-round Monday through Saturday. That day is graduation. Through speaking with graduates, their siblings at Eagle Rock, and their parents, I found out how life away from the mountains is treating them.

Jeff Blackman, ER1, is serving in the Navy. He graduated from boot camp in February and has about 32 weeks of electrical engineering classes to complete through the Navy.

Joelle Strasser, ER2, is attending Front Range Community College in Westminster, Colorado, where she studies psychology. In addition to school, she coaches gymnastics and is a receptionist for an employment agency.

Jessica Jenkins, ER4, will soon attend Salt Lake Community College in Utah.

Davian Gagne, ER1, was recently accepted to Regis University in Denver. She is working as a hostess at a LePeep Restaurant in Boulder.

Billy Henninger, ER1, who graduated last December is currently an auto mechanic at Wolf's Foreign Car Service in Boulder. Billy, who spent his final six weeks before graduating as an intern with Bob's Amoco in Estes Park, was happy that his experience interning as a mechanic could help him land a job elsewhere. Billy said, "Eagle Rock helped prepare me by showing me how to set my priorities. Eagle Rock required responsibility and that has definitely helped me."

INTERNS TO GET A HOME

~ by Dick Herb, Director of Operations ~

Ground will be broken for the Intern Co-Op House this spring. Located toward the west end of the living village, "Willow" will join student houses Pinon, Juniper, Ponderosa, Spruce, Lodgepole, and Aspen. For the past year, interns have been living in Juniper which has not yet been needed as a student residence.

Willow, unlike Juniper and the other student houses which have an open wing housing eight males (or females), will have eight individual bedrooms housing two people each. Roomy and light, the two-story Willow will also have a commons and gathering area and a kitchen and dining area. Design and

EAGLES OF THE ROCK

~ by Charles Sielert, Eagle Rock Custodian ~

A burden comes from freedom's choice:
Confusion, reticence and fright;
For rarely will the paths be two:
One wrongly left, one falsely right.

But Youth is all for gladness,
And dreams and rainbow-skies,
For rapture and moon-madness—
Are not Youth's eyes so wise?

More often there's a myriad
Of verging roads with few controls—
Unparallel free passage to
And from our clear or cryptic goals.

But Youth is all for vaunting
Adventures, scorning fears—
Is there not something haunting
In incongruous tears?

And thankfully each chosen route
Permits us both advance, return,
With intersections, hubs where we
Exchange experiences, learn.

Oh, must Youth bleed and measure
The days and span the sea?
What age shall hold as pleasure,
Youth knows of misery.

One hub along the road of youth
Gives hope of lasting unity;
A turning point within our lives—
Crossroads of opportunity.

Perhaps Youth is the time to build,
Let cultures join and interlock;
Community's our symbol here—
We're soaring Eagles of the Rock.

We'll discipline the intellect;
Develop spirit, body, mind;
Become a steward of the earth;
Enduring moral code we'll find;

Be democratic citizens;
Live in respectful harmony;
Serve not just here at Eagle Rock,
But all the world's community;

Increase our skill, capacity,
For leadership, and exercise
It for the cause of justice where
No others hear or heed its cries.

architecture is otherwise similar to the other buildings making up the Eagle Rock campus.

Construction is targeted to be complete November 1, 1996. Interns will then vacate Juniper and Juniper will become housing for students.

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

REFLECTIONS ON FIVE YEARS

~ by Robert Burkhardt, Head of School ~

My association with Eagle Rock began in June 1990 when I received a telephone call from Tom Dean during which we discussed the creation of a year-round residential high school for students unused to success. Tom told me that American Honda Motor Company had made a long-term commitment to the improvement of secondary education in America, after a series of internal discussions in 1989, followed by research across America. The next step was to name the Head of School.

How could I resist? In late March 1991, my family (Elizabeth, Eileen, Patrick), and I left San Francisco by train for Colorado and our new life helping to establish what would become Eagle Rock School and Professional Development Center.

Events unfolded rapidly. My first office (there would be five more) was in the basement of our home in Boulder. An early site at Gold Lake proved controversial and our team decided to look elsewhere. Ninety-four sites later, in early August, we stood on a ridge near Rocky Mountain National Park and looked down at a secluded valley with open meadows and exquisite rock formations. It took a year to obtain this parcel from the Colorado State Land Board, and groundbreaking ceremonies occurred in September 1992. By then my family had moved to Estes Park.

John, Garth, Sally, and Judy joined me, and the five of us sifted through several hundred resumes to identify additional staff. In early 1993 we moved from our one-room office below a local veterinarian to spacious digs at Black Canyon Inn. Michael, Norrie, Rick and Deb joined us in March, and the nine of us held the first Gathering. We took tentative steps towards a curriculum and slowly fashioned the philosophic constructs known as $8 + 5 = 10$. The first sixteen students arrived in September of 1993. My family moved into our home on site in August 1994 (our fifth Colorado residence). When the Governor and student Bryan Lawlor cut the red ribbon in September 1994, construction was essentially complete. Jeff Blackman (ER1), Addie Russell (ER2), and Mak Itabashi (Honorary ER1) earned the first Eagle Rock diplomas in April 1995.

It is now Spring 1996, and our student population is approaching seventy. Last year we had nine graduates, most of whom are enrolled in college or headed that way soon. The curriculum has deepened, and we hear from many visitors that the Eagle Rock culture is tangible. Our first staff turnover has occurred, and some pioneers have moved on, only to be replaced by remarkably talented and dedicated successors. The Professional Development Center has offered many learning opportunities to visiting educators. Our intern program is vital and dynamic. Intramural sports are a Thursday afternoon "touch of Heaven." Our students, who truly represent America, are producing top-quality work in their thrice-yearly Presentations of Learning.

We are looking ahead even as we digest the progress of the first five years. We have begun the process of accreditation, both with the Association of Colorado Independent Schools (ACIS) and the North Central Association (NCA). We are working with the Multicultural Alliance to further enrich the diversity of our staff. We have several construction projects underway: housing for interns, a ROPES course, and an outdoor amphitheater (where students will perform "A Midsummer Night's Dream" in July.) Eagle Rock is a beehive of purposeful activity.

The first five years at Eagle Rock have been full of learning, and I am privileged to work with superb colleagues. It has been humbling for us to work with Eagle Rock students, all of whom have overcome enormous odds while struggling towards success. And yet our work has barely begun. The next five years will be devoted to consolidation and refinement as we continue to improve the program. Creating a culture has been exasperating, revelatory, alternately poignant and profound, full of laughter, replete with tears, and simultaneously the most demanding and rewarding work one could hope for. The trajectory of our beginning offers much hope and continued challenge; I look forward to seeing what the Eagle Rock community will accomplish together during the second five years.

ONE YEAR LATER

~ by Tara Trimmer-Jewell, Student ~

Note: The following passage is an excerpt from the Autobiography (which Tara chose to do in journal form) from Tara's Presentation of Learning packet.

One year!!! I made it here for one whole year! I never thought I could do it, but here I am!

Since being here I've learned to take responsibility for myself. I've learned that if I don't like something about myself to stop complaining and change it. I've learned to demand nothing but the best from me and to accept nothing but the best from me.

I've learned to step out of the shadows all my friends are hiding in and feel the sunshine of life. I've learned to find the good side of everything. I've learned to forgive. I've learned to get to know people before I decide how they are.

I've learned that family is the most important thing in the world to me. I've learned how to get the most out of my education. I've learned that I want to succeed in life. I've learned that I affect people and people affect me. I've learned to be open with people. I've learned to let other people take care of me sometimes.

I've learned that giving up is the easy way out and it makes me feel really bad. I've learned that pushing myself through impossible things and proving that they are not impossible gives me a huge warm fuzzy inside. I've learned

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VISITORS SAY THE DARNDDEST (AND NICEST) THINGS

~ by Judy Gilbert, Director of Curriculum, and
Lois Easton, Director of Professional Development ~

One thing we've discovered about having groups visit Eagle Rock for professional development is that we need to get them out into classes and talking with students as soon as we can. Students' voices are the most honest and compelling, and classroom experiences are the most concrete examples of what we're trying to do at Eagle Rock.

With that in mind, when a group of Colorado educators studying standards-based education came to Eagle Rock, we sent them into classrooms the first day. Here's what they reported to us:

■ "I'm so enthusiastic about the place. It is so much more than standards-based education. It gives me such a better perspective of what education should be about."

■ "One thing I have learned is that if any change [in education] is to occur, I have to start with myself."

■ "I'm still reflecting because this was a pretty heavy experience. There is obviously a common theme to my thoughts and that is the breakdown in the relationship between students and teachers in public school."

■ "My internal conflict is around how we in public school structure things. Why is it so hard to change that structure?"

■ "Eagle Rock is so much more student-centered. Seeing student-centered education modeled and practiced was exciting and touched me at a very personal level."

■ "I saw teamwork and community and love. The most outstanding thing I observed was that peers took on the responsibility of not doing work for a student having trouble but showing him how he could help himself."

■ "I've been wrestling with the issue of personal decision making and how we in public education make decisions. I have to be reminded that growth is slow and that I need to be patient with reaching my goals of impacting students."

■ "We need to give teachers a reason to change. What I saw today and how the staff worked with students and how students worked with each other. . . I found out that students can tell us how they learn."

■ "I learned that climate and culture create attitudes and behaviors that cause students to learn. I also learned that climate and culture are important for adults."

■ "I really like the kids. They were energetic in answering questions, lots of interaction and enthusiasm. The teacher gently guided their learning."

■ "I'm so impressed by the quality of education students here are exposed to and engaged in. The relationship between teachers and students is incredible. There was noise, camaraderie, being pulled off task and being on task but all under control. Students were never really off task. There was a lot accomplished."

■ "This is my third visit. I am continually amazed at how narrow public schools think about purpose. We squash the hopes of kids. We feel such politics and pressures not to do what we feel important. I've stolen ideas from this place before, and I'm going to continue doing it."

■ "I am overwhelmed. This was a spiritual experience. The students are astoundingly articulate. They kept asking to be taught how to apply their learning."

■ "I am blown away. I feel comfortable and good. This experience affirmed what I believe in. I discovered four things: 1) affective bonds lead to an inclusive community; 2) students are engaged when the work is student-centered; 3) the work of students has to go beyond the knowledge level to the application level; 4) there has to be a focus on goals—everyone has to share the same goals for an individual."

■ "I watched a discussion of integrity. Students talked about weenie words and watched a student who was stuck getting the word "try" out of a commitment she was writing. The group gave her suggestions and suddenly one person's commitment became the whole group's commitment. We have to figure out a way to make that happen in the work we are doing."

One Year Later -- continued

to agree to disagree. I've learned that I'm a leader. I've learned to always speak up and be heard because if I don't say something, who will? I've learned to think about everything I do BEFORE I do it. I've learned that if I force a smile on the worst day in the world, it suddenly becomes a lot more bearable. I've learned how much damage a lie can do to your life and ego. I've learned that if you look at your problems in pieces, they are easier to work on. I've learned to value human touch and human emotions.

I've learned that I'm good enough to be loved. I've learned to love myself. I've learned that love is better when it's shaped by many people. I've learned love is a huge risk but if you take it, the rewards never stop revealing themselves.

I've learned how to make a meal for over a hundred hungry people. I've learned how to live with seven very different girls and have a great time in the process. I've learned to wear junkie clothes on my birthday. I've learned to sing really loud when I feel bad. I've learned to try new things. I've learned to laugh at myself. I've learned that it feels good to sweat hard and shower later. I've learned that writing down my emotions helps me understand them.

But most of all I've learned that life is a difficult challenge but challenges are rewarding if you push yourself. I've learned that the many mistakes I have made and will make happen for a purpose and it is my responsibility to figure out what those purposes are.

STAFF PROFILE: DICK HERB, NEW DIRECTOR OF OPERATIONS

No strangers to the Rocky Mountains, we [Dick and Carolyn Herb] came to ERS from western Colorado (and most recently from a brief stint in Iowa on the banks of the Mississippi). Thirty years in education and visits to many, many schools around the United States and Europe have provided Carolyn and me with plenty of ideas about what an ideal school should be.

From the very first information I had in the early 1990s about Honda's dream of starting a school, I was impressed with the planned approach to education and the targeted population of young people. I met with Robert Burkhardt and several Honda Motor Corporation employees when they came to Carbondale to visit Colorado Rocky Mountain School where I was Director of Operations. Carolyn and I first visited the Eagle Rock campus in 1993 when we had to stay out of the way of bulldozers and backhoes. In May 1995 we attended Sally Duncan Cummings' wedding reception in the Lodge and toured a nearly completed campus. Each experience left us excited about the fledgling school and wondering if we could find a way to join it. A serendipitous combination of events resulted in an offer to become Director of Operations this January when Sally decided to accept a new position at a day school in Denver.

We were both raised in California. I graduated from San Jose State University and taught for several years in a public school in the Trinity Mountains of northern California. We spent an interesting two years at an American boarding school in Switzerland following which I received a master's degree from Duke University. At that point we moved to Carbondale, Colorado, our home for the next 25 years. We have three children: Bill and his wife and our two grandchildren live in the Florida panhandle; Christopher and Ketty graduated from college this past May and both live in the San Francisco area.

Carol and I enjoy hiking, golf, and exploring the southwest. I've led about 75 backpacking and river trips in Utah, and we are looking forward to a five-day rafting trip on the San Juan River with a number of ERS staff members in April.

A teacher at heart and in practice for most of my career, I have been fortunate to be able to combine teaching and administration in recent years. As much as I am enjoying the learning curve in my official position here and making things work smoothly here at ERS, I am also enjoying opportunities to share my interest in science with the ERS community. Being at Eagle Rock is exciting and stimulating. Our welcome to this community has been warm and my transition smooth due to the helpfulness of the entire staff. We feel very fortunate to be here.

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