



EAGLE EYES

Volume 11, Number 3

News From Fall Trimester 2003

FOUR MORE GRADUATES SOAR AWAY

By Mohammed Elgazzar, Fellow

A sunny, snowy Colorado day Friday, December 12, 2003, sent four Eagle Rock graduates on the way to the rest of their lives, bringing the number of graduates to 90. Meet our newest graduates, Ally Alexander, Anthony Olivas, Désirée Oscarsson, and Paul Tolbert.



Ally Alexander

We were on one of the busettes and it pulled into a gas station to fill up. Everybody on the bus was allowed to get some snacks from inside. Some of us jumped off and ran inside.

Nothing really appealed to me except for the ice cream. I got a couple of pints to share. When we got back on the bus, we realized that we had forgotten to get spoons. I ran back off the bus into the gas station. Unfortunately, they didn't have any spoons or forks or anything else that we could use. Disappointed, we got back onto the bus. That's when everybody took their wallets out and we decided to use our library cards to eat with.

This was Alicia (Ally) Alexander's most memorable moment at Eagle Rock and perhaps a sublime example of the resourcefulness and creativity that she harnessed and nurtured over the years. Ally suggests that she is expressing true leadership at Eagle Rock through action: graduation.

She is both scared and excited about graduation, excited about independence but scared about the unknown. She has been forced to consider her options and make plans but is dedicated to holding herself accountable for her future. Ally is working hard to enter

community college with ambitions to enter Brown University. She wants to work, learn to drive, and become the first woman of color to preside over this country.

Ally first heard of Eagle Rock through her grandmother, who knew of ERS through a former intern. On New Year's Eve 1997, she saw the Eagle Rock video and thought that, while the philosophy of school was laden with cheesiness, it was a great approach to education and would perhaps be her key to future success. This Chicago native arrived during Eagle Rock School's eighteenth trimester, leaving both her single mother and welfare. Her lowest point was the twenty-five day wilderness trip that each new student takes.

Ally advises Eagle Rock students and staff members to "Be here for you and surround yourself with people who will validate your choices and support you in what your ultimate goal is." If anybody has the determination, attitude, and will to accomplish her goals, it's Ally.



Anthony Olivas

Gang-affiliation and a small Denver community were simply not working for Anthony Olivas, a Latino member and graduate of the Eagle Rock School community. At first, Anthony didn't quite understand why the ERS community would be better, but he gave it a try and now knows that coming to Eagle Rock was the best thing that he could've done.

With plans for entering the Marines and aspirations of becoming a fire fighter, Anthony has become increasingly excited about beginning his life outside high school. He hopes that someday he will be able to achieve his goals and support a relatively large family of two girls, four boys and, of course, a wife he loves.

Anthony entered Eagle Rock thinking that graduation would be a stroll in the park. "It's more like climbing Everest, falling down to the bottom, and then climbing it again," he now says.

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NEW STAFF MEMBERS BRING TALENT AND EXPERIENCE TO ERS

By Mohammed Elgazzar, Fellow

Two new staff members joined Eagle Rock at the beginning of the trimester. Here's your chance to "meet" them.



John Guffey

A tall, long-haired, generally quiet man moves between the Learning Resource Center, the Arts and Crafts Building, and the Ponderosa residence. He is John Guffey, the Instructional Specialist in Service Learning. John's life journey has brought him full circle, beginning when he was a twelve-year-old visiting Rocky Mountain National Park and concluding (at least for now) with his coming to Eagle Rock.

His opportunity to teach at Eagle Rock reminded John of his youth and the democratic community living that he is so passionate about. John spent nearly every summer from the age of twelve through his university graduation skipping rocks and wallowing in the smell of compost in RMNP. His father was the first seasonal backcountry ranger the park had known and, clearly, this influenced the time John spent in the park, nurturing his taste for environmentalism and service.

John carried the forest service torch for several years before becoming a fire fighter. He later earned his teaching certificate in science in 1985. He used his certification to teach at the Universal American School in Kuwait. John furthered his education with a master's degree in peace and justice studies with a minor in Native American studies. After a stint with a Gallup, New Mexico, non-profit organization that focused on service learning from a Native American perspective, John worked

with the University of New Mexico developing and establishing a service learning program there.

John's depth of thought and discriminating eye, a dangerous combination, made him aware of problems within the public education system and, more specifically, students' often dehumanized treatment and alienated responses to this culture. According to John, it is during youth that people are most open to new ideas. He sought to balance the negative effects of public education by providing this young and highly energetic population with an opportunity to critically examine their realities and change them if necessary.

The tenets of life and education at Eagle Rock pulled him from New Mexico, and he was thrilled to be in the town he visited as a youngster and able to apply the knowledge he had acquired since those summer escapades.

John, his wife Manuela, and his children Milo and Mya live in Ponderosa House, where John and Manuela are houseparents.

Jesse Tovar

In a dark corner of the Professional Development Center, wedged between Philbert Smith, Director of Students, and L'Tanya Perkins, Director of Admissions, a dim overhead lamp brightens the workspace of a dark, curly-haired man working diligently on cracking the code of the human psyche. As the resident counselor, philosopher, and a traveling family man, Jesse Tovar works endlessly, knee-deep in mental and emotional mud that requires courage, patience, endurance and stamina.

Jesse takes on his role as Health and Wellness Instructor with a smile, psychologically supporting the mental health of



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ERS students and challenging them to discover their own unique strengths and natural self-esteem. He does all this with the purpose of pushing students to mental preparedness in order to succeed academically and personally at Eagle Rock and beyond.

His passion for this work finds him rummaging in the stacks of dusty used bookstores, continuously acquiring the tools he needs to be most effective with such a lively, intense, fun, and passionate population as the Eagle Rock student body. His own passion helped him become aware as a seventeen year old that he needed to leave his family, friends, and native home of Venezuela to actualize his future. Eventually, he earned a master's degree in clinical psychology from University of Geneva in Switzerland.

Jesse has traveled the world, collecting passport stamps the way others collect foreign stamps or vintage baseball cards. Currently, he has dual citizenship in Venezuela and in France. He is a permanent resident of the United States. Of all the places that he has been, from Rome to Buenos Aires, Jesse is most enamored

with the San Francisco Bay Area; Florence, Italy; and the whole of Argentina. His next stop is a toss-up between Canada, New Zealand and Australia, or Brazil.

The Bay area was Jesse's last stop before coming to Colorado, where he was working as a clinician. In this role, Jesse had sponsored several Eagle Rock Students and had begun to interact with L'Tanya, whose powers of persuasion resulted in his recruitment.

Jesse's background is rich. He is *at least* trilingual (Spanish, French, and English); he has an undying taste for travel; and he possesses an unfettered capacity to connect with people from *any* culture, *any* social stratum, and *any* economic class.

Jesse is most disheartened when students pack up and go home, or when they think that Eagle Rock is not giving them what they need. However, his endeavors are all worthwhile when he feels that he has contributed to the students' discovery of what they really want in life, their becoming socially aware and active, simply working their hardest in doing their best.

Jesse and his wife Nathalie, who was born and raised in France, are houseparents in Spruce. They have two children, Diego and Melody.

STUDENTS PRESENT AT CONFERENCES

By Lois Easton, Director of Professional Development

People turn and stare. Smiles come to their faces and, sometimes, a quizzical look. Adults at education conferences are not used to seeing young people there, but whenever possible, Eagle Rock sends students to conferences to help make presentations. With vast experience from doing their own Presentations of Learning, these students are accomplished presenters. What I would say is often said, better, by the students. And audience members listen more closely to them than they

would to me because they seldom hear student voices on school reform. Student voices can be very powerful.

Here are some conferences students made presentations at this fall: the New York State Association for Supervision and Curriculum Development (NYSASCD); the Coalition of Essential Schools Fall Forum in Columbus, Ohio; and the Hope Foundation Conference in Broomfield, Colorado. In January, students will be part of a keynote panel and do their own breakout session at the Alternatives to Expulsion Conference in Orlando, FL. In February, they will present on the same weekend at the Third Annual Small Schools Conference and the Colorado Reading Conference.

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Lan To
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Jesse Tovar
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Language and Literature

HARD CHOICES: SELECTING CLASSES AT EAGLE ROCK

Each trimester, instructional staff “pitch” next trimester’s classes to students during a morning Gathering. With a great deal of vigor, they entice students into learning. Then, with their advisors, students use a Course Description packet to sign up for courses, making some hard choices. Here are some of the courses being offered in January. Enjoy excerpts from the course descriptions (the “you” in the stories refers to students):

Friends, Romans, Eagle Rockers. We will study Latin grammar and vocabulary, read and write stories in Latin, practice conversations and play Old Roman Games every Friday. Additionally, we will study Roman history and culture through reading novels by Steven Saylor. This class will promote logical thinking and your understanding of English grammar, and it will significantly increase your vocabulary.

Act Out! Feeling brave? Feeling shy? Does an audience make you want to bolt? Perhaps you were born on the stage and have basked in the footlights since early childhood. Or maybe the words “acting” or “audience” fill you with loathing and dread. We invite you to lose your self-consciousness, explore human nature, and sample some of the finest plays ever written. We are an acting, literature and psychology class all in one. Daily warm-up exercises, scenarios for improvisation, and some basic acting techniques will help you develop a character in depth and understand your motivation in any given scene.

Fundamental French for the Fearless and Flamboyant. No more needs to be said!

D.A.R.E. to Understand. Have you ever wondered what drugs do to your body? Or how the drug war began? Students in this class will do hardcore science and delve into American government, civics, and world history. They will read extensively, discuss completely, and argue their points.

The Art of Problem Solving. Problems, presentations and personal reflections will be the emphasis of this class. We will study specific problem-solving strategies, like drawing a diagram, making systematic lists, eliminating possibilities, looking for patterns, and guess and check. We will learn these strategies by solving problems and actively engaging in other students’ presentations of problems. Dedicated students who are willing to work can expect to earn two math portfolios.

Blood and Guts. Do you ever wonder how your body can take you through morning exercise, fight illnesses, and digest burritos and pizza? Are you worried about Ebola, SARS, or the plague? If so, come dissect, discuss, and delight in how our bodies function and attempt to maintain health amid an onslaught of pestilence.

Changing Lives: Teaching Ourselves & Helping Others. This is a course that questions the history and present-day reality of how and why we are compelled to change the world we live in. We will explore the development and history of service learning, the push for reciprocal learning in service work, and the contested relationship between academic learning and experiential learning. Class activities will include participating in the 2004 Colorado State Conference on Volunteerism and Service-Learning AND planning and conducting our own regional service-learning mini-conference at ERS.

Close-Up. This is an intense, experiential government and politics course that includes a weeklong trip to Washington, D.C. Students learn how the government works and why, closely examining domestic and foreign policies and issues, political personalities and local, national and international affairs.

Reel to Real. Who is that actor with the silly walk, bushy half mustache, bowler hat and disheveled appearance? What contribution did he make to the movies? “Soundtracks” may be a word in your vocabulary, but when did music begin to add such depth to cinematography? This class will answer those questions and many more that pique your mind. We will spend time watching and analyzing films, choosing either to make our own films and compose our own music with the help of two computer programs, Reason and Sibelius, OR use a silent film and add music.

Run, Forrest, Run. Remember the movie? Want to set a goal that will change the rest of your life? Welcome to this class during which you will train for a 10k or a half-marathon race (13 miles!). We will focus on how to train effectively for these endurance events and will look to examine the nutrition that goes into preparing for these races. We’ll study the science behind physiology and food choices, and you can do a combined science and health portfolio.

Ethno-joke-ology: An Inquiry Into Humor At The Cost of the Human Experience. The aim of this course is to utilize the common “ethnic joke” as a tool to encourage dialogue and discussion on issues of diversity such as racism, sexism, classicism, and homophobia in order to bridge cultural gaps in the understanding – or lack of – that exists surrounding these important and relevant social dilemmas.

The Real Red Hot Chile Peppers: The Spicy Way of Life in Latin America. In this class, we will explore how spicy life south of the border really is. You will learn that the U.S. is not the only America out there and that Central America doesn’t mean Nebraska. Discover Latin America through its literature, culture, history, geography, music and more.

Many staff and visitors to Eagle Rock remember their own school days and wish they could enroll at Eagle Rock. Perhaps you do, too.

... *Graduates - Cont. from Page 1*

Anthony described his time away from Eagle Rock for engaging in violence, one of the school's non-negotiable activities, as a challenge. He realized what life was like as a teenager outside of such a supportive community and faced the fact that he could not meet his objectives in life unless he got back into school and succeeded academically and personally.

Awed at graduating from high school and, more specifically, from a challenging place like Eagle Rock, Anthony also has some "awesome" memories. One is his trip to the Potato Creek Reservation in South Dakota. It was there that he participated in distributing gifts to Native Americans and serving them food during the holiday season.

"All men who have achieved great things have been great dreamers," he said. "I don't remember who said that, but it's true." If Orison Swett Marden's words hold, then perhaps another great man has graduated from Eagle Rock.



Désirée Oscarsson

There is a spirit of resilience that exists among the student body at Eagle Rock School. This resilience -- and a determination to be independent -- may be best exemplified by Désirée Oscarsson, a young woman from northeastern

Ohio who spurned the mentality of her upper middle-class white suburbia by skipping classes and eventually getting expelled from her former high school. Although her test scores were high, her poor classroom attendance and grades weren't good enough to get her into military school.

She resisted the idea of coming to Eagle Rock School by erasing L'Tanya Perkins' phone messages before her parents heard them, even though her high school counselor suggested that ERS would be the best thing for her. She didn't want to come.

Her prospective visit went well, and she fell in love with the location of the school and the diversity that Eagle Rock could bring into her life. Her first few days here gave her the impression that ERS was a "hippie commune," but, after exchanging personal life stories with her first residential wing mates, she knew that coming to Eagle Rock was the best decision she had made.

When I interviewed her, the idea, the mere concept, of graduation hadn't quite set in for Désirée. She

claimed that a bit of nostalgia was creeping up on her; she was counting the number of kitchen patrols, morning exercises, and classes she had left. She was ready to graduate, however, ready to travel to Spain and her native Sweden for a few months, and prepared to attend the Air Force Academy after receiving a congressional nomination from the state of Ohio.

Désirée speaks fluent Swedish, understands German, and is beginning her linguistic mastery of Spanish. She knows that her background gives her an edge in picking up new languages and connecting with people from different cultures.

It's been difficult for Désirée to come from a resistant and independent past and to be expected to work efficiently in a group. However, although her early school career was marked by skipping classes, she's proud that her ERS career has included teaching classes. Through Eagle Rock's experiential approach to education, Désirée has acquired true qualities of a leader.

Paul Tolbert

After trials with juvenile detention, running away, homelessness, and probation, Paul Tolbert was referred to Eagle Rock School through a former community environmental education program advisor. Like most new students here, Paul was a bit uncomfortable with the close proximity and human contact, sincerity, and love that he experienced. In a strange way, Paul was equally excited to be with what he now refers to as his "family."

Personal trials forced him to leave the school for a limited time, a time when he realized how precious life itself really is and what he could do to make Eagle Rock work for him. Paul returned to Eagle Rock this past trimester for the specific purpose of graduating.

Graduation for Paul was certainly not easy. He claimed that he is just now discovering his true intelligence and natural charisma. In stark contrast with his public high school experience, where he believed that he was an idiot, he knows now, "I can do whatever I want to. [ERS] has made me realize that knowledge is power."

Saying that he could remain at Eagle Rock for another trimester, Paul found that the time after his return seemed to fly by. Even though he left for personal reasons as well as illness, his return was certainly intentional



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NEW FELLOWS CONTRIBUTE MUCH TO ERS

*By Dan Condon, Director,
Public Allies at Eagle Rock*

Meet the new fellows. They are young leaders interested in youth development and educational change. They are Public Allies (see www.publicallies.org) as well as fellows at Eagle Rock. Their year at Eagle Rock provides them with professional and personal development opportunities, and they render incredible service to the Eagle Rock community. After their year at Eagle Rock, they are expected "go forth" as ambassadors for Eagle Rock and Public Allies ideas about working with youth.

Andy Artz, Music Fellow.

Andy, 22, grew up in Pittsburgh, Pennsylvania, and is a graduate of Princeton University. He likes to work with students in areas involving self-esteem development, effective conflict resolution, responsibility, and healthy, communicative relationships. As the Music Fellow, Andy plans and instructs choir, band, music theory, music history and performance. He keeps the music facilities and instruments organized, coordinates rehearsals and leads the preparations for variety shows and other public performances.

Mohammed Elgazzar, Professional Development Center Fellow. Mohammed, 24, grew up in Egypt, Kuwait, and Cincinnati. He is a graduate of the University of Cincinnati and Public Allies Cincinnati

where he worked with the Alliance for Leadership & Interconnection as the Education Coordinator. After his term with Public Allies he was promoted to Executive Director of the same organization. As the Professional Development Center Fellow, Mohammed works with students and visitors to disseminate the philosophies and practices of Eagle Rock School.

James Frickey, Mathematics Fellow. James, 30, grew up in Indiana and is a graduate of Miami University. He served with the Colorado Literacy Corps as an AmeriCorps



member. He was especially attracted to Eagle Rock's emphasis on each student's personal as well as academic growth. As the Mathematics Fellow, James emphasizes problem solving and communication while instructing students in mathematic principles.

Sarah Glasband, Service Learning Fellow. Sarah, 24, grew up in Oakland, California and is a graduate of Reed College. While at Reed she coordinated the Reed-Tubman Partnership, a program designed to connect the college to the Portland Public Schools. As the Service Learning Fellow, Sarah helps to develop an interdependent relationship between service learning and community organizing. Sarah facilitates groups of students in ser-

vice projects both on and off campus and works to integrate service learning into the academic curriculum.

Penda Horton, Learning Resource Center Fellow. Penda, 29, grew up in Dayton, Ohio and is a graduate of Wilberforce University and Bowling Green State University. She hopes to define and develop skills in youth advocacy and teaching. Before coming to Eagle Rock, Penda worked in Youth Leadership Development, mentoring, violence prevention and alternative education within the non-profit sector. Working in the Learning Resource Center at Eagle Rock, Penda assists students and staff with resources to support and improve their learning.

Anna McCanse, Visual Arts Fellow. Anna, 23, grew up in the Chicago area and is a graduate of Illinois State University. Most recently she worked in San Diego at a crisis center for young people. She's interested in learning more about education and youth development. She plans and instructs classes in art fundamentals, art history, fine arts, crafts, and arts based community service. She also maintains the Eagle Rock studio space and leads special projects in the visual arts.

Clinton McCarthy, Human Performance Center Fellow. Clinton, 24, grew up in upstate New York and is a graduate of the State University of New York at Cortland. He is currently pursuing a Masters of Arts in Outdoor Education at the University of Northern Colorado. He's interested in curriculum development and teaching style and assists students with activities, safety and personal fitness. He facilitates the morning exercise program, works with intramurals and tournaments and supports students in creating healthy life choices.

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SOME REFLECTIONS ON THE TENTH ANNIVERSARY CELEBRATION*

Kanoa Breeland:

September the 12th, it was Friday morning;
The sky was blue, no chance of storming.
Aside from the wind, the weather was clear,
And the big day was finally here. . . .
Time to celebrate the first ten years.

The field was filled with harmonious sound
That bounced off the hillside to the sky from the
ground.
The piece ended in silence, it ended in tears;
Then James came to speak of the next fifty years

“A time capsule,” he said, “will be sealed for the future,
Filled with music and memories of today’s pop culture.”
He insisted on including the U.S. Constitution,
For fear of tomorrow’s oppressive solution.

Robert Burkhardt: A huge Golden Eagle swooped down over the Field of Dreams as 350 alumni, students, staff and visitors looked on in astonished joy. “Saint George” was abandoned as a fledgling in Utah and suffered a broken wing when hit by a car. George was rehabilitated at the Bird of Prey Foundation in Broomfield, Colorado, and then was obtained by Eagle Rock’s multi-talented cook Scott Rashid for release into the wild. What better way to punctuate the celebration of our Tenth Anniversary than by giving George a second chance to succeed?

Charles Reeve:

Robert introduced the honored guest as St. George, named for the climbing area from which he was recovered. . . .the crowd’s attentions were split between awe and applause as Scott Rashid emerged with the male Golden Eagle perched tensely on his forearm. Following the introduc-

tion, Scott raised his arm skyward to release the bird. With a solitary acknowledging stroke of its 7 foot wingspan the bird then took to the air. Flying from the frame scaffolding, the bird swooped directly over the heads of the audience in the first few seats. . . .demanding the attention of the members of the celebration and, perhaps, generating a slight feeling of trepidation.

Matt Amerson: Several of my peers and I were captured by the kitchen staff and forced to work in the kitchen slave galley. They made us wear large puffy white hats so that if we were to escape, we could be easily identified and returned to our chef masters. . . . The next day our culinary oppressors marched us out onto a big green field where they had erected a gargantuan white tent. . . .What cruelty it was to force starving children to work with food they were not allowed to eat. The wafting scent of smoked meats and corn was a kind of exquisite torture that only the sick mind of a chef could conjure. The work was tedious and draining, and our only escape was the momentary distraction of a large eagle attacking the alto section of the choir.

Robert Burkhardt: Here are just a few highlights: the presence of Mr. Amimiya (Chairman) and Mr. Kondo

(President) of American Honda, representing the changing of the guard at American Honda; forty-seven Eagle Rock graduates, returning to help us celebrate, the largest assembly of ERS grads ever; many former staff and interns, fully of energy and accomplishment; numerous former students who did not graduate but wanted to be with us (Ben Blocker, for example, who had just returned from ten months in



Honda executives and the Eagle Rock management team at the Tenth Anniversary

Iraq); numerous visitors from organizations and institutions with which Eagle Rock has a special relationship (KIPP, Hastings College, RMNP, CU, CDE, SF, the Town of Estes Park, MacGregor Ranch, Rotary, school districts,

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... *Fellows - Cont. from Page 8*

Molly Nichols, Language Arts & Literature Fellow. Molly, 22, grew up in Pennsylvania and is a graduate of Columbia University. She hopes that her experience at Eagle Rock will help to clarify her professional goals related to education and social change. Molly shares responsibility for planning and instructing literature classes and a French class, designing writing and reading curricula, staffing the school newspaper and coaching individual writing outside of the classroom.

Stanley Richards, Science Fellow. Stanley, 25, grew up in the Triangle area of North Carolina and is a graduate of the University of North Carolina at Chapel Hill. He is a graduate of Public Allies North Carolina where he worked with an organization which connects spirituality with issues of social justice. His interests are science, diversity and musical expression. He provides instruction in physical science, life

science and earth science. He is also involved in developing curriculum and assessments.

Anna Ridder, Outdoor Education Fellow. Anna, 27, grew up in Michigan and is a graduate of the University of Michigan with a degree in Latin American and Caribbean Studies. Anna hopes to learn more about the logistical side of wilderness trips. Before coming to Eagle Rock she led several wilderness trips and worked as a sea kayak guide for individuals with disabilities. Anna coordinates the new student wilderness orientation program and offers a series of academically integrated adventure activities throughout the year.

Stephen Smith, Social Studies Fellow. Stephen, 24, grew up in West Philadelphia and is a graduate of Temple University and Cambridge University. He is also a Truman and Fulbright Scholar. Before coming to Eagle Rock, Ste-

phen spent time in Mexico, Central America, Peru, Africa, China, and Europe. He uses these experiences and interests in social policy and development to support instructional activities in history, government, and civics, and geography.

Robyn Weaver, Spanish Foreign Language Fellow. Robyn, 24, grew up in the Chicago area and is a graduate of Ohio State University. She also studied abroad in the Dominican Republic and Madrid, Spain. As the Spanish Foreign Language Fellow, she uses knowledge from the TEFL certificate she received in Prague and ideas from past classroom experience to design an engaging classroom environment. Robyn hopes to share her knowledge of culture, literature and language with the students of Eagle Rock. Spanish classes at Eagle Rock include field trips, role-playing and critiques, as well as explorations in Hispanic culture via literature and sociology.

A COMPLIMENT FROM DOWN-UNDER

Thank you, Eagle Rock community, for the opportunity to visit. It has certainly been an eye-opening experience for me. It makes me think how all schools should operate if we had the chance.

No teachers who visit your school can go back to their own schools without re-thinking the way they approach the education of their students.

I was very impressed with the quality of your teachers and the warm and open welcome that I received from everybody at Eagle Rock. It was very rewarding for me to see the close relationship that exists between the staff and the students at the school.

I will be taking back many working ideas from Eagle Rock that will be incorporated into my modest program back in Melbourne, Australia.

I am confident that you will all achieve your goals and become true global citizens and a credit to your school and become role models in your local communities. Keep up the great work and carry forward the ideals and values of ERS.

*Chris Collins, Teacher
Melbourne, Australia*

THE GRADUATE HIGHER EDUCATION FUND GROWS BEYOND DREAMS*

By Dick Herb, Director of Operations

With \$380,000 currently invested, after over \$50,000 in awards expenses and another \$10,000 plus in operating costs since inception, the Graduate Higher Education Fund has grown well beyond our dreams. We now offer each graduate up to \$5,000 for college, trade school or other higher education pursuits – and it's all retroactive. That is, the funds are available to all graduates including those who graduated before the first dollar was earned.

The original idea was Robert's, who came to Dick in the early winter of 1996, knowing that Honda's support ends at a student's graduation from ERS but wondering if we could find a way to raise a "little money" to give to graduates to help out with college expenses. My previous school had a "Scholarship Work Day" twice a year where we all went out around the community and did odd jobs for the day to help fund the school's scholarship fund. So, my answer to Robert was easy. "Yes," I said. "We could implement a 'Graduate Work Day program,' and I'd bet we'd earn a 'few thousand' per year easily."

Ultimately, we'd like to have \$10,000 available for undergraduate studies and maybe another \$7,500 for three years of graduate studies (in 1996 dollars – where we started). To do this, the "Fund's nest egg" will need to exceed \$3,000,000 (in 1996 dollars). Ambitious? Yes. But in 1996 we had no idea we'd be where we are today. The Fund's success and the dramatic need of many of our graduates in the face of the expenses of higher education today have raised our sights. Robert, in his determined voice, will state, "If a student who comes to us and graduates from Eagle Rock and wants to go on learning needs money, we want to have it for him or her. We don't want lack of funds to keep students from taking their next step toward higher education. These kids have turned their lives around. When they first came to Eagle Rock, they were dropping out. They weren't even going to graduate from higher education. They've come too far to let money stop them now."

If you would like to make a tax-deductible contribution to the Eagle Rock Graduate Higher Education Fund, please make your check payable to Eagle Rock and send it to Dick Herb, Eagle Rock School and Professional Development Center, P. O. Box 1770, Estes Park, CO 80517. Thank you!

*This article in longer form appeared in *Eagle's Nest*, the parent-sponsor newsletter.

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etc.); reading the names and remembering the Eagle Rock community members who have passed on, backed by an *a capella* student ensemble singing "Amazing Grace;" the voices of the children of Eagle Rock staff members singing to close the ceremony on the Field of Dreams, representing hope for the future; and RockAlive!, a two-hour schoolwide Presentation of Learning.

Kanoa Breeland:

Ten whole years in the fire this community was forged
And to honor such things Scott presented Saint
George.

Through struggles and strife, this bird fought for his life
So majestic and regal, this great golden eagle
Took flight for the future, confronting his fears,
Took flight as a metaphor for the next ten years.

*Some of these reflections are from the student newspaper *From Under the Rock*.

Tenth Anniversary photos by Richard Kraft, and staff of Eagle Rock School and American Honda Motor Company.

... Graduates - Cont. from Page 5

and heartfelt. Deep down, Paul knew that he had to work hard to earn his high school diploma.

Paul is considering many different avenues in the future. Most importantly, he wants to be a lifelong learner. For him the best way to be a lifelong learner is by teaching. He wants to share his knowledge and his power

with those whom he can help. An honorable and strong young man, Paul, is exactly the sort of young person Eagle Rock School is proud to send into the world.

"Namaste!" Paul cried at the end of his interview. "The Divinity in me recognizes the Divinity in you." For Paul, this means respecting and loving the self in order to respect and love those around you.