

# EAGLE EYES

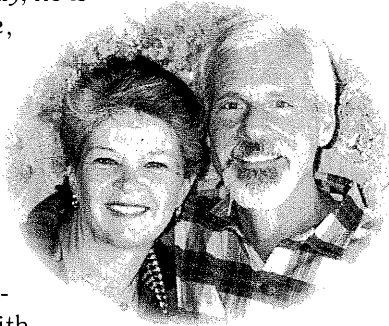
Volume 9, Number 3

News From Fall Trimester 2001

## TOM DEAN MOVING ON TO NEW ADVENTURES

by Lois Easton, Director of Professional Development

After nearly 23 years with the American Honda Motor Company, which included designing Eagle Rock School and Professional Development Center, Thomas A. Dean, Executive Director of the American Honda Education Corporation, is moving on. Not really viewing the next step in his life as retirement, Tom simply sees this as opportunity to explore new adventures. Physically, he is moving with his wife, Connie, from southern California to Bend, Oregon. "I'm looking forward to getting to know Bend. Opportunities will present themselves so that I can be of value to my new community, working in education or with youth, I hope."



Tom, with Makoto Itabashi, did the research and design work that led to Eagle Rock. In 1989, the two Honda associates investigated the possibility of Honda's investment in a philanthropy extending the work of the American Honda Foundation and community relations. "I relished meeting people from different programs during our research; they often confirmed that we were on the right track with what we hoped to accomplish through Eagle Rock."

Living in Iowa until he was five — where his father was a professor at Iowa State University — Tom moved to Long Beach, California, when his father began teaching at Long Beach State College. He remained a southern Californian, going to California State Long Beach for his B.A. and M.A. to teach industrial education.

He taught electronics in the Long Beach Unified School District before becoming an officer in the U.S. Navy and serving a tour of duty in Vietnam. Thanks to an Education Professions Development Act fellowship, an internship, and the GI Bill, Tom completed an Ed.D. in Administrative Studies in Education at UCLA, with a specialization in vocational and adult education.

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## THREE MORE EAGLE ROCKERS READY FOR FLIGHT

by Timothy Riley, Professional Development Intern

Darren Lawrence, Matthew John Martin Mulloy, and Sophia Weiss left the nest at the end of the fall trimester. They had demonstrated their learning; they had lived  $8 + 5 = 10$ ; they were, therefore, prepared and willing to make a difference in the world.

Darren Lawrence, ER-18, grew up in Jamestown, Colorado, and moved to Boulder when he was thirteen. When asked why he came to Eagle Rock and how he's changed since, Darren responded, "I came to Eagle Rock to get my diploma, and I'm realizing that it's not the paper but the process which matters." Darren's hobbies include learning, snowboarding, hiking, photography, and stepping out with the ladies.

When asked about his favorite Eagle Rock memory, Darren shook his head and groaned, "This is such a difficult question for me right now!" He did mention the time when he and former interns, Fernando and Christian, snowshoed

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## EASTON PUBLISHES EAGLE ROCK BOOK

by Timothy Riley, Professional Development Intern

Lois Brown Easton, who has been the Director of Professional Development at Eagle Rock since 1994, has just published the first ever Eagle Rock book The Other Side of Curriculum: Lessons From Learners. With the publication of this book, Lois has raised the bar for professional development at Eagle Rock and has challenged educators nationwide to do the same.

Lois spent fifteen years as a middle school English teacher before going on to become Arizona's first Writing Specialist. She also served as Arizona's Director of Curriculum and Assessment Planning, and has worked nationally as the Director of Re:Learning Systems at the Education Commission of the States in association with the Coalition of Essential Schools. On Page 4, Lois shares some of her thoughts concerning the book's publication, which is truly a milestone both for her and for Eagle Rock School and Professional Development Center.

See "Easton" - Page 4

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*Mathematics*

**Celeste Di Iorio**  
*Spanish*

*"Dean" - Cont. from page 1*

He then accepted an academic appointment with the University of California in conjunction with the California State Department of Education; he served as supervisor of Vocational Education Teacher Education which helped people in various vocations enter the teaching field.

It was in this role, helping an automotive teacher find a position, that he first had contact with Honda. While he was helping this person find a position, Honda extended an invitation to interview for a leadership position in service training. Tom accepted their offer and began his rewarding career at Honda.

During his work at Honda prior to Eagle Rock, Tom led a group that redesigned Honda's technical training curriculum from a traditional approach to an open-entry, open-exit competency based approach. This required staff development, new facilities, and overall a whole new course of instruction. Approximately seven years later, he was promoted to Senior Manager, Corporate Training and Development.

In 1989, he and Itabashi were asked to research new opportunities for Honda's philanthropy — to recommend how Honda could extend its good corporate citizenship beyond its current programs. The direction was vague, leaving an abundance of opportunities. "This was 'serendipitous circumstances.' I was in the right place at the right time. Little did I know that I was about to embark on an educator's dream job. . .the opportunity to design a school from scratch."

In the Eagle Rock parent handbook, Tom captured the essence of the project: "The evolution of Eagle Rock School has presented incredible opportunities. For Honda, it was an opportunity to do something unprecedented among American businesses, to be directly involved in an initiative that would contribute to society in an area totally unrelated to the company's business. It was an opportunity to do something extraordinary, clearly demonstrating the company's commitment to be an active and contributing member of society. For the students enrolled at Eagle Rock it was an opportunity to become engaged in a curriculum that offers hope and provides the learning opportunities needed to lead healthy and productive lives. For society, it was an opportunity to join with others involved in helping to strengthen education across America by advancing new ideas originating in the

Professional Development Center."

"I remember finding the land, coming over the hill and there it was. I had to walk it, run it, get a feel for it. I was inspired. It was perfect," Tom related. He also has many memories of firsts: the first meeting of the faculty hired to carry the design of the school to the next level; arrival of the first students "with goodbye tears smearing their faces, scared yet thrilled." He often went out on wilderness trips to experience "the power of the wilderness" and get to know new students firsthand. Visiting Eagle Rock every two weeks or so since its inception, Tom has quietly attended to the maturation process of the culture and program at Eagle Rock.

Moving to Bend, Oregon, with Connie, his wife of 32 years, launches the next phase of Tom Dean's life. His two children, Kim and Jeff, will remain in California but within calling and easy traveling distance. His grand-daughter Kylie, now five years, will be a frequent recipient of those calls and visits. "Connie has always given me support and the freedom to pursue a variety of interests. She's been my best friend, a loyal companion, and an inspiration to follow dreams."

Looking forward to discovering opportunities in his new community, working in his own home art studio, and exploring the abundant outdoor opportunities around Bend, Tom is still nostalgic about what he'll be missing. He will miss the frequency of seeing everybody — students and staff — at Eagle Rock. He will miss his level of involvement in the daily decisions that affect the school. "But, I'll be around. There's email. The phone. And, I'll probably show up at the school every now and then. I hope people will visit us in Bend."

What is he most proud of? "I was fortunate to be asked to be a part of the development of Eagle Rock and blessed with the opportunity to work with talented people to make Eagle Rock a reality; I was part of a team, and results have been incredible. And, Honda has been a wonderful place to work, an inspiring culture. It has allowed me to work in my chosen field, education. . .to be creative in helping to solve problems and create new opportunities. . .to be an architect and a builder."

Finally, a word of advice: "Be a life-long learner. That means preparing yourself throughout your life to take advantage of opportunities when they present themselves. Be ready to embark on journeys into the unknown."

*"Ready for Flight" - Cont. from Page 1*

up Hidden Valley in Rocky Mountain National Park and then snowboarded their way down. Darren says he loves snowboarding so much because it allows him to forget about everything and live in the moment.

Beginning in January, Darren will attend Humboldt State University in California, where he plans on majoring in Environmental Resources Engineering. After college, Darren wants to become an environmental engineer in order to implement "...alternative and innovative ways of harvesting this planet's resources." For his parting words, Darren quoted Carlos Castaneda who said, "The trick is what one emphasizes. We can either make ourselves miserable or we can make ourselves strong. The amount of work is the same."

Matthew John Martin Mulloy, ER-16, grew up in Thornton, Colorado, where he remembers playing little league tee-ball and striking out. Matt enjoys playing basketball, drumming, and aggressive BMX-ing. Two of his favorite Eagle Rock memories include his trip to Thailand over this past summer and his experience with Rockin' Road - a traveling mathematics class created by Instructional Specialist Jason Cushner. In regards to Rockin' Road, Matt states that "It was all about math in the morning, climbing in the afternoon, then packing up your stuff and moving on."

In Thailand, Matt spent his mornings teaching children English, his afternoons building a school, and his evenings on the back of girls' motorcycles. "They took me to all the spots, man." He went on to say that both experiences really helped him with his personal growth, and that the experiences heightened his appreciation for being at Eagle Rock.

After graduation, Matt intends to study environmental engineering at the Colorado School of Mines, so that he can "...design solutions to allow man to live in harmony with the earth." Matt wants to be an "...environmental problem solver of the twenty-first century, a life-long learner, and a community member." For his parting words, Matt stated simply, "I want to dare myself and the world to raise our moral and ethical standards."

Sophia Weiss, ER-19, grew up mostly in Ashland, Oregon, although she also spent a lot of time in Portland. She loves "almost any type of art," horseback riding, and the outdoors. Sophia came to Eagle Rock in order to "...regain a sense of who I am and to be removed

from my family life." She now says, "I definitely have a much more clear understanding of myself and where I'm going."

When asked for a favorite memory, she recalled her first wilderness trip, specifically, sitting on 'Pancake Rock' (now referred to by some as 'Rap-Rock') with Stephen, Naheem, and Tasha, after the other students in her patrol had already rappelled down. Tasha was upset — afraid of the rappelling task which loomed before her — and Sophia remembers telling her, "Don't worry, in two weeks, we'll be sitting in the Lodge drinking tea and wishing we were back out here." She confirms now with a laugh that her prediction was indeed accurate. She elaborates on how she felt sitting on top of that rock, "It was one of the most peaceful moments - a limbo in the stages of my life." Sophia explains that it was just after where she was coming from and right before Eagle Rock. "It was such a beautiful view."

Sophia's immediate plans after Eagle Rock involve taking a break from school, working, and saving money so that she can travel. She has her eye on Mexico, where she's interested in exploring the Mexican style of muralism, which she sees as a rich blend of culture and colors. In the fall, Sophia wants to come back to Colorado and study at Naropa Institute in Boulder. For her parting words, Sophia quoted the Dalai Lama, who said, "Practice compassion whenever possible. It is always possible."

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## MATH WHIZ JASON CUSHNER WINS OUTSTANDING TEACHER AWARD

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*by Timothy Riley, Professional  
Development Intern*

In high school, painfully shy and academically below average, Jason Cushner would've laughed at the idea of becoming a teacher. This mathematics instructor at Eagle Rock recently found himself chuckling all the way to the annual Colorado Council of Teachers of Mathematics awards banquet in Denver, where he earned the award of "Outstanding Secondary Mathematics Teacher."

Jason, who began as an intern during ER-10 and has been teaching here for four years, was nominated for the award by Professional Development Director Lois Easton. He then had

*See "Cushner" - Cont. on Page 5*

**Lois Easton**  
*Director of Professional  
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**Jeff Lemon**  
*Sous Cook*

**Jeff Liddle**  
*Wilderness &  
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**Chris Mason**  
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Counselor*

**Mary McGuire**  
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**Terry Tierney**  
*Assistant Facilities*

**Lan To**  
*Life After Eagle Rock*

**Alison Trattner**  
*Language and Literature*

*"Easton" - Cont. from Page 1*

**What motivated you to write the book, and when did you begin?**

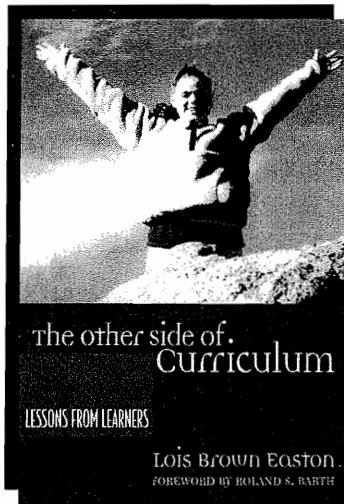
Judy Gilbert, Eagle Rock's first Director of Curriculum, and I were approached by Heinemann (the publisher) in 1997, shortly before her death, and asked to propose a book about Eagle Rock's unique approach to curriculum. We developed a concept and a short outline but didn't submit it. A few months after her unexpected death, the publisher contacted me to see if I would continue the project. I was motivated to write the book to honor her, as well as to share Eagle Rock's innovative concepts of curriculum.

**Have you ever written a book before?**

No, I have never written a book. I have been senior author (and in-residence during the publication) of a K-8 language arts textbook series—but editors did most of the writing, based on approved content and format guidelines. I have written chapters for books. I have written articles. A Ph.D. dissertation of over 500 pages. But never, until now, a whole book. Whew!

**What is *The Other Side of Curriculum: Lessons From Learners* about?**

It is essentially about curriculum, instruction, and assessment (CIA) but from a learner's point of view, rather than a teacher's point of view. In other words, we often think of CIA from the point of view of what a teacher does (syllabuses, lesson plans, etc.). This book focuses on CIA from the viewpoint of what learners need in order to learn. Although it's generally about curriculum, the book is based on CIA at Eagle Rock. In fact, each chapter begins with a story of one or more ERS learners. Then, I develop the concepts that derive from those stories. Finally, I ask readers the questions I ask visitors to the PDC: How does this apply to you? You may not be able to do exactly what Eagle Rock does to help all students learn...but what could you do in your own environment?



**Who is your intended audience?**

The book is intended for practicing teachers and administrators. Curriculum directors and staff developers will also benefit from it. I hope university professors will use it to prepare people to teach; in fact, I think the stories of learners at Eagle Rock would make mighty fine case studies.

**What aspect of writing was most challenging for you?**

Hardest part? The logic problems that go with writing. Knowing inside what I wanted to say, starting at point A (where I thought the reader might be) and taking the reader to point Z (or whatever point I wanted to make). Sometimes, I'd rush too fast, sometimes too slowly, getting the reader nowhere. Sometimes I'd omit a step and it wouldn't work. So, I'd get away from the book for awhile (iron or something) and figure out how to solve the problem.

**What do you hope to have happen as a result of your book being published? What were your goals in writing it?**

I hope that readers will be willing to step outside of the box, first in reading the book and then in looking at their own situations. I hope that they will consider the needs of ALL learners, especially the hardest to reach and decide that they are worth reaching. I hope that they will look at what they do, daily, from the point of view of the learner. I hope they'll ask the question, "How is what I am doing affecting what is happening for learners?"

**What advice would you give someone who is interested in writing their own book?**

Sorry, I don't feel experienced enough at this book writing stuff to give advice. Not yet.

**Can we expect a sequel?**

I will continue to write, but I expect others at Eagle Rock will want to write, too. One book I eagerly await is a book written by staff and students! I'd just edit it.

Featured on the cover of the book is Eagle Rock graduate Marion Blakeney, posed on top of a mountain with her arms raised in triumph. Half of the royalties (a scant 8% of each book sold) will go to the Graduate Higher Education Scholarship Fund in Judy Gilbert's honor. For more information on how to obtain the book, contact the publisher, Heinemann, at [www.heinemann.com](http://www.heinemann.com) or Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912. Telephone 1-800-793-2154; fax 1-800-847-0938. Retail cost of the book is \$23.50. The book is also available on Amazon.com.

**EAGLE ROCK RESPONDS TO 9-11** \_\_\_\_\_

by Chris Mason, Health and Wellness Counselor

On Monday, September 10, Eagle Rock staff members officially returned from summer break. The day was pleasant and uneventful, with the usual staff meetings, searching for supplies, and designing lesson plans. Reconnecting with friends and colleagues, one of the more joyful aspects of "back to school," proceeded unchecked throughout the day.

On Tuesday, September 11, all of that changed. Staff, after sitting glued to their home television sets, finally staggered into the PDC in shock late that morning. No one seemed to know quite what to do. Despair, numbness, grief, fear and rage passed like clouds across faces usually confident and cheerful. Finally Robert, Head of School, began what was the first in a series of daily meetings for staff to process the events of the day. Emotions, information, and loving sup-

*"Cushner" - Cont. from Page 3*

to fill out an application and a philosophy of education form, as well as secure two letters of recommendation by fellow educators. Of course, Jason, who believes strongly in active student involvement and admits with a smile that he never does anything the normal way, had one of his letters written by a student.

Originally from Denver, Jason has traveled quite a bit. He got his undergraduate degree in Applied Mathematics from the University of California at Irvine, and then spent



some three years traveling and working odd jobs. In a period of seven months, Cushner made his way through twenty-three European countries, and then ended up teaching English in Turkey.

Also, he was one of ten people chosen for an international climbing expedition to Pakistan, to climb a previously unclimbed 23,000-foot peak as well as a 17,000 foot rock pyramid. He eventually went back to school at Colorado College and received his Master of Arts in Teaching Secondary Math Education.

During those three years spent traveling, one of Jason's jobs was as a tutor. Through tutoring, he realized the impact that he could have on his students' lives. "I never had teachers that I looked up to," states Cushner, who has obviously made an effort to ensure that his students can never say the same thing. "While my resumé simply states I am a math teacher, my personal description of my job is to transform myself, those around me, and math education into something extraordinary."

One of the biggest ways in which he transforms those around him is by serving as the Ponderosa house parent, often staying up late with students to discuss their academic and/or personal problems. "Jason has an enormous heart," remarked Ponderosa student Hayla Delano-Nuttall. "He is a very giving house parent." Gennesaret Berrigan, another

Ponderosa student, stated "I think it's awesome and amazing the way he balances being a house parent and an IS - both jobs have such demanding schedules."

Among many other things, Jason runs a weekly math club, takes students on trips to the local climbing gym, and has created a traveling summer class called Rockin' Road. The class gives students, many of whom are from urban areas, the opportunity to experience the wilderness of Wyoming, Utah, and Arizona. In Rockin' Road, Cushner has integrated rock climbing with such diverse subject areas as math, physics, geology, environmental science and literature. "We use trigonometry to find the height of the cliffs we're climbing and to calculate frictional forces. We use conic sections and regressions to study the distance, velocity, and acceleration of the climber."

A picture of Jason, taken during last summer's Rockin' Road class, graces the November cover of *Mathematics Teacher* magazine; it features Jason atop a windy mountain, teaching calculator graphing with the aid of a large portable white board. For Cushner, classes are "...taught around experiences, not subject areas, leading students to see how the math connects to the world." Perhaps the most unique thing about Jason's math classes (on campus or off) is that he never gives answers. "Consensus is the answer key" is the class norm, and he feels that, if he spends ten minutes of an eighty-minute period standing in front of the class, that's a lot. He explains "My job is to create engaging activities and ask good questions."

When asked what he likes best about Eagle Rock, Jason mentioned "...the freedom and creativity I'm allowed in what I teach here." He also appreciates the professional development mission of the school, which he has participated in by writing articles, presenting at conferences, and putting together curriculum books. Jason's idea of a great teacher is "someone who poses good problems and asks good questions. Someone who's passionate about learning and someone who cares about the students."

A modest man, Jason wouldn't admit that he had just described himself. Everyone in the Eagle Rock community, however, knows that Jason is both an outstanding educator and person. Thanks to his recent award, now the entire state knows it.

## EAGLE ROCK PRESENCE STRONG AT NSDC CONFERENCE

*by Timothy Riley, Professional Development Intern*

The National Staff Development Council held its 33rd annual conference in Denver from December 1 - 5, and Eagle Rockers abounded! This year's conference, which was themed, "Scaling Summits: Clear Views of Critical Issues," was co-chaired by Eagle Rock's Director of Professional De-

velopment, Lois Easton. One look at the NSDC's mission statement, which is "...to ensure success for all students by serving as the international network for those who improve schools and by advancing individual and organization development," explains why Lois agreed to undertake the responsibility of co-chairing this massive conference.

The conference drew some 3,100 administrators, staff developers, consultants, and teachers from all around the world, and Lois involved Eagle Rock in a variety of ways.

*See "NSDC" - Page 6*

*"NSDC" - Cont. from Page 5*

Eagle Rock began the event-filled week by serving as a preconference session site, hosting 22 visitors from across the nation and from as far away as the Netherlands. The visiting educators received student-led tours, sat in on classes (specially scheduled for them on Saturday afternoon), and participated in various panel seminars concerning service learning, community, and curriculum.

Four students volunteered to give their POLs early, so that the guests even had the opportunity to be POL panel members. The entire community made a fantastic effort to welcome the visitors, who as a group confirmed the weekend's success.

After the weekend's activities, eleven of the school's veteran students traveled down to the Adam's Mark Hotel in Denver, the location of the conference itself. They kicked off the conference by carrying in the opening general session flags representative of the conference's attendants. During the rest of the conference with warm smiles and positive atti-

tudes, the students met the conference participants and helped them to navigate their way from one session to the next. The students had the opportunity to attend various sessions as well as to listen to renowned keynote speakers.

On Tuesday morning, student Sandy Rivera helped to introduce one of those keynoters, Glen Singleton. You can read her remarks in the article in this newsletter entitled "Student Sandy Rivera Receives Standing Ovation From 3100."

On Wednesday morning, it was the Eagle Rock School choir's turn to rivet the audience, performing a stunning version of "Hernando's Hideaway," complete with dancing, tuxes and sequined gowns. Student Junior Garcia then amazed the audience with his poetic and thought-provoking rap entitled "A Message from the Younger Generation."

Easton commented, "NSDC does not usually have students at the annual conference, other than as performing groups, so it was great to have students there in other roles, reminding us what education's all about."

## STUDENT SANDY RIVERA RECEIVES STANDING OVATION FROM 3,100

*by Lois Easton, Director of  
Professional Development*

Student Sandy Rivera was just one of the eleven students who were serving as greeters and guides at the National Staff Development Council's annual conference in Denver December 1-5 when I asked her to help introduce keynote speaker Glen Singleton. Singleton wanted a student to address the question "What do students need from their schools to succeed?" He incorporated her words into his speech. Sandy received a standing ovation from the audience once she completed the following remarks but said, modestly, that any one of the ten other students at the conference could have introduced Mr. Singleton. Here are her remarks:

When I was in the seventh grade, I remember an art teacher who criticized my artwork. He said it was not good enough and that I was just average. I remember feeling worthless. I also remember an English teacher who was touched by a haiku I wrote about my personal problems. He expressed concern and trust and gave me guidance. I remember feeling secure about myself. Teachers, good or bad, are remembered through their actions by students. When teachers start to show what in my culture we call *las ganas* (which means "the desire") and start to show interest in what they are teaching, then students start to show their *ganas* and interest in learning.

C'mon, do NOT doubt that we can learn. Believe in

us, no matter what. Do not assume I do NOT need help. Put in a little faith when you think about who will pass the class. Make the class "our" time, not just "your" time. See us in those robes walking across the stage, not wasting time hanging out, doing drugs, hypnotized by trash TV. Let's build trust and respect so we can start to communicate. Do not let us slack, slide, or skip through class. Learn with us as students. Give us the opportunity and resources to do something with education and ourselves. We need healthy options like service and engaging ourselves in school. Hold us to high expectations, towards our learning. Teach us about responsibility and feeling important. Teach us what applies to real life in this world. Treat us as individuals, to your level as an adult.

Think about what the next learning experience will be, not what to do with the next paycheck. No false notions or false praise that makes us sit and wonder about a life that will never happen, the reality that is not real. We are here to see the bright light, not the shadow puppets like in Plato's *Allegory of the Cave*. Help us break through the weakness and the stereotype. Give us the power to break through and reach our destiny.

What do students need to be prepared for the world?

- Believe in us! Do not doubt that we can learn. Do not classify us as no good or lazy.
- Help us. Build trust.
- Do your job as an educator.
- Hold us to high expectations.
- Be real; be honest.

We need your willingness and ability. It is in you to give us the *ganas*.

## GRADUATE HIGHER EDUCATION ENDOWMENT FUND

by Richard L. Herb, Director of Operations

Shortly after September 11, Honda Motor Company, the sole funding source of Eagle Rock School and Professional Development Center, announced a dollar-for-dollar matching gift program through which employees of Honda divisions throughout the United States could support the New York relief effort. The first Eagle Rock check received was the entire paycheck of a staff member. More followed. Eagle Rock staff raised \$1,000 helping to set up and take down tents and tables for the annual Scottish-Irish Festival in Estes Park.

Students returned from break on September 15 (see "Eagle Rock Responds to 9-11"). Some were from Manhattan and saw firsthand the horror of the World Trade Center on September 11. They joined the fund-raising effort matched by Honda in part by selling 135 of the specially designed Eagle Rock t-shirts to the larger Eagle Rock family around the country.

Eagle Rock is such a small piece of the whole Honda picture, perhaps, but we're proud to be a part. We're proud to be Americans. On an Eagle Rock scale, together, we are

sending a bunch of kids who, for one reason or another, were not going to graduate from high school, across the Eagle Rock stage, awarding them a diploma and also providing them a \$1,500 scholarship, modest though it is, from the Eagle Rock Graduate Endowment Fund in order to help them pursue their dreams of higher education. All due to help from people like you.

In November a Silent Auction that was held on campus offering student, staff and professional art and services grossed nearly \$3,000. The all-school Graduate Work Day held in October grossed over \$4,000. Funds from these events plus honoraria paid ERS staff for presentations and professional services, gifts from donors and performance gate receipts are all invested in the Graduate Higher Education Endowment Fund.

Current fund balance is \$257,000; awards paid total \$20,900.

Our long-term goal is to award each graduate \$10,000; this requires building a mix of living endowment and invested funds totaling \$3,000,000. Please consider a gift this holiday season. make your check out to the Eagle Rock School Graduate Fund and send directly to Eagle Rock School, c/o Dick Herb, P. O. Box 1770, Estes Park, CO.

## EAGLE ROCK GRADUATES PURSUE HIGHER EDUCATION, CAREERS

by Lois Easton, Director of Professional Development

In a study with Chapin Hall, the University of Chicago, Eagle Rock has been researching the whereabouts of both graduates and non-completers (students who left Eagle Rock before earning a diploma). Although the study of non-completers is not yet available, the status of Eagle Rock graduates as of October 3, 2001, is known.

30% of Eagle Rock graduates are currently employed full time in a variety of jobs: assistant manager in an auto repair shop, running a family construction business, teaching dancing, working at an alternative school, working in a bookstore, self-employed as a furniture maker, serving as a webmaster, teaching gymnastics, selling copiers, working as a bank teller, working in construction, installing and repairing air conditioners, fighting forest fires, working as a dental assistant, working as an elementary school secretary, etc.

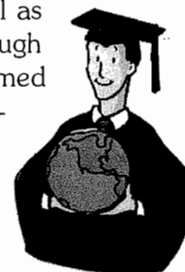
Two students have completed four-year colleges or universities. Elena Sevens graduated from the Savannah School of Art and Design. Davian Gagne graduated from the University of Denver and has been accepted into the DU Graduate School of Social Work.

37% are pursuing higher education full-time, 13% part-time (also working). They are enrolled in a variety of col-

leges and universities: Florida International University, University of Houston, University of New Mexico, San Francisco State University, University of Colorado, Metropolitan State College of Denver, City College of San Francisco, Wellesley, Marysville College, Arapahoe Community College, Bennington College, Texas A & M, Casa Grande Community College, Luther College, Boston University, University of San Francisco, Warren Wilson College, Naropa Institute, Paul Smith College, Grand Rapids Community College, University of Alaska, etc.

Two are interning, one as a potter and another at a magazine. Two are traveling both nationally and internationally. One is working in a service organization (Americorps), although in the past several graduates have worked for Public Allies, the Conservation Corps, and Up With People as well as Americorps. Only one is working in a service organization (Americorps), although in the past several graduates have worked for Public Allies, the Conservation Corps, and Up With People as well as Americorps. Only one is in the military, although two have in the past served with the Armed Forces. One is parenting; another is recovering from an accident; and three students could not be located for the study.

Results of the study of non-completers will be published in the next edition of "Eagle Eyes."



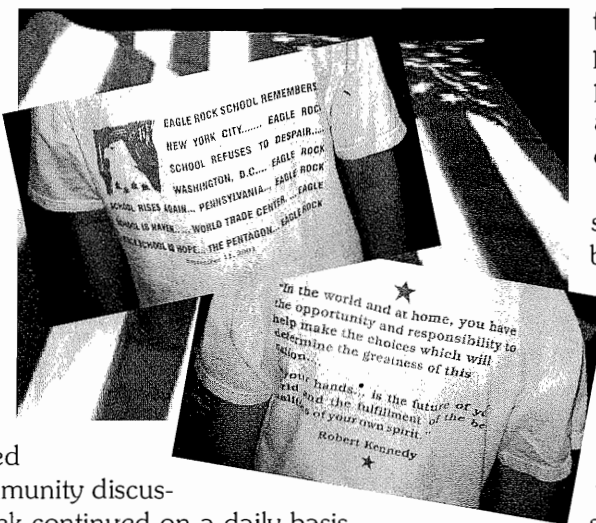
"9-11" - Cont. from Page 5

port were freely shared for as long as it took for everyone to be heard.

With radios and TVs tuned in for the latest developments all week, the staff turned its attention to the safety, welfare and travel plans of students. Phone trees were established for each ERS House (dormitory) so that each student was contacted personally at least twice. Information began to accumulate: No students or their immediate family members had been injured or killed in the attacks, although several students had either been in New York at the time of the attack or knew people who worked there.

As the week progressed, staff realized that they needed to address the enormity of the situation with students as well as establish some sense of normalcy and safety at Eagle Rock. When students arrived Monday, September 17, community discussions begun the previous week continued on a daily basis. No topic or emotion was taboo. With open communication, the process of healing began.

On Tuesday, September 18, students gathered in the Lodge and then formed a silent procession which slowly moved through the Schoolhouse to pick up memorial t-shirts, under the school bell (which was rung once by each passing



community member), and down the path to the outdoor amphitheater. In this open and beautiful place, the community held a memorial service: for all those who died and were injured, for the brave public servants and citizens of New York, and for the changes wrought in our national consciousness.

Included in the ceremony were quotes and observations offered by many community members; a selection of patriotic music; an explanation of the memorial t-shirt; a time of silent reflection for writing prayers, questions, sorrows, and wishes on pieces of paper which were then burned as an offering of love; and a drumming ceremony.

As Robert played Taps, students and staff slowly rose and silently found their way back to the main campus. Feelings of sacredness and respect permeated the atmosphere long after the ceremony ended. Linda Sand Guest, Karolee McLaughlin, John Joseph, Joel Roman and Chris Mason planned this ceremony.

The remaining days of the week were given to tracking down students who still had not arrived (many of whom were enduring 72 hour bus rides from the East Coast), planning House Retreats during which students spent two to three days away from campus to laugh, cry, eat, play, exercise, talk and rest as smaller units before beginning the new trimester. ER 25 began with an even stronger and more determined community than that prior to September 11, 2001.

**AMERICAN HONDA EDUCATION CORPORATION**

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